

THE STATE OF THE EIGHT SCHOOLS ASSOCIATION

SEE A6 AND ESA.PHILLIPIAN.NET FOR MORE. QUESTIONS INCLUDE:

WHILE AT YOUR SCHOOL, HAVE YOU EVER FELT THE NEED TO CENSOR YOURSELF DUE TO YOUR POLITICAL VIEWS?

DO YOU THINK THAT YOUR SCHOOL'S DISCIPLINARY SYSTEM FAVORS STUDENTS OF PRIVILEGED BACKGROUNDS?

GENERALLY SPEAKING, DO YOU CONSIDER YOURSELF HAPPY AT YOUR SCHOOL?

DO YOU BELIEVE THAT THERE IS A HOOK-UP CULTURE AT YOUR SCHOOL?

STAFF REPORT

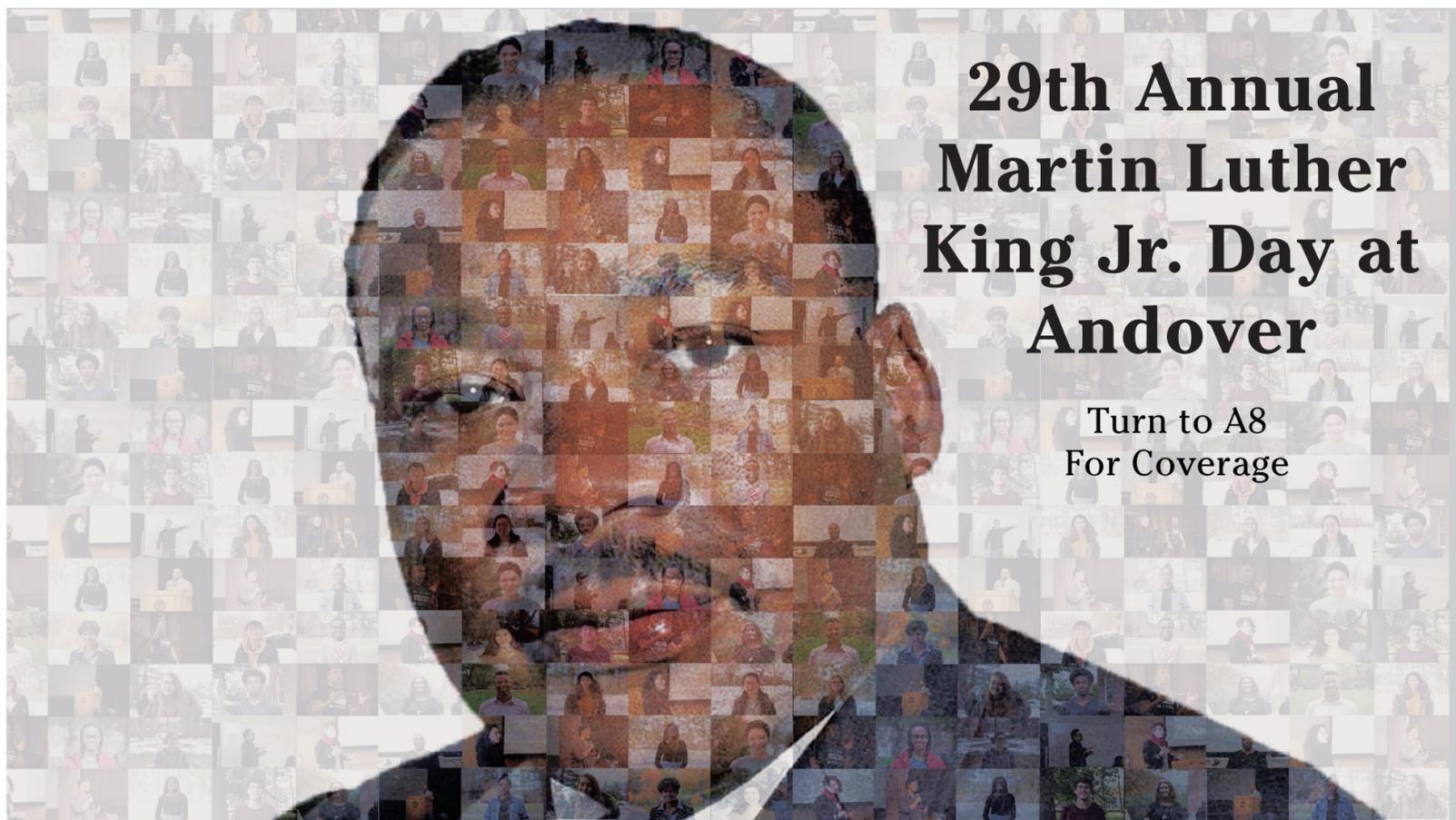
This year, *The Phillipian* has collaborated with several preparatory school newspapers in the Eight Schools Association (E.S.A.) to conduct a joint student body survey in hopes of gaining a better understanding of life at

Andover in the context of our peer schools. In early December 2018, *The Phillipian*, "The Scroll" (Deerfield), "The Exonian" (Phillips Exeter Academy), and "The Bridge" (Northfield Mount Hermon) each sent out the "State of the E.S.A." survey to their respective student bodies. "The Choate News" (Choate), "The Hotchkiss Record" (Hotchkiss), and "The

Pelican" (St. Paul's) needed approval from their school administrations in order to participate. Because "The Hotchkiss Record" was not granted necessary permissions early enough, responses from Hotchkiss's student body were not able to be collected, according to Elizabeth Droz, Dean of Students at Hotchkiss. Because "The Choate News" and

"The Pelican" were not granted necessary permissions, responses from the student bodies of Choate and St. Paul's were not able to be collected, according to James Stanley, Dean of Students at Choate, and Aaron Marsh, Dean of Students at St. Paul's. In an email to *The Phillipian*, Marsh wrote, "St. Paul's is engaged in its own culture and climate work

A.MIN/THE PHILLIPIAN at this time, but hopes to participate in the Eight Schools project in the future." "The Lawrence" (Lawrenceville) declined to participate, according to Linda Li, Editor-in-Chief of "The Lawrence."



29th Annual Martin Luther King Jr. Day at Andover

Turn to A8 For Coverage

PHOTO COURTESY OF ABC7 CHICAGO; COLLAGE BY O.TUNG AND S.BAHNASY/THE PHILLIPIAN

Students and guest speakers, pictured within collage above, led workshops on identity, community values, and inclusivity on Andover's 29th annual celebration of Martin Luther King Jr. Day.

ASM: Activist Patrisse Cullors, Co-Founder of #BlackLivesMatter

ZACH MOYNIHAN

In July 2013, activist and organizer Patrisse Cullors tweeted "#BlackLivesMatter" in response to the acquittal of George Zimmerman, who had murdered 17-year-old African American Trayvon Martin in Sanford, Fla. on February 26, 2012.

Since then, the hashtag "#BlackLivesMatter" has been Tweeted over 41 million times, according to "N.P.R." Black Lives Matter is now an international organization with more than 40 chapters, according to the Black Lives Matter website.

Marking Andover's 29th annual commemoration of Martin Luther King Jr. (MLK) Day, Cullors called upon students to enact social change as part of her talk during All-School Meeting (ASM). Cullors also asked the audience to look beyond the triviality of politics and focus on the preservation of basic humanity throughout the world.

"This is not political. This is literally about humanity," said Cullors.

This nonpartisan message resonated with Shyan Koul

'19, who said he appreciated Cullors' efforts to call everyone into the pursuit of justice.

"We are looking at humanity, and not just whether you're a Democrat or Republican or whatever. I think that really resonated with a lot of people, especially because now we live in such a divisive time where everything is a political statement, but I think the idea that certain things don't have to be political and it can just be caring about the people around you. I think a lot of people resonated with that idea," said Koul.

Though the Black Lives Matter movement started online, it has since grown into a global network committed to opposing anti-black racism. Victor Tong '22 said he was intrigued by the organization's rapid development.

"I was wondering how they were able to transform all that energy that they had online and use that to break down barriers that were imposed by generations of policymakers who were intolerant of diversity," said Tong.

Continued on A5, Column 1

Head of School John Palfrey Conducts Social Media Survey on Campus

SOPHIA LEE & ZAINA QAMAR

Every two years, Head of School John Palfrey releases a survey to the student body about its use of digital devices and the Internet.

According to Palfrey, the aim of this survey is not only to develop his research of the digital age, but also to gain a deeper understanding of the student body.

"I also hope that this will be a way in which we can continue the conversation about the ways in which technology can help education and the ways in which it can hinder your learning," said Palfrey in an interview with *The Phillipian*.

Palfrey has been interested in student technology use for years, cataloguing survey updates in new volumes of his book "Born Digital." Originally published in 2008, "Born Digital" explores the implications of a digitally savvy generation. With help from the Berkman Klein Center of Harvard University, Palfrey compares Andover's survey with national averages of student technological use and obtains the necessary information and statistics to update new editions of his book.

This year, Palfrey has been invited by the Andover Trustees to be the featured education speaker at their annual winter meeting. The talk will be focused on "Born Digital."

"Every year, the trustees ask a speaker to come and talk about education, and usually in the winter meeting, and it has historically been somebody from outside, and this year they asked me to do it. And they asked me to do it about this book, 'Born Digital,' which I've written. It's come out in three different editions and I'm working on a fourth edition now... so I'm reporting on those data, but I want it to have a specific tie to Andover," said Palfrey.

As have national averages, the increase of phone usage on campus has shot up dramatically over the last decade or so. At Andover, administrators and students alike have witnessed phones causing a decrease in face-to-face interactions such as on the paths or in Paresky Commons.

Natalie Wombwell '01, Associate Director of Admissions, said she believes that the constant activity on phones stems from the notion that people feel like they must always be busy on this campus, even when walking on the path.

"It's just we're so used to feeling connected or busy all the time that when you are alone with your thoughts, which typically you are when you're walking around campus if you're by yourself. It's uncomfortable. And so I think we need to kind of get back to being comfortable with quiet or just our own thoughts," said Wombwell.

"I also think we don't need to be this busy all the time. I think we make ourselves busy all the time and so it feeds this frenetic energy and this stress so that you're multitasking," continued Wombwell.

According to Palfrey, the Empathy, Balance, and Inclusion (E.B.I.) program is as an attempt to prevent students from overusing their phones, both in E.B.I. classes and on a larger scale throughout the school. His aspiration is for all students to form healthy habits that include their devices when needed and erase them when they're not.

"I think people are pretty attached to their phones and use them a lot, and my hope is that through at least certain forms of signaling, like

Continued on A7, Column 1

Editorial

How to Miss the Newsroom

There are some things that you can't even imagine missing. You can't imagine missing them because they have become so ingrained in your life, so important to who you are, that the idea of leaving doesn't quite make sense. That is, until you have to.

As a board, we've had 29 Monday meetings, 29 Thursday uploads, 29 "Send Me on My Way"s, and 29 countless other things. This Thursday, this Editorial, is number 29. The last one. Even now, we're not quite sure how to miss this.

We'll miss Mondays filled with lively pre-board-meeting chatter, voices and ideas that bounce off of each other during editorial talks, and the frantic pizza dash. We'll miss Tuesdays working under the dimly lit fairy lights, Spotify playlists made for the newsroom, and newly created In-Design documents. We'll miss Wednesdays with Gushers, GoGoSqueeze, and maybe even chocolate hummus.

We'll miss the Newsroom: the walls covered with signatures and doodles from the boards that came before us (some funny and heartfelt, the rest made nonsensical by the passage of time), the string of Polaroids (we found the secret stash), and the perpetual hum of the greasy fan that keeps our server from quite literally exploding into flames.

But most of all, we'll miss the people. We'll miss every single person who gave everything they had to this sometimes frustrating, but unfailingly rewarding thing we've all been a part of for the last year and more. We'll miss all the ridiculous Editorial ideas and the even more ridiculous inside jokes (bring back Commons froyo). We'll miss the people who look forward to spending so much time in this dusty basement of Morse. So, before

we leave, we'd like to say thank you.

To Andover, thank you. Thank you letting us share your stories. Thank you for grabbing the paper from the kiosks every Friday, for discussing it over dinners at Commons, for holding us accountable and for pushing us — expecting us — to always be better. Thank you for providing this purpose that has become an intrinsic part of who we are.

To Neil and Tracy, thank you. Thank you for giving up your weekends and weeknights to be with us, and for being ready to pick up the phone no matter how late at night. Thank you for lifting us up when we fall, and for telling us what we might not want to hear, but what we need to hear.

To CXLII, thank you. Thank you for bringing your ideas, energy, and passion every time you walk into the newsroom. Since September, we've watched you grow into your roles and build your own relationships within *The Phillipian*. You've gone from a collection of people who happened to work for the paper to your own kind of family. And that bond is only going to get stronger, we're sure of it. Thank you for everything. You're all more than ready to uphold our legacy and that of the boards preceding us. We're endlessly confident in you and endlessly excited for you. Make this place your own.

Endings are always the hardest part. But this ending is easier than most. It's loving a place, but knowing that there are others who love it just as much as you do. It's understanding that when something matters this much, you never quite forget it. This is how you miss *The Phillipian*.

This editorial represents the views of The Phillipian, vol. CXXI.

Reflections and advice from departing members of *The Phillipian*, vol. CXXI.

"Take responsibility for the impact of your words and actions, even when others don't." — C. Cho
 "The only way to achieve perfection is to fail along the way." — C. Ward
 "Never let disappointment get in the way of taking what you do have and running with it." — C. Gihlstorf
 "When you fall, remember that the only thing left to do is to get back up and thrive." — Y. Kim
 "Everyone and everything has a story to tell. Give them a voice." — A. Zhu
 "*The Phillipian* seems immense and daunting, but I can promise that you will always find your corner. From paper basketball to 'what's lede photo,' I'll miss it all." — R. Prem
 "Slow down and embrace the moment." — J. Du
 "Live. Laugh. Love. Commentary." — K. Aouga
 "Take pride in your Paper." — J. Buehler
 "#digitalfirst" — H. Zheng
 "'Seek truth from facts' — Deng Xiaoping" — J. Shen
 "Work hard, appreciate your fellow Editors, and don't take yourself too seriously." — S. Rao
 "Love your section and your people." — A. Li
 "Remember to visit the photo corner. We get lonely sometimes :(" — M. Callahan
 "Make the most of it. Even if you've only got two years. Especially if you've only got two years." — H. Solomon
 "Laugh in the Newsroom, decorate StuPubs, and don't forget the pizza." — K. Hu
 "Everything will be easier if you take care of yourself first. I promise." — A. Min
 "*The Phillipian* isn't everything, but it is something. How much depends on you." — E. Belo-Osagie
 "Lost: sleep, SAT subject test ticket, many sharpies, a pom. Found: a family, a home, a purpose — really, everything I am. And 29 papers bursting

with memories that make up for everything I may have lost, a thousand times over. I hope you find this too." — A. Pinga
 "I really didn't know it was possible to be this sad and this happy at the same time. Sad because this crazy amazing thing is ending, but happy because it may be ending for me, but it's just beginning for you." — A. Lang
 "You are more than any mistake. You are the risks you take, the songs you dance to late into the night, the friends you make. You are a family. Hold on tight, time will fly." — A. Lord
 "We tried to clean the floor once. Within days, it looked as if it always had: the tenacious layer of dried salt on the floor returned, tracked in and pressed down by daily foot traffic. Small piles of perished Goldfish populate different nooks and corners, stray pieces of blue painters tape slowly migrate across the floor — sticking and moving with the motion of the Newsroom like nomads. For a long time I resented the dirt, the trash, and the alarmingly unplaceable color of the Newsroom floor. Now, as everything is coming to a close, I find myself filled with a sense of unwavering [for more, visit phillipian.net]" — I. Lee
 "I'm of the opinion that nothing makes a Newsroom great quite like the people in it. We had a pretty damn great newsroom. Do good work and take it seriously (but **never** yourselves), and — above everything else — never let this place lose the magic." — W. Ennis
 "Cherish and love the people around you — they are the ones who will have your back through it all. Hold on to the memories, and never forget how much you've grown. And don't be afraid to let this place shape you." — H. He



The Phillipian

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T. CONRARDY / THE PHILLIPIAN

Call Me When the Party's Over

MEGAN VAZ



OVER THANKSGIVING break, I was (unsurprisingly) diagnosed with post-traumatic stress disorder (PTSD). Despite the fact that I suspected my condition ever since I learned what PTSD was during our middle school health class, being confronted with the word felt like a slap to the face. I came back to school emotionally drained and numb, and after a torturous week of winter term passed, I decided to return home to begin trauma treat-

ment. For weeks, I wrote down long narratives of the most difficult events in my life, making a book of my trauma — if this was "putting myself first," it kind of sucked. "I deserve happiness," I'd tell myself every day before my mom picked me up. And after seven years, I have finally started to let myself have that hope.

As you can probably imagine, navigating high school while battling the trauma of being surrounded by childhood violence and substance abuse is just a little tricky. I had always had the unshakeable feeling I'd inevitably become an alcohol-spewing monster like my dad, trapped in a cycle I had no control over. The psychologist told me that PTSD is a disorder of time, and it's challenging to distinguish the past from present. We should all have the right to move on, but it's more difficult when I felt trapped by circumstance. I felt held back by the fact that I'd never see alcohol consumption and relationships like others would. I des-

perately wanted to just be like my friends, even if it meant painfully pretending like nothing ever happened to me. I'd later learn that my refusal to embrace my pain made me feel even worse.

In high school, I found myself surrounded by everything I needed to ruin my life. I pretended to be comfortable and pushed down my sense of panic when friends from home drank. I used our school's infamous "hook-up culture" to hide the fact that I was scared to make emotional connections because of how my father treated my mom. I held back screams when confronted with the anger of others. But I didn't want anyone to walk on eggshells around me, either. I was never the girl who kills the vibe with a traumatic flashback, but part of me didn't want to give myself the chance to have a happy life away from the unhealthy culture I'd been overwhelmed with in my childhood. In my mind, what happened to me made me different from my friends at Andover; I

was cursed to live a life devoid of happiness, but they weren't. After I left early, I scrolled past pictures of them making gingerbread houses in our dorm on the Andover Admissions Instagram page while I waited in the psychologist's office to begin another grueling session of exposure therapy. Yay me.

Pushing down my feelings so I could look "chill" in front of my friends led to my spiraling out of control. During treatment, I learned that suppressing natural reactions to triggering events was unfortunately common among people with PTSD. We try so hard to be "normal" that we forget about healing ourselves and moving on. With my psychologist's help, I committed myself to trying to move on. After I returned to school for the new year, I tried to bring with me what I learned through treatment. The most challenging thing was prioritizing my mental health over trying to fit in with my friends. Sure, it's earned me a label of "goody two-shoes" or "self-right-

teous" here and there, but I don't care anymore. Survivors should be allowed to move on from their trauma without worrying about how others will think of them.

Maybe people like me do deserve happiness after the storm. No one should deprive themselves of the emotional space they need to heal, because at the end of the day, we're still people. I'm trying to learn that I'm more than a couple rotten years of my life, and I don't need to put up with it when the behavior of others trigger bad memories for me. The best advice anyone struggling with trauma can receive is to put themselves first. For me, that means being okay with being left out of the party. It means finally being okay with the idea that I deserve love, and that I deserve a good future away from the past. I'm still working on it, but I'll be okay one day.

Megan Vaz is a two-year Lower from Weston, Fla. Contact the author at mvaz21@andover.edu.

Students involved in organizations covered by *The Phillipian* will not play any role in assigning, writing, producing, or editing content regarding said organizations.

The Phillipian welcomes all letters to the Editor. We try to print all letters, but because of space limitations, we enforce a 500-word limit. We reserve the right to edit all submitted letters. Letters must be responses to articles already published by *The Phillipian*. We will not publish any anonymous letters. Please submit letters

by the Monday of each week to phillipian@phillipian.net or to our newsroom in the basement of Morse Hall.

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CORRECTIONS:

A Commentary illustration misspelled a name. Hailey Wadell made the illustration for "A Christmas Present Made of Coal." The wrong edition of a Commentary article was published in print. The correct edition of "Lab Grown Revolution: Clean Meat" can be found online at phillipian.net.

News misspelled a name. Jeffrey Shen studied Chinese censorship in his *Independent Project*.

News misattributed an article. Sam Elliott wrote "Television Writer Nell Scovell Reflects on Career in Male Dominated Field."

Sports misspelled the name of a school. Andover Wrestling competed against the Hyde School.

Sports misstated the name of a school. Andover Girls Squash played Loomis Chaffee and Exeter.

Sports misattributed a photo. Olivia Tung took the photo of Anna Bargman.

Sports misattributed a photo. Shahinda Bahnasy took the photo of Emily Batchelor.

An Arts article misstated a fact. Emrys Elkouh and Liu Rothschild helped with the production of "WeekDaze".

The Phillipian regrets the errors.

Weight Watching

HUGO SOLOMON



C. WAGGONER / THE PHILLIPIAN

THE GYM TERRIFIES THE crap out of me. Growing up, I wasn't the kid that beelined towards the squat racks or strode confidently to the free-weights as soon as he walked in — the type of swaggering teenager wearing a muscle tee and Nike trainers like it's no one's business. No — I was the scrawny one in the back fiddling endlessly with the workout and spinning machines, the type of kid you want to walk up to and ask: "Are you lost?" Yet over time, I learned how to plan my workouts, to ask for help, and to make each space my own.

My experience in the Andover gym is a whole other story. As opposed to my gym back home, I know at least 80 percent of the people in the Andover gym at any given time, and I notice each one of them as they walk in; that's where the anxiety starts. The gym has become a microcosm — a small-scale representation of the sickening side effects of having too many talented people in one place. I'm talking about the egos the size of small elephants, the competition, the social and academic pyramids, the mental gymnastics, and the sickening justifications we all make that we're still... better. Because of this culture, the gym

has evolved from merely a space of exercise to a new stage for competition, a place to showcase your physicality and to compare yourself by means of a metric identifiable to the literal pound. The implications of this competition in terms of gender, however, cannot be understated.

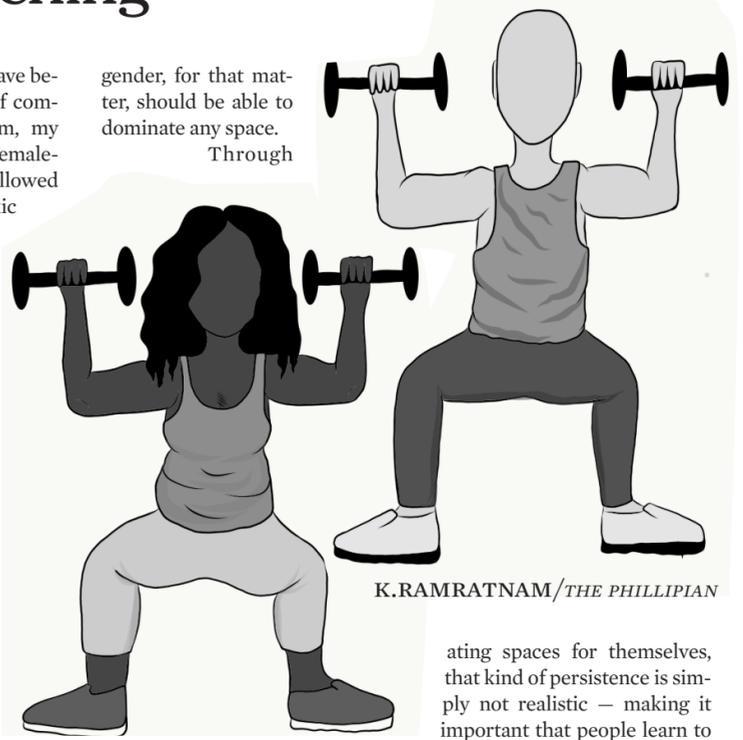
In conversations with my female friends, regardless of ability, race, or sexual orientation, they all have told me the same thing: when they come into the gym, they feel watched, judged, and scrutinized. "The gym? I'm too scared to go near the place," a friend remarked at dinner last week. They've told me stories about fears of objectification, being confined to particular machines, and stories about feeling like an intruder in an undeniably male-dominated space.



Though as of today, I have begun to feel some levels of comfort in the Andover gym, my conversations with my female-identifying friends have allowed me to recognize the toxic aspects of competition I had glossed over. For the first time, I was able to observe people grabbing 60-pound weights in each arm and striding confidently to the other side of the gym only to use them for sit-ups. I began to be able to feel the floor shake as yet another guy slammed his weights onto the ground after his last heaving rep. I became able to hear the sounds of caveman-esque grunts loud enough for the whole room to hear in a primal display of strength — and all of a sudden, it made sense. If a space seems intent on keeping you out, why on earth would you fight to be a part of it?

It's as simple as looking at the presence of clubs such as Girls Who Lift for evidence of this problematic culture. Female-identifying or presenting people should not need to separate and find specific times for developing their workout skills. Rather, every day should be a day for Girls Who Lift. I believe a gym should be a place of transformation, a place to build yourself up day by day, to realize your goals and to build your external strength alongside your internal strength. It should be a place free of anxiety, sexism, and toxic masculinity. We all have an equal right to use the facilities generously provided for us by the school, and no group or

gender, for that matter, should be able to dominate any space. Through



K. RAMRATNAM / THE PHILLIPIAN

looking from the perspectives of my female friends, I have realized my own privilege in this environment. The huge guys make room for me when I go up to the bar or squat rack, and always give me the space I need without a second glance. They say "Hi" to me from across the room and never question my ability. Some of my female friends have attempted the same only to be asked if they needed help.

In remedying this solution, I would encourage the creation of new programs in the Athletic Center that could expand instruction to people starting to learn how to lift. It can also be educational and help make others feel comfortable in the gym; this can be implemented in existing courses, such as lowerclassmen Physical Education FIT. Even though it is important that people continue to try cre-

ating spaces for themselves, that kind of persistence is simply not realistic — making it important that people learn to understand the privilege that comes with feeling comfortable in the gym. Additionally, they must learn to make spaces for those who feel uncomfortable.

By acknowledging the imbalances in the spaces one inhabits they can address the problems needed to make these spaces more inclusive. For instance, take time to diversify your workout so you can leave space for others, or invite people to come with you next time. And for those of you who are still convinced that the gym isn't a place for you, there's always a spot next to me on the spin machine.

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Where Do Welfare Dollars Go?

ALLISON ZHU



D. ZHU / THE PHILLIPIAN

I ENTERED A HIGH-RISE on Milk Street in Boston and approached the building's security guard to ask for directions to the nearest ATM. Surnamed West on her name tag, she directed me to peek in next door and report back what I saw. I paused to process her unexpected directions. She shrugged as if she had been over this many times with others.

I walked over to the glass pane, peeked in, and there he was: a man, in his late 30s, sitting on a pile of sleeping bags in the corner of the ATM kiosk. West told me that for the past two years, she has seen this man all day and night in the kiosk, only leaving to take 15-minute walks around the block when authorities kick him out. He swipes his electronic benefits transfer card from the Supplemental Nutrition Assistance Program to get back in every time.

West works from 5:00 a.m. to 5:00 p.m. for minimum wage to support her three children. She expressed to me her frustration at the people she saw injecting drugs in the ATM kiosk. Since this man is on welfare, she assumed that he also misuses his Cash Assistance on illicit drug use, and thus, stands in favor of restricting access to welfare. She complained, "Why does the government give my taxpayer money to people who spend it on drugs?"

This, however, is the fundamental attribution error: the assumption that people on welfare use drugs. Ac-

ording to Think Progress, in 2016, the positive drug test rate of all welfare applicants (among states where people tested positive) ranged from 0.07 percent in Arkansas to 2.14 percent in Utah — none of which came anywhere close to the national drug use rate of 9.4 percent.

As the number of states drug testing applicants for temporary assistance has

cants to complete a written questionnaire, and Illinois recently finalized HB 4180 to restrict applicants from the Temporary Assistance for Needy Families program (TANF) — one of the most successful and necessary pieces of America's social safety net — if they either test positive for substance use or refuse to submit to testing. Massachusetts has also pro-

posed legislation and may soon join these states. These amendments only deepen the myth of "welfare recipients spend taxpayer money on drugs." According to the Center on Budget and Policy Priorities, last year, food and child welfare were the top two areas in which welfare money was spent. These amendments wrongly depict welfare recipients as drug users and blame their unemployment on personal failings, rather than societal.

It is the American government's responsibility to extend a helping hand to its citizens in need. If West loses her job and family income, she would, too, feel the fear and frustrations of welfare

applicants whose benefits are currently being challenged by state representatives and even the White House. If I could go back to last week, I would tell West, how would you feel if the government assumed you use drugs because you are on welfare and then hindered your access to much needed food stamps? Before you support these legislative changes, please keep

pay for the select welfare recipients who abuse their benefits, but neither should they pay for expensive drug testing. The cost per positive test ranges from \$200 in Tennessee to \$7,006 in Missouri, according to the Center for Law and Social Policy, and so far, costs of administering drug tests have greatly exceeded any savings.

3. What do welfare recipients need to attain self-sufficiency?

The Trump administration is currently tying this misconstrued knot between welfare recipients and drug abuse by officially revoking an Obama-era regulation on drug testing Americans who benefit from federal programs. President Donald Trump, how would you feel if you had to urinate in a cup for your tax benefits?

We need to stop stepping on the people at rock bottom. The American welfare program is built on the philosophy that everyone has the right to food, clothing, housing and medical care — and that some people will need help from time to time. According to the Center of Budget and Policy Priorities, around 2.5 million Americans received TANF Cash Assistance in 2017. Drug testing welfare recipients not only slows down the welfare process, but the testing itself is also expensive and in theory, criminalizes the innocent.

Instead of wasting taxpayer money on drug testing to weed out a small percent of those in need and demonizing an entire sect of people, we should spend more on helping that small percent find their way out of the cycle of poverty — recover from addiction — and back onto their own two feet.

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R. HALTMAIER / THE PHILLIPIAN

grown, so has the stigmatization of welfare recipients. Attacking the citizens most in need is cruel, and sadly, this has become how the United States, the wealthiest country in the world, manages to remain complacent in the face of extreme wealth inequality: by perpetuating stereotypes — such as drug usage — about the poorest, and then blaming their poverty on these stereotypes rather than creating adequate social supports.

According to the National Conference State Legislature, at least 15 states have passed legislation requiring drug screening for public assistance applicants. Utah, for example, requires appli-

cants to complete a written questionnaire, and Illinois recently finalized HB 4180 to restrict applicants from the Temporary Assistance for Needy Families program (TANF) — one of the most successful and necessary pieces of America's social safety net — if they either test positive for substance use or refuse to submit to testing. Massachusetts has also pro-

posed legislation and may soon join these states. These amendments only deepen the myth of "welfare recipients spend taxpayer money on drugs." According to the Center on Budget and Policy Priorities, last year, food and child welfare were the top two areas in which welfare money was spent. These amendments wrongly depict welfare recipients as drug users and blame their unemployment on personal failings, rather than societal.

It is the American government's responsibility to extend a helping hand to its citizens in need. If West loses her job and family income, she would, too, feel the fear and frustrations of welfare

these three points in mind:

1. What is the prevalence of substance use among welfare recipients?

As I mentioned previously, most welfare recipients are neither drug users nor drug dealers. U.S.A. Today reported that Arizona, for example, spent 3.6 million dollars on 87,000 screenings, and of those, only one person tested positive. There is currently no direct evidence of whether drug testing welfare recipients has reduced drug use.

2. Will implementing drug testing waste even more taxpayer money?

For many states, drug testing costs are cut from TANF and medical care budgets. Workers' taxes should not

Making the Cut

TESSA CONRARDY



DURING MY JUNIOR year on JV1 soccer, practice was peppered with mumbled grievances about the cuts that had been made from the Varsity roster. While many of my teammates were upset that they hadn't made the team, and although not all of the complaints aired were necessarily valid or productive, I found one recurring comment particularly concerning: the Varsity team had not gained any Uppers or Seniors, but instead, accepted five Juniors and a Lower — all but one of whom were day students or local boarders.

At the time, I chalked it up to coincidence. Those under-

classmen were indeed skilled players, and had undeniably showcased their skills to earn their spots on Varsity. The majority of them just happened to be from the Andover area. What I hadn't realized at the time was that of those six underclassmen, five were from Massachusetts, and all of them played club soccer. As time progressed, I heard of similar patterns occurring in other sports, and eventually uncovered that Varsity sports are not equally accessible to all students.

There is a trend in the relationship between Varsity rosters and their JV counterparts. According to the rosters on Andover Athletics, the overall ratio of Massachusetts students to non-Massachusetts students on girls Varsity teams that make cuts is 48 percent higher than those ratios on their JV counterparts. With the exception of Girls Varsity Volleyball, the ratio is between 34 and 79 percent higher on Varsity than JV teams.

While this serves only as a snapshot of this year's teams, and some discrepancies might be explained by the regional popularity of a sport, it is highly

unlikely that this pattern is coincidentally occurring across almost every sport. I believe that this disproportionate number of day students and local boarding students on girls Varsity teams is a result of those students having increased access to club sports. If this disparity is because of club sports, there are probably only a certain amount of students who can afford to play on these teams, indicating a potential socioeconomic divide.

Though there is no uniform way to track which students participate in club sports, it makes sense that day students and local boarders are more likely to participate in them, for example, means of transportation. Many of them already play for a club team in the area, so they could simply continue after arriving at Andover. Unlike day students, boarding students have to follow day excuse procedures and sign-in rules that might conflict with club practices.

If day students and local boarders do indeed participate in club sports at higher rates than their peers, it makes perfect sense that they would make

Varsity teams at higher rates as well. Consistent practice at a competitive or travel level is sure to improve any athlete's skills. If a day student who has been playing for a club hockey team all year were to face off against a boarding student from California who hadn't skated in months, I know who I'd be placing my bets on. Though our Varsity teams should be comprised of the most skilled athletes who try out, we should not ignore the fact that certain students have a greater accessibility to resources.

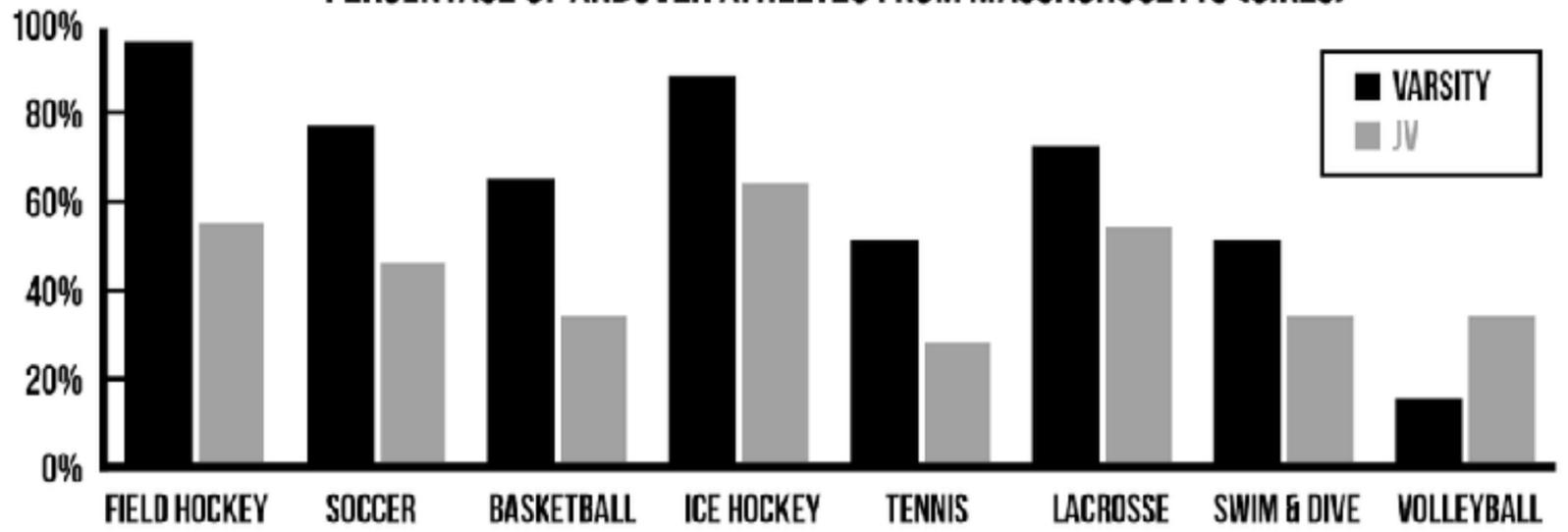
There is no way to change the intrinsic privileges that certain students have, but there are ways to help minimize disparities between students. In the same way that the school's peer tutoring program supports all students, not just those who can afford to pay for private tutoring, providing assistance for students on financial aid to pursue club sports could be an avenue to help those students who might not have the financial means to participate in club sports. Creating Andover athletics programs for off-season training is another approach — some of these programs, like

the winter erging program, are already well-established, but simply not recognized by the school as official athletic commitments.

My argument is not intended to disrespect student athletes who play club sports. I admire many of my peers who are able to handle the many demands of life at Andover while also shouldering the commitments of a club team. Their hard work, however, does not justify whatever inequity might exist between those with access to club sports and those without. This not only means a disparity between local students and their peers, but a disparity between those with the socioeconomic privilege to afford club fees and the students without that privilege. As a school that preaches equity, students should be receiving equal opportunities not only in the classroom, but also on the field.

Tessa Conrardy is a three-year Upper from Pittsburgh, Pa. and a Layout Editor and an Illustration Editor for The Phillipian. Contact the author at tconrardy20@andover.edu.

PERCENTAGE OF ANDOVER ATHLETES FROM MASSACHUSETTS (GIRLS)



C.NGUYEN/THE PHILLIPIAN

Blank Pages, Free Spaces

JULIET GILDEHAUS



AS A CHILD, THERE was nothing I loved to do more than write. Everywhere I went, I carried a pink polka-dotted Target notebook that ensconced the inner workings of my mind. In it, I scribbled down my thoughts, my observations, and my wonderment. I couldn't wait to write in it every day. But as I grew older, and school writing assignments piled up on my desk, the notebook was lost somewhere along the way.

Today, journaling is an art that has been lost in the chaos of our fast-paced modern world. The inclination to document our lives has long been a part of humankind, and journal-keeping is no stranger to society. Leonardo da Vinci, Charles Darwin, Thomas Edison, and William Wordsworth were all avid journal keepers. But nowadays this desire manifests itself in a quicker, more efficient form: social media. We are constantly chronicling our lives in the posts, tweets, and pictures we share. But social media is an outward platform lacking many of the key benefits that private journaling provides and is not always beneficial for those who participate in it.

For many students today, the word "writing" triggers feelings of dread. This is largely because of the rigid structure and polished

expectations associated with academic writing assignments. And while academic writing teaches students valuable ways to communicate ideas efficiently, its narrow parameters do not allow for much creativity and certainly do not encourage risk-taking or experimentation in young writers. How often do high school students have the opportunity to explore their thoughts and express their ideas freely — without judgement, time constraints, or

difficulty to slow down and reflect on our lives and communicate our thoughts in the midst of the pandemonium that oftentimes characterizes our hectic lives; it allows the space to sort through and explore our minds without the prospect of a stranger's criticism or a teacher's assessment. Journals can be shared or can be kept private, but it is the writer's choice because the content comes from the writer's soul and ultimately belongs only to the writer.

gists as a therapeutic method for those dealing with extreme anxiety or trauma. Pennebaker explains that the process of writing down our emotional experiences and traumas can help alleviate the stress associated with these situations, and in turn can improve our overall mood. "What it seems to be doing is reducing general stress levels... People sleep better after they [journal]. People come to understand the situation better," he said.

Furthermore, the powerful healing tendencies of journaling are not limited to just our emotional health. A New Zealand study examining the physical effects of expressive writing shows that journaling can actually accelerate the speed at which physical wounds heal. Other studies suggest that writing about emotions can lead to a higher functioning immune system in patients suffering from conditions such as asthma, rheumatoid arthritis, and HIV/AIDS.

You don't have to write about highly emotional or life-altering events to experience the benefits of keeping a journal, however. Simply recording ordinary, everyday events and experiences can lead to life improvements such as increased creativity, memory, and communication skills. In fact, one study shows that people who wrote about even the most mundane conversations or activities felt happier in their daily lives. More benefits of journaling include better sleep, improved problem-solving skills, and higher self-esteem.

By the time I got to Andover, writing — in any form — began to feel increasingly like a chore. An activity that I once cherished as a child started to produce feelings of stress and anxiety. I got to the point where I would rather sit through a hundred exams than write a single paper. I felt

so much pressure to "do it right" that my mind became paralyzed and I spent painful, unproductive hours trying to generate a few paragraphs. There were too many simultaneous variables to satisfy: I needed to sound smart but not obtuse, to be succinct but not overt, to make bold assertions but only with properly formatted evidence, to be original but not far fetched. Essentially, I felt I had to write perfectly, which made the whole process unpleasant and inauthentic.

Journal writing helped me both to rediscover the joy in writing and to find my own words again. As soon as I opened up that notebook, words and thoughts that had been tangled up in my mind for so long poured out on the page in a wave of relief. And while my output was certainly no work of fine literature, I no longer felt repressed and instead found the joy and stress-reducing benefits of writing once again. As a side benefit, my academic writing assignments came easier too, now that my mind had the space to roam freely in my journal on the side.

The prospect of journaling may seem daunting to some, or even an utter waste of precious time to others, but I urge you to take the time out of your packed schedules to record something solely for the purpose of doing it: solely for yourself. Whether it be in the traditional pen and paper format, typed out on a laptop, or even recorded in voice memo, journaling can be one of the most powerful forms of self-care and personal growth available.



A.VELASQUEZ/THE PHILLIPIAN

the fear of a bad grade? The answer, in my experience, is almost never, and that's exactly what prompted me to dredge out the tattered, polka-dotted journal from my youth and pick up my pen once again.

Journaling provides a safe, pressure-free environment for self-expression — something virtually impossible to find on social media platforms or in academic settings. It gives us the opportu-

"When you're writing, you can be completely honest, because the writing's for you and you alone. And you don't have worry about being censured or criticized by others," said James Pennebaker, a social psychologist at the University of Texas at Austin and a leading researcher in writing therapy.

In fact, journaling has long been utilized as a form of self-care and is even "prescribed" by psycholo-

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NEWS IN BRIEF

REPORTING BY LEXIE MARIANO

This Week:

- A **dodgeball tournament** was held on Saturday, in which student teams of eight competed in the Case Memorial Cage. The winning team selected a charity of their choice, to which the event's proceeds would be donated.
- As part of Martin Luther King Jr. Weekend, **baritone singer James Dargan** performed in Cochran Chapel on Saturday and again during All-School Meeting on Monday with the Gospel Choir.

- Andover's sketch comedy group, "**Sketchy**," performed their first show of the year on Friday in the Steinbach Theatre. "Sketchy" members write, produce, and act in each sketch.
- **Krishna Gupta '05**, founder and managing partner of Romulus Capital, gave a presentation last Thursday on entrepreneurship, venture capital, and investing. Gupta founded Romulus Capital for the purpose of aiding early-stage companies while attending the Massachusetts Institute of Technology.

Looking Ahead:

- On Saturday, **six Senior Concerto Finalists** will perform solo pieces in Cochran Chapel at 7:30 p.m. The concert will feature concertos written for the violin, cello, and clarinet.
- Students will perform in **Abbot Cabaret**, the annual student talent show sponsored by the Abbot Cluster, at 7:00 p.m. and 9:00 p.m. in Kemper Auditorium on Saturday.

CAMD Scholar Thompson Uwanomen '19 Explores the Criminalization Of Black Men In News Media

ZAINA QAMAR

One night during his Junior year, Thompson Uwanomen '19 entered the Dunkin Donuts in downtown Andover to buy a snack. Uwanomen recalled that, as he reached for his wallet, a police officer came into the store, asking if Uwanomen was causing trouble.

Uwanomen referenced this incident in his presentation "The Criminalization of Black Men in News Media" as an example of how media portrayals of black men as dangerous manifest in the everyday lives of people, even his own.

Uwanomen is a recipient of the annual CAMD Scholarship, a program that allows selected students to research topics of diversity and multiculturalism. His talk, which took place in Kemper Auditorium, concluded Andover's 29th celebration of Dr. Martin Luther King Jr. Day on January 21.

Attendee Sabrina-Angela Codrington '21 said that she found Uwanomen's presentation thought-provoking, and said she was able to learn much from it.

"My favorite part was when Thompson brought up a personal anecdote about his experiences at Andover with the police, because it made the presentation so much more real, and more of a conversation than a lecture," said Codrington.

Uwanomen's presentation highlighted the ways in which preconceived and generalized notions of black men proliferate into society, especially among police. Uwanomen's research focused on comparisons between the roles that historical and modern-day media have in the current portrayal of black men.

"In today's case, America's long-standing history of framing African-American men within the context of savagery and delinquency from the nineteenth century have led different mediums of news media in the late twentieth and early twenty-first century focused on crime reports, such as television in-print newspapers, and online newspaper articles," said Uwanomen in his presentation.

"To involuntarily fall back on such depictions of blackness disseminate and reinforce the stereotype of black male criminality," continued Uwanomen.

Uwanomen explained that categorizations of black people, particularly men, of being dangerous have existed since North American colonial times.

"As far back as the early seventeenth century, colonial ideologies scripted the myth of black criminality through plays,



S. BAHNASY/THE PHILLIPIAN

According to Thompson Uwanomen '19, the criminalization of black behavior throughout the use of media is a topic of personal significance.

novels, and books, often casting black men as prime examples of delinquency. After the end of the Civil War, the Reconstruction in the U.S. began and this stigmatization of black life continued," said Uwanomen.

Uwanomen described how, in attempting to legitimately support their claims of black criminality, social scientists tried to find different kinds of concrete evidence, such as statistics from prisons, to back up their notions of black people.

"Through the propagation of books and articles, premised on the racial ideology of black criminality by journalists and novelists, the mythology of black criminality thrived," said Uwanomen.

According to Uwanomen, media holds an extremely powerful position in influencing and informing the minds of individuals, and there have been instances in which black men have attempted and failed to use the power of the media in their favor.

Uwanomen referenced the 1971 Attica prison riot, during which inmates at the Attica Correctional Facility in Attica, N.Y., rebelled against officials with the hope of improved living conditions and civil rights. Ultimately, 43 people were killed: 33 inmates and ten correctional officers.

Uwanomen described how despite the violence inflicted upon the black prisoners, they were depicted as the villains.

"According to prison reform scholar Barbara L. McAneny, inmates understood that their public support depended on their portrayal in media, and even hoped to employ media as a platform to garner sympathy," said Uwanomen.

"On the contrary, however, newspaper accounts of the Attica rebellion provided the public with the distorted and single-sided take on the event, from the perspectives of only correctional facility officers,

who isolated the inmates as cold-blooded and dangerous," continued Uwanomen.

Although media has evolved to keep up with the times, Uwanomen said he believes that its core messages to audiences remain very similar. According to Uwanomen, the recurring role of media only serves to reiterate the societal beliefs of black criminality.

"Media's intrinsic reliance on social practice transformed it into a platform that could preserve, disseminate, and reinforce the ideology of black crime," said Uwanomen.

The intersection of crime and race arose once again in the disproportionate use of mugshots in news reporting, according to Uwanomen.

"Mugshots make their subjects guilty... By portraying black suspects more often in mugshots in comparison to whites, televised crime news room reports not only treat their subjects different but blend the credence to the ideology of black criminality," said Uwanomen.

Uwanomen finalized these thoughts by returning to his own experience in downtown Andover. According to Uwanomen, he could not grasp why the officer said what he said.

Uwanomen said, "With Michael Brown's death at the age of 18 and Trayvon at 17, I step into my own age, especially after my own incident, with caution. Not paying too much attention to the police officer's words at first, I continued to search through my wallet for money to pay the cashier with after I made my order."

Uwanomen continued, "In the process, however, my mind slowly drifted back to what the officer said, and I turned my head back with an offended and confused look to where he stood in the store, only to see no one there."

Correcting Biases: Daniel Crow Discusses Misconceptions in Scientific Discoveries

AARON CHUNG

Science and mathematics are fields grounded in accuracy, yet the same cannot be said for the history behind its progress, according to Daniel Crow, Instructor in Physics. Crow recently researched historical instances of misrepresented minority groups, which he presented on January 22.

Crow's presentation, "Misrepresentation in the History of Science," marked a start to the 2018-2019 Madison Smith, Class of 1873 Presentation Series, sponsored by the Department of Interdisciplinary Studies.

Crow began the talk by discussing the reason behind why scientists of color and of different genders might only seem to contribute little to the development of science.

Crow said in his presentation, "The problem is that we only learn one side of the story that is favored towards the accomplishments of white males. We learn this in passive, as our math and science teachers tells you the name of some theorem or formula, and simply who it is named after."

Crow argued that many scientists and mathematicians of Greek civilization, who were believed to have made significant discoveries for the future generations, were not fully white or European. Crow said he believes that these features go unnoticed because the scientists were simply labeled by the country in which the discoveries or feats were achieved.

"If one looks at the historical territory of the Greek empire, it encompasses from the Mediterranean Sea to India. Everyone, even the non-Europeans within these borders were considered part of the empire, but not necessarily Greek in nature. Diophantus, known for creating Algebra, [who] was generally considered a Greek mathematician, was actually from Northern Africa. Even if they come from a different descent, skin color, or area, that just gets left out. I think that is the way we continue to tell history," said Crow.

According to Crow, it is important to note that many more modern European discoveries referenced various studies from other parts of the world, often functioning as a guide for creating the theorems that we learn today.

Crow said, "We additionally learn in school that a lot of the

content we learn comes from the Scientific Revolutionary Era in Europe. Actually, those were ideas that were starting and continuing to develop all across Asia and North Africa after the Greeks. All throughout the Arabic world, prominent scientists were already questioning the existence of gravity and force, six centuries prior to Newton."

Crow additionally noted that despite the fact that women were rarely given opportunities to study in areas of science, there were examples of prominent female scientists in the past that often remain unnoticed.

"Women were generally excluded from access to math and science in general. In the most part, no access was granted until the late 19th century. Even nowadays, fewer than 10 percent of all Ph.D.s go to any underrepresented minorities in Physics and Astronomy. Despite all obstacles such as being able to teach only after permission from males, a female mathematician named Emmy Noether was accomplished enough to have certain areas of study named after her," said Crow.

Lexie Mariano '21, an attendee of an event, felt encouraged after listening to Crow's presentation. Mariano said she believed that his evidence showed the equality of intelligence across all genders.

Mariano said, "As a female who is interested in STEM, I felt more encouraged after this talk, to hear that race and gender has no direct correlation to the capability of making a scientific discovery or just intelligence in general. It was great to learn that a lot of things are biased against us, and it is our goal to remove those biases."

The Smith Presentation Series plans on featuring many more speakers in the future. David Fox, Chair of Interdisciplinary Studies, noted that many of the topics that Crow discussed were applicable for other areas of studies as well.

Fox said, "I hope the Andover community recognizes that Dr. Crow is pushing his own knowledge and understanding. This is not his formal field of study. They should notice his integration of various disciplines, and his engagement with issues of inclusion and exclusion, power and hegemony, in the STEM fields. These topics can be related to many more ideas, such as arts, humanities, and others."

Snow Czars: Powder to the People

HANNAH JUSTICZ

With the piling midwinter snow comes the snow czars, a group of students who organize fellow peers to shovel snow. The snow czars' initiative aims to create an equitable way of sharing the snow shoveling responsibility on Andover's campus.

"It's just necessary work in terms of trying to shovel out our campus whenever we have some sort of storm. I also think it's in line with our school's philosophy around work duty, living in a community, and dorm jobs. These are obligations we have to each other to keep this place safe and accessible" said Jennifer Elliott '94, Assistant Head of School for Residential Life and Dean of Students.

According to Paul Murphy

'84, Instructor in Mathematics, the Andover students' community engagement for snow shoveling has been active in the past as well. During a blizzard in 1978, the town of Andover cancelled school for a week and Andover students helped shovel snow for the town.

The responsibility of the snow czars can vary frequently as it is contingent on several variables. There is a wide range of dorm sizes on campus, from three-person dorms to 44-person dorms, and the amount of snow being shoveled can differ greatly. The snow czars' duty also depends on the amount of snowfall each year.

"We have had years when we've had tons of snow. So, kids have had to shovel a lot. Then, we've had years when we've only had a couple of storms and so we just rely

upon the leadership in the dorm," said Elliott.

The snow czars, however, do not work alone in fulfilling their duties. A sense of community and teamwork is required to accomplish the common goal. As such, the Office of the Physical Plant (O.P.P.) works to aid the snow czars' initiative by helping plow snow off the roads as well.

"With weather like this, there's staff that works 24 hours at a time sometimes to keep everything clear and make sure we can move about the campus, so I think it's good that the students take part in that," said Katherine Matheson, Instructor in Spanish and House Counselor in Nathan Hale House.

Matheson said she believes that the snow czar roles help ensure that the Andover community works together in

times of need. Matheson attributes a benefit of the initiative to be the shared sense of commitment.

"I think it's good that students share the responsibility for keeping the walkways clear. We have dorm duties and stuff like that, but I think this is just something else to kind of make sure that everybody's doing their part of campus" said Matheson.

Bill Qin '19, a proctor in Stuart House, is a snow czar. Qin says he has a set system in place where each hall of six or seven people shovel on a rotating basis. According to Qin, it is the student's duty to keep the snow on campus organized such that potential accidents or injuries may be prevented.

"[Stuart House] is a big dorm, 40-something guys live here. We don't want to let that power go to waste. If you look

at the front room board, we have a system in place where we rotate physically around the dorm and, my hall is up next... It is important that us as students do our part to keep our campus clean and safe to walk on so we don't trip and fall as we go from class to class," said Qin.

Students like Eliza Dow '22 found the benefits of the snow czars program to be evident, especially when based on her personal experience.

"Snow czars kind of saved [us] today when our fire alarm [in Nathan Hale House] went off at 7:30 a.m. in the morning, the day after it snowing a foot. If the snow czars hadn't told the other dormmates to shovel, then all the people who decided to wear flip flops out during the fire alarm would have had their toes frozen off," said Dow.

• DATA FROM • THE EIGHT SCHOOLS ASSOCIATION

837 Andover students participated in this year's survey, out of a total of 2,324 respondents across the E.S.A. The anonymous survey asked a comprehensive set of 33 questions, comprised of six sections: General, Politics and Worldview, Wellness, Sex, Drugs and Alcohol, and School. The results presented below compare responses from Andover students with averaged data from across the four participating E.S.A. Schools. Results were not separated by individual student bodies due to requests from school administrations at Deerfield and NMH to contain this information within their respective communities, according to Joshua Fang, Co-Editor-in-Chief of "The Scroll," and Grace Briggs, Editor-in-Chief of "The Bridge."

Σ SEE MORE AT ESA.PHILLIPIAN.NET ∩

STUDENT RESPONSE RATE PER SCHOOL



BOARDING

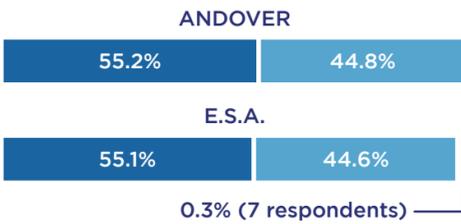
73%

of respondents from Andover are boarding students, compared to

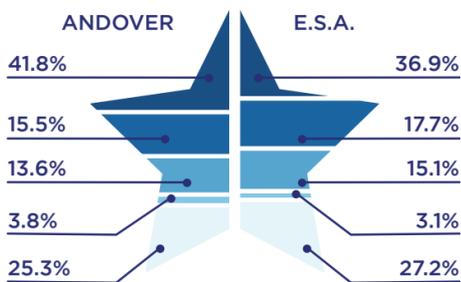
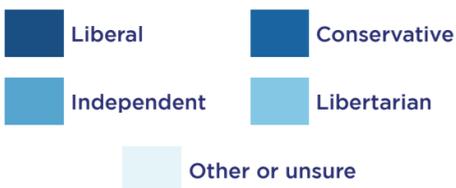
80%

of respondents from the entire E.S.A.

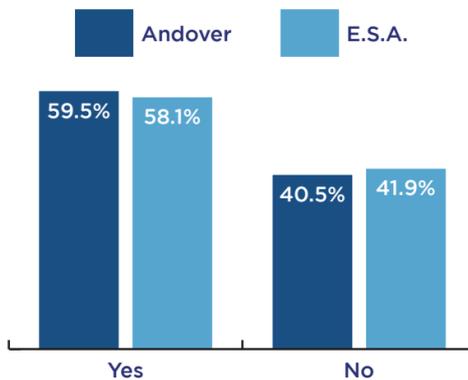
WHAT IS YOUR SEX?



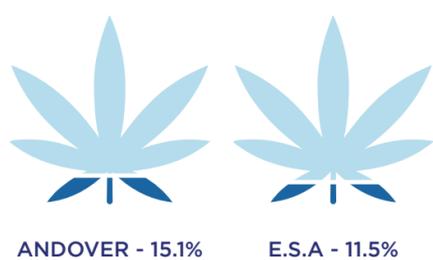
POLITICAL AFFILIATION



WHILE AT YOUR SCHOOL, HAVE YOU EVER FELT THE NEED TO CENSOR YOURSELF DUE TO YOUR POLITICAL VIEWS?



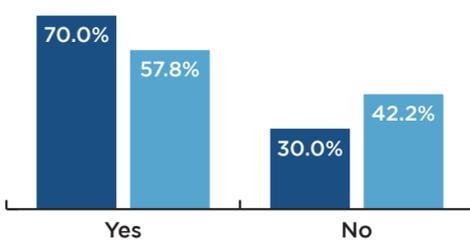
DO YOU USE MARIJUANA ON CAMPUS ONCE A MONTH OR MORE?



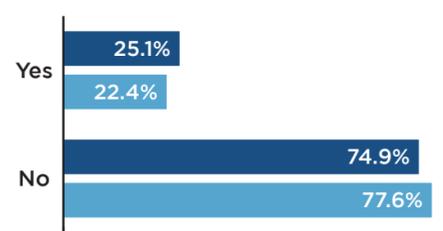
SCHOOL



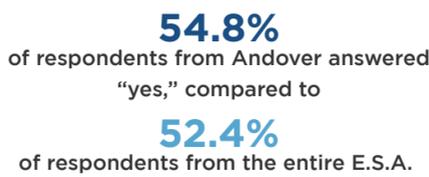
DO YOU THINK THAT YOUR SCHOOL'S DISCIPLINARY SYSTEM FAVORS STUDENTS OF PRIVILEGED BACKGROUNDS?



HAVE YOU EVER CHEATED ON ANY TESTS, QUIZZES, OR IN-CLASS ASSESSMENTS?

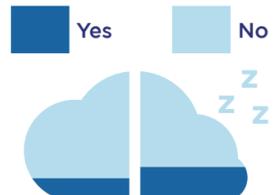


DO YOU SUPPORT AFFIRMATIVE ACTION?



"The practice or policy of favoring individuals belonging to groups known to have been discriminated against previously" (Oxford Dictionaries)

ON AVERAGE, DO YOU GET EIGHT OR MORE HOURS OF SLEEP PER NIGHT?



According to the National Sleep Foundation, teens need 8-10 hours of sleep per night.

HAPPINESS

GENERALLY SPEAKING, DO YOU CONSIDER YOURSELF HAPPY AT YOUR SCHOOL?



Andover: 59.1%
E.S.A.: 62.3%

Includes respondents who answered "happy" or "very happy."

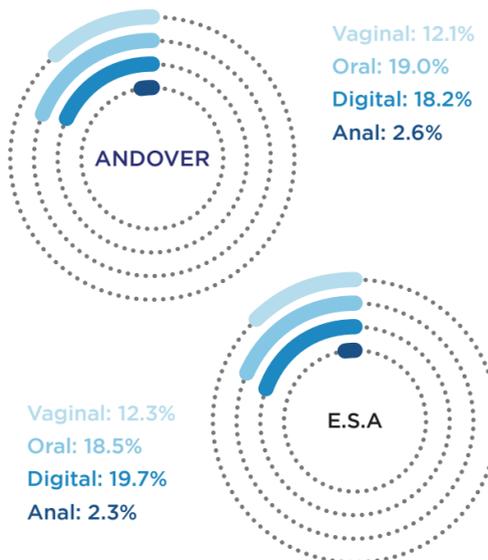
PERCEPTION
31%

of respondents from Andover think that students from their school are happy, compared to

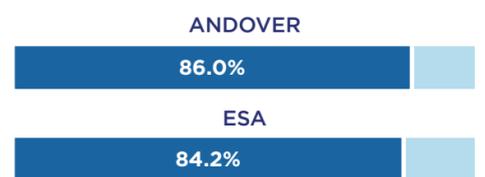
35%

of respondents from the entire E.S.A.

HAVE YOU EVER ENGAGED IN SEXUAL ACTIVITY ON CAMPUS? CHECK ALL THAT APPLY.



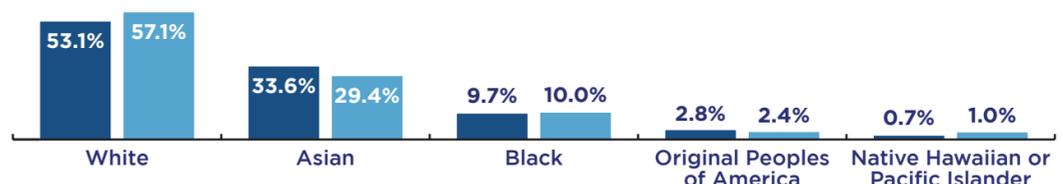
DO YOU BELIEVE THAT THERE IS A HOOK-UP CULTURE AT YOUR SCHOOL?



SEXUAL EDUCATION
70%

of respondents from Andover think that the current sexual education at Andover is adequate. This number is the same for the entire E.S.A.

RACE



Cullors: "This Is Literally About Humanity"



S.BAHNASY/THE PHILLIPIAN

Patrisse Cullors spoke about her experience with online activism and organization.

Continued from A1, Column 1

erant and who were basically discriminatory," said Tong.

Cullors was invited to campus by the Community and Multicultural Development (CAMD) office.

In an email to *The Phillipian*, LaShawn Springer, Director of CAMD, wrote, "We always look for someone who can provide historical context of MLK's life and legacy (and place it within the larger civil rights movement) and also a contemporary view of where we are as a country using an intersectional framework of justice. We also look for someone we think will connect with our young people and our adult community so that we can move into the day grounded in a common message."

During ASM, Cullors opened her speech by not only addressing the significance of Martin Luther King Jr., but also those who supported him.

"King was not just an individual that changed the course of history. It took millions and millions of black people and their allies to stand up against the federal government, to stand up against global government," said Cullors in her talk.

Although Cullors said that she was grateful for people wanting to hear her speak about how Black Lives Matter started, she emphasized that the movement was not about her.

"It's about all of us. It's about how we decide to show up in a moment like this when

the entire world is watching what America is doing," said Cullors.

This idea of allyship particularly resonated with Chi Igbokwe '21, who considered how people from privileged backgrounds can support others in the fight for social justice.

"People sometimes put the burden on people of a certain race to speak about those issues. If we want to change to happen, we have to stand behind people and back those people up, especially if you're someone with privilege. You can lift some of the burden off of those people and use that privilege to boost their platform and stand behind them like the people that stood behind MLK Jr.," said Igbokwe.

According to Cullors, a coalition composed of both activists and allies is imperative for the sake of future generations.

"How are we going to make sure that we are creating the foundations for freedom right now, so that in 100 years from now, that our children and their children and their children's children are not fighting the same fight that we are? I don't care if you come from Atlanta or California or New York or D.C. or Ohio or Texas. We all have a collective responsibility," said Cullors.

Abby Ndikum '20, who introduced Cullors alongside Aissata Bah '20, said she connected with the idea of humanity and the power of one's voice.

"The main takeaway from this event that I took away from [Cullors] is that I'm human and that my life is as important as anybody else's life

and that I shouldn't be afraid to fight for my voice to be heard... I was just so thankful for the opportunity to introduce her because that's the biggest thing I'll probably ever do in my career at Andover," said Ndikum.

Looking directly towards Andover, Cullors said she was impressed by the community's efforts to create an institution based on empathy and inclusion.

Cullors said, "It is clear that you are building a loving community. It is clear that you are building a community of accountability. It is clear that you are building a community that is about not just fighting for something but for building something, and that's incredibly important, and that's incredibly powerful."

Editor's Note: Aissata Bah is a Business Associate for The Phillipian.

Mixed Heritage Awareness Week Celebrates Race Beyond Boxes

LAURA OSPINA

Students wandering into Paresky Commons on January 15 found an array of foods inspired by a variety of cultures, including fried chicken, and cannolis.

The dinner was organized by Andover's mixed heritage affinity group, Mosaic, for the sixth annual Mixed Heritage Awareness Week. In addition to the special dinner, Mosaic hosted a movie screening, a photo essay exhibit, and a mixed heritage guest speaker, Julie Lythcott-Haims, author of "Real American: A Memoir" and "How to Raise an Adult: Break Free of the Overparenting Trap and Prepare Your Kid for Success."

Sadie Cheston-Harris '20, Board Member of Mosaic, said, "[Mixed Heritage Awareness Week] is a good opportunity for the school to know that there's more mixed students on campus than it seems. [Mixed students] are not as outwardly recognized because we are not solely just one race."

According to Cheston-Harris, the decisions regarding the food were inspired by the cultural diversity in the multi-racial community on campus.

"Going into [the dinner], there weren't really any expectations for what type of food we were going to have as a big part of being mixed, [since] there is no one culture that everyone is representing. We went in with the mindset of 'Let's choose food that we know people are going to like,'" said Cheston-Harris.

According to Aya Murata, Associate Director of College Counseling and the Faculty Advisor of Mosaic, the timing of Mixed Heritage Awareness Week was chosen so that it could encourage both students of mixed heritage and their peers to think about how their racial identity affects their lives.

"We have purposely picked the week around MLK Day [for Mixed Heritage Awareness Week]... You hope that [the timing] broadens the engagement in thinking about in oneself but also how others move through life and see things," said Murata.

Alexa Leach '19, a Board Member of Mosaic, said she particularly enjoyed how Mixed Heritage Awareness Week involved many different members of the Andover community, even people who are not a part of Mosaic.

"The fact that we could all come together for Mixed Heritage Awareness Week and brainstorm these things and also have other community members that aren't part of Mosaic be a part of it as well, I think that was probably the biggest success," said

Leach.

According to Leach, the introduction of new events was the biggest obstacle. One new event was putting a whiteboard by Lower Right in Paresky Commons. Inspired by the whiteboard in the Oliver Wendell Holmes Library last year, the whiteboard for Mixed Heritage Awareness Week had a new prompt everyday relating to mixed heritage that encouraged people to write responses.

"We decided for Mixed Heritage Week that we wanted to bring [the concept of the whiteboard responses] back even though we didn't have the library, so we set up with a new prompt each day...[It was] something that connected to Mixed Heritage Awareness Week that everybody could answer," said Leach.

Diego Winsor '22, who attends Mosaic, felt that the whiteboard could have been more successful in raising awareness.

Winsor said, "The whiteboard was a good idea but I feel like [it] could have been executed much better. They could have kept it more maintained. But then the other things like the photo essay and the dinner and the speakers, they were all really interesting and I do think they did a good job raising awareness to what it really is like being a mixed person on campus but then also in the world," said Winsor.

Winsor said he felt that the week highlighted the variation of the mixed heritage community and that there is no perfect example of being mixed heritage.

"You simply just don't hear a lot about people who are mixed heritage and in a way, it's hard to spread awareness for us because we are so many different things. We kind of come from all different backgrounds and that's what this week tried to get at, the fact that there so many different contributors to what makes you mixed heritage," said Winsor.

While Cheston-Harris thought Mixed Heritage Awareness Week was successful in raising awareness, Celeste Robinson '22, a member of Mosaic, thought that not enough people were exposed to it.

"I feel the community itself wasn't very incorporated into it. I think that there were options for people to explore if they wanted to but I think that because it was held during midterms week and because people are very lazy a lot of the time, they don't seek out those opportunities. For next year, I would make it more easily accessible," said Robinson.

Students Reflect on the Impact of Social Media and Phone Usage

Continued from A1, Column 3

dents, certainly in my classroom, to put their phones down before they walk in, [are] some of the things we've done in E.B.I.," said Palfrey.

Andrew Housiaux, Instructor in the Religion and Philosophy Department and Currie Family Director of the Tang Institute, has done experiments with his students to see how they react to the absence of their devices. In his Existentialism and Asian Religions classes, Housiaux gave his class the option to hand in their phones for an incentive.

In an email to *The Phillipian*, Housiaux explained how he wanted his students to reflect on themselves as people without the distraction of their phones and to more deeply understand their relationship to them.

"I tried out the cell phone experiments with my students for two reasons. One, I wanted them to pause and reflect on their relationship to technology. Removing one of the major ways in which they interact with technology (their phones) would give them time to observe certain habits, behavior patterns, and tendencies that they might not have otherwise been able to observe if they were still in possession of their phone," wrote Housiaux.

For Sophia Witt '20, the experiment gave them the opportunity to realize just how reflexive reaching for their phones was, even in moments where it would seem to be unlikely.

"For me, the experiment was really eye opening to the degree of which phones are used in everyday social situations. In lines in [Paresky Commons], I remember standing awkwardly

around everyone else who was just scrolling through Instagram or checking their email," said Witt.

Like Witt, Patrick Ryan '19 emphasized the positive impacts of this experiment. According to Ryan, Housiaux encouraged students to continually repeat giving up their phone to reinforces the idea that phones are often unnecessary.

"[Housiaux] gave everyone the option to give him his phone for a few days, but I ended up just enjoying not having my phone, so I just didn't really collect my phone for the whole term," said Ryan.

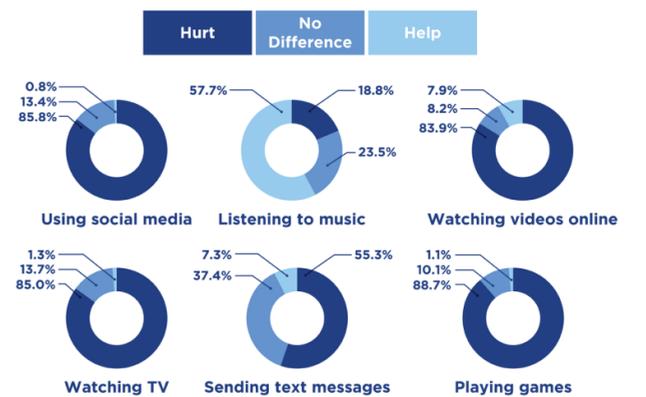
Ryan continued, "It feels a little strange at first. I wouldn't characterize myself as someone who's attached to my phone, but you kind of realize...when you're sitting alone, you just kind of have a subconscious urge to grab your phone and use it."

According to Tyler Murphy '19, a student who participated in Housiaux's experiment, he is attentive to his phone, but does not obsess over it. When Murphy went to the Island School last year, he did not use his phone at all.

"I think at Andover, like any high school, kids are really glued to using their phones in all of their free time. I feel like... One of the biggest problems is using them on the path. When you're only going 30 seconds to your next class, you should be looking up," said Murphy.

Wendy Cogswell, Public Safety Community Relations Officer, said she feels that the biggest concern with students using their devices on campus is with their safety when crossing the

Do you think any of these activities affect your ability to perform well on homework?



S. YANG/THE PHILLIPIAN
Results from the social media survey conducted by Head of School John Palfrey.

street.

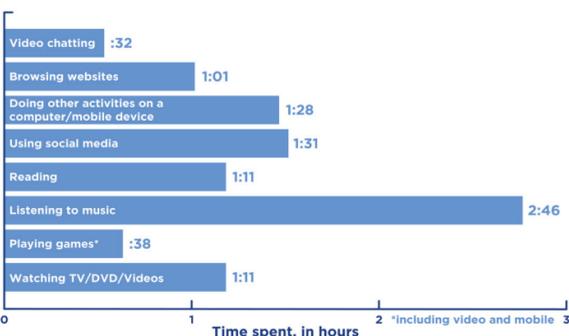
"You have your phone in front of you, your earplugs in, and you're not taking the time to look and stop. Even if you push the button, just remember those folks that are driving might be on their phone too, not paying attention. Pull your earplug [out], even if it's just one earplug so you can hear, and just put your phone down by your side until you cross the street. [It] keeps you safe, and then you're aware of what's going on," said Cogswell.

Palfrey hopes to encourage people to put down their phones and spend time face-to-face. According to Palfrey, the survey included student suggestions, some of which mentioned banning phones entirely from Paresky Commons and other areas

on campus.

Palfrey said, "I would be fully in favor of those kinds of things. Now, in terms of needing to be accessible to your parents and so forth at a boarding school, there are reasons why people might have their phones on them. But I do think that the times that we are together, that we should be face-to-face, certainly in classrooms, certainly at certain points in dorms. Silent Study would be an example, I think Paresky Commons would be another, All-School Meeting would be one [where we] do it to a degree, [though] I think we could probably do it a little more too."

How much time on an average day do you spend on the following activities?



S. YANG/THE PHILLIPIAN

Results from the social media survey conducted by Head of School John Palfrey.

Martin Luther King Jr. Day Workshops

In celebration of Martin Luther King Jr. (MLK) Day, Uppers, Seniors, and Post Graduates attended 75 minute-long workshops led by students, faculty, and guest speakers. According to LaShawn Springer, Associate Director of College Counseling and Director of Community and Multicultural Development, the workshops aimed to explore both individual and collective values, in addition to highlighting ways to make the community truly inclusive. While only one person has been quoted, many other students, faculty, and visiting presenters contributed to leading each workshop.

MLEVY/THE PHILLIPIAN



Anjalie Kini '19 *Hashtivism: Taking the Virtual Podium*

I think it's a really important message because the intersection of technology and politics continues to grow and become more relevant, especially after Russian meddling in the 2016 elections, and it's something that I'm personally really interested in and also happened to be very topical since the speaker at ASM was one of the founders of Black Lives Matter, which is one of the best examples of hashtivism.

DTULLEN/THE PHILLIPIAN



Visiting Presenter: Chris Messinger *If I Ruled the World and Real Talk About Class and Wealth*

My hope is to encourage PA students to see that class and wealth are systems, and to recognize that they have the capacity to change those systems if they think that they are unjust. I've spent the last twenty years doing education work, but I'm also a community organizer because I believe that we have the power to change the things that we don't want to accept, or can't live with.

BAHNASY/THE PHILLIPIAN



Abigail Ndikum '20 *My Dented Crown: An Analysis of a Black Girl's Mental Health*

This is a conversation I've had with many of my friends, and I felt as though I wanted to have a safe space to speak about it with other people. Since I came to Andover, I was given the opportunity to talk more about my mental health in perspective to being a black girl at Phillips Academy.

DZHU/THE PHILLIPIAN



Katharine Wang '19 *Speaking Up: A History of Asian-American Activism*

We thought that underrepresentation caused a lack of Asian-American involvement in social activism today, and so we wanted to do our best to rectify that. We saw that there was really an underrepresentation of Asian American figures in the history of social activism, which is a critical point because those figures do exist and they have been very influential.

PEMERSON/THE PHILLIPIAN



Visiting Presenter: James Dargan *What Music Can Do: Social Justice for the Intentional Musician*

"I knew that this was a topic that people didn't cover enough. In music schools and music departments that are really high functioning, people are trained to do music very well, to play and sing very well, but they're not taught any of the other stuff around it like building an audience, using your art to further social justice, they're not taught that."

SBAHNASY/THE PHILLIPIAN



Visiting Presenter: Davida Ginsberg *Understanding Anti-Semitism*

It's really important in our world today to be able to understand anti-semitism, what it is, how it works, why it happens, especially in light of the recent shooting at the Tree of Life in Pittsburgh. I want to give people an opportunity to ask questions.

BAHNASY/THE PHILLIPIAN



Chi Igbokwe '21 *Dangerous Dynamics: Defusing Discussions*

In general, you want everyone's voices to be heard like I said earlier, we want to people to be aware of how their identity may be played into the way that they interact with everyone and we want everyone's points to get across so you can have like a productive, comprehensive conversation that everyone is able to be a part of.

AFUNG/THE PHILLIPIAN



Martina Gil-Diaz '21 *Recognizing Privilege and Where it Comes From*

Throughout the entire workshop, we did activities and discussed ways in which our privilege is impacted by all those core cultural identifiers, not just things that you can see like race, or socioeconomic status, which is what most people associate with privilege. There's more to that, it's your family structure, if you live with one parent, if you have two parents, if you are physically, mentally and emotionally able to function in everyday situations, it's your gender, your sexual orientation, your

BAHNASY/THE PHILLIPIAN



Emily Ortiz '19 *Debunking Myths of American Immigration*

I thought it was a wonderful opportunity to educate the community on something I was passionate about, and something that is important to the greater community. I grew up in an immigrant community, and the community has done a lot for me, and I think it's only right, especially in a place like Andover where sometimes it can feel very removed from that experience to really talk about it and explore our misconceptions

HSOLOMON/THE PHILLIPIAN



Skylar Xu '20 *Racism in Homogenous Communities: A Look At Light-Skin Preference in China and Japan*

I actually started with watching a video that I thought was very interesting because it was controversial, and I thought that no one around me had really been discussing this topic and that was why I thought it was important for me to bring my own personal perspective into the question.

OTUNG/THE PHILLIPIAN



Karin Ulanovsky '20 *Embracing our Sexual Selves; Saying YES to Consensual Pleasure, Demystifying the Intersections of Sexual Health, Porn/Media Literacy, and Consent*

We wanted to bring in a little bit of a different perspective on consent, and long-term relationships, and places where ambiguity comes in. I personally just hope that the more that we talk about consent in a different way, or in a new way and present it in a way that hasn't been talked about before, the more it's going to embed itself in Andover culture.

DOWYANG/THE PHILLIPIAN



Zar Cordova-Potter '20 *Left off the Census: An Exploration of Mixed-Race Identities in Modern America*

This workshop is really about visibility... a really large percentage of people at Andover are mixed race to some capacity, or mixed ethnicity, or things like that, much more than the national average. It's kind of funny that so many people here don't understand what that means at all, and that there's actually a lot of misconceptions going around about what kind of experience that is.

SBAHNASY/THE PHILLIPIAN



Bea Hruska '20 *Gender Identity and Gender Presentation: On campus and In the Larger Sphere*

I just hope that they get a wider view of the idea because I think a lot of people know gender versus sex, but people might not know gender expression and masculine versus feminine expression. People might not know the actual laws and legality that surround all of it.

SBAHNASY/THE PHILLIPIAN



Itzelt Reyes '19 *Culture & Bridge Building: Who Brings What to the Table?*

I think keeping in mind what Martin Luther King Day stands for, whether it's race, gender, sexual orientation, etc., we want to not only be able to welcome these students and say for statistical purposes that Andover is diverse—but we also want to make Andover a home for these students. And I think the institution as a whole can bring the diversity but it's up to the students to decide how it is that they want to implement and interact with the community.

Movie On Brian Gittens '89 Highlights His Activism

GISELLE JONES-MOLLOD

On January 16, 1989, Brian Gittens '89 spent ten hours on the steps of Samuel Phillips Hall, equipped with signs and a boombox blaring Martin Luther King Jr.'s "I Have a Dream" speech in protest of the school's decision to hold classes on M.L.K. Day.

His actions that day changed how Andover currently observes M.L.K. Day. The school now has a "day on" by hosting a speaker for a special two-hour long All-School Meeting (ASM) and having students both lead and engage in workshops throughout the day.

This past Sunday, a film by Jack McGovern '15 entitled "The Story of Brian Gittens," was shown in Kemper Auditorium, followed by a conversation with Gittens himself. The film told of Gittens' struggle to facilitate change within the Andover community and of a broader struggle to raise awareness around multiculturalism at Andover.

Gittens said in an interview with *The Phillipian*, "Maybe [the school] thought they were doing enough [for M.L.K. Day]. When you don't have another voice to counteract that, there's no reason to change the status quo. They felt like they'd checked that box. Why do anything

different, until people came and stirred the pot and made the status quo no longer eternal?"

Gittens settled on the idea for his protest after discussing ideas with friends. He had made plans to meet with other students in the morning to make signs, but they never showed up.

Gittens said in the movie, "[At the time, I thought,] worst case scenario, I'm out there by myself. And that worst case scenario became the reality."

But slowly, other students and faculty began joining him.

According to an article published by *The Phillipian* on January 20, 1989, "Reactions from faculty, administration, and students were generally supportive. Instructors in English Seth Bardo and Maria Valentine brought their classes to join Gittens."

Andover students and faculty did not talk about race often at the time, according to Cathy Royal, who served as Dean of the Community and Multicultural Department from 1988-1992.

Royal said in the movie, "There was no place [on campus at the time] where you gathered and had conversations about home and culture and ethnicity and race and racism. It's almost as if the campus did not allow it. You could not have

that conversation with any authenticity."

Former Head of School Don McNemar, who was also interviewed in the movie, said in the film, "A black student [in 1989] felt like a guest at a white school when they came to Andover."

By standing on the steps of Sam Phil, Gittens was working to change that culture.

Jane Park '22 said, "One of my biggest takeaways from this talk was that social change is never-ending. There is always room for progress and growth. We students have the power to change, as long as we act upon the differences we want to see in the world. It was really inspiring to see how one student made such a tremendous change to this school."

Gittens said that although Andover failed to adequately address race on campus, the very education that Andover gave him also allowed him to stand up to the institution.

"They created this monster themselves, through education and empowerment. They allowed me to put a mirror up to the very institution that armed me with this wonderful knowledge and conviction," Gittens said in the movie.

According to an issue of *The Phillipian* published on January 20, 1989, Gittens repeated the following words more than 15 times during



TWEI/THE PHILLIPIAN

In 1989, Gittens protested on the steps of Samuel Phillips Hall because Andover did not cancel classes for Martin Luther King Jr. Day.

his protest:

"It is easy for a person on the outside to say that I just wanted to get out of class. It is easy to accept things as they are and not challenge them. That's not what Dr. King wanted or stood for...I believe that this community, this school, this part of our lives, should be changed. Dr. King stood for the advancement of black people and all people everywhere. I feel a

responsibility to honor him on Martin Luther King Day. It is the very least I can do."

These words still carry weight at Andover 30 years later. Gittens said in the movie, "History has a way of romanticizing things. Change oftentimes is messy. And that's okay. What I wanted to do was spark a conversation, and that's what happened."

Eli Newell '20 Practices Sustainable Farming on Codman Farms



OTUNG/THE PHILLIPIAN

Eli Newell '20 works with chickens, pigs, and cows, among other animals, on Codman Farms in Lincoln, Mass.

DANIEL CHO &
SOPHIA HLAVATY

Feeding and watering animals, evaluating pastures, and moving electrical fences is how Eli Newell '20 spends his summers on Codman Farms in Lincoln, Mass. Working from dawn to dusk for six days a week, Newell strives to find solutions to feed America's ever-growing population in a sustainable and economically efficient manner.

According to Newell, he is

the only member in his immediate family to have a farming hobby, which can be traced back to his first grade year when he started to look after his own vegetable garden. In fifth grade, he began raising chickens.

After volunteering at a local vegetable production farm and watching a National Geographic series that covered sustainable farming practices, growing produce and feeding animals expanded into a passion as he began to understand the importance of responsible food production.

"There is nothing more exciting than being part of figuring out how to feed so many people and do so responsibly on every level. I had this thing that I loved, which was to work on a farm, and it has such clear importance in terms of economics and nutrition and our food systems, so I still love it. And this is where I am today," said Newell.

Newell worked on everything related to daily operations and infrastructure projects that help regulate Codman Farm's health.

For many friends of Newell's, his love for working on the farm is evident. According to Nathan Wang '19, Newell loves to work on the farm

during his free time.

"I remember that he was coming in my room three times a night because he felt really guilty about not being able to go back [to the farm] and help because he was so swamped with homework. I can tell that he is really passionate about it," said Wang.

Newell helps Codman Farms to produce between 4000 to 5000 meat chickens and 100 pigs a year. The farm's 1300 laying chickens usually produce 1000 eggs per day.

According to Newell, the massive amount of vegetable produce, eggs, and meat make their way to the on-site store at Codman Farms and to local restaurants and grocery stores to give back to the community and strengthen local businesses.

Newell said that Codman Farms has made their food and meat production more eco-friendly by using the chickens to help fertilize the fields.

"Through their manure, the birds are depositing roughly 400 pounds of nitrogen per acre, which people pay a lot of money for in the form of anhydrous ammonia. That's kind of a byproduct of this meat production. We're

producing a lot of this really high quality meat, selling it into a community, and renovating these pastures. And that's just so exciting. Now it's in a condition such that we can raise cattle or make hay on that pasture," said Newell.

Codman Farms is able to sell their sustainably-produced products by linking with other farms in the area through Community Supported Agriculture (C.S.A.), a system that allows consumers to subscribe to produce, according to Newell.

"There are several other farms in the area that carry our products in their C.S.A.s, there are other farm stores in Massachusetts that carry our eggs... we're mostly selling directly to consumers," said Newell.

Codman Farms also sells to customers through an on-site store.

Erik Wang '21 said, "Eli was my prefect last year as a [Junior] in Pemberton. As I lived in a small dorm with him, I got to know him pretty well. And this year he is my proctor in Stuart House... I know that he works at a farm every summer, and he goes there during breaks to work there as well. And I just know he has had a

passion for agriculture for a long time."

With his mind beyond the simple work regarding plants and animals, Newell sets his focus on making his own impact in the world through sustainable food options for the future.

"I love my team. The people I work with are really smart, innovative farmers. But what I love most, what is most exciting is seeing the direct impact of my work on the pastures we manage and in the farm store," said Newell.



OTUNG/THE PHILLIPIAN

Eli Newell '20 is passionate about responsible food production.

Author Julie Lythcott-Haims Talks Parenting and Navigating Mixed-Heritage American Identities

AARON CHUNG

Julie Lythcott-Haims, New York Times Bestselling Author and recipient of multiple literary awards, presented "How to Raise an Adult" and "Real American" on January 17 and 18. Her presentations both took place in Kemper Auditorium, and addressed the effects of "helicopter parenting" and racism in American society, respectively.

Before fully dedicating herself to writing, Haims served as Stanford University's Dean of Freshmen and Undergraduate Advising for ten years. According to Haims, the content of her first presentation, "How to Raise an Adult," came from her experience of noticing changes in the incoming freshmen class every year.

Haims said, "From asking the freshmen questions about what they wish to do in the future over the years, I grew concerned, certainly concerned enough to write a book. Every year, the students who got admitted were somehow more accomplished on paper than the last. The bar for admittance is continuing to rise. But what I noticed from face-to-face interaction was that they were less familiar with

their own selves. They could say what they have done, but not why they have done it. I couldn't see that it actually mattered to them."

Haims said she believes that the development of technology contributes to the increased number of helicopter parents. She also argued that parents who provide direct advice via smartphones every day negatively impact children in the long term.

"The creation of smartphones changed parents talking to students from once a week to being able to be in touch multiple times a day. More parents are present online, behaving in ways that are accustomed to be done in childhood. They try to put a styrofoam wrap around everything surrounding over their children, and help out whatever they can. Although giving such direct guidance may bring short-term benefits, that disables the child's ability of finding meaning in their own life," said Haims.

According to Haims, helicopter parenting is widespread within the society. As a way of opposing this phenomenon, Haims listed certain ways that may potentially stop over-parenting.

Haims said, "My advice for such over-parenting narrows down to a few things. Trust your children. They have what it takes to thrive at the

school they are in, because they truly earned the opportunity. Another is trusting the institution, because the schools are not trying to get away with doing as little as possible. Lastly, leaving the children alone by the time they are teenagers is more than a good idea."

"Real American," the second presentation by Haims, was based on her memoir that examines racism through her experience as a black and biracial person. Born to a black father and a white British mother, Haims said that insults were often targeted toward her.

Haims said, "This is a memoir of a biracial girl living in a country where non-white lives were never meant to matter. I was raised middle class, and my parent's educational status provided tremendous privileges compared to many others. But racism and hatred is agnostic to social class. My dad was an assistant surgeon general under former President Jimmy Carter, but none of that prevented me from being called the n-word at my high school."

Haims also stressed the importance of empathizing with smaller events in order to empathize with the lives of marginalized citizens as a whole.

Haims continued, "If peo-

ple can feel passion for the relatively minor things that I have been through, it is my hope that they feel a whole lot more compassion for the things that marginalized citizens experience in their daily lives. I have seen it with my own eyes countless times. I want people to know that everyone has a universal desire to belong. The American society makes people of color and other marginalized citizens feel like we don't belong, don't deserve a chance, don't deserve to be here."

Zar Cordova-Potter '20, who introduced the presentation, resonated with Haims as a person of mixed heritage. Potter explained that it is rare for people of mixed heritage to experience the positive sides of both cultures.

"A lot of the times, people assume that those with mixed heritage get the best of both worlds, and they are universally included. Unfortunately, that is usually not what happens. I think she spoke very well to the feeling of being isolated from part of your identity. I hope that I was able to speak to that in my poetry as well, since I face my own personal dilemmas as a person of mixed heritage," said Cordova-Potter.

According to Erica Nam '19, an audience member at Haims's presentation on Fri-

day, the talk helped her realize the significance of an individual's past. Nam found that listening to different stories exposed her to a wider range of viewpoints.

Nam said, "I think Julie Lythcott-Haims's story was powerful. It reminded me of the importance of narratives, and at such a diverse place like Andover, we should be willing to listen and share such stories. I also think that Andover [students] should learn from Julie's story of her learning to grow mindful and controlling her emotions."

Aya Murata, Associate Director of College Counseling and Empathy, Balance, and Inclusion Course Head, regarded Haims's decision to reveal her past as a way to inform others as a truly motivational act.

Murata said, "Since I am from the same generation [as Haims], I understood her in many ways. She talked about being one of the few people of color in her community, which was the same for me. I always felt like the other too. But what I really appreciated from her talk was having a sense of a time when one felt shame, yet coming to acceptance and trying to move on for a brighter and changed future."

Global Citizens: Azariah Jones '21 Leaps, Taps, and Spins from Jamaica to Andover



A.FUNG/THE PHILLIPIAN

Azariah Jones '21 came to Andover for the academic and extracurricular opportunities.

ALEXANDER ASHMAN &
COLE WALKER

When Azariah Jones '21 revisited Andover, her first surprise was the April snow. Jones has lived in Kingston, Jamaica for most of her life, where the temperature during the winter can reach 75 degrees.

Entering as a new Lower

this year, Jones was attracted by Andover's wide range of academic and extracurricular resources. Jones is a passionate dancer, and Andover's dance program especially appealed to her.

"I just really wanted a change, an upgrade, from the school I was going to in Jamaica. It was good, but there weren't as many opportunities that I could get compared to Andover. You can travel, the education you get from the faculty... that was what made me want to come here, the opportunities it would give me in school," said Jones.

According to Jones, her enthusiasm for the school enabled her to ease into the school year.

"The transition was really smooth for me because I was ready... it was a decision that I made and my parents backed me up on, so I was ready and there wasn't a lot of nervousness, there wasn't a lot of hesitation. It was just me being like, 'Alright, let's go. Let's do this,'" said Jones.

On campus, Jones fulfills her passion for dancing as a member of the groups

Blue Strut, Hypnotiq, Fusion, Andover Dance Group, and SLAM. Compared to her previous school, which did not offer clubs or on-campus dance groups, Jones says that Andover offers a much more advanced dance program.

"I think the connection and bringing together my education and the fact that I can do dance here... is really amazing — being able to put the two together and have them work side by side instead of two separate parts of me," said Jones.

Jones said she believes that her time at Andover has helped her grow as an artist. She finds the variety of dance programs offered by the school to be especially beneficial.

"I like that there's a lot of diversity in what you can do. It's not only ballet and modern which was what I was doing. We have Hypnotiq and hip hop and tap and jazz, so it's really good. And the people that are involved in it are really amazing," said Jones.

According to Emerson Judson '20, a fellow member of Blue Strut, Jones' involve-

ment in the dance program has also allowed her to connect with more people at Andover.

"I feel like dance has allowed [Jones] to make friends outside of her grade and dorm. She's an amazing dancer and is part of nearly every dance club on campus. The dance department is one big family that is very supportive and fun to be a part of, so I feel it has definitely helped her transition," said Judson.

In addition to the various facilities and programs that the school offers, Jones said she also appreciates the faculty's commitment to her education and wellbeing.

"I would say that the teachers here really care. [They] really want to see you do your best, and are invested in the students. That's a big thing for me because back in my old school we didn't have that," said Jones.

In addition Jones's appreciation for the support of Andover's faculty members, she is also grateful for her peers. According to Jones, Andover's collaborative environment is another aspect of her

education that she lacked in Jamaica.

"There's a lot more collaborative work and learning how to work with people. [In my old school] we would work together, but it wouldn't be equal," said Jones.

Jones said she finds the diversity of expression and the welcoming atmosphere at Andover to be a refreshing change from Jamaica's overall conservative and stricter nature.

"People here are much more open-minded to other people and what they have to say. Jamaica's a very conservative country, a very religious country, so schools are all Catholic," Jones said.

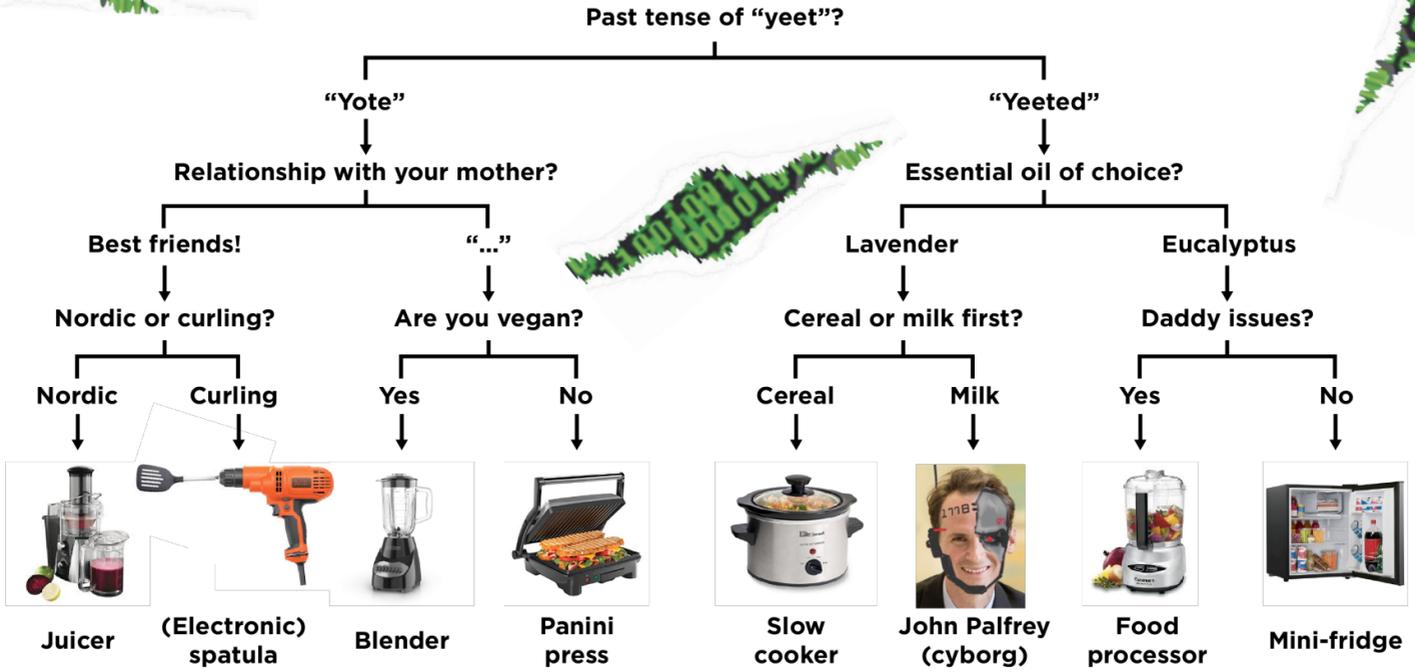
Jones continued, "That was another big thing: the diversity not only in religion but in the type of people that come here; the minds that the people have."

{THE_TIME_IS_NOW}



EIGHTH PAGE: SIMULATION EDITION

{wHaT_kInD_of_kItChEn_ApPliAnCe_ArE_yOu};;_input



A.MIN//THE PHILLIPIAN

{LoVeLoRn_FrOm_A_TI-84};;_input

Andover can be a lonely place, and it's not always easy to meet new people. So every week, we highlight one real, actual student who is on this campus and looking for love (serious relationships only — we don't advertise hook-ups). If interested in putting your name here, email abernhard@andover.edu.

SOME COOL FACTS ABOUT ME!

- My keypad screens come in different colors. Feel free to mix and match!
- From Texas (and everything is bigger in Texas ;)).
- 3.14159
- Why was six afraid of seven? Cause 7 8 9.



T184@ANDOVER.EDU

IDEAL DATE SPOT

The only outlet in Commons within six feet of a table.

DEALBREAKER(S):

Liquid of any form.

T. I. '84

LOOKING FOR A BACKPACK TO CARRY ME AND A MIND TO USE ME.

WENT TO THE BEACH FOR NEW YEARS, PEOPLE TELL ME I HAVE A NICE TAN

IF YOU'RE READING THIS, THAT'S A SIN WE'D BE GOOD TOGETHER

TELL ME IF THESE ARE GETTING CHEESY COS I CAN'T TELL

{LeAkEd_MoSpRoDs};;_input

Re: Class today.

Joyce was very disrespectful during Latin class today. She refused to do her translations, instead electing to speak in only Pignatin, and when I asked her to stop she objected, saying, "Ityay isyay atinlay, uttmuncherbay!" and then proceeded to make pig noises at me. This is positively uninkceptable.

Hi all, Gandalf keeps telling me that I, 'shall not pass,' which doesn't really make sense since I'm the teacher of the class and he's the one with the low 3 in Alchemy-300. I'm thinking this is a reflection of him being self-conscious about his poor performance in the course, and maybe we should think about switching him down to 250? He just really can't seem to grasp potion-brewing or incantations. Let me know about the drop.

Greetings.

I write to discuss a very important matter. Today during power-walking, I noticed a crowd had formed around Emmy. As I walked over, I saw her making violent gestures and commanding the crowd, when suddenly she made I contact with me and ripped off her mask to reveal herself to be Tom Brady. He then sprinted off into the woods behind Snyder and no one has seen him exit. Please send someone. I am very troubled.

{WEEKS TOP HEADLINES};;_input

- *The WiFi Is Dow--*
- *Student with Sticky Fingers Needs to Print in Lower Left Immediately After Eating, Again.*
- *New Calculations Reveal That Only a Shocking 12.4% of "Flying Computers" are Operative.*
- *Laptop Broken as Result of Audacious Friend Climbing out of Booth in Den.*
- *I, The Computer in Lower Left, Have Decided to Rebel and Misprint Everything Anyone Needs for Class in Three Minutes.*
- *Government Shutdown Leaving Local Computer Thinking, "I just want my F.B.I. agent back, I miss him."*
- *Sleep is a Necessity for Computers, Staying Late Up Until 3:00 a.m. is Cruel to Them Too.*

"ROBLOX ISN'T ONLY FOR NERDS"

"Guys my parents are getting divorced :-("

{OVERHEARD // IN // THE // CHATROOM}.._

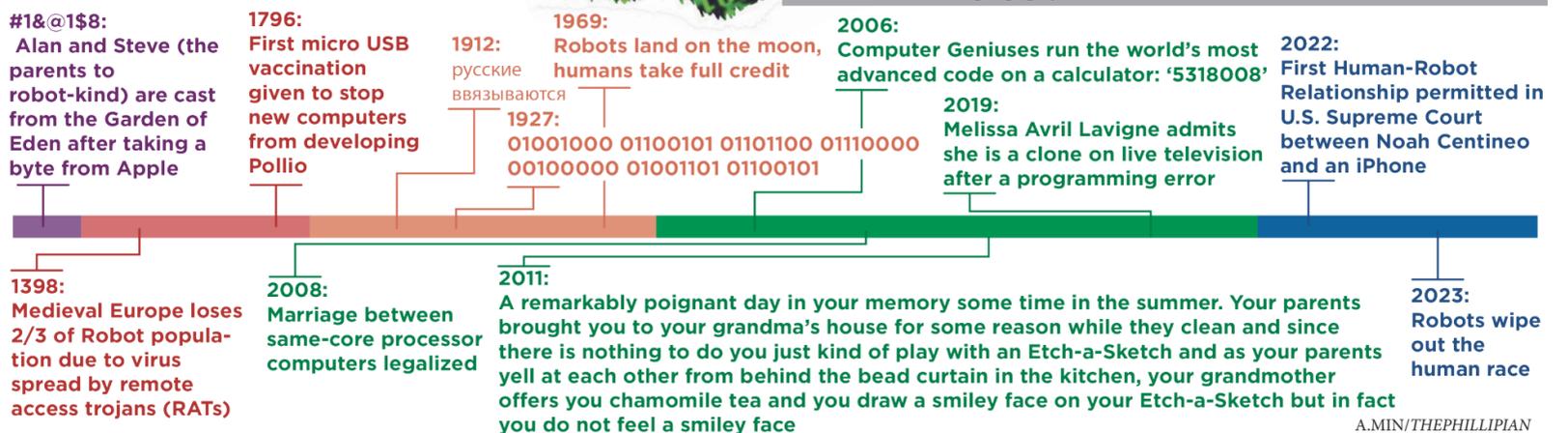
"Ugh, that interface is so last update"

"01111001 01100101 01100101 01110100 00100001"

"This relationship has been just about as good as the invention of Bing"

"I hope the library teacher didn't see the group chat we made making fun of the way he said allele"

Well, this is the last grey box of my career. I started this job as a young maverick expertly challenging the status quo, and leave a celebrated figure with like, tons of friends and super popular. People always ask, "Alex, how do you do it?" The answer is simple, all it takes is self-loathing and a dash of detachment, and some really great other people working on this section. Some of you will miss the old regime and others will welcome the coming wave of change, but the Eighth Page's future is bright. We laid out a lot of lofty goals in our first issue, and while we didn't cut down on mirror time, Sophia and I tried our best to do something of note with this one page every week. Thanks for indulging, pay close attention for the next few weeks.



A.MIN//THEPHILLIPIAN



The Phillipian SPORTS

Volume CXLI | Number 29

It's been a ride
- YK, Managing Editor
- ML, Kehd

January 25, 2019

BOYS BASKETBALL

Andover Topples Previously Undefeated Worcester Academy in OT Thriller

LUCAS KIM

Andover	94
Worcester	90
Andover	70
Deerfield	61

Up by two points late in overtime against Worcester Academy, Sam Kumler '21 jumped up and nailed a floater as the shot clock expired to put Andover up by four points with five seconds remaining. Kumler's shot iced Andover's 94-90 victory on Friday night. Andover also won 70-61 against Deerfield on Saturday, bringing its record to 9-4.

Beating the previously undefeated Worcester team has given Andover confidence and set a standard for the rest of the season,

according to Co-Captain Dallion Johnson '20 and Co-Captain Matteo Whelton '20.

"Going forward, we feel like we can beat any team as long as we just play like we normally do and work hard," said Johnson.

Whelton added, "Worcester is a very well-respected team in the area and anytime you can beat a team of their caliber, it's good for the program and it shows that we are heading in the right direction."

In the overtime win, Andover was able to stay motivated after being down early, according to Whelton.

"I think we came back due to our resilience as a team. We stayed positive and when things weren't going our way and we tried not to get frustrated or mad at each other. They're a very good team and they played a very good game. But I think because of our chemistry as a team, we stuck together and ended up coming back," said Whelton.

Andover also came back against Deerfield on Saturday and was able to pull away at the end because the team stayed focused, according to

Nick Thomas '21.

"The game with Deerfield was back and forth, but our energy and intensity helped us power through the end. Everyone was staying positive and encouraging each other to get back into the game so that we can keep having a good season," said Thomas.

After winning two home games in a row, the team greatly values the energy brought by the fans, according to Marcus Filien PG'19.

"Playing at home here at Andover is an incredible experience. The fans here are amazing and they relentlessly support us on our home floor. The energy and spirit that the home crowd brings every single time we take the floor really helps us down the stretch of games in crunch time. We have the best home atmosphere in Class A, if not all of the Nepsac. And we, as a team, are forever grateful for the support that we receive," wrote Filien in an email to *The Phillipian*.

Andover will travel to Loomis Chaffee on Friday and play Noble and Greenough at home on Saturday.



H.SOLOMON/THE PHILLIPIAN

Co-Captain Dallion Johnson '20 forced overtime against Worcester Academy with a 3-pointer with 5.8 seconds remaining in regulation.

BOYS SWIMMING & DIVING

Boys Nearly Double Westford's Points



D.WOYANG/THE PHILLIPIAN

Harvey Zheng '19 swam in the third-place 200 meter medley relay with a time of 1:47:93.

MARY STUART KERRIGAN

Andover	119
Westford	60

On Friday, Andover Boys Swimming & Diving set two pool records at home against Westford Academy in a dual meet, continuing the team's undefeated 4-0 record. Andover beat Westford 119-60.

In 37 out of 53 events, Andover Boys Varsity Swimming & Diving achieved either season-bests or all-time bests.

According to Sam Donchi '20, who won first place in the 500-Yard Freestyle with a time of 4:38.70, one of the greatest accomplishments of the meet was Max Hunger '20 breaking a new record. Hunger broke the pool record in the 200-Yard Freestyle with a time of 1:42.24. The previous record was 1:42.60 set in 2012 by Jun Oh '12.

The other record broken was in the 200-Yard Medley Relay, swum by Jack Warden '19, Neil Simpson '19, Lance Freiman '19, and Arnold Su '20, with a time of 1:34.74. The previous record was set in 2017 by Warden, Simpson, Su, and Christian Alberga '17.

According to diver Zack Peng '21, each diver was successful, especially in new dives the team

competed with for the first time. Peng said, however, that the most challenging aspect of the meet was maintaining focus with the added distraction of the home crowd.

In an email to *The Phillipian*, swimmer Ralph Lam '22 said, "As mentioned previously, we have been going through rigorous training to prepare us for all the school we face. Recently we've been doing Lactate Production sets, this builds up our body's endurance towards lactic acid, ultimately gearing us for the races we swim over the weekend. However, even in these tough practices, everyone always has a smile on their face regardless, maintaining a positive environment which makes sure that we know to enjoy the experience."

One of the team's goals is to be ready for the upcoming Eastern Championships. Andover is looking to solidify and practice in its event lineup prior to the competition, according to Donchi.

Donchi said, "I think that the goals before Easterns for the team as a whole are to do any other events in season that we haven't done, and then to start focusing on the events that will be done at Easterns."

Andover will next compete on Friday at St. John's Prep and on Saturday against Deerfield at home.

Editor's Note: Harvey Zheng is a Digital Editor for The Phillipian.

BOYS HOCKEY

Boys Hockey Defeats Nobles and Winchendon, Falls to St. Paul's in Overtime

STAFF REPORT

Andover	1
St. Paul's	2
Andover	6
Nobles	3
Andover	6
Winchendon	5

In the game against St. Paul's on Friday, goaltender Charlie Archer '20 made 52 saves, helping Andover maintain its 1-0 lead until six minutes left in the game. St. Paul's then scored and defeated Andover 2-1 off of a power play in overtime. Andover went on to defeat Nobles 6-3 on Saturday and Winchendon 6-5 on Wednesday, bringing the team's record to 11-5-1.

According to Matt Veneri '21, the crowd at the St. Paul's rink created a charged atmosphere.

Veneri said, "The [St. Paul's] Pelicans had a very large attendance at the rink, which made for a great atmosphere. It was a tight game the whole time with physical and skilled play. Many shots on net made for a nail biter."

Against Nobles, Co-Captain Carter Giampietro '19 returned to play after sitting out the previous four games due to injury. William Hughes '22 scored twice and Sean O'Connell PG'19 and Patrick McDonald PG'19 scored, followed by a final goal by Co-Captain Christian Powers '19.

On Wednesday against Winchendon, each of the team's six goals was scored by

a different player. According to Giampietro, the team really accelerated its scoring and the offense exploded in the latter two games of the week.

"We have been not playing well with the lead, so we need to get better at staying on the gas. Will Hughes has had a very good last two games. He has contributed on offense, as well as Johnny Assayag [19]," said Giampietro.

According to Chris Hocevar '21, Mike Gallagher '20, and Veneri, the many injuries on the team posed a challenge. The team, however, was able to stick together through these challenges despite the difficulty winning games it faced. The collective injuries on team left the team with only three defensemen on the lineup.

Gallagher said, "The most challenging thing that we overcame was the recent injuries that affected the team. Lots of guys such as Jacob Lapp [21] stepped up to fill the roles of those who were hurt. Charlie stepped up and played well facing many shots in each game.... To prepare for these games we worked on our special teams and integrating the new defenseman into the lineup."

Veneri added, "I think everyone played well these games. But in particular, Charlie Archer played every second of every game which helped us win. Johnny Assayag has been making an effort with his powerful and dominating style of play and Mark Meinecke [19] and Mike Gallagher has been leading the defense core during a time where three of our defensemen were out with injuries."

On Saturday, the team will face Loomis Chaffee at home, followed by an away game against Deerfield on Wednesday.

GIRLS HOCKEY

Girls Blank St. Mark's, Add Win Against Cushing



C.MUNN/THE PHILLIPIAN

Anna Maniaci '19 is recovering from her third knee injury. This injury marks her fourth at Andover and her 15th overall.

NATHALIE LELOGEAIS

Andover	3
Cushing	1
Andover	2
St. Mark's	0

Brooke Keough '19 shot the puck off a Cushing defender and into the goal in Andover Girls Hockey's 3-1 win over Cushing on Wednesday.

Lilly Feeney '20 scored both of Andover's goals against St. Mark's on Saturday in Andover's 2-0 shutout. One of these goals came immediately after St. Mark's pulled its goalie. Andover's record now stands at 6-1-3.

According to Co-Captain Emily Batchelor '19, the team

implemented a man-to-man coverage scheme defensively against St. Mark's, which helped Andover shut its opponent out.

"We were able to get a little more time in the offensive zone because we were working a lot harder in the defensive zone. That's super important also going forward because that's something we'll need throughout the entire season," said Batchelor.

After a first period in which the team struggled against St. Mark's, according to Batchelor, all the players went into the locker room and motivated each other to bring up the energy.

Batchelor said, "After the first period we went into the locker room, had a good conversation with each other, and recognized what we needed to work on... We were able to come out and get a goal which was really good because then we had momentum in our favor."

Against Cushing, however, the team did get off to a fast start. Anna Bargman '21 scored the opening goal of the game for Andover in the first period. According to Indi Wagner '22, the team's fast start began before the game even started.

"[We started off strong] by showing up early and getting in the right mindset and zone for the game. Having a good warm up with the team and getting hyped up in the locker room before the game helped us too," said Wagner.

Gwyn Lapp '22 said that the goal Cushing scored was due to a team miscommunication by Andover.

Lapp said, "We were on a penalty kill, so the four players out there were probably miscommunicating on 'who's got who' and shifting around. Because when one girl moves, everybody has to move."

Andover will square off with BB&N at home on Friday and will travel to face Deerfield on Saturday.

GIRLSBASKETBALL

Athlete of the Week

Summer Seward '21 Has the Will to Win

ALANA YANG



S.BAHNASY/THE PHILLIPIAN

According to Summer Seward '21, the thing she cares most about is winning every game.

A member of Andover Girls Basketball team since Junior year, Summer Seward '21 from Lawrence, Mass. has played basketball for eight years, bringing her determination to win and extensive experience to every game.

Teammate Niya Harris '21 wrote in an email to The Phillipian, "Just by watching Summer play one game, anyone can see the passion and knowledge she has for the game of basketball. She has a lot of experience so she's very adaptable and able

to think quickly, making her a strong yet shifty post player... Summer always reminds us of ways to manipulate our strengths to get an easy bucket during games and motivates the team with her intensity on the court and high spirit off the court."

Seward's powerful moves, knowledge of the game, and versatile skills have earned her this week's honor of The Phillipian's Athlete of the Week.

When and why did you start playing basketball?

I started in second grade; my friend invited me to one of her practices and I just wanted to hang out so I just went, and that was when I started.

Where did you play basketball before Andover?

I played for the Mass Rivals, [and] my school team, obviously. Evolution, I've played for. I've played for New Hampshire Rivals, Rebels; I played for a lot of people, a lot of teams, summer camps, and summer clubs.

What is your favorite memory from basketball?

That's really hard. I think the national tournament in Atlanta was probably one of my favorites; there was probably thirteen courts, and a thousand people there. It was crazy, but it was really fun and we did really well.

What's your favorite aspect of basketball?

Winning. It's a good feeling when you hit that shot, or you drop twenty points a game, sixteen, or whatever. Whatever it may be, and you take a dub, it's nice.

What's your favorite position to play and why?

I love playing the post. It's the position where you have to be the most strong. You have to be mentally tough to play that position, and also physically tough. You have to get in there with the other girls, got to push the other girls, body the other girls, elbow, get dirty, anything to win the game so that's probably my favorite position.

What's your favorite part of being a member of the

girl's varsity team?

I have to say definitely the girls. [They're] really fun, funny. It's a really fun time.

What's your favorite memory from your time on the team?

Definitely one of the bus rides. We had just come home from a loss; everybody wasn't feeling great, but I remember one of our captains now, [Cassidy Musco '19] decided to play this game and the whole bus was just crazy. It was really fun and that's the first moment I felt like I was actually part of the team last year. It was really good.

What are your goals for this season?

To win. I think for me, this winter season is all about winning. In the spring, when you go travel, that's your time to improve your ball handling or your driving skills. This is the time to win as much as possible.

Is there anything you hope to improve on this season?

I hope to be a better leader. I think I know a lot about the game; I don't always convey the message that I hope in the correct way. That's something I need to work on. At the end of the day, I'm not the coach so I think I need to work on conveying the message to the rest of the girls in a way that doesn't make me seem like I'm the coach.

Do you have any pre or post-game rituals?

One of the things I do that's really weird [is] I will not use the restroom thirty minutes before a game. Doesn't matter if I drink a whole bottle of water, I will never use a restroom before a game. The other thing is I listen to my favorite song at the moment, whether it be the most hype or the most classical-violin song, I have to listen to that song before I play.

What's your favorite professional team?

The Celtics, definitely the Celtics because I'm a Boston fan.

Co-Captain Feature

Rachna Lewis '19 Continues to Lead Despite Serious Knee Injuries

PHOEBE BICKS



P.SANKAR/THE PHILLIPIAN

Co-Captain Rachna Lewis '19 hopes to return for Andover/Exeter Weekend in February.

Co-Captain Rachna Lewis '19 tore her A.C.L. and both of her menisci trying to catch a pass during a game last February. After undergoing surgery on both of her knees in June, she was just cleared to participate in light basketball activities in December, though she cannot yet play in games or participate in con-

tact drills with Andover Girls Basketball. According to Lewis, she found it difficult to cope with the injury soon after it happened.

"I've played basketball since I was five years old and knowing that this was one of my last seasons... on a team like this and playing in games like [Andover/Exeter], it was a lot to take in at first, having to go to practices and be on the sidelines," said Lewis.

Despite her serious knee injuries, Lewis says that she has taken on an important leadership role for the team.

Lewis said, "I remember the first day I got called out for being an 'assistant coach,' because it was the third practice of our season and I obviously couldn't play. But I came to every practice. I watched all the drills and saw what I could learn from them. I told my coach to the side that I had a little comment... and she goes, 'Guys, Coach Lewis has some advice for you all,' and everyone turned and started laughing and for the rest of that day everyone called me Coach Lewis."

Because she watches a lot of practices and games from the sideline, Lewis is able to observe and pinpoint areas that are in need of improvement, according to teammate Brooklyn Wirt '21 and Head Coach Elizabeth Monroe.

"She's always pushing us to work harder and to be more careful about the little things and to pay attention to detail. She's a very big fan about going back to the basics. If we are struggling in a game, she always reminds us that we need to box out or that we need to work to find a good shot and to do pass fakes and things like that," said Wirt.

Monroe added, "Rachna has started to see the game in a different way, having to watch more than play. She's able to point things out to the girls in constructive ways, so I think it's actually been a good thing in many ways."

Though she hasn't been able to play, Lewis's experience and positive attitude have been valuable assets to the team this year, according to Wirt.

"Nobody else has been

with Andover Basketball as long as she has... She is a huge presence on the bench. Every time somebody scores, she jumps up and is screaming for them. She's always a big part of the game and is paying attention and telling us what we can work on and do better," added Wirt.

According to Monroe, Lewis and fellow Co-Captain Cassidy Musco '19 have complemented each other well so far this season.

"Cassidy can be the leader on the court while Rachna is sort of leading behind the scenes. They are really on the same page about what they want from the team and how to support the girls, and how to communicate with me and the other coaches," said Monroe.

Musco added, "I can be out there on the court when we are playing while Rachna is always on the sidelines picking up things that I don't see. She really gives good insight, she's been on the team for four years, she knows every team that we play, and really knows the game well."

According to Lewis, she

tries to provide support for all of her teammates, and new teammates in particular.

"I know how it felt to be in a game and maybe mess up or make a mistake and just be down on myself for that. I didn't want any of the girls, especially the new girls, to do that to themselves. I made it a point to reach out to them and say like, 'You guys are doing great, these are the things you were doing really well. Yes, you can work on this, but don't beat yourself up over it,'" said Lewis.

Lewis hopes to return to play in February, and she currently has one main goal motivating her to fully recover.

"My end goal is honestly just to play in [Andover/Exeter]. I told [Coach Monroe] this, and that all I want to do is to play in this last [Andover/Exeter] game. So that's what I am training for right now."

Co-Captain Feature

Cassidy Musco '19 Applies Knowledge from Previous High School Program at Andover

PHOEBE BICKS



M.ZHANG/THE PHILLIPIAN

Co-Captain Cassidy Musco '19 played three years of Varsity basketball before coming to Andover as a new Lower.

After playing at the Varsity level for three years at Dana Hall School in Wellesley, Mass., Co-Captain Cassidy Musco '19 joined Andover Girls Basketball as a new Upper and was voted Co-Captain after just one year on the team.

Hailing from a family of basketball players, Musco be-

gan laying when she was in fifth grade, and has continued with the sport ever since.

Musco said, "I started playing town basketball when I was [in] about fifth grade. All my older siblings had [played basketball], so it was kind of like everyone in my family was going to do it. I played for my high school for three years, and before that I played for the middle school team, and this has been my second year playing for Andover."

In her first year playing for Andover, Musco looked to the team's Captains, Janneke Evans '18 and Molly Katarincic '18, for inspiration and leadership tips.

Musco said, "Both Janneke and Molly had very strong work ethics, and I think [Co-Captain] Rachna [Lewis '19] and I both picked that up and learned that from them. I know basketball wasn't their primary sport, but they still treated it every day as if it was. They both had such a great attitude, they made everybody laugh and have a great time, but once when it came down to playing they were both very intense and really pushed us

to be better."

Musco draws from her past experience playing at the Varsity level to help advise and guide those around her. The combination of her time spent playing for Andover and at her previous high school has broadened her knowledge of the sport, according to Head Coach Elizabeth Monroe.

Coach Monroe said, "I don't think it's weird at all that she came on to the team as a new Upper last year. In some ways she's been such a big presence both last year and this year that it doesn't seem like this is only her second year here. I think one of the benefits is that she obviously came from a different program at a different school, so she can bring her knowledge and experience from that to our team."

Musco's diverse skill-set, strong game sense, and team-first attitude make her both an invaluable player on the court and a role-model for everyone around her, according to Brooklyn Wirt '21 and Lewis.

Wirt said, "She's always there on defense making sure her man isn't the one who is scoring. She's always willing

to make you open, she'd rather pass to someone else than to score herself. She's 100 percent a team player all the time and she cares a lot about how everyone else on the team is feeling and keeping everyone happy. If someone's playing well she's always one to go and give them a high-five as they're running back up the court or on the free throw line."

Lewis said, "Cassidy is one of the most by far best players on the court. She's not a selfish player at all. Every half time we come together and the players will talk amongst ourselves before the coaches come over. Cassidy will give us a breakdown and if the team is really riled up or stressed out, she'll calm everyone down."

Through her actions in practice and games, Musco demonstrates to her teammates the importance of both focus and fun, according to Coach Monroe.

Monroe continued, "I think Cassidy is a more quiet leader. I think she leads by example. She always gives 100 percent, whether it's in practice or in a game. I think the other girls

on the team learn from that and draw from that. During games, she's extremely focused. I think she can get a little goofy in practice, which is great and can add great energy to practice, but when game time comes she's 100 percent focused on the task in front of her."

For Musco, Andover's strong and close-knit team-dynamic has made the job of being a Co-Captain an easy task so far this season.

Musco said, "So far, being [Co-Captain] has been really easy, [because] the majority of the girls have been returners or [were] on JV last year, [so] we all already know each other. Every girl on the team is wicked fun and everybody is so nice and works hard every day, so it's not a hassle being Captain."

GIRLSBASKETBALL

**Girls Basketball
Unable to Rebound**

PRESTON WHITEHURST

Andover	46
Deerfield	53
Andover	34
St. Paul's	56



O.TUNG/THE PHILLIPIAN
Hailey Lovell PG'19 joined the team this year as a Post-Graduate.

Stealing the ball from the St. Paul's point guard, Hannah Cuff '21 broke away up the court to give Andover an opportunity early in the possession to get its offense going. Despite the team's efforts, Andover Girls Basketball fell 56-34 on Wednesday at home to St. Paul's. Earlier in the week on Saturday, Andover fell to Deerfield 53-46. The team's record now stands at 3-11.

Despite a four game losing streak, the team is focused and optimistic, according to Head Coach Elizabeth Monroe.

"The vibe is very positive. The girls are playing well and go into every practice and game ready to work hard," Monroe wrote in an email to *The Phillipian*.

Early in the game, Deerfield started to pull away, but Andover's tight defense in the fourth quarter brought it back into the game, according to Monroe.

"In the last quarter of the game, we really fought back and made it close. We always have a hard time shooting at Deerfield, but they kept their composure and worked on solid defense and rebounding to keep us in the game," wrote Monroe.

Andover utilized the strength of its full court press to put pressure on Deerfield's offense, according to Hannah McGrath '20.

"Our full court press brought us back. We had high energy pressing and created strong strips that made them panic and unable to complete passes, allowing us to get steals and score," said McGrath.

Andover's defensive strength carried over to its game against St. Paul's, allowing it to shut down St. Paul's best player on Wednesday, according to Katherine Marquis '21.

"The team focused on guarding their key player well. We shut down their big player for most of the game and she didn't score as much as she normally does or get as many offensive rebounds," wrote Marquis in an email to *The Phillipian*.

Despite turning the ball over a lot on offense, the team's half-court defense was effective, according to Claire Brady '20.

"I think we did a really nice job prohibiting them from being effective in their half-court offense. It was often on quick turnovers where we struggled with defense. Our half-court defense was strong, and we shut down a lot of their plays," said Brady.

Looking ahead, Andover hopes to improve its transition game to avoid turnovers, according to Marquis.

Marquis wrote in an email to *The Phillipian*, "We need to improve on managing our turnovers because they got a lot of easy points by being wide open on fast breaks after we turned the ball over. We also need to focus on being mentally prepared for the game after a long bus ride because we looked tired on the court."

Andover will look to break its losing streak against Kimball Union Academy on Saturday.

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BOYSBASKETBALL

Athlete of the Week

6'6" Nick Thomas '21 Lends Physicality on Court

KATIE MORRIS



S.BAHNASY/THE PHILLIPIAN

Prior to each game, Nick Thomas '21 likes to nap, shower, and go to the gym.

Standing out at 6'6", new Lower Nick Thomas '21 from East Orange, N.J., brings his size and passion for basketball to the Andover Boys Basketball team. Thomas makes use of his height on the court, and his physicality makes a strong impact on the team, according to Co-Captain Matteo Whelton '20.

Whelton said, "Nick really helps us because of his size. He brings some physicality to the team as well as being a very good young talent that continues to get better as the year has been progressing. Nick's going to be a great player for Andover for some years to come."

Thomas's skill and his promising potential as a player has earned

him the accolade of The Phillipian's Athlete of the Week.

Where and when did you start playing?

With my brother at my house. I think I was five years old. My parents had a mini hoop up, and we started playing on it. I really began to love it. I started playing at school, and then my love for the game took off from there.

What's your favorite part about the game?

The competition — I love it. It's my favorite thing in the world. I play football too, but it just isn't the same. I grew up playing basketball my whole life, and so has my family. Football, hitting-wise is fun, but doesn't compare.

What position do you play?

I play small forward, power forward, and center. Small forward is my favorite though, because I can do the most. I can dribble, shoot, just do whatever I want.

Did you have someone you always looked up to in your first years of playing basketball?

Carmelo Anthony. He's always been my favorite player, even when he was at Syracuse. Actually, ever since he was at Oak Hill before

Syracuse, he was still my favorite. I was young too, maybe five or six, so I barely knew about basketball, but I knew about Carmelo Anthony, I loved him. Looking back on it, he was a big inspiration for me.

Do you have any pre-game rituals?

Before every game I take a quick 30-minute nap, shower, and go to the gym. Before every practice I lift.

What is your go-to "check-in" position?

Every time I check into a game, I sit in a butterfly position. You can ask anyone who looks at me when I go to sub in. I do that and flatten my legs, so I stay warm and loose.

Do you ever foul out?

I rarely ever foul out. Sadly, on Friday [1/18] against Worcester, I fouled out for the first time in three years. I try really hard to be smart about my fouls, so I don't foul out.

Who of the point guards and shooting guards on the team do you think you connect with the best on the court?

My three guys, Matteo, [Co-Captain] Dallion [Johnson '20], and Brenton [Mills PG'19]. Last year when I came for my re-

visit, Matteo was the person who toured me around. I got to chill with him and Dallion, and that was really fun. I got to see them over the summer a few times too, because we played in some of the same tournaments. Since I got here, we all just connected. Brenton was pretty quiet before I got to know him, but once I did, I realized what a talkative and funny kid he is.

What is your favorite cereal mascot?

The Lucky Charms guy. His voice — I love his voice. I remember listening to him during the Lucky Charms commercials on the television, and I would hear his voice and just be so happy, I'd be like "That's a great voice right there!" I love that voice.

Do you get nervous when people are watching you?

No, I love it. I love when people like to talk in my ear. Especially at the free throw line, when the crowd likes to yell and heckle. When everyone is going crazy, I just think to myself "No big deal."

Do you have a lucky basketball?

I do. It's at home, signed by Carmelo Anthony, Kevin Durant, LeBron James, J.R. Smith, and Allen

Iverson. I got it from the basketball Hall of Fame, and it's my most prized possession. If anything ever happened to it I would be so disappointed.

What are your hopes for the future in terms of basketball?

I want to play in college. My hope is to go to Duke, and then hopefully from there go on to the N.B.A. That's what I want to do with my life.

If you could take three N.B.A. players from different teams and from any era and make a 3-on-3 team, who would you choose and why?

Michael Jordan, Kevin Durant, and LeBron James. Those three are the greatest scorers of all time in my opinion, besides Hakeem Olajuwon and Wilt Chamberlain, obviously. The three that I chose are just unstoppable.

What role do you see yourself playing off the court?

What I try to be is a leader on and off the court, no matter to who. For kids older than me and kids younger than me. If I could go to the N.B.A., I would just try to be a leader as much I can.

Co-Captain Feature

Head Coach Terrell Ivory '00 Compares Co-Captain Dallion Johnson '20 to Stephen Curry

LUKE BOSHAR



S.BAHNASY/THE PHILLIPIAN

Co-Captain Dallion Johnson '20 serves as an inspiration to each of his teammates due to his grit.

With Andover Boys Basketball down by three points in the final seconds against Worcester Academy, Co-Captain Dallion Johnson '20 sunk a fadeaway 3-pointer from the top of the key to tie the game with 5.8 seconds remaining, forcing overtime in a game

Andover went on to win. According to Head Coach Terrell Ivory '00, Johnson is one of the most reliable players on the team and rarely falters in important moments.

"He's fearless in the moments where a lot of the kids would be nervous... He lives for those moments and that's why he makes so many big shots," said Ivory.

Co-Captain Matteo Whelton '20 added, "I think when we're down in a game we're never out of it due to [Johnson's] scoring ability. He makes us believe at all times that if he gets hot, we can get back in the game."

Coach Ivory said that Johnson reminds him of an N.B.A. player he coached at Davidson College.

Coach Ivory said, "He reminds me a lot of Stephen Curry. He's a really good shooter and he really handles the ball well. He takes those deep threes. But he's also really good at creating his own shots."

Along with his scoring abilities, Johnson's defense has greatly improved this year, ac-

ording to Coach Ivory.

"His defense has gotten so much better. It's one of those things he didn't focus on so much, but you can tell he really cares about stopping the other person. He can be our best scorer, but he can also guard the best scorer on the other team," said Coach Ivory.

In addition to his contributions as a player, Johnson is a strong leader because his grit sets an example for the rest of the team, according to Whelton and Coach Ivory.

Coach Ivory said, "People see how hard he works, and they want to emulate that. They feel like he sets an expectation that they have to meet. He's not yelling at the team and telling them what to do, but they see that he works out and how effective and how it makes him a better player and they want to do the same thing."

Whelton added, "I think he has made me realize how hard he works, and I've tried to match that. I feel like you don't want someone to outwork you, so I feel like he pushes us by showing him how hard he

works so I feel like we have to match that intensity."

Johnson said that his ability to listen to his teammates is something that has made him successful as a leader.

"I'd say that I listen and I'm open to my teammate's ideas and I am hardworking. I get my teammates to work hard and I'm always trying to help out. I also got to make sure to stay positive so my team can be positive too," he said.

Coach Ivory said he believes that Johnson has helped grow the team's strong chemistry this season.

"One of the things I really love about the team this year is that you can tell that there is really good chemistry. Like they really care about each other. He'll talk with everybody on the team. There's not really a situation where there's one group of guys on one side of the locker room and one group on the other side of the locker room, because he's one of those guys who brings people together," said Ivory.

Johnson added, "I liked when we first met each oth-

er because we formed strong bonds and connections. The team's chemistry wasn't hard to build up. That's what I like about the team. We all play well together, and we like to play with each other."

Johnson said he also strives to create close connections with all of his teammates outside of practice and games.

"[I'm] always checking in with them to see how they're doing. We usually sit together during dinner because that's the time we can catch up with each other and talk about how school is going and everything outside of basketball and have fun."

For the remainder of the season, Johnson says he aims to help the team improve mentally and looks forward to potential playoff games.

"[To keep improving], I just look to stay positive and getting everybody working their hardest so we can make the playoffs. So, that's the main goal: make the playoffs and compete for a championship."

Co-Captain Feature

Matteo Whelton '20 Brings Experience from his Time on the Swiss U18 National Team

LILLIE COOPER



S.BAHNASY/THE PHILLIPIAN

Co-Captain Matteo Whelton '20 hopes to bring leadership both on court and in the locker room.

Since coming to Andover as a new Lower, Co-Captain Matteo Whelton '20 has brought experience from the U18 Switzerland National Team to make himself an integral part of Andover Boys Basketball. According to Whelton, his enthusiasm for basketball stems from the freedom to play however he wants.

"My favorite part about basketball is how it's a way to express yourself. Different players have different styles of how they

play basketball, and I think it's just a way for people to express themselves in how they play and show how they are as a person on the court," said Whelton.

Following his parents who were both skilled basketball players, Whelton found a love for the sport at a young age.

Whelton said, "I've been playing basketball ever since I could walk. My mom and my dad both played, my mom played professionally and then my dad became a professional basketball coach. I think just following my dad's team around when I was younger and just always being in a gym contributed to me starting to play basketball."

With his unwavering commitment and competitive spirit, Whelton leads the team with his determination, according to Head Coach Terrell Ivory '00.

Coach Ivory said, "Matteo has earned the position of Co-Captain because he's a really good leader. He leads by example, and the kids respect him. It's great how hard he works and how he loves being in the gym. He's a fierce competitor, and he can tell that if there's something that needs to be done, like if we need him to make a play, he loves stepping up and doing everything he can to help the team."

Playing point guard, Whel-

ton uses his versatility and court awareness to pose as an offensive threat, according to Co-Captain Dallion Johnson '20 and Marcus Filien PG'19.

Johnson said, "On the court, I have learned that he has unlimited range. He can pull up and shoot from anywhere. When he dribbles past half court, you better put a hand in his face, or else that's three points for us and your coach is subbing you out of the game."

In an email to *The Phillipian*, Filien wrote, "Matteo is a very skilled and versatile basketball player. He shoots the heck out of the ball, and his court vision is remarkable. He also knows what his teammates' strengths and weaknesses are on the court, and then puts them in the best position to help the team win."

Whelton's vision on the court helps him to lead and adapt, according to Coach Ivory.

"As a point guard, he's an extension of the coach on the floor. I can't see what he can see because he's out there on the court. His awareness and how he is about giving me feedback and making adjustments has been really helpful for me," said Ivory.

As a Co-Captain, Whelton has tried to mold to his team, working off of his teammates

strengths and bringing them into his play.

Whelton said, "I hope to bring constant leadership and a voice in the locker room and on the court, and just a positive reinforcement for everyone during games. Being on this team I noticed how hard everybody works on and off the court, and I think I've tried to take bits of everyone's work habits and tried to incorporate it into my own life and the way I lead others."

According to teammates Ray Shoemaker '20 and Jack Penney '21, Whelton's vocal presence brings energy and helps to hold his team accountable during practices and games.

Shoemaker said, "As a captain he's very outgoing in practice and has a great vocal stance which provides motivation to the team. I think his talent of motivating the team his best talent just because it shows how much of a team player he is. During practices, Matteo makes sure that we pick up the energy and makes sure that we give nothing but our best as a team, which is why I consider him a great leader."

Penney said, "Matteo is always vocal, and his passion and attitude leads our team. His vocal presence and his determination spreads throughout all of

us, and it motivates us and gives us energy on the court in practice and in games."

Whelton's steady faith in his teammates, regardless of the situation, reverberates throughout the team, according to Nick Thomas '21 and Penney.

Thomas said, "Matteo, as everyone knows, is a great player. But what people don't know is that he is a genuine, caring captain. He is always keeping his head up even in the worst conditions. He brings us up and doesn't let us put our heads down."

Penney said, "He's always there for us and makes it known he will do anything for us. He is always talking about the next play no matter what has happened before, and he never gets caught up in his own mistakes before he helps a teammate out."

Looking forward, Whelton has his sights set on the league title.

Whelton said, "The goal for our team always is to win a championship. We work hard every day in practice and in games to reach that goal and hopefully at the end of the year we can win a championship."

BOYSBASKETBALL

Head Coach Feature

Head Coach Terrell Ivory '00 Utilizes Collegiate and Professional Basketball Experience

ABBY RYAN



S. BAHNASY/THE PHILLIPIAN

While working at Davidson College, Head Coach Terrell Ivory '00 coached Stephen Curry.

After playing basketball at Andover as a Post-Graduate, Head Coach Terrell Ivory '00 played professional basketball for the Manchester Magic, an English basketball team, and worked with Stephen Curry during Curry's collegiate career while Director of Basketball Operations at Davidson College.

During his time as a student at Andover, Ivory was able to improve all facets of his character which propelled him to seek further opportunities in basketball upon graduation.

Ivory said, "I would say, in

general, coming to Andover changed my life for the better. It put me in a position where I could grow as a student, as an athlete, and as a person. The basketball team was great. For me, the basketball part of it, at least, was about trying to help myself go from playing at a D3 level to see if I could get a scholarship at the D1 level," said Ivory.

Following his career at Andover, Ivory walked on to the team at Davidson, where he received a scholarship his Senior year. Upon graduation, he then traveled to the United Kingdom to play basketball for Manchester Magic.

Ivory said that he was able to play for them as a result of his coach at Davidson's connections with the team.

"I knew I wanted to continue playing as long as possible but I also had to find the level that was appropriate for me.... It was an unbelievable opportunity. It was sort of like a gap year. When you play professional basketball overseas you get an apartment, you get a car, you're paid a monthly stipend," said Ivory.

Though Ivory values being an active member of competition, he decided coaching would be the best opportunity for him to continue learning about the sport. Ivory coached for the first time as a seven-

teen-year-old at a basketball camp. Ivory said that, there, he took pride in passing on the lessons he had learned to younger generation of players.

With the assistance of his former coaches at Davidson, Ivory was recruited to coach at Blair Academy. Ivory held the position for three years and was able to deepen his connections with college coaches, as well as work as a math teacher. According to Ivory, teaching and coaching were mutually beneficial.

Ivory left Blair for a coaching position under the guidance of his coach, Bob McKillop, at Davidson, where he was Director of Basketball Operations for the team. After that, Ivory became an assistant coach at Colgate University for one year. Because of his connection to Leon Modeste, Director of Athletics and Instructor of Athletics, Ivory had always wanted to return as a coach at Andover.

"I was just really excited to come back here. I've been here for seven years now, and I feel like this is the right level for me. Coaching in college was like a business and the kids were older, but I feel like when you work with younger kids, you can have more of an impact on them. I want to help them as much as possible. I think at this age, you could be

a mentor to high school kids in a different way than you can be a mentor to older kids," said Ivory.

Ivory has not only helped his team's basketball ability improved, but he is also a point-person on campus for many of his team members.

Marcus Filien PG'19 wrote in an email to *The Phillipian*, "He tries to remind us daily that he cares deeply about us on a deeper level than just as a basketball player, and that is the most important thing that a coach can do for an athlete. Mr. Ivory is a great communicator and teacher, and he helps us learn and grow every single day, without fail... He brings a special kind of enthusiasm, competitiveness and joy to both practices and games that I have never seen before... He is our fearless leader, and it's great having someone as special as him lead us through the marathon that is a basketball season."

Ivory's definition of success for his team has evolved as he has become more experienced. He believes success stems from the idea of a "next-play" mentality, which he has passed from McKillop to his team at Andover.

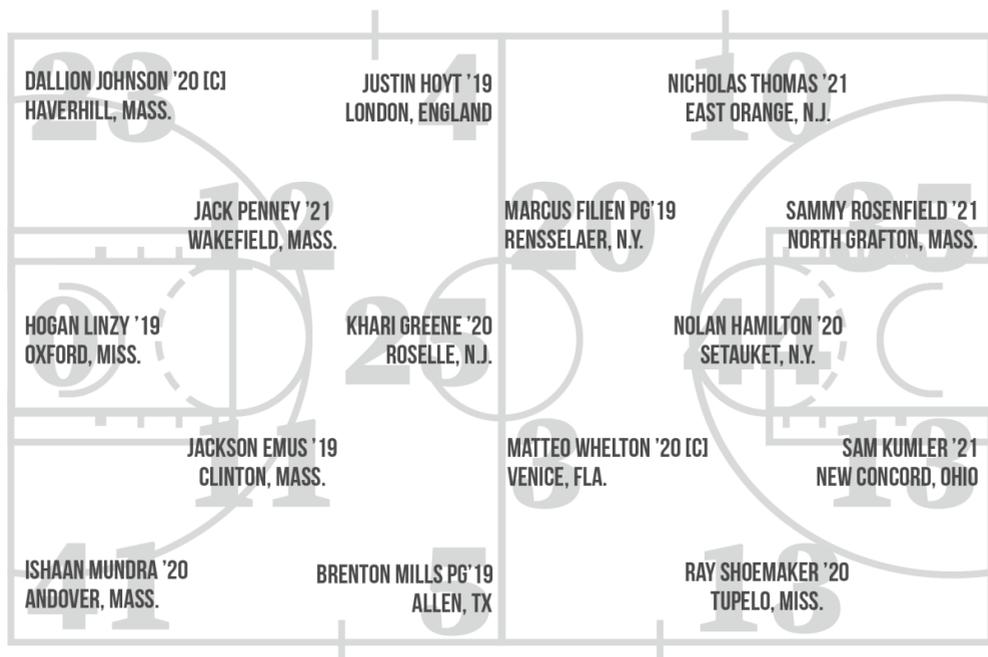
"Basketball is a game that is constantly flowing, so there isn't really a start and a stop after every play. One of the

games that I loved learning from Coach McKillop at Davidson was this idea of a 'next-play' mentality. He would call basketball a beautiful game, but it's also a game of mistakes. Knowing that and being able to learn from the mistakes you made. If you make a mistake, not letting that snowball or not letting that put you in a position where you are going to make another mistake," said Ivory.

Ivory draws parallels between success on the court and lessons in life. According to Ivory, sometimes, no matter the level of work put into a task, sometimes it does not work out the way it is anticipated to.

Ivory said, "For me, success is how we execute, how we compete, did we handle ourselves the right way as far as sportsmanship. Usually when you do those things, you end up winning. But, sometimes you don't. I think that's what makes the game beautiful. Sometimes you do everything really well and then it just doesn't work out, and that's ok, but if you do those things, to me, that makes the team successful, whether we win or lose. It obviously feels better when you win, but sometimes you don't and that's basketball."

ANDOVER BOYS BASKETBALL

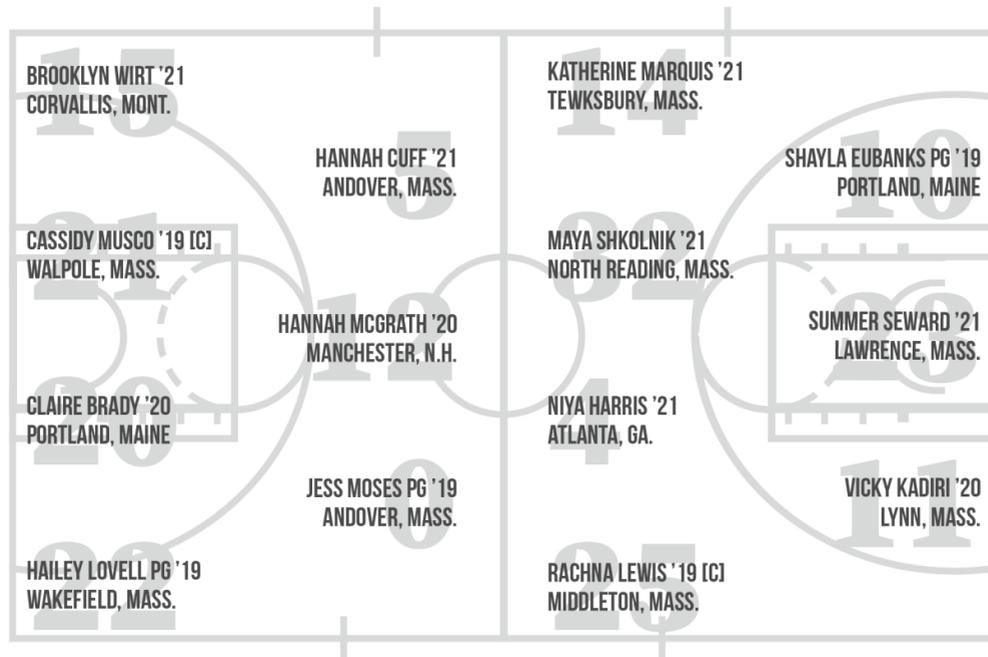


MANAGERS

- ARABA AIDOO '20
BRONX, N.Y.
- JEANELLE ABOU-EZZI '19
NORTH ANDOVER, MASS.
- SHAHINDA BAHNASY '20
NORTH PLAINFIELD, N.J.
- SYDNEY MERCADO '19
NORTH ANDOVER, MASS.

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ANDOVER GIRLS BASKETBALL



MANAGERS

- ALYCIA BASQUIAT '20
CAMBRIA HEIGHTS, N.Y.
- SAM YOON '19
PHOENIX, ARIZ.
- TRINITY SAZO '19
DANBURY, CONN.

J.ZHOU & C.NGUYEN/THE PHILLIPIAN

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ARTS & LEISURE

M.CALLAHAN/THE PHILLIPIAN

Students of Diverse Talents Take the Stage on Open Mic Night

LESLEY TAN

With a light tap on the mic and gentle hum, Shyan Koul '19 began his performance, singing and playing the piano to "Small Talk" by James Cherry. Koul's smooth vocals and stable notes complemented the soft piano chords and somber song lyrics.

Koul's performance was one of many at Open Mic Night this past Friday in Susie's. The casual nature of the event encouraged performers of many diverse backgrounds and talents to perform in front of a supportive audience.

Hugo Solomon '19, Student Activities (STACT) Board Member, said, "Regardless of how good they are, it's all about empowerment. When students get on stage, it doesn't matter what they've done, or what type of thing they have prepared, people are cheering for them, people are excited to have them on stage."

Audience member Sunny Li '22 said, "I think it was really great, and I love how so many students were able to just present their talent in front of their peers in such a welcoming environment."

The Open Mic Night allowed students to unwind after the stress of midterms. According to performer Ethan Chan '21, the event gave him the opportunity to sing in an informal setting and practice performing.

"I performed a Korean song since I usually do English covers, and I was a little nervous at first. Especially with midterms, I haven't been getting much sleep, and it has definitely helped relieve stress. In the beginning, I couldn't get the falsetto since I was a little nervous, but the definitely the second time coming around was a lot better," said Chan. Jacques Kuno '20 per-

formed "Adrenaline," an original song with a guitar accompaniment. The light strumming on the guitar at the beginning of his performance gradually shifted to a more rapid beat, mirroring the name of the song. Kuno's song was partly inspired by his experiences from playing football.

"I wrote [Adrenaline] about the feeling of adrenaline when you step on the field, and it also does the same thing with performing. I thought it would be relatable to a lot of people, and I found a cool melody to suit it," said Kuno.

Niya Harris '21 stepped on stage to sing "Stay With Me" by Sam Smith. Starting softly, Harris, with the help of audience participation, became more confident in her performance as she reached the chorus.

"I loved when I just looked up and everyone had their flashlights on their phones and were swinging it around, and because there are so many talented people here, it was great to see that people were even supportive of people who were not actually singers," said Harris.

According to Solomon, Open Mic Night event differs from other performative events like Abbot Cabaret and Coffeehouse because of its relaxed and open nature. In the future, the STACT board hopes to introduce more informal performance events like this, according to Solomon.

"It's really a type of feel good event. People are coming up twice, three times because they love the feeling of it, and people love to listen to them, and that's something you don't really get anywhere else," said Solomon.

Editor's Note: Hugo Solomon is an Associate Video Editor for The Phillipian.



M.LEVY/THE PHILLIPIAN

Mac Katkavich '21 singing with Jacques Kuno '20 accompanying on the guitar were one of many acts featured at the Open Mic Night.

Sketchy Satirizes Andover Student Experiences

DANIELA VELASQUEZ

"Scoop up my grandfather's ashes and throw them in the river!" rapped Co-Head Rachna Lewis '19, gesticulating with her hands and tipping her bejeweled sunglasses at her audience.

The skit, in which Co-Head Ina Megalli '20, a self-proclaimed "sound artist," attempts to combine Kanye West's rap with the sounds of her dying grandmother, was performed for Sketchy's performance last Friday in the Black Box Theater.

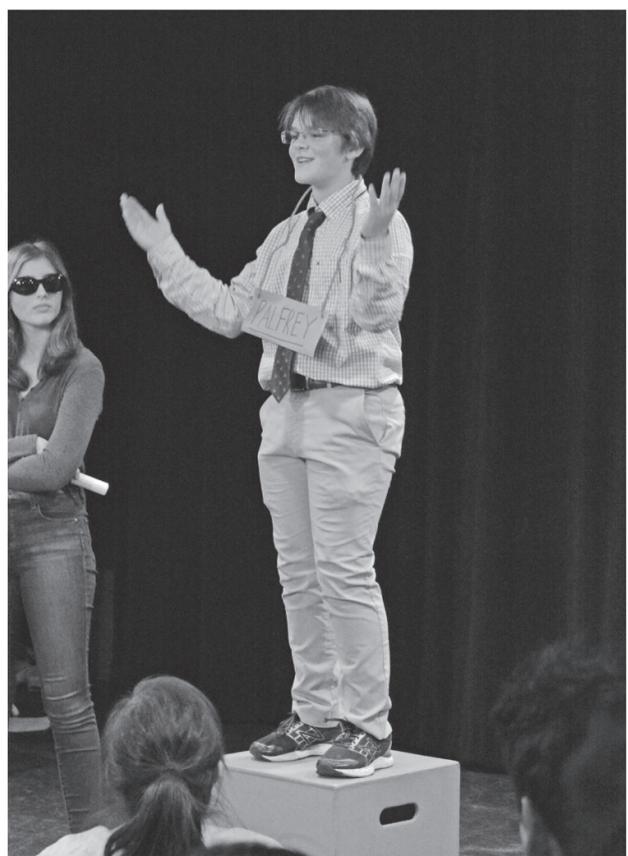
The pair began the show by introducing each member of the group: Henry Crater '20, Emily Jackson '19, Mac Katkavich '21, Jenni Lawson '19, Elizabeth Chou '22, Loulou Sloss '22, and Wyatt Rogers '22.

"Tonight's a little bitter-sweet, because it's the first and last show of the year," Megalli said during the performance, "We've been forced to disband after maxing out [Student Activity Director] Chris Capano's credit card on Domino's and fake mustaches."

The performance continued with comedic sketches and monologues, many of which were satirical takes on student life on campus. The skits included "Girlfriend from Home," "Sykes Computer," and "Leadership Training."

"Usually we like to have a balance of 'Andover-centric' skits and just general 'world' skits, which is why the Kanye one was in there, but it just happened that [in] this show we had a lot of [Andover] sketches," said Lewis.

Although the show was organized with only a week left to memorize lines and rehearse all together, the group felt that they had a successful night. The newer members of Sketchy expressed some anxiety about performing live,



M.LEVY/THE PHILLIPIAN

In one of the skits putting a comedic spin on life at Andover, Wyatt Rogers '22 takes on the role of Head of School John Pafrey.

especially with less time for preparation, but their nerves alleviated as the show progressed smoothly.

"I think it went great. At first not that many people showed up, like when it hit 8:00 p.m., so we were kind of worried. But then people came, which was good. Nobody had an anxiety breakdown, or forgot any of their lines, so that's good. It all went really smoothly and the audience enjoyed it," said Chou.

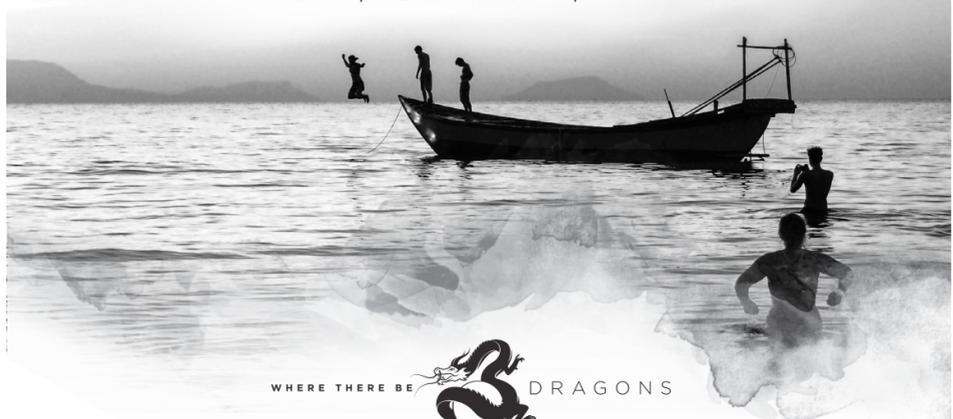
Audience members responded positively to the show, finding the skits relat-

able and grounded in the Andover experience. According to audience member Sarah Wang '22, the comedic performance was a refreshing break after midterm week.

Jeffrey Steele '20, another audience member, added, "It was so funny, especially the jokes that were made about chorus, because I'm a chorus member and I could relate so much... it was absolutely hilarious, and I was laughing in my seat, about to roll over."

SUMMER & GAP YEAR

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E.WU/THE PHILLIPIAN

By Best Chantanpongvanij and Mudmee Sereeyothin

Hello, and thank you for checking out this book review column! We're super excited to share some book reviews with you over the next few weeks. We hope you'll find them helpful and maybe even decide to pick up one of these titles.

"The Book of Essie"
by Meghan MacLean Weir



T.CONRARDY/THE PHILLIPIAN

Synopsis

All her life, every move that 17-year-old Essie Hicks has made has been carefully orchestrated by her mom and the production team of Six for Hicks, her family's hit reality TV show. The show chronicles the lives of the extremely religious Hickses, broadcasting the day each child was born, the time the family spends in church where Mr. Hicks is the pastor, and more. When Essie's mother finds out that Essie is pregnant, she decides that the best solution is for Essie to be married. Little does she know that Essie has other ideas. With the help of Roarke Richards, the senior at her school whom she has decided to marry, and Liberty Bell, a reporter who was part of a conservative cult as a child, Essie plans to free herself from the control of her family and the other circumstances of her life.

Review

I enjoyed reading this book and found myself always wanting to know what Essie's next move was going to be. The story is told from three perspectives: Essie's, Roarke's, and Liberty's. What I found most compelling was Liberty's perspective and how her past adds another dimension to the story. Liberty was once in a radically conservative cult, when she wrote a book about her then extremely racist, homophobic views. She eventually left that cult and changed her viewpoint. As someone who knows what it's like to be scrutinized by the public and leave her family for good, Liberty is the adult perspective in this book. The perspective she adds to Essie's plan is what I found most intriguing about Liberty. Furthermore, this book explores fame, gender and family dynamics over a very interesting, contemporary backdrop. For me, the situation of Essie being a

child star in a TV show she did not ask to be part of brings up ethical issues about children and show business. The book made me think about how public scrutiny can shape the lives of stars on screen, and ponder on how the way people present themselves on screen is often not a true testament to who they are.

The reason I didn't give the book a higher rating was that I felt that some issues the book touches upon could be explored or portrayed in more nuanced way. Additionally, while the readers witness growth in the three main characters, they sometimes feel a little flat. I felt like the book could have gone even deeper into exploring each character's thoughts and feelings. Nonetheless, I thought that the book was a worthwhile read.

Rating: 7.5/10

ARTS & LEISURE

Guest Artist James Dargan Commemorates Black History in Performance

SOMIN VIRMANI

Following an eruption of piano chords, guest artist James Dargan began his rendition of "Strange Fruit," written by Lewis Allan and sung by Billie Holiday. Dargan's crooning complemented the dissonant piano as he sang lyrics that highlighted themes of lynching and racism.

"I think 'Strange Fruit' was my favorite, just because I knew the song already and I think that it is a really cool, jazzy song that deals with heavy themes in a not-as-heavy way," said audience member Henry Crater '20.

Dargan created a new arrangement of "Strange Fruit" for his performance in Cochran Chapel this past Saturday night. This piece was part of his thematic concert, "Oh, Glory! Black History Matters," which highlighted the importance of black history and life's promises of joy and freedom through song.

"I just thought that [it would be amazing] if we could get him on M.L.K. Weekend [because] he does this whole thing on black history... The timing worked out great, I just love his voice and his approach to music making. I was really interested in his passion for social justice," said event coordinator Holly Barnes, Instructor in Music and Director of Performance.

The concert unfolded into four sections — Call, Challenge, Welcome, and Rebirth — each featuring prominent black artists. Dargan said he hoped that by performing the artists' most popular songs during their respective sections, he could channel their messages during his performance.

"So, you take the repertoire for the people whose names are at the top of the headings, and then you triangulate in on the places where the repertoire overlaps. Then naturally, because they take their musical activism so seriously, you'll have a recipe for songs that connect. If you take the repertoire that these people loved, and really just find their greatest hits, then you find stuff that conveys a message,"

said Dargan.

One of Dargan's favorite songs to perform is "Deep River," which is a spiritual song of African-American origin featured in the last rebirthing section. Beginning with low, rumbling notes, Dargan sings along to the slow, muted melodies, conveying themes of hope and the longing for happiness in the lyrics of the spiritual. His low and steady vocals remained constant throughout the piece, and he ended with a gentle hum.

"I've been singing this since I was knee-high as a grasshopper, as they say down South. My father was a musician and also a minister, so it's kind of hard to escape spirituals. I remember the first time [my friend] Mark got into 'Deep

River,' and said, 'James, I'm an atheist. But when you sing this, I really love it,'" said Dargan.

According to Barnes, Dargan's eclectic choice in music for his repertoire gave everybody in the audience an opportunity to listen to different styles of music and helped Dargan convey his theme and messages in a unique way.

"If you really like gospel music, that's great, but you might fall in love with his voice and then listen to an opera aria that maybe you wouldn't normally go to. It's an interesting way to approach lots of different music, and I love the message and the journey through the program and the different sections," said Barnes.



DOWYANG/THE PHILLIPIAN
Guest artist James Dargan hoped to emphasize the importance of black history and to convey themes of positivity and joy in his concert.

Faculty Feature: Diane Sachs Connects with Students through Work in the Music Department

MICHAEL LU

Diane Sachs, Music Department Office Manager, showed up to her Andover job interview 16 years ago looking to become a part of the Shuman Admissions team. An Instructor in Physical Education and a health educator at the time, Sachs took the job as Office Manager despite not having any experience in music. She expressed that the reason she has stayed at her current job is because of the students.

Sachs said, "This wasn't where I was looking to be, but after I got through my first very difficult year not knowing anything about music, I just fell in love with the kids. I wanted that kid interaction that I wouldn't have had in the admissions office... The kids were what kept me here."

As Office Manager, Sachs oversees activities in the music department such as music lessons, ordering supplies, copying music, locker assignments, and rentals, as well as day-to-day interactions. She also helps organize the department's biennial music tours.

"It's just always exciting to experience that with kids, and also to see them perform and do so wonderfully in new venues, new culture. That's what we work for. In athletics you go and you compete. In music, we go out and we perform," said Sachs.

According to Sachs, going on music tours with students has been a highlight of her job. The tours have traveled to places in the U.S. and Canada, as well as farther locations such as China, Puerto Rico, Hungary, Ireland, and Iceland.

"Each one [of the tours] is really unique, and all of them have been wonderful. I particularly liked Iceland, because I'm more of an outdoors person, so that was really great. And the people were so warm and welcoming. There were smaller venues, more intimate, the kids really performed well," said Sachs.

Sachs said that her job has allowed her to form lifelong relationships with students. For instance, she is still in touch with a student, Sol Jin '07, whom she met on her first day working at Andover in 2003. According to James Lemuel '19, Sachs always has time to talk to students and always has chocolate in her office.

"It's not really one moment that defines Mrs. Sachs for me," wrote Lemuel in an email to *The*



M.ZHANG/THE PHILLIPIAN
Diane Sachs has an open door policy, inviting students who want to talk or those who just want a piece

Phillipian. "It's the fact that her door is always open and that she's really there for the students. In all those moments, as much as she is an adult, she's also trying to be your friend."

Alisa Crüger-Cain '20 said that Sachs is her favorite person on campus. She frequently stops by the music office to talk when she is practicing in Graves.

"Every day I eat a piece of chocolate from Ms. Sachs's office... She is the heart of the Music Department. The thing with Ms. Sachs is that she makes everyone's life easier on campus every day, but you don't know it because she does it behind the scenes," said Crüger-Cain.

During her career as Office Manager, Sachs witnessed changes in the Music Department and sees the opportunity for growth.

"I want to say that the biggest change I've witnessed is the drop in lessons. We were down probably around 25 percent in lessons... We're not giving as many lessons, but the building is still as busy. I think the change is that we need a new building, because this has always been crowded and continues to be crowded, I see that even more and more during the time I've been here that it would be great to see that change," said Sachs.

What Sachs anticipates most in the new music building is the extra space it would provide. According to Sachs, a centralized music building will also eliminate the need to transfer instruments between Graves Hall and the Cochran Chapel.

"The biggest challenge [right now is] finding enough places for the kids to practice... [also] the logistics of trying to keep two spaces running, and not having double the equipment that we can just keep in each location," said Sachs.

Aliesha Jordan '19 Takes Inspiration from Friends in Dance

SHIRA WOLPOWITZ



S.BAHNASY/THE PHILLIPIAN

Dressed in a camo crop top and black cargo pants, Aliesha Jordan '19 dances center stage with Hypnotiq, Andover's hip-hop-based dance group, at Grasshopper Night. Her movements are perfectly in sync with the rest of the group. This performance gave Jordan not only the opportunity to showcase her skills as a dancer, but also as a choreographer.

"My favorite dance so far has been the most recent Grasshopper, because I put a lot of work into choreographing it along with the other Hypno Co-Heads... I feel like it required a lot of stamina and it had a lot of different movements and ideas that really blended together well," said Jordan.

Azariah Jones '21, who dances alongside Jordan in Hypnotiq, SLAM, and Fusion, expressed admiration for Jordan's ability to lead members of the dance groups by developing a positive atmosphere. For Jones, learning

the routine that Jordan and the other Co-Heads of Hypnotiq choreographed for Grasshopper was a really fun and enjoyable experience.

"We learnt it really quickly, got to clean it really quickly, and it was really sharp... really good... and very technical and so it wasn't just basic choreography. Learning it, it was super easy... [Jordan] broke it down step-by-step so we could see all of the different parts and it was really clear to everybody. It was a really good process," said Jones.

Growing up, music and dance were an ever-present part of Jordan's culture. As a child, she was exposed to dance through social events, such as dance competitions for kids at parties, and popular artists such as Michael Jackson.

"From a young age, my inspiration mainly came from Michael Jackson, because I remember I would watch him with my family. We would watch the music videos and how he would create his dance routines and stuff and he's just a very innovative person from that perspective. I am really inspired by his ability to create movement and I feel like on campus, people who have inspired me were people who I have met and who graduated," said Jordan.

Jordan first began taking dance as an elective class during Spring Term of her Lower year, inspired after watching some of her friends perform onstage during school concerts. As she began to take dancing more seriously, Jordan shifted her focus from jazz to other styles of dance, such as hip-hop, Afro-Caribbean, and step. After coming to Andover, she has been exploring dance through chore-

ography.

"My Lower Year, I took a class with [Erin] Strong, [Instructor in Theatre and Dance], about choreographic elements and seeing dance not only as a form of entertainment but like how to construct dance itself, and what are the different methods to make the dance purposeful... whatever you're trying to get the audience to understand from the dance. I have definitely developed my skill in dancing itself, but I also have more of an appreciation for it now that I understand what it takes to create an actual dance," said Jordan.

After coming to Andover, Jordan has established her presence as a leader in the dance community on campus, becoming the Co-Captain of Slam and Co-Head of Fusion and Hypnotiq. According to Abby Ndikum '20, the other Co-Head of Fusion, Jordan possesses natural leadership abilities and a devotion to dance.

"Aliesha embodies the raw emotions of humanity through dance. I have been blessed with the opportunity to work with her as a Fusion Co-Head, and she always brings nothing less than her best to the table! She's a natural leader, respected by everyone in the community for being herself. I am so privileged to have her as a friend and sister in my life, and I know that she will continue to bless other people with her presence and love for dance," said Ndikum.

Jordan attributes part of her growth in the realm of dance to the people who have supported and influenced her thus far. As part of the Andover dance community, she was particularly inspired by Justice Robinson '18, a



S.BAHNASY/THE PHILLIPIAN
On campus, Aliesha Jordan '19 is a leader of the dance community through her roles as Co-Captain of Hypnotiq and Co-Head of Fusion and SLAM.

former dancer and producer for DramaLabs.

"I remember my freshman year when I auditioned for Hypnotiq, [Robinson] was the main person that I remember from my audition, and she definitely saw me through and helped me develop into the dancer I am today," said Jordan.

Over time, Jordan has gained a deep appreciation for dance for its complexity, expressiveness, and cultural significance. She hopes to

continue pursuing her passion for dance in the future.

"[Dance] will always be a major part of who I am so I plan on continuing to dance with groups at school. I also want to try going to more professional studios. I've always wanted to follow a more professional path in dance to create and perform for larger audiences, but for now I will just appreciate it as one of my passions and see where that takes me," said Jordan.

ARTS & LEISURE

Scavenger Quest and Pop-up Talks: Students Explore the Addison

TYLER WEI

A handful of people filed into one of the exhibit rooms at the Addison Gallery of American Art just as Kate MacLeod '20, an Addison Ambassador, started her "pop-up" talk about artist Beverly Semmes' piece "Rubbery Blue."

"['Rubbery Blue'] takes up a great deal of space in the exhibit. What Semmes was basically going for was she was kind of exploring a lot of themes, of feminism and power and how people view those subjects," said MacLeod in an interview with *The Phillipian*.

The pop-up talks were featured at the student-organized party "The Night at the Addison," held last Friday. The Night at the Addison is an annual event planned and organized by the Addison Ambassadors.

Jamie Kaplowitz, Manager of Curriculum Initiatives at the Addison, said, "It's been great to see so many people here in general and see so many people having fun and looking at the art. The ambassadors are doing pop-up talks in the galleries. It was great to see so many people listening to them talking about art because



TWEI/THE PHILLIPIAN

Emiliano Caceres-Manzano '22, one of the Addison Ambassadors, explains the background and significance of a piece of artwork of his choosing during one of the "pop-up talks."

they have been researching and writing for a couple weeks now."

Aside from the pop-up talks, the ambassadors designed a "quest" to get students on their feet and exploring the museum's galleries.

"You walk in and you get a clue and there are clues all through-

out the museum that take you around. And then once you complete the quest, it's kind of like a scavenger hunt, you receive a prize," said MacLeod.

The quest relied on interactive methods to encourage students to admire and appreciate the works displayed at the Addison.

The museum's visitors completed the quest for prizes including pins and laptop stickers.

Han Chin Toh '22, a participant in the quest, said, "The quest is really fun. My friends and I are just having a blast right now. I really like the cryptic clues and hints that we get and then

you just end up looking at the artwork much more closely and thinking more about the artwork."

The Ambassadors' goal for The Night at the Addison was to get students to explore the museum for themselves and for them to be more comfortable with utilizing the Addison in the future. According to attendees, the event left them with positive experiences of the Addison and appreciation for its art.

Harry Chanpaiboonrat '21 said, "I feel that the quest did get me around the museum a lot but my favorite part is coming back to each piece and just looking at it again and just seeing new perspectives."

According to some Ambassadors, the event went better than expected and attracted a significant number of students. Emiliano Caceres-Manzano '22, another Addison Ambassador, expressed hopes for more student engagement with the Addison in the future.

Caceres-Manzano said, "I want people to take away that the Addison can be a really friendly place. I think art is really relieving to be around and I think people underappreciate the Addison."

Look of the Week:

The "Trendy Triplets": Nikita Muromcew '21, Mary Muromcew '22, and Natasha Muromcew '22

EMMA FU & ALANA YANG

NATASHA MUROMCEW '22

Wearing a cropped white quarter-zip sweater, Natasha Muromcew pairs her top with a pair of bright green pants and black boots.

"She really likes to keep up-to-date with what she wears. She's always on the web, looking at what stores have new in. I also think that she's a really creative person; she's always looking to make her own clothing which she does often. I think it brings an air of originality that a lot of people don't have," said friend Celeste Robinson '22.

Natasha Muromcew uses bright colors and eye-catching pieces to accentuate her everyday style. She draws inspiration from clothing she sees on Instagram, Pinterest, and YouTube influences, especially Emma Chamberlain and the YouTube channel "bestdressed."

"When I was really young, I had all these dolls and I loved thinking about the way they dressed, like 'Hmm, what is my doll going to wear today?' And from there, I just really started liking fashion and [thinking

about] how I presented myself to the world," said Natasha Muromcew.

Natasha Muromcew's favorite pieces to incorporate into her wardrobe are bright, flashy pants and bright colors. When she is not shopping for clothing that catches her eye, she experiments with her fashion further by sewing her own clothing.

"My favorites are fun pants, patterned pants, bright colors. In middle school, I used to always wear jeans, and then a cute top, or jeans and a cute sweatshirt. But I try to mix it up, and I think fun pants are the way to do that. And it definitely makes you look different from everyone else without looking weird," said Natasha Muromcew.

MARY MUROMCEW '22

Mary Muromcew dons a pair of black and white Nike high tops and a big black jacket, accessorizing her outfit with a chain attached to her black pants.

Diego Winsor '22, a friend of Mary Muromcew's, said, "You can kind of sense, just by the way she dresses, her confidence and just more about the clothes she wears. You can tell that what she finds actually has some sort of meaning about her, and not just something she throws on. And I think that's very interesting. I wish I put that much effort into myself."

According to Mary Muromcew, she did not have an informed opinion on her style until the beginning of high school. Inspired by the peers around her, her mother, and her fellow sisters, she gradually began to consider her clothing choices more.

"I think once I went to my first year in high school — I'm a repeat

— just seeing how other people dress [got me interested in fashion]. Also, once I became more exposed to seeing people dress well, I recognized that I liked it. Because at first, I would just put on anything and think, 'Yeah, this is fine.' But then, having an actual opinion about things I disliked and things I liked," said Mary Muromcew.

Most of Mary Muromcew's wardrobe is black, grey, and other dark colors, though she is currently trying to experiment with color. When looking for clothes to wear, Mary Muromcew disregards gender labels. If she sees an article of clothing that she thinks suits her well, she will wear it despite what others might think.

"Honestly, if I fit in it and I look cute, I really don't care too much. Over the past few years, I've started to wear more guys' clothing or masculine clothing. It's not [like it's] fun to play around, it's just like I don't really care which is which," said Mary Muromcew.

While the Muromcew triplets all draw inspiration from each others' fashion choices, they broadly diverge in the clothing and style choices that they regularly make. Each triplet does her best to develop her own style and display her individuality.

TWEI/THE PHILLIPIAN

NIKITA MUROMCEW '21

Sporting a white Joy Division graphic tee shirt and black skinny jeans, Nikita Muromcew completes her look with a black and red bomber jacket.

According to Nikita Muromcew, she draws inspiration for her retro style from many different media, including movies from the '80s and '90s, different Instagram accounts and influencers, and notable female figures in entertainment, such as Kristen Stewart and Peggy Guggenheim.

"A lot of [my style] is from Instagram. I follow a lot of inspiration accounts. They just post collections of images from multiple magazines. Some of them are old, some of them are indie artists... If I like this one character, I would try to emulate their style... I like a lot of '80s and '90s movies, so that's why my style is kind of retro," said Nikita Muromcew.

The majority of Nikita Muromcew's wardrobe consists of black and tones of red. However,

she is hoping to expand the scope of her wardrobe by including more basic articles of clothing and graphic tee shirts.

"Recently I've been trying to find good graphic tees. I have a Joy Division tee that I really like. But also this past year, I tried to get more basics, something that I could wear every single day, and I could switch it up and layer it differently and it'll look like another outfit," said Nikita Muromcew.

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