

Class of 2020 Second-Smallest Senior Class Since Andover-Abbot Merger

LAURA OSPINA
& WILLIAM YUE

With 303 students including Post-graduates (PGs) and one-year Seniors, the Class of 2020 is the second-smallest Senior class since Andover merged with Abbot Academy in 1973. At the release of the 2019-2020 Directory, there were 305 students in the Class of 2020, but two more students have since left the Class of 2020. The Class of 2010 was the smallest since the merger at 296 students, also including PGs and one-year Seniors.

Beginning with 220 students in their Junior year, the Class of 2020 grew to 292 in their Lower year. Despite gaining 14 new Uppers, the class stayed at 292 because 14 students had left. Another 13 students left the following year: the class grew to a net total of 305, even with the addition of 26 PGs and one-year Seniors.

Since its Junior year, the Class of 2020 has grown by only 85 students. By comparison, the Class of 2010 started with 203 students and grew by 93 students by its Senior year, according to the Directory population and the Registrar.

Rajesh Mundra, Dean of Studies, believes that the small class size of the current Seniors is an anomaly. According to Mundra, he attributed the size of the Senior class to admissions reasons

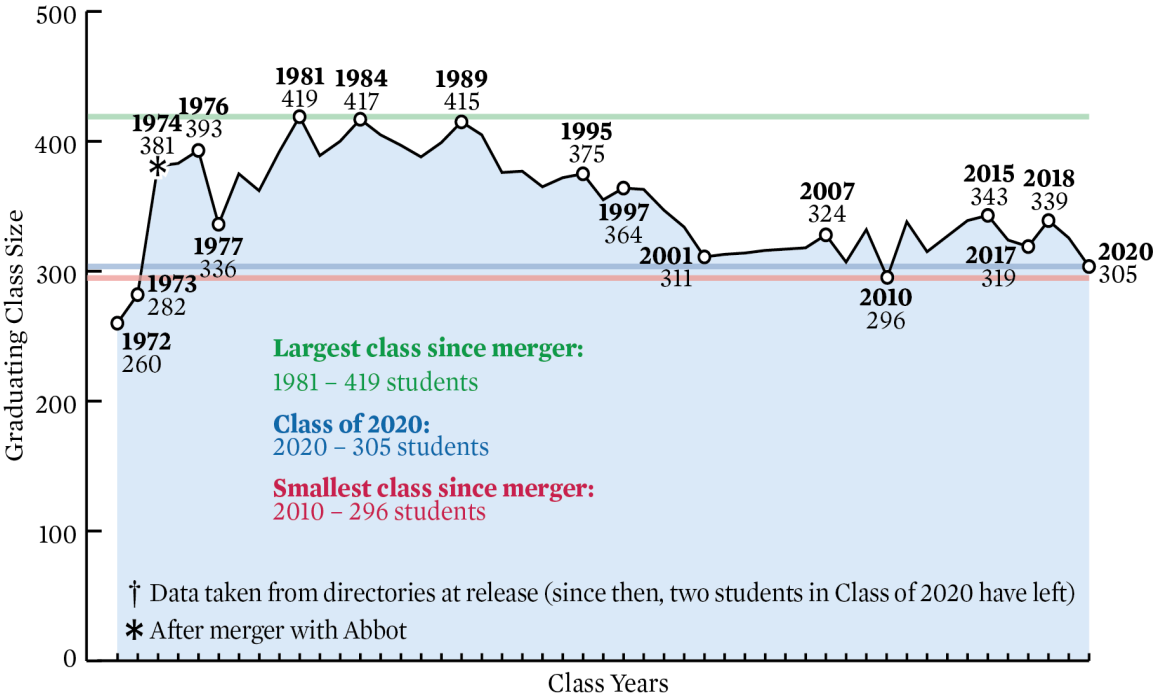
and the school “cap” on a student body of 1150 students.

“I just want to emphasize that I believe this to be an anomaly. I think it’s an interesting story that the Senior class is smaller, and I am not sure that there is much more to the size of the Senior class beyond admissions and how we have over-admitted students in lower grades and we have a cap a number of 1150 students, and so that has put a squeeze on this Senior class,” said Mundra.

According to Jill Thompson, Interim Head of Admissions and Financial Aid, over-enrollment is a factor when considering admission to new students.

However, Jennifer Elliott ’94, Assistant Head of School for Residential Life and Dean of Students, attributes the small class size to a rise in students and their families opting to go on leave, sometimes entering a different class when they return. According to Elliott, this “reclassifying” process began around the 2016-2017 school year, when the Class of 2020 was in its Junior year.

“I think more and more students are electing to go and leave when they don’t feel well. I think that that is true and families are electing to take that option. In some cases, they are reclassifying. I don’t think there’s been any shift in terms of our discipline policies that is suggesting more and more students are leaving because of



Senior class sizes over the years, including Post-graduates (PGs) and one-year Seniors. †

discipline,” said Elliott. According to Elliott, Andover’s awareness about mental well-being and mental health has increased over the years. She emphasized that, despite efforts by the school to destigmatize mental illness, attending Andover while struggling with mental illness can be extremely difficult to cope with.

“I hope we are destigmatizing help-seeking and acknowledg-

ing to students and families that Andover is [a] really hard place to be when you don’t feel [mentally] well. And then it’s a really hard place to be what you need to do some work on your health and wellness. And so taking some time to step away and really concentrate on those efforts and coming back has been a path that many of our kids and families have elected to take too, and we don’t want to ever stand in the way of a stu-

dent’s health and well-being,” said Elliott.

Ash Cohan ’20, one of three class representatives for 2020, believes that the Class of 2020 is smaller because many students have struggled with mental health, and some have elected to leave. In the 2019 State of the Academy

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Lee Family Endows Brace Student Fellowship



ARIANA WHITE/ THE PHILLIPIAN

Past and current Brace Student Fellows have cited the program as an important step in their personal growth.

LEXIE MARIANO

The Brace Student Fellowship was recently endowed by the parents of Susan Lee ’19, one of the three Brace Student Fellows from last year. Since the founding of the Brace Center for Gender Studies in 1996, the Brace Student Fellowship has provided select students the opportunity to conduct research on topics of gender and present their findings to the Andover community.

Coreen Martin, Instructor in English & Interdisciplinary Studies, served as one of Lee’s advisors for her research project. Martin explained that the endowment will help ensure the continuation of the fellowship.

“[The Brace student fellows] are mentored by a faculty member over the summer, and both faculty and students receive a modest stipend to support their time spent on the project. The endowment will ensure that funds are available annually to cover faculty and student stipends and all costs associated with the program,” wrote Martin in an email to *The Phillipian*.

According to Flavia Vidal, Director of the Brace Center, the Lee family’s donation is the first donation specifically in support of the Brace Student Fellowship. The endowment guarantees that the fellowship will continue regardless of the Brace Center’s regular budget.

Vidal said, “We’ve been really lucky that for all of these years we’ve been able to have [the Brace Student Fellowship] and have the funds come out of the regular budget. But if anything ever happened at some point and the Brace Center didn’t have a regular budget on any given year, or had a much reduced regular budget, then the program wouldn’t be able to exist. With this endowed gift, we now have the funds to make sure that the Brace Student Fellowship happens no matter what happens to the rest of the budget.”

Currently, the Brace Center’s annual operating budget is used to finance all of its programs and events. The donation will allow the Brace Center to redirect more funds from the operating budget towards other projects, according to Vidal.

“In securing the funding for the Brace Student Fellowship, [the Lee family’s donation] allows us to use the funds that would normally come from our budget for the fellowship for other projects and programs,” said Vidal.

Lee presented her project in the winter of 2019. She described her project, “The Asian Female ‘Subaltern’ in Porn: Theorizing and Interfacing the Consumption of Asian Porn Through 2.0 Search Engines” as a turning point in her personal growth.

“The privilege to conduct socially-minded scholarship, or activism through study, dra-

matically broadened the way I view the world and the possibilities for creating change in it. I was an Asian female doing research on racist porn sites, and while I couldn’t sue them, it was equally empowering and important, I think, to “flip the lens” and make subjects out of organizations that are traditionally “spectators” of Asian women. Even as an alumna, this idea that you can problematize, and then diagnose more effective solutions to social issues via critical scholarship informs my future plans,” wrote Lee in an email to *The Phillipian*.

Current Brace Student Fellow Uanne Chang ’20 attended Lee’s presentation last year. Chang, who gave a presentation titled “The Body in Ballet: How the Male Gaze Shaped the Ballerina Archetype” in December, reiterated Lee’s sentiment on how the research process offered new perspectives on her identity.

“I really loved [my Brace project]. I learned a lot of things about myself and how I identify as a ballet dancer. I think the most growth I experienced within this process was just a lot of self-realization, realizing the roles of gender and gender stereotypes play within the world of dance,” Chang said.

Junah Jang ’20, a current Brace Student Fellow, remarked on how her research inspired

Continued on A4, Column 1

Administration Announces New Prom Attendee Policy

LAURA OSPINA
& WILLIAM YUE

Uppers and non-Andover students will no longer be allowed to attend both Prom and the Promenade, according to Jennifer Elliott ’94, Assistant Head of School for Residential Life and Dean of Students. On December 16, the Student Body and Cluster Co-Presidents organized a forum to discuss these changes.

This is the first major change regarding Prom attendance since 2007. Juniors were barred from participating in 2006, and Lovers in 2007. Although the initial plan outlined that Uppers would not be allowed to attend starting in 2008, only now are Uppers prevented from going to Prom.

Sadie Cheston-Harris ’20, Co-President of West Quad North, said that the Cluster Co-Presidents met with Elliott and the Cluster Deans before the decision was released, but had no input on the change. According to the Co-Presidents, the deans hope to combat unhealthy inter-grade power dynamics, avoid scheduling difficulties, and make Commencement Weekend Senior-only.

There is an expectation to ask someone privately to Prom before performing any public gesture, known as a Promposal, but some students have not followed this standard, according to Student Body Co-President Shahinda Bahnasy ’20.

“In the past, there have been several situations, even before we were here as Seniors, where this thing happens, the routine

disrespectful dynamic between Seniors and Uppers. It’s a trend at this point. This is what the Deans and Ms. Elliott recognize because they’ve been here for so long... After time and time again, if [students] aren’t following [standards], [the administration] has to do something about it and that something has turned into banishing everyone who’s not a Senior,” said Bahnasy.

Elliott hopes that these changes will make Prom more inclusive, less heteronormative, take social pressure off Uppers and Seniors trying to find dates, and generally allow Prom to act as a “celebration of Seniors.”

The administration was also motivated by logistics, which prompted the change from holding Prom on Thursday night to Friday night of Commencement weekend. According to Elliott, this will hopefully ensure more parents will be able to attend Prom, as well as allowing for a greater flexibility in Prom venue.

“I think for kids to feel like they could just go with their friends or with their roommate or by themselves, that should socially and culturally be accepted and embraced. That would feel a lot better. We have heard students who have offered feedback on all sorts of really traditional notions about this evening. In a community that wants to continue to push to be more thoughtful, more inclusive, that felt more consistent with those efforts,” said Elliott

Jessica Scott ’20 and Jackie

Continued on A4, Column 1

Salem Street Car Accident Involves Five Students

STAFF REPORT

Five students sustained minor injuries after being involved in a car accident on Salem Street last Friday evening. They were treated and evaluated at Lawrence General Hospital before being released. The students returned to campus the same night, spending the night in the Sykes Wellness Center.


In a community-wide email, Interim Head of School Jim Ven-

tre ’79 thanked the emergency responders and medical care providers.

“We are thankful for the extraordinary medical care of first responders and Lawrence General, as well as the attention of our campus adults who remained with our students throughout the ordeal,” wrote Ventre.

The Andover Police Department was unable to release a police report on the accident due to an ongoing investigation into the crash.

All five students involved in the accident declined to comment.

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Editorial

Easier Said Than Done.

Since the late 1700s, the Netherlands has held a nationwide skating race called “Elfstedentocht” or “The Eleven City Tour.” Whenever the winter is cold enough, the Dutch take to the canals in their cities and participate in one of the oldest traditions in their culture. When the tour was officially established in 1909, it occurred every five years up until the 1960s. Since then, though, there have since been only three Elfstedentochten, with the most recent having been in 1997. The climate has simply not been consistently cold enough to host any sort of skating on the canals, and the likely extinction of Elfstedentocht is an example of how fully developed nations are feeling the culture shock effects of climate change in full force. Importantly, while the Netherlands suffers from this cultural loss, other countries are losing both land and lives— suffering without the infrastructure, resources, and international attention they need.

This is happening real-time in an emerging culture of climate change awareness on social media. Often, causes blow up on Instagram with the promise of immediate results—promises that changing your profile photo to a solid blue will solve all issues in Sudan, or that reposting a video about rhinos will end all illegal poaching—but joining these causes often provides temporary gratification for a permanent problem.

It’s important to acknowledge, too, that people aren’t the singular cause of climate change. According to the Carbon Majors Report, over 70% of carbon emissions are created by just 100 companies worldwide. Being aware of the repercussions of our consumption can be impossible when we’re constantly consuming, and factors like socioeconomic class can limit the agency of many individuals to make “green decisions” or hold corporations accountable. These realities make it all the more important that those of us with the ability to incorporate sustainable measures in our lives do.

At Andover, we can try going without red meat and/or dairy for a couple weeks—cows are the number one agricultural source of worldwide greenhouse gases, so we might as well take advantage of the oat milk (highly recommend the chocolate). We can use blue reusable mugs for coffee and tea, encourage our dorm mates to take shorter showers, and turn off lights when we leave rooms. We can commit to learning more about our climate, and show up to climate-related events on Friday nights. We can stop justifying our own shortcomings and relying on others to take responsibility. These are not actions that will result in long term change, but by making them habit, we can train ourselves to prioritize environments around us over our own, often consequential, convenience and blissful ignorance.

Obviously, a lot of this is easier said than done, and it’s perhaps more productive for us as students to seek out climate solutions within the Andover environment than to reiterate fears about climate change that have been articulated time and time again. But with an issue like climate change, widespread awareness and a committed consensus on changing is uniquely crucial—when everyone believes that their individual efforts won’t have an impact on a large-scale problem, individual inaction can become universal passivity. Ideally, we wouldn’t need workshops and particularly motivated individuals to educate us on a cause that will impact us as a species.

Our job is not done by writing this editorial. We are not nearly perfect individuals, but we are also not exempt from all of the responsibilities that come with taking up space on this planet. This is not the end of the fight to combat climate change. This is only the beginning.

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

RORY HALTMAIER

“What do you mean, ‘it’s mine’? What am I supposed to do with this?”



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A White Christmas

JANE PARK



THIS PAST CHRISTMAS seemed whiter than usual, despite there not being much snow. With “Merry Coffee” on every cup of Starbucks coffee and Mariah Carey’s “All I Want for Christmas is You” playing on the radio constantly, Christmas has become deeply ingrained in white American culture. You might say, “Well Christmas is a Christian holiday, as the origins of Christmas relate back to the birth of Jesus Christ.” However, only 46 percent of Americans who celebrate Christmas celebrate it within a religious context, which means that there is another significant reason as to why we celebrate Christmas (Huffington Post). Celebrating Christmas equates to joining in with the rest of the nation and enjoying the festivities that so many other Americans do. In some ways, celebrating Christmas is celebrating being an American.

When one dissects our jolly Christmas traditions, there lies a darker truth behind this “American” holiday. When I was a child, I was told that only kids on the “good” list would receive gifts. This led me to work extra hard when the Christmas festivities

began to near. I would wash the dishes, vacuum the floors, and make my bed each morning—doing anything to prove my “goodness” to Santa. When I finally received my presents, I never questioned why some people got different gifts than others or why some didn’t receive any gifts at all. Doesn’t this concept of hard work as an equivalent to direct rewards and material goods resemble another “Ameri-

perity, and happiness defined in the American Declaration of Independence but offers no sphere to explain another fundamental aspect of America: privilege. Both the American Dream and ideals behind Christmas support the same idea of meritocracy, yet refuse to acknowledge or question the presence of systemic privilege. We do not question who can afford to buy these gifts, what receiving gifts actually mean, and

resenting “America.” How does accepting and celebrating a fundamentally Christian holiday as a commercial and cultural norm accurately representing a country that is increasingly more diverse? I watched Christmas classics, iconic movies such as Home Alone and Love. I couldn’t help but notice that almost all of the characters were white. In 2017, only six of the 86 new Hallmark movies had actors of color as ro-

Both the American Dream and ideals behind Christmas support the same idea of meritocracy, yet refuse to acknowledge or question the presence of systemic privilege.



LEEN ALNSOUR / THE PHILLIPIAN

can” ideal? The American Dream has revolved around the idea that working hard ensures success, and is still used as an explanation for the success of people such as Abraham Lincoln and Bill Gates. It refers back to the equal capability and right to success, pros-

the associations between America and Christmas. What message are we really communicating to our children when we celebrate their “good” behavior on Christmas by rewarding them with gifts?

There are dangerous ramifications with this holiday rep-

mantic leads (International Business Times). Even if you choose to associate Christmas with the beauty of giving and family bonding, there is a prevalent association between whiteness and the commercialization of the holiday. As a person of color grows

up watching these films and unconsciously makes these connections, what does Christmas and celebrating Christmas entail? If Christmas is an “American” holiday, is this right to celebrate Christmas only reserved for white people? Does a merry Christmas only exist for those who have the money and privilege to do so?

I’m not trying to ruin your Christmas. It’s not my mission to demonize Santa or kill all Christmas spirit. The moments with your family on Christmas Eve, celebrating the times where everyone comes together, are so beautiful and so sparse. I love snow and Mariah Carey and gifts and eggnog as much as the next person. However, practicing this art of questioning seemingly harmless and innocuous ideologies is an essential part of how we grow more aware and conscious of the way we perceive the world.

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CORRECTIONS 12/13:

News misattributed an article. William Yue and Max Guan reported on the article titled “Reverend Anne Gardner to Leave Andover for New Position at Harvard-Westlake School.”

News misstated a fact. The wrong blurb regarding Abbot Grants was credited to CC Song.

Arts misspelled a name. Caroline McGirt’s room was featured in the Dorm Features.

Another One Bites the Dust

DANIEL SON



ON JANUARY 3RD, President Trump carried out possibly the most controversial and bold move of his presidency: the strike of Qassem Soleimani. Soleimani was the right-hand man of Iran's Supreme Leader, Ali Khamenei, and many believed that he would succeed Khamenei.

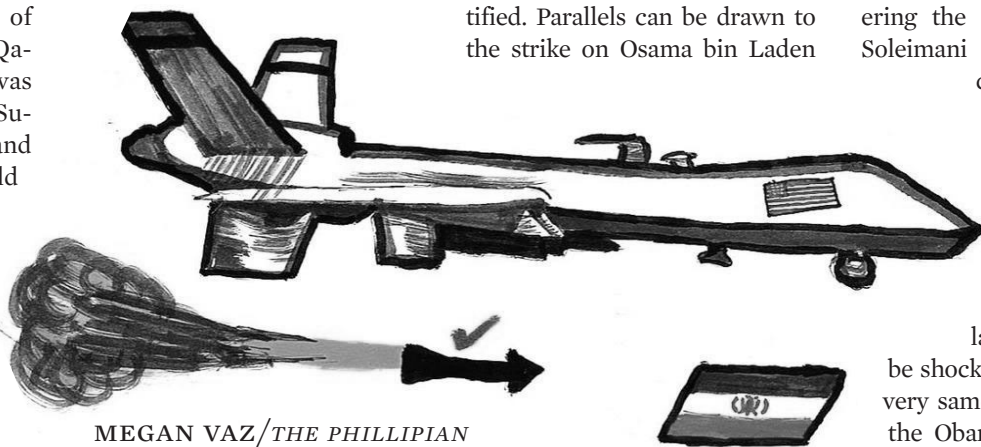
I believe that the strike on Soleimani was completely justified, both legally and strategically. President Trump was in complete accordance with the law and he managed to set up a strong deterrence against the Iranian Regime. But still, many of Trump's avid critics were quick to carp and find fault in the action. 2020 Presidential Candidate Elizabeth Warren even went so far as to refer to Soleimani as a "senior foreign military official," completely disregarding the countless number of atrocities the man committed.

In my eyes, Soleimani was, put simply, a monster. He headed the Iranian Islamic Revolutionary Guard Corps Quds Forces, a U.S.-designated foreign terrorist group. He was responsible for the deaths of hundreds of American soldiers, reportedly killing a whopping 17 percent of all troops in Iraq. He armed Hezbollah, a radical Islamist terrorist organization, with artillery to attack the State of Israel, a U.S. ally. And he was responsible for plotting a series of terror plots around the globe, including the latest attack on the US Embassy in Baghdad. He was not a nice guy—he

edly planning future attacks on the U.S. Many have doubted this claim pushed by several mem-

Even if Soleimani did not pose an imminent threat to the US, his death would still be justified.

bers of the Trump Administration. But really, this is a minor detail. Even if Soleimani did not pose an imminent threat to the U.S., his death would still be justified. Parallels can be drawn to the strike on Osama bin Laden



MEGAN VAZ / THE PHILLIPIAN

was an enemy of America, our allies, and really anyone concerned about extremism and terrorism.

Some concede that, although Soleimani was an evil man, his killing was inopportune or unjustified. Wrong, once again. Soleimani was a U.S.-designated terrorist commander who, at the time of his death, was report-

edly planning future attacks on the U.S. Many have doubted this claim pushed by several mem-

But shouldn't Trump have alerted Congress, even if the killing of Soleimani was justified? No, not necessarily. The Authorizations for Use of Military Force passed by Congress in 2001 and 2002, which allow for US military action without congressional approval in certain cases, remain in effect and most certainly cover the grounds this strike. Some argue that the resolutions do not specifically authorize the use of military force in Iran. And, granted, that is true. However, the 2001 AUMF in particular exists to "prevent any future acts of international terrorism against the United States..." And considering the terroristic endeavors Soleimani has authorized and conducted, the resolution should, in my opinion, definitely apply.

I imagine that the opposition to the strike on Soleimani—particularly Democrats—will be shocked to learn that these very same resolutions allowed the Obama administration to carry out its hundreds of drone strikes.

But what's more surprising is how this issue falls almost perfectly among party lines. This shouldn't be a partisan issue, especially between political opponents. The fact that it is is quite frankly horrifying. This should not be a Left versus Right issue. This is an American issue. As an

American, one should be grateful and happy that Soleimani is dead.

Of course, this doesn't mean that the strike won't come with consequences—it most definitely will. And anyone who isn't thinking about the future of America's relationship with Iran is not thinking straight. But Trump's order was not just a spiteful or ill-calculated killing. More important than killing a terror leader, in my opinion, was the deterrence it set up. Trump showed Iran that there were lines, and when those lines were crossed (like having one of their top generals orchestrate an attack on a U.S. embassy) consequences inevitably follow. Trump understood that Obama's past attempts to negotiate with Iran failed miserably and only increased the regime's terrorist domination, and decided to go for what I believe to be a much more stable route.

So now all that we can do is wait. No, not to be drafted for World War III. To watch the Iranian regime take in, for the first time in a long time, a large push-back to their continued actions of violence against the US and our allies. If they decide to back off, as they should, it will be good for all parties concerned. If not, they will most definitely suffer the consequences, as President Trump has made crystal clear.

Daniel is a Junior from Seoul, Korea. Contact the author at dson23@andover.edu.

The Importance of Imperfection

MELINDA ZHANG



IN THE LAST WEEK OF break, my days mainly consisted of two activities: singing karaoke and playing songs on my sister's ukulele. I undertook both activities out of desperation to do something new. Within the safe confines of my house, I opened the karaoke mic my friend gave me for Christmas and searched song after song on Ukutabs. Despite my known inability to sing, I kept belting and strumming day after day. It was liberating—not because some new talent was being unlocked from within me, but because I felt profoundly imperfect.

At Andover, there seems to be a master for every discipline: the most brilliant musician, the strongest athlete, the smartest student, and so on. It can be discouraging to feel inferior, and you may ask yourself, "Why am I here?" In an attempt to keep up and prove you belong, you relinquish the activities that "don't matter". But in a place where everyone seems to be striving for perfection, there is so much at stake. We are in a race to improve our grades, beat our fastest times, receive solos, and land leadership positions. What we forget about are the activities we can do without fear of losing

something. In a high stakes environment, we all need no-stakes activities to fall back on.

You probably have mindless activities that you do when you need a break. For example, my friends and I watch Gossip Girl every Friday after class. We find a library study room, airplay a couple of episodes, and eat PopCorners. After a long week, this time together is something we all look forward to.

But no-stakes activities don't have to be mindless. They can be little things that we put time and care into. For my sister, it's going to The Nest. Over the course of last year, she came home with nine pillows, ten coasters, and a tortilla press. There were no expectations—she simply made them for her own enjoyment. For me, playing the ukulele and singing had no stakes because I was I have these imperfections: the guilty pleasures we know we're incompetent at.

In a high stakes environment, we all need no-stakes activities to fall back on.

I'm not saying that you shouldn't strive to improve at what you love. The things you want to improve on are not your imperfections. They are your greater passions and aspirations. Your imperfections are the things you do because you don't feel the need to improve, but you care about them anyway. Joy doesn't have to come from mastery, and oftentimes, it doesn't. I enjoyed my impromptu music career because I embraced my incompetence. I didn't have to prove that I was good—I knew I wasn't.

The second you show that you're trying, you suddenly have something to lose.

Andover can feel like a stage where we always have to prove our worth. We need moments where we feel safe to step down and take off our mask. But not all of us feel comfortable to reveal our imperfections, and when we do, we often do so with the intent to achieve some greater form of perfection, like social acceptance or validation. You can say a bad joke or sing off-key to make your friends laugh, but you make it look like you're not trying. The second you show that you're trying, you suddenly have something to lose. It's not easy to admit that you care about something you're bad at. The more invested you appear to be, the more unacceptable it is to be bad at what you're doing.

These imperfections—the ones where we think we have something to lose—are not so easy to reveal. We show them to a handful of people or keep them to ourselves. As I was playing the ukulele, I thought to myself, "Would I still be playing if I knew other people were watching?" The simple answer was no. As much as I love to belt till my ears bleed, the fear of judgment is a formidable opponent.

However, the part of me that disregards this fear is what has allowed me to forge meaningful connections. I owe it to my imperfect self for allowing me to slow down and just breathe. We shouldn't care about what other people think, and we shouldn't worry about losing our dignity. But it's also up to us to forgo judgment. When someone needs a no-stakes environment, they should not have to feel the additional burden of what other people think. They are not seeking validation, but rather a sense of ease. So don't give them something to lose—we all need to let out our silly side once in a while.

Melinda Zhang is a three-year Upper from Andover, MA. Contact the author at mzhang21@andover.edu

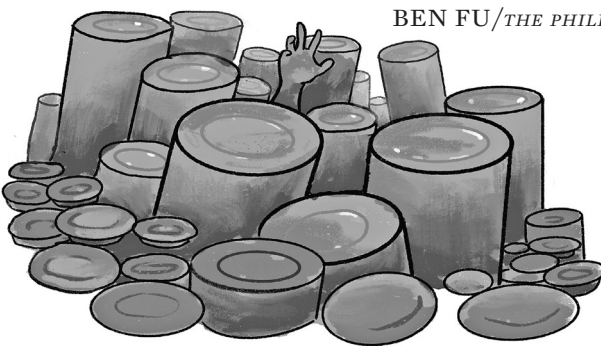
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The Real Mess in Commons

ROSS VIEIRA



Ross Vieira '21 argues that students should collectively treat commons and its workers with more respect by keeping the blue plates inside the building and better cleaning up after meals. In the end, Vieira's goal is for students to recognize that "cleaning up after ourselves is common courtesy and a concept that we should've learned well before entering high school."



BEN FU / THE PHILLIPIAN

Give Us a Choice

HENRIQUE CHAMON



Reflecting on his own experiences with identity, Henrique Chamon '21 argues for a more complex understanding of the racial makeup of Latinx people. Chamon calls for more surveys on race to address Latinx people as their own racial group in order to support inclusion and a more complete sense of identity.



ZAINA QAMAR / THE PHILLIPIAN

This Doesn't Deserve a "YAHHOOOO!"

JASON HUANG



Jason Huang '21 argues for better communication between the administration and the student body regarding the changes to prom for this school year. Through more conversation and opportunities for feedback, Huang believes this communication can vastly improve.



SHIRA WOLPOWITZ / THE PHILLIPIAN

Family of Susan Lee ’19 Donates to Continue Brace Fellowships

Continued from A1, Column 1

some of her subsequent work. Jang will give her presentation, titled “The ‘Miss’ in Miss Saigon: Deconstructing a Fantasy of Asian Femininity,” on February 10.

Jang said, “Over the summer, while I was working on my Brace project, I was also preparing for my Theatre-901 project in the

fall. Originally, I didn’t really have a planned direction for [the theater project], but in doing my research for my Brace paper, I decided I wanted to do a story about an Asian-American woman. I ended up doing a play on this Korean comfort woman and American military intervention in Korea, which was kind of a cool reflection of the research.”

Former Brace Student Fellow Trevor Lazar ’17 studied sex trafficking, and how it affects underprivileged and marginalized

young women in the U.S. According to Lazar, his work for the fellowship continues to impact his global outlook.

“[My research] certainly had a huge impact on my worldview, one that I find myself regularly upholding but also challenging. At least in college, the conversations I’ve had about sex work largely revolve around situations where a worker is in complete control of their life, and choosing to do so on their own volition... I remember reading numerous

stories from trafficking victims that stick with me to this day. From this project, especially, I came to believe that storytelling is the best way to develop empathy and encourage systemic change,” said Lazar.

With their donation, Lee’s parents hope to open the way for the Brace Center to become even more involved at Andover by supporting more projects on gender equity.

Lee wrote, “When [my parents] started looking for ways

they could help the school, it was an obvious choice to support the fellowship to foster more gender-related scholarship. The work of the [Brace] Center is already steeped in the majority of gender equity work at Andover and unmistakably makes waves on student culture. It’s our hope that it comes even more to the forefront in the future.”

Editor’s Note: Junah Jang is a Managing Editor for The Phillipian.

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The Phillipian

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Veritas Super Omnia • Friday, January 17, 2020 • 📺 📱 📧

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MOSAIC Hosts Discussion for Mixed Heritage Awareness Week

Alma Mark-Fong

This week marked the celebration of Mixed Heritage Awareness Week hosted by MOSAIC, an affinity group for students of mixed heritage. An open meeting was held on Sunday, January 12 in CAMD with an episode of “Mixed-ish” followed by a discussion. MOSAIC also organized dinner at Paresky Commons on Tuesday, January 14 .

Digital Daily Sign-In Being Considered Through REACH

Alex Park

Over the past Winter break, REACH sign-ins massively improved in timeliness and accuracy. In time, the administration will “seriously consider” electronic day-to-day sign if post-break REACH sign-ins reach 85-90 percent compliance.

“Class Notes” Reconnect Andover Classmates After Graduation

Ross Vieira

Each year before graduation, the Senior class elects Class Secretaries who work to ensure that their former classmates stay informed about their classes after Andover. One of their duties is to provide specific updates in the “Class Notes” section of the “Andover Magazine.”

26 Andover Students Qualify for DECA States After District 5 Conference

Megan Vaz

Andover DECA sent 37 students to a regional tournament at the University of Massachusetts Lowell on January 7. 26 students qualified for the state level tournament, including Nicole Jo ’21, by placing in the top seven of their respective categories. The state tournament will be held on February 27-29 in Boston.

Over 1300 Items Missing from Paresky Commons

Lucas Kim

Paresky Commons is currently missing over 1300 items of tableware. According to Team Paresky, the shortage impacts both the daily operations and sustainability of Commons. Students weigh in on why they think the shortages continue to occur each year.

STUDENT FEATURES

10 Questions with Harrison Wilson ’20

Elyse Goncalves

Harrison Wilson ’20 reflects on his time at Andover and shares about his School Year Abroad in Rennes, France. Wilson also discusses his interests in running and singing.

Global Citizens: Dakota Chang ’23

Koki Kapoor

Dakota Chang ’23 speaks about her transition to Andover as a first year student from Hong Kong and Canada. Chang has developed an interest for robotics and frequently spends time in The Nest for her various inventions and projects.



OLIVIA TUNG/ THE PHILLIPIAN



RONIN PULIPATI/ THE PHILLIPIAN

Harrison Wilson ’20 (L) and Dakota Chang ’23 are featured this week on phillipian.net.

At 303 Students, Class of 2020 Second-Smallest Senior Class

Continued from A1, Column 1

(SOTA), 17.39% of students in the Class of 2020 reported having been diagnosed with depression, 21.62% with anxiety, and 16.37% with an eating disorder. 25.56% of the Class of 2020 consider themselves unhappy at Andover.

“Andover provides a lot of really intense stressors, and I think that it just so happened that the students of 2020 were, for whatever reason, prior to Andover or by coming to Andover, really sort of mentally ill. And I think that for all of its benefits and faults, [the Rebecca M.

Sykes Wellness Center] treats the symptoms, not the problem. A lot of my friends have left due to mental health reasons, and if not for mental health reasons, sort of from acting out as the result of mental health problems,” said Cohan.

“I think that there are a lot of people who I’m currently friends with who are exhibiting very clear signs that they’re really struggling. And every time I try and talk to them, it becomes overwhelmingly clear that no matter who they reach out to, they’re not going to get the help that they need,” said Cohan.

According to a study published in the Journal of Abnormal Psy-

chology, the number of 12-17 year olds suffering from major depression between 2005 and 2017 rose from 8.7 percent to 13.2 percent, or a total increase of nearly 52 percent. This national trend of students struggling with mental health problems contributed to Andover’s increased focus on developing skills and providing resources in order to help students, according to Elliott. Although the faculty sense they are giving the same amount of work, the growth of social media and external pressures, such as the increasingly competitive college admissions process, could have an effect on students, according to El-

liott.

“[We are] trying to understand why it is that adolescents are struggling as a cohort more right now. There’s lots of speculation around social media, around the smartphone and how that impacts students’ well-being, their ability to mono task, their ability to really focus and pay attention, their ability to shut off the rest of the world and take care of themselves,” said Elliott.

According to Hanna Wu ’20, Co-President of Flagstaff Cluster, many students from the Class of 2020 have left for a variety of reasons, including being asked to with-

draw from the school and personal health. Wu also believes that there is a stigma around taking a leave or withdrawing from Andover.

“For kids who leave the school, there’s a little bit of a stigma around it. My French teacher was telling me about how when people leave, a lot of people talk about them in the past tense. For example, my French teacher was saying, ‘Oh, he was so smart. He’s such a good kid.’ But he used the past tense, even though he’s still alive,” said Wu.

Lack of Student Input on Prom Policy Upsets Portion of Student Body

Continued from A1, Column 4

Rossi ’20 highlighted how current Uppers are now able to look forward to their own Senior prom.

“I’m not that upset about it because I know no matter what, Seniors are going to have a really fun time and Uppers will have their time to shine,” said Scott.

“I’m a little upset about it just because I think Uppers are a really big part of my life here, but I also think that they will get their time next year. And it’s unfortunate that this happened this year but [eventually] it will be fine,” said Rossi.

However, not all students are on board with the new changes to Prom. According to Violet Enes ’21, the Prom rule change limits the amount of time she can spend with her Senior friends at Andover. Because of this, Enes believes that Andover’s values don’t seem to correspond with this new policy.

“[The removal of Uppers] kind of implies that we are all separate from each other. If Andover preaches so much about how we’re a community and how much grades should be able to communicate and be really open with each other, none of this is lining up with what the school supposedly believes,” said Enes during the forum.

Following the announcement, many students were frustrated by the lack of input from the student body for these changes, despite their intent to improve student experience. Raines Seeley ’21 believes this decision highlights a disconnect between the administration and student body.

“I know a lot of people are really upset, mostly about the fact that Uppers won’t be able to go to Prom, but I think that I’m more taken aback by the disconnect it shows between the administration and the student body, and what the student body seems to want,” said

Seeley.

While Elliott acknowledges the negative feelings that Uppers and all students may have about the policy decisions, she hopes the community will adapt and recognize how the administration feels the change better aligns Prom culture to the school’s values. She emphasized that “[the change was] not meant to be personal at all.”

Grace Hitchcock ’20, Co-President of Abbot Cluster, believes that this decision can provide as a jumping off point to enacting change on campus.

Hitchcock said, “I think that perhaps if we look at it a bit differently and don’t look at this as an exclusive solution to the problem and instead look at it as a very public jumping off point, this is something that the Uppers in the room can run with and use as a starting point to facilitate actual and tangible change on consent and power dynamics on campus.”

Elliott has spoken to some students who, like Enes, have voiced the opinion that Prom is an important time for Uppers and Seniors to honor their friendships and say goodbye. She says the administration will continue to look into the possibility of creating such opportunities in the last days of school, in lieu of a combined Prom.

“I won’t diminish or minimize how sad [the exclusion of Uppers at Prom] feels and that there are a number of really close friendships between 11th and 12th graders. It’s really hard when the Seniors graduate that feels like a breaking of sorts that’s emotional, that it’s hard, kids feel like the Prom is an opportunity for them to have one last time together,” continued Elliott.

Elliott hopes that Prom can help bring the Senior class together one last time. Recalling prior Prom experiences, Elliott’s favorite moment at Prom is seeing the Seniors engage with each other on the dance

floor.

“It’s rare that at a place like [Andover] where our kids push each other and push themselves... that they let go and they really feel this lightness about them, their academic responsibilities are completed, they are really looking forward to this special weekend that they have been looking forward to for so long. You just get the chills. They’re just there together,” said Elliott.

While Elliott noted that Andover students will continue to feel strongly about the decision, she hopes that students will still be excited about Prom.

“That’s the aim, to take care of [the students], and do something for them. It’s not to penalize anyone. My one solace when I hear all the criticism is we will make next year’s Prom for the current Uppers, we’ll try to make next year’s Prom really special for them,” said Elliott.

Editor’s Note: Shahinda Bahnasy is a Photo Editor for The Phillipian.

NEWS IN BRIEF

REPORTING BY AARON CHUNG

This Week:

- On Friday, January 10, the **Winter Term Club Rally** took place in Lower Right of Paresky Commons, serving as an opportunity to advertise club activities. Club members made posters and other forms of advertisement encouraging students to participate in their respective clubs.
- The Office of Admissions and Financial Aid held its annual **“Day with Andover”** last Saturday, January 11. The event served as an open invitation for prospective students and their parents to come to campus to learn more about life at Andover through workshops, open meetings with academic departments, and other activities. The day’s events ran from 9:00 a.m. to 3:00 p.m.
- Marisela Ramos, Instructor in History and Social Science and LGBTQIA+ Adult Coordinator, led a **lunch and discussion titled “Queering the Curriculum”** on Wednesday, January 15. Taking place from 1:00 p.m. to 2:00 p.m. in the Mural Room, the discussion focused on the importance of integration and awareness of LGBTQIA+ representation across disciplines.

Looking Ahead:

- In honor of Mixed Heritage Awareness Week, Molly Engel ’13, Teaching Fellow in English, will be hosting a **discussion and film screening** of her project **“Voices from Mixed America”** on Friday, January 13, at 6:30 p.m. in the Underwood Room.
- On Monday, January 20, the Andover community will gather to celebrate its **30th Annual Celebration of Dr. Martin Luther King Jr.** with an All-School Meeting (ASM) and afternoon workshops and programming for all students.

Eli Newell ’20 Leads Charge for Climate Education Curriculum

HANNAH JUSTICZ

Inspired by Andover’s past climate talks, Eli Newell ’20 organized a discussion for students on November 15 entitled “The Case for Climate Curriculum” to encourage the implementation of an environmentally conscious curriculum. Students gathered to engage in dialogue with the administration to develop future goals to integrate climate awareness into Andover education and programming.

“I think that we sometimes take our power for granted. As students here, as critically important members of this community, we have a lot of power, though. It is our job to ensure that the story we tell through our curriculum remains relevant to the context of the world in which we live and that it sets us up well to act on what we care about. This is how and why we’ve made so much progress in bringing discussion of race, class, and gender, for instance, across the [Andover] curriculum. We must harness our power again. It is time to advocate for significant shifts in our curriculum,” wrote Newell in a student-wide email.

In November, Newell chose to skip his Empathy, Balance, and Inclusion (E.B.I.) class to attend a talk by Nobel Prize-winning economist William Nordhaus ’59. The event was part of the Oliver Wendell Holmes Library’s (OWHL) Climate Cafe speaker

series. These talks inspired Newell to work towards a curriculum that allows students to leave Andover with a basic understanding of the causes and effects of climate change.

Salvador Gomez ’21, a participant in the discussion, emphasized how students from various backgrounds engaged in the discussions regarding the potential of a climate curriculum. These meetings allow students to share their perspectives and voices, according to Gomez.

“It’s really important for at least our generation to take [action] and be properly educated to be able to respond to what’s actually happening. Eli’s mission to implement [a climate curriculum] in the school is essential because we need to get to a point where we can start thinking about this practically and actually start acknowledging [it],” said Gomez.

The forum focused on three questions: What can climate curriculum look like at Andover? How can it be implemented? What roles can students take on? Bearing in mind these questions, the discussion covered four possible models for implementation.

Newell said in an interview with *The Phillipian*, “One [possibility] is [using] campus as [a] lab, finding pedagogical value in how we manage the campus, natural resources around here. Another is [an] external curriculum like E.B.I.; another is new classes like electives like we’re seeing with a lot of interdisciplinary electives

now; and another is following the race, class, gender, ethnicity, sexual orientation model that was outlined in the 2014 strategic plan, committing to ‘embed intellectual inquiry regarding race, class, gender, ethnicity, sexual orientation’ across the entire curriculum.”

The students established a consensus to prioritize the race, class, gender, ethnicity, and sexual orientation in the curriculum model. According to Newell, a thorough study of this model recognizes climate change and environmental justice as inherently related.

“Not a lot of people are too excited about making more graduation requirements, especially because the art department often ends up feeling targeted by that. I want to embed it into existing graduation requirements — so core classes. But there are classes like [these electives], “Natural Causes,” [but] they are electives and so a lot of people aren’t necessarily gonna be taking the class, most people won’t,” said Newell.

Newell continued to spearhead discussion in the Tang Institute on December 16 with students and the Education for Sustainability faculty committee about how climate curriculum could be implemented across all disciplines. The participants were divided into departments to discuss how the implementation would look in each respective department.

“I thought everyone would... go to talk about science as ... an



TYLER WEI/ THE PHILLIPIAN

Eli Newell ’20 modeled his climate curriculum proposal off of past implementations of race, class, gender, ethnicity, and sexual orientation curriculums at Andover.

obvious environmental issue. But students concentrated in the humanities and English and History where they talked about storytelling, what narratives are we reading in English, whose voice are we seeing,” said Newell.

This students and faculty focused on several questions: What can climate curriculum look like in our department? How are current classes related? What needs to be added? How can we be effective ambassadors to our colleagues?

“There’s a core group of faculty who are also working with Eli and I and we are planning to go to faculty meetings and talk to departments about how to integrate it specifically in those classes. Bill McKibben is coming in February

for [All-School Meeting]—he is a climate author. I think that will spark a lot of conversation hopefully, hopefully it will be productive,” said Claire Brady ’20, Co-head of Eco Action.

Gomez finds importance in discussing not only what needs to change, but also how change can be implemented. In addition, he looks forward to seeing climate curriculum in classes.

“There’s a lot of discussion [on campus]. [I] remember our parietal talk last year with the All-School Congress, [and] it was like, ‘this needs to change.’ There was a lot of talk about what needs to change but not a lot of talk about how we’re going to change it,” said Gomez.

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BOYS BASKETBALL

Johnson Breaks Record; Andover Defeats Choate

Megan Vaz

SATURDAY	
Andover	69
Choate	57

WEDNESDAY	
Andover	38
Cushing	63



ARIANA WHITE/THE PHILLIPIAN

WRESTLING

Wrestling Splits Tri-Meet Against Choate and Nobles

Sophia Lee

SATURDAY	
Andover	67
Choate	6

SATURDAY	
Andover	29
Nobles	46



AMARA NEAL/THE PHILLIPIAN

GIRLS SWIMMING & DIVING

Andover Dominates Choate in First Meet of Year

James Isenhower

SATURDAY	
Andover	109
Choate	77



GEORGIA HORNSBY/THE PHILLIPIAN

GIRLS BASKETBALL

Girls Basketball Builds on Home Win Streak

Preston Whitehurst

SATURDAY		WEDNESDAY	
Andover	56	Andover	50
Choate	46	Brester Academy	59

GIRLS SQUASH

Girls Squash Loses Tight Match Against Choate, Sweeps Winsor

Luke Boshar

SATURDAY		WEDNESDAY	
Andover	3	Andover	7
Choate	4	Windsor	0

BOYS SQUASH

Boys Squash Crushes Choate and Brooks

Jay Aziabor

SATURDAY		MONDAY	
Andover	7	Andover	6
Choate	0	Brooks	1

BOYS SWIMMING & DIVING

Boys Swim & Dive Wins Big at First Meet

Nicole Lee

SATURDAY	
Andover	141
Choate	44

GIRLS HOCKEY

Girls Hockey Blanks Choate 7-0

Kiera Suh

SATURDAY		MONDAY	
Andover	7	Andover	2
Choate	0	Brooks	1

BOYS HOCKEY

BVH Builds Momentum Against Choate After Scoreless Two Periods

Christine Michael

SATURDAY		WEDNESDAY	
Andover	4	Andover	4
Choate	1	Tilton	1



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BOYS TRACK Alex Fleury '20 600 Meters 1:21.49 minutes	GIRLS TRACK Victoria Khadiri '20 55 Meters 7.41 seconds
BOYS SWIMMING Arnold Su '20 Pool Records	200 Yard Individual Medley 1:53.77 minutes 100 Yard Freestyle 46.48 seconds

GIRLSSQUASH

Kennedy Ndiaye '22 Brings ‘Mental Tenacity’ on Court

ELLIE HARRISON



KOKI KAPOOR/THE PHILLIPIAN
Ndiaye picked up squash after learning to play in her middle school P.E. class.

Joining Andover Girls Squash this year as a new Lower, Kennedy Ndiaye '22 has made an impact on the team with her fun-loving personality and focus on the court, according to Captain Skyler Spaulding '20 and teammate Saffron Agrawal '21.

Spaulding said, “She’s overall super friendly and definitely brightens up every practice with her laugh and her smile... [She] just lifts us all up.”

“I’ve always admired her accuracy and ability to return balls from the back [of the court], but I think her biggest strength as a player is her mental tenacity... She is also always supportive of her teammates, making games and practice so much more fun,” added Agrawal.

For her competitive drive and overall enthusiastic spirit, Ndiaye has received the title of The Phil-

lipian’s Athlete of the Week.

When and how did you start playing squash?

I started playing squash my last year of middle school as a part of a [Physical Education] class and loved it.

How has your transition been to the team as a new Lower?

Because of my supportive teammates and wonderful coaches [Head Coach Jennifer Elliott '94 and Coach Midori Ishizuka '11], the transition has been really smooth. We believe in each other and benefit from the coaching leadership.

How would you describe the team dynamic?

Being on the squash team is so exciting. The eleven of us on the

team have such a great bond and trust one another. We eat dinner together a lot and help each other during practice and matches.

What has been your favorite memory on the team so far?

Last week I was down the first two games and had to win three consecutive games to win the match. Coach Elliott, Coach Ishizuka, and my teammates cheered me on, pulling the last bit of energy out of me, and helped me win the match. Everyone is so positive, and the support I received during [that] match is something I will never forget.

What are your goals for the rest of the season?

I really want to improve my tactical game and increase my endurance potential.

How do you think the team has helped you improve?

Being able to play with highly motivated athletes who play at high levels has been invaluable and makes us each of us [on the team] better players whenever we practice.

What do you love most about the sport?

I love the high intensity, fast pace of the game, as well as the team support. It is so exciting to be on a team with such a global make-up. It is truly diverse.

What is your favorite team tradition?

Our instagram account, @andovergvsquash, is a lot of fun.

Skyler Spaulding '20 Leads in Her Second Year as Girls

NICOLE LEE



ELINA CHOI/THE PHILLIPIAN
Spaulding has also been a member of Girls Lacrosse since her Lower year.

Entering her second year as Captain of Andover Girls Squash, Skyler Spaulding '20 is the only four-year member of the team. Hailing from Portland, Maine, Spaulding found squash opportunities in her hometown fairly limited. Growing up, she traveled around the New England area to compete in tournaments and was able to gain more exposure to the game. Andover was the first squash team Spaulding played for, which she found to be an uplifting experience.

Spaulding said, “Playing individually is definitely a lot more lonely, and you only really have yourself to support you on the court. Having teammates to cheer you on and push you to do better is not only a lot more fun, but a lot more supportive overall.” According to team member Charlotte Toogood '20, Spaulding’s leadership experience as a two-year captain has made her a source of inspiration for the younger players on the team.

“Last year she was also an incredible captain, and she has only gotten better. She is a great role model, especially for some of the younger players on our team, and it has been really awesome being her friend on the team and having her there to support me and the other players,” said Toogood.

“Definitely having two years to learn how to be a leader has been nice. I think I’m getting ... the hang of balancing being a friend and trying to be a leader, because I try to make sure we stay on task and have fun at the same time,” said Spaulding.

Before every match, Spaulding gives a pre-game speech focusing on the team’s goal to “hunt” throughout the match and to fight for every point, motivating the

team for the coming competition, according to Toogood and Katherine Bell '22.

“One thing that she does that really helps us to get motivated for our matches is before our games, during our team huddle on court, she always gives us an awesome pep talk about hunting for the ball which gets all of us ready to go out on court [and] be aggressive,” said Toogood.

“She definitely brings a sense of motivation and responsibility for the team to watch out for each other, cheer on their games, and motivate one another. As our team captain, Skyler has always been there to help get us out of a slump if everyone is feeling down...Before every match she always gives a little hunt speech to prepare everyone for what we need to focus on,” said Bell.

According to Chelsea Cho '21 and Toogood, the team can always rely on Spaulding to inspire her teammates and create a low-stress environment.

“Skyler brings incredible positive energy to practice everyday. Ever since I joined the team my [Junior] year, I have always been able to count on Skyler to bring up the energy with her smile and spirit. Whenever we are on the court together, we always end up laughing, and Skyler helps bring out the best in everyone on the team,” wrote Chelsea Cho '21 in an email to *The Phillipian*.

Toogood added, “She shows up to practice everyday with a huge smile on her face, and she has an awesome playlist that she always playing during our warm-up, which gets the team in the right mindset for a great practice. Overall, she is really energetic, encouraging, and optimistic, but she is also able to center the team and help us put our best foot forward to win our matches.”

Spaulding hopes the team can continue to build upon its 3-1 record this season, and specifically beat Phillips Exeter Academy and Deerfield this year.

Spaulding said, “I think every match we just keep improving a lot more so by the end I can see us having a really good season. I really want everyone to want to be at practice everyday and feel welcomed to have a part of their day that they look forward too. I hope everyday we can all be super supportive of each other while also pushing others during challenge matches and drills.”

Head Coach Jennifer Elliott '94 and Assistant Coach Midori Ishizuka '11 Balance Technical and Mental Training

INDI WAGNER



MAYA LAI/THE PHILLIPIAN
Elliott coached Ishizuka during her Senior year on Girls Squash.

As members of the Andover Girls Squash team during their time at Andover, Head Coach Jennifer Elliott '94, Assistant Head of School for Residential Life and Dean of Students, and Assistant Coach Midori Ishizuka '11 came back as faculty members and have been coaching the team together for the past two years.

Fourth-seed Charlotte Toogood '20 said, “Both Ms. Ishizuka and Mrs. Elliott have been incredible coaches for my last two squash seasons at Andover. They come to practice everyday with an encouraging attitude and a structured plan for practice. They strike an excellent balance between creating a very fun, but also very productive, environment to train and compete in.”

What’s your favorite part of coaching Girls Squash?

Coach Elliott: “My favorite part about coaching [Girls Squash] is forging relationships with the players. I’m so proud of my girls, and it’s such a treat to be able to watch them grow so much as athletes, as teammates, and as humans. And on such a small team, it’s really fun to get to know them so well over four years—watching them support each other, I love it. It’s been one of my favorite parts about being able to work at Andover, being back in the squash pro-

grams, since it was a big part of my life since I was a student here in the '90s.”

Coach Ishizuka: “My favorite part of coaching the team is definitely just bonding with the girls, seeing them every day at practice, seeing them enjoy practice, especially after long days. [And] obviously matches, anytime we win a match is an amazing experience. Just in general, getting to see them consistently is really nice.”

How do you work well with each other and complement each other’s coaching styles?

Coach Elliott: “I love coaching with Coach Ishizuka. She is a master at the mental game, and she’s really perceptive and empathetic, and I think she does a great job of seeing what our girls need. She sees things that I miss, so she often shares insights into how kids are doing both on the court and off the court, which is really helpful for trying our best to support them as players. She’s also super fun, which is great, and she loves workouts, so she’s been an awesome addition to our training program.”

Coach Ishizuka: “It’s great working with [Coach Elliott]. I think the best thing about us working together is that, obviously, [Coach Elliott] has so much experience; she was my squash coach when I was a player. My Senior year, she was my coach, [and] I think that was the first time in many years that we went to Nationals. So I’ve just known her for a very long time, but I think what’s even better is that now just working together. She obviously has so much experience; she’s really good at giving technical advice because she was such a high level squash player. Squash was not my first sport, so I am there to give mental conditioning advice to the girls, and I try to play my role in that way, because I defer to her for all the valuable technical advice. I think we’re able to play off each other really well in terms

of coaching the girls with different angles. So I think that’s where we work best together.”

What’s the most challenging part of coaching the team?

Coach Ishizuka: “The heartbreaking losses are pretty challenging. I think just seeing the disappointment and feeling disappointed as well, but also trying to be supportive of the girls. Having everyone come together after hard losses can be the most shocking, I think.”

What are your goals for the team this season?

Coach Elliott: “This is a really strong team this year, and I love watching the girls push each other at practice and also delight in playing and getting better. We had a really tough loss against Choate—we knew they were going to be a tough team, and we’re looking forward to seeing them again. It would be awesome to do better the next time we play them. I’m hoping we’re going to make it into Division 1 for US High School Nationals and into the top bracket for New England at the end of the season; those are concrete goals, but I’m really hoping our players can stay healthy and can continue to support each other with such positivity and enthusiasm and generosity. I really, really hope my girls go on to play beyond Andover, whether officially in a college program, or start their own club program, or get involved in urban squash programs, but just remain engaged in the game for years to come. This next week, I’m going to be at a big fundraiser for urban squash programs celebrating 25 years of urban squash programs in New York, and I’m going to be able to be with former players, former teammates, and former coaches. It’s going to be really fun and I just wish that for my girls— that they remain involved in the game for a really long time.”

SENIOR REFLECTIONS

Reporting by Izzy Alvarez

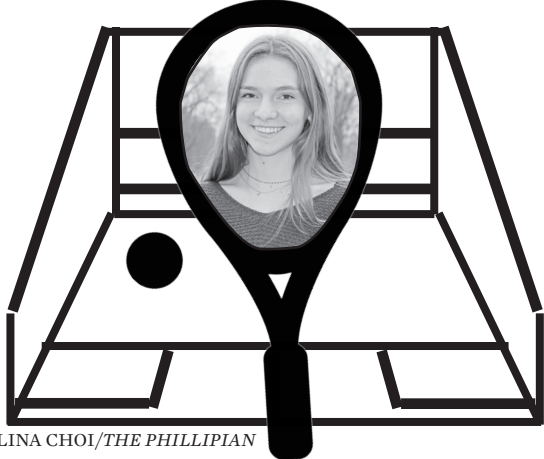
GIGI GLOVER '20



SOPHIA LEE/THE PHILLIPIAN

Something that is very special about squash as a team is that the ladder is so small. There are only 11 people on our team this year and compared to most other sports that’s a fraction of the team size, so it’s really special to get to know your teammates so well. The fact that we also get to compete against each other in challenge matches throughout the week allows us to get to know each other’s game on a different level so we can help each other and guide each other.

SKYLER SPAULDING '20

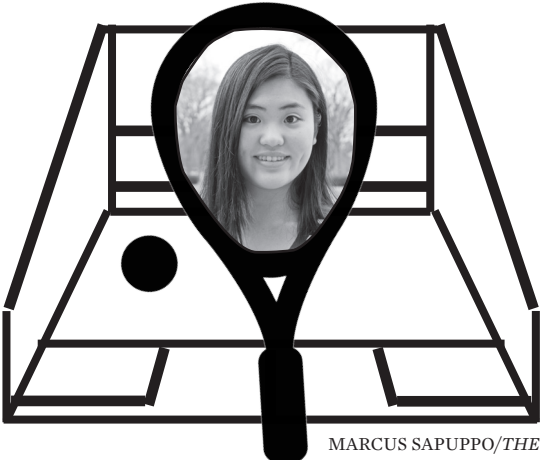


ELINA CHOI/THE PHILLIPIAN

[I will miss] probably just going to matches every week together and cheering each other on. We’ve gotten to know each other really well over the years – even the new players have become a part of the team environment and I’m going to miss the familiarity of it.

NANAMI TAKAMATSU '20

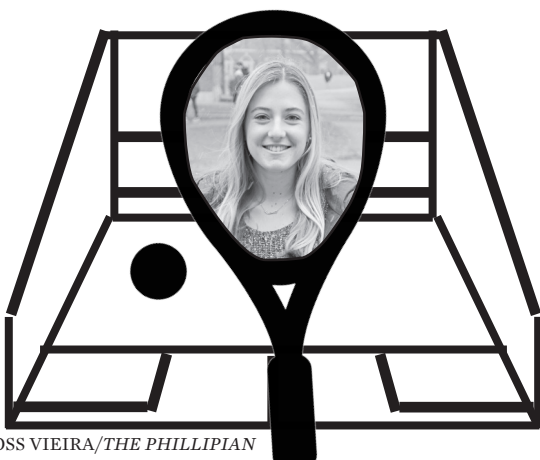
I’m going to miss the trips. We tend to go on many trips to [places] like Boston—last time we went to see a doubles competition. For tournaments, we stay at a hotel that’s very enjoyable as well. I came in as a new Lower so I didn’t know many people and Squash was one of the first communities or first team I [was] on, so it’s really special and I finally got to know everyone.



MARCUS SAPUPPO/THE PHILLIPIAN

CHARLOTTE TOOGOOD '20

I’m going to miss competing with the team for sure. I’m also going to miss spending the afternoons in Snyder because it is such a nice facility and it’s very fun to be inside with your friends.



ROSS VIEIRA/THE PHILLIPIAN

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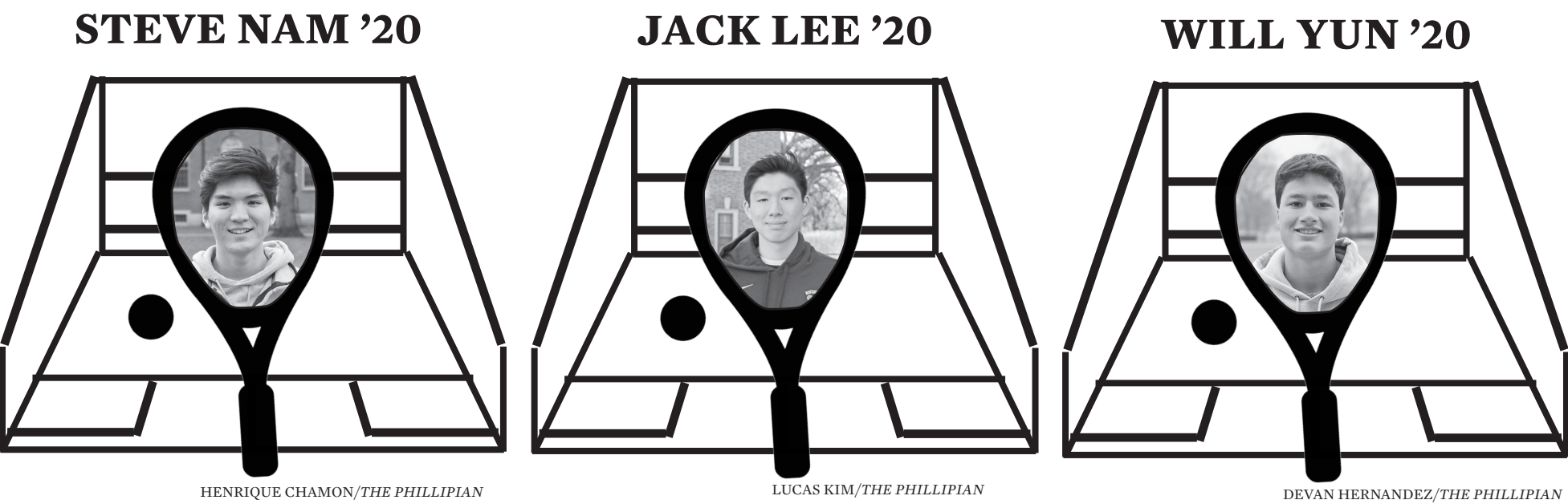
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BOYSSQUASH

SENIOR REFLECTIONS

Reporting by Jack Pearlson



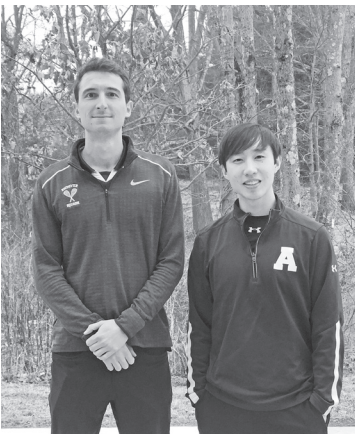
As expected, the squash part is a lot of fun with a lot of competitiveness, but over the three years, I think what really made my experience on the team great was the team itself. I'm really happy to be one of the three Seniors on the Squash team because it gives me the sense that I am a bigger part of a community that I've been in for my entire time at Andover.

I have a lot of great memories on the squash team both on and off the court. I love my teammates, and couldn't have asked for a better four years with a fun and inclusive team.... I try to be an active leader, and one thing I am focusing on is being there for my teammates no matter what. I think team unity is incredibly important, especially for such a competitive individual sport like squash.

I have had a great experience with squash, especially with [Head Coach John Roberts]...The ability to make an individual sport such as squash feel like a team is a very special characteristic that Andover squash possess year after year. Also I think our team comes out on the court with a live by the sword die by the sword mentality.

Head Coach John Roberts and Assistant Coach William Yu Work as One Coaching Unit

CASSIDY SADOWSKI



KRIS AZIABOR/THE PHILLIPIAN
Roberts and Yu coached the team to a second place finish in DII at High School Nationals last season.

Entering their second season of coaching Andover Boys Squash together, Head Coach John Roberts and Assistant Coach William Yu look to build upon last year's 8-4 record. Currently, the team is on a three match winning streak and an overall record of 3-2.

How do you work with each other to build one strong coaching unit?

Coach Yu: We have our own methodology. Generally speaking, we'll be working pretty closely hand-in-hand in terms of assigning drills for the boys to work on and giving our own insight into helping coach them through the drills and putting out things that we noticed that we want them to change. Whether it be in drills or in matches, both of us play a fairly similar role and we both have very similar coaching ideologies and a pretty similar approach in terms of what strategically we believe is the best option.

Coach Roberts: It's been a great year and half working together coaching the [Boys Squash] team. Having both played competitive team squash, [Coach Yu and I] are able to draw on our own experiences from those four years and help the boys as they navigate their own way through high school squash and hopefully college squash. We're able to bounce ideas off each other and whilst, most of the fundamentals are similar, it's great for our boys to get two different perspectives on the sport from a coaching standpoint.

How are you bringing your experience into your coaching?

Coach Yu: The perspective I can bring—obviously these lads are quite technically talented, but there's still a lot of strategic ideas that are based upon beating opponents that are worse than you. That... is a fundamental skill set that will help them continue to improve and beat opponents that are even better than them. I think that's something that both Mr. Roberts and I can help with.

Coach Roberts: It's great to be able to advise our boys through those tricky match times or challenge match moments where they feel uncomfortable or get pretty down after a match. For the most part, any squash scenario the boys come across, between myself and Coach Yu, we've likely felt it or been there before and [that] makes it easier to help the team. High school and college squash can be very formulaic, a certain style of play is more successful than others in high pressure environments and we try to convey this in practice every day.

What do you do to make more of an individual sport such a close team?

Coach Roberts: Squash in the [U.S.A.] is pretty unique in this respect where high school and college squash are played in a team format, despite being, fundamentally, an individual sport. This, however, is what makes it so special. You're able to get the best of both worlds and we try to remind our boys that we are competing and training as a team. When you're spending an hour and a half a day, for much of the year, with your teammates, they become more like family which is pretty cool. One day, someone will lose and the team will win. Another day, someone else might get the win for the team. It really helps build camaraderie and friendship from what can sometimes be a lonely sport and they truly spur each other on in practice and in matches.

How does the team differ from last year?

Coach Yu: The team is a lot younger this year, and we lost a couple of really good Seniors last year, which we've filled in with some new blood. I have to say that overall the team is a fairly good bunch. I think everyone is really looking to improve themselves. I think everyone is very eager to improve their game on both a technical and strategic level and I'm very excited to see where we'll go.

Beginning this season, what successes and struggles have you seen arise so far?

Coach Roberts: We graduated three Seniors last year from the top six so it's been a challenge adapting. Fortunately, the younger guys have really stepped up and have been training hard every day. Our upperclassmen have been excellent role models for them and we have a strong team mentality and work ethic at the moment which is awesome to see from such a young group... We just hope to continue improving both on and off the court and hopefully that translates into some results for the team. It would be awesome for our Seniors to make D1 at High School Nationals, top 16 in the country, as it hasn't been done for a long time but we'll know more in a couple of weeks.

Captain Jack Lee '20 'Is a Friend' to the Whole Team

LUKE BOSHAR



LUCAS KIM/THE PHILLIPIAN
Lee started playing squash at age 10 in a local club in San Francisco.

After being one of only two Juniors to make the team his first year at Andover, Boys Squash Captain Jack Lee '20 joined the team as seventh seed and has moved up in the ranks to play first seed in his final year at Andover.

According to Lee, he uses the experience he gained as a member of the team over the past four years to maximize the quality of his leadership as captain.

"I've been on the team for four years so I really know the squash courts and squash team at Andover... I've matured a lot over the four years. I've seen what squash captains have done at Andover so I'm trying to emulate that," said Lee.

According to Head Coach John Roberts, who has coached Lee for three years, Lee works alongside the other older members of the team to

set a good example for others.

"Jack's been an excellent captain this year. He's managed to learn skills from his two predecessors and bring his own fresh approach to the role. He's a great role model for our younger players and along with our two other Seniors, Steve [Nam '20] and Will [Yun '20], they set a great example for the team to follow," said Roberts.

Lee leads the team by showing a superlative level of sportsmanship while still staying aggressive during matches, according to Siddhant Sinha '21.

Sinha said, "He's as competitive as any other person but his sportsmanship is definitely there. He always talks to us about how to be good to the opponent. He talks about coming in what you should expect and how you should play with your opponent and interact with them."

Competing as the first seed, Lee also sets a strong example through his physical abilities and tough play.

"On court, his biggest strength would be his attacking skills. He's worked [on it] a lot and uses deception well against his opponents," said Roberts.

Amongst his teammates, Lee's work ethic is unmatched, encouraging the other players to work even harder, especially those who are relatively new to the team.

"He's always one of the last kids to leave the court—he's always looking to play some squash. He never seems to be tired and I think in squash

that's a really nice trait. That motivates the rest of us to keep playing," said Sinha.

"The younger guys like myself look up to Jack since he is not only a great squash player, but also a kind and supportive person," said Andy Weissman '23.

In order to be the best captain possible, Lee encourages his teammates to shape the direction of their practices, demonstrating his easy going mentality.

"I think I try to hear what my teammates have to say no matter what and really just be open-minded, changing things in our practices or what we do as a team depending on what my teammates believe in. I [also] think cheering on my teammates and always being there is important," said Lee.

Roberts said, "Jack very much leads by example on and off the court. He's understated yet very encouraging to others on the team... Even if Jack has finished his workout, he will often do the exercises again with the younger guys purely to help with their motivation."

Beyond Andover, Lee will continue his squash career in college.

"I'd say that I'm probably at the courts every day and at practice every day. I'm really devoted to squash since I'm going to be playing it in college... [My goal is to play] my best and [have] a really good Senior year since it's my last year at Andover and [at] the Snyder Center," said Lee.

Editor's Note: Steve Nam is a News Editor for The Phillipian.

Arthur Nguyen '22 Started Squash After Learning the Sport on Youtube

SARAH KARLEN



SAFWAT OMAR/THE PHILLIPIAN
Nguyen was the only Junior on Boys Squash last season.

Arthur Nguyen '22 started playing squash at age seven, and is now Andover's fourth seed. Known for his mature and adaptive game, Nguyen brings depth to Andover Boys Squash, according to Captain Jack Lee '20 and teammate Siddhant Sinha '21.

Lee said, "I think [Nguyen] shows a lot of maturity on court as he plays structured squash and is very smart in his shot selection. I think he deserves this title because he is always at the

squash courts and puts 100 percent of his efforts everyday. He works incredibly hard to be as good at squash as he is now."

"He knows what he has to do and gets that done, I really like that mindset of his. He has been really nice to the new kids coming and has been guiding the Juniors and giving them some advice. He has a very adapting game and knows how to vary it, so he adds a lot of depth to the team," added Sinha.

Due to his dedication to the team, Arthur Nguyen '22 has earned The Phillipian's accolade of Athlete of the Week.

When did you start playing squash?

I started playing squash when I was about seven. I started playing it because I saw it on Youtube and thought it was a cool sport, and I wanted to see what it felt like to play it.

Where did you play?

I originally played in Canada, that was where I started. I lived there for around eight years and played there for around six years. Then I moved to the U.S. and played there for a few years as well.

What is your favorite part of the sport?

My favorite part is playing with other people, and it's a good way to get to know other people and just have fun.

What do you like about Andover squash?

It is especially competitive because the players are really skilled and the team spirit is really good. I feel like the team is just really really friendly, there is definitely a sense of community in the team.

What do you do to prepare for each game?

I just do a warmup. I'll start with jogging, then some high knees and butt kicks, and then some shuffling and things like that. I also mentally prepare myself for a tough match [by being] ready to run.

Do you have a favorite squash player?

Probably Gregory Gaultier—he is a French player and really talented. He's a professional squash player and a [dedicated athlete] in general so he is really good at match preparation.

DIGITAL WEEK, SHMIGITAL WEEK.

WE HAVE THE SAME AMOUNT OF PAGE.

HEY! Hey reader! Scan that cool QR code right beneath this blurb and you’ll get rerouted to... ok. UM has probably stopped reading by now. *The Phillipian* is trying to be something it is not. But take the quiz that we were forced to make anyway because we did make it and it’s pretty good. Every other section got to do half the regular workload, but *we* still had to do our full page because apparently a half-page isn’t “classy”, so any commendations for our immense sacrifice would be appreciated. **Now scan below to get rerouted to our amazing, fantastic BuzzFeed Quiz: Build Your Ultimate Commons Meal and We’ll Tell You All the Repressed Memories You Have From Your Childhood!**



“I don’t have to do well on my test. I’m gonna get drafted anyway.”

asleep “...renegade... renegade... renegade... whoo, ah,”

OVERHEARD
ON THE
PATHS

“Lowkey good for Iran.”

“Why doesn’t Australia just use a fire extinguisher?”

“I’m just living from PA Package Notification to PA Package Notification.”

THE WEEK’S TOP HEADLINES

- *Tension at Andover Abstinence Club Increasing Weekly, Says Dean of Unfulfilled Sex Drive*
- *The Hearth Voted Hottest Hookup Spot On Campus*
- *New Study Shows Iran Is More Inclusive of Outsiders Than Boys’ Varsity Hockey*
- *Gelb Birds Just an Artistic Metaphor For Life At Andover*
- *Sykes’ Counselor Urges Wrestling Team to Attend Andover Abstinence Club Immediately*

Classifieds For The Lovelorn...

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 you are interested in putting your name here, email lrademacher21@andover.edu.

COOL FACTS ABOUT ME!

- Somewhat of a varsity athlete
- My “football” injury happened during post-game (shower) festivities
- Too afraid to tell people I talk to my ex so I changed her name on Snap
- Ever heard of “Lil Barona”?
- I left the football group chat so people would miss me... no one did

BABRISHAMI21@ANDOVER.EDU

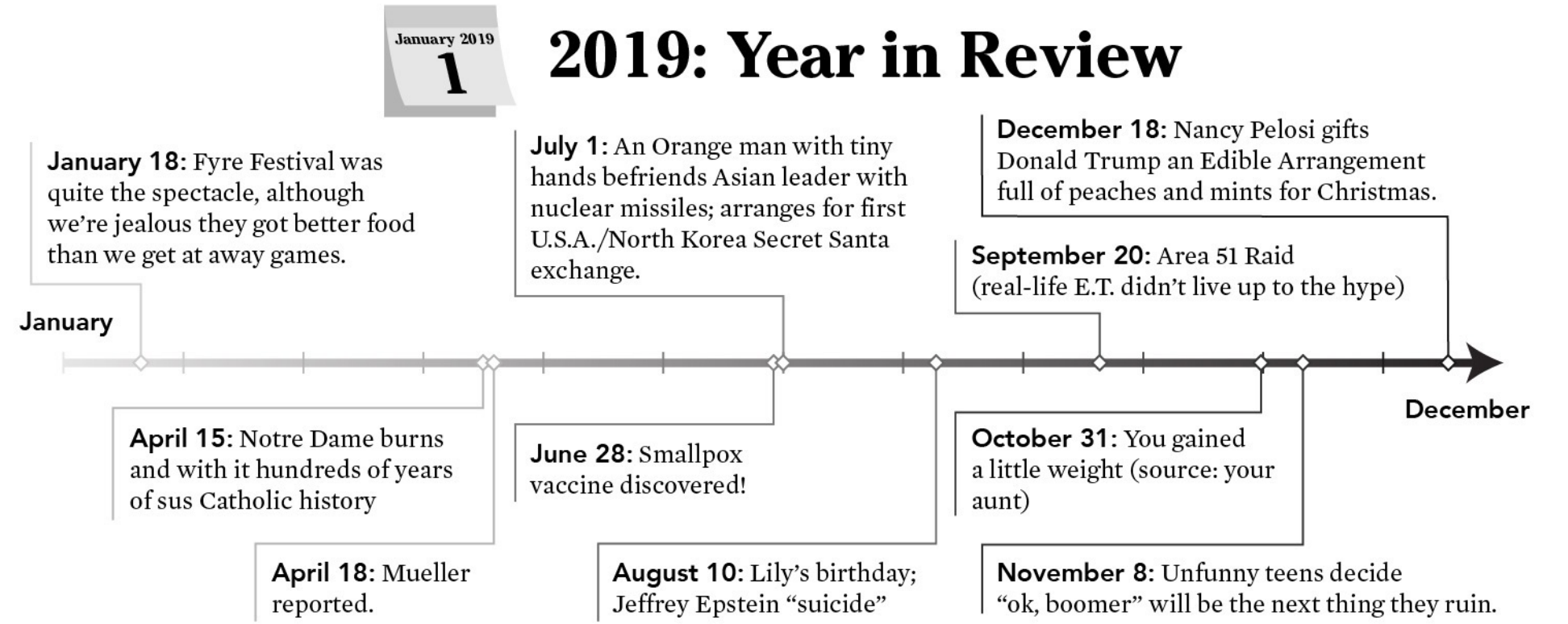
DEALBREAKER(S):

- TikTok username references a kid’s show
- Won’t come to a Jersey party with me
- Has a lower GPA than me (might be tough ladies)



BARON ABRISHAMI ’21 IS LOOKING FOR A FEMALE VERSION OF HIMSELF—WE HOPE ONE DOESN’T EXIST

IDEAL DATE SPOT:
UCLA.



ARTS&LEISURE

DAVID ZHU/THE PHILLIPIAN

William Yu, Instructor in Physics, Uses Twitch Streaming In Classroom

REENA KIJOWSKI



KRIS AZIABOR/THE PHILLIPIAN
William Yu, Instructor in Physics, views the streaming site as a platform to get to know students more personally and individually.

Before the 2019-2020 school year, William Yu, Instructor in Physics, attempted his first sub-athon on Twitch, an online streaming social media service. As his viewers continued to subscribe to his channel, Yu kept streaming until the subscriptions subsided. By the end of the session, Yu had been streaming for 24 hours. Yu names this experience as one of his favorite memories on Twitch.

“[Twitch] was designed for video gamers to be able to livestream their gameplay, but it has evolved into more of a platform of

a creative outlet where people will stream themselves doing artwork, traveling, and live blogging. People will record podcasts and talk shows—just sharing experiences. So it's kind of evolved from its original purpose which was just to stream video games,” said Yu.

John Latham '22, a former math student of Yu and fellow gamer, characterized Yu's Twitch channel as diverse, positive, and inclusive. According to Latham, Yu's gaming channel mirrors his teaching style and personality.

“Overall, Mr. Yu's channel is positive, fun, and inclusive. [He] streams all sorts of content, from gaming to playing the violin, and I think his teaching style really reflects his personality and his streaming style,” wrote Latham in an email to The Phillipian.

In addition to streaming video games, Yu incorporates the platform into online study sessions for his physics class. According to Yu, the live chat room and recording features allow him to interact with his students online and answer their questions and concerns quickly and efficiently.

“I've done a couple of review sessions in the past where I would take a webcam and point it straight down and have a small whiteboard and go over physics problems with the class. [The students] would register accounts so that they could chat [and] ask questions about certain problems sets that we were doing... The livestream can be replayed so even

if someone wasn't able to make it to that session, they could watch the video afterwards,” said Yu.

According to Latham, he bonded with Yu over a shared appreciation of Twitch. He believes that Yu's Twitch account allows students to connect with him without the strict barriers of a teacher and student relationship.

“I think most people find it cool that Mr. Yu is a streamer. It makes him a little more relatable and it slims the barrier between teachers and students... I had Mr. Yu for math in the fall term, and once I learned about his Twitch account, I had a connection with him,” wrote Latham.

Similarly for Yu, the positive impacts of teaching on Twitch extends beyond physics and academics. He views Twitch as a tool for fostering relationships with his students in a more informal setting and connecting with others on a personal level.

“I do think that there is a big positive in being able to have settings where it's less [like the] roles of a student and a teacher and more colloquial in a sense... When I'm just streaming some gameplay or chatting as if it's a live podcast, it's more of a role of people looking to spend more quality time together and connect as human beings. So in that sense I think it's really valuable... to have more informal interactions with students and show more authentic side of ourselves,” said Yu.

Sara Su Jones '91 and Tatyana Stepanova Perform Set of Miniature Pieces

NATALIE CHEN

Sara Su Jones '91 held her violin, took a deep breath, and started to play a cascade of accented quarter notes from bass to high treble while Tatyana Stepanova added low chords on the piano. In the middle of the piece, the mood shifted, with the violin and piano weaving together to create a light, fast-paced melody. Stepanova played two chords that accented a long, low note from Jones, ending the piece.

“You always want to start a program with a piece that's full of energy, as my late teacher Mark Zinger would always say, you want to start with sound, with really great sound... Make a statement as soon as you're on stage... That's obviously something that the piece does,” said Jones.

“Praeludium and Allegro in the Style of Gaetano Pugnani” by Fritz Kreisler was the first of eight pieces that Jones and Stepanova performed last Friday night in the Timken Room. Jones and Stepanova, who have been performing together since December 2008, chose a variety of miniature pieces, such as “Fantasy Etudes” by Gwyneth Walker ABB '64, instead of more traditional large-scale sonatas.

“Including miniatures enables me to include a lot more variety in the program and do something I'm passionate about, which is to present works that are rarely performed these days. Not many other people are performing some of the pieces that I play.

They're great pieces, and they should continue to live and be part of our world. Having programs in this format lets me fulfill a part of my musical mission that I'm passionate about,” said Jones.

Between pieces, Jones took the time to tell anecdotes about her time as an Andover student. She described this recital as her “homecoming recital”—her first full-length, public recital on campus since her senior recital in 1991. Stepanova described how she felt both musicians were able to connect with the audience.

“Because of the format of the concert, I feel that it's really fresh and friendly that [Jones] made comments between the pieces. I think it makes the audience [feel] closer to the performers, as if we're friends. We trust them, and they're ready to participate in what we're going to deliver to them. It's [a] kind of mutual enrichment when we're in cooperation with the audience,” said Stepanova.

Audience member Joyce Li '23 said that her favorite piece was “La Capricieuse” by Edward Elgar because she liked how playful and fun it was. Her favorite aspect of the concert was the variety of the pieces played and their short duration.

“I like how there were some really dramatic pieces, like the first one, which was super dramatic and sophisticated. Some of the other ones were more playful and waltzy. I liked how there were a lot of pieces, and they were all pretty short, like under eight minutes,” said Li.



DAVID OWYANG/THE PHILLIPIAN
Sara Su Jones '91 and Tatyana Stepanova first began experimenting with a miniatures-only concert six years ago at a performance in Chicago.

Up-Tempo: Academy Choir Accompanist Rebecca Plummer Burns Rubber

ZACH MOYNIHAN

Gripping the wheel of her Honda S2000, Rebecca Plummer, Instructor in Music and piano accompanist of the Academy Choir, weaves in and out of cones on a makeshift racetrack. In her four years of race car driving, Plummer has found parallels between racing and her passion for music.

Plummer said, “I think [the connection is] the adrenaline rush. Not only driving fast cars, but I get a big adrenaline rush when I perform music ... So, in music, when I've used my skill to accomplish something — pitches are good, or I've got the speed that I want on a piano, I get the same feeling when I've gone around a corner and done it really perfectly. I get that same, ‘Yeah!’ — that adrenaline rush. [When] I've done it right, I've practiced — that's the accomplishment.”

At the urging of her son, an avid race car driver, Plummer joined an autocross group in Ayer, Massachusetts. She attends as often as her schedule allows in the spring, summer, and fall.

“We go out to Fort Devens in Ayer and set up cones as an autocross course and then race around as fast as we can and learn more about car racing... My son is an incredible race car driver, and he encouraged my husband and myself to get involved and even talked us into buying a race car,” said Plummer.

Plummer shares her affinity for race cars with Christina Landolt, Instructor and Chair in Music, who worked on a pit crew in California the summer before she came to Andover. Like Plummer, Landolt noticed connections between racing and music.

Landolt said, “I used to work on a pit crew in California, so [Plummer] and I enjoy fast cars ... Because I wasn't driving the cars [like Plummer], it's a little bit of a different thing. Maybe it's similar in that I'm also a composer, so I like to see how things work... so that's pretty funny to think of it that way.”

Before developing her interest in racing, Plummer decided to pursue a career in music. After working as an adjunct music instructor at Phillips Exeter Academy for 24 years, Plummer decided to come to Andover. In her six years at Andover, Plummer has enjoyed being a part of what she sees as the school's friendly community.

“The atmosphere at Andover is just instantly warm and welcoming. Perhaps it's that I'm more involved in the community than I was at Exeter, and that's just wholly because I've chosen to be more active at Andover. But I continue to feel that Andover has a really special and warm atmosphere that people feel instantly when they come on campus,” said Plummer.

At Andover, Plummer gives piano lessons, coaches chamber music ensembles, and accompanies student recitals on piano. In addition to these roles, Plummer has especially

enjoyed her time working with the chorus.

“It's just a teacher's dream for students to come in wanting to learn every day and wanting to be challenged every day. As an adult who really feels that teaching is a high calling, it's extremely satisfying to be able to fulfill that role for them,” said Plummer.

Chorus Co-Head Jeffrey Steele '20 works with Plummer in leading the choral program. According to Steele, Plummer manages to encourage the chorus while keeping the students focused on their work.

“Ms. Plummer is a very sweet person. She helps the chorus stay in line. With a bunch of free-spirited people, it's nice to have someone who will keep us grounded and make sure that we are still staying on task. She's so willing to give to [us] everything that we need, whether that just be music, support, or encouragement. She is just a wonderful presence to have in the room at all times,” said Steele.

Before discovering her passion for music, Plummer quit playing piano several times and even considered attending medical school. One day, however, Plummer suddenly realized that music was her calling.

Plummer said, “I realized music was picking me as a profession, I wasn't picking music... I just finally listened to the voice in my head that said, ‘You have to do this. You have to create music.’ And I realized that music is a calling that you don't choose, but it chooses you.”

Full Coverage on phillipian.net

Fei-Fei Ross '23 Wins M.T.N.A. Student Composition Competition Through Unique Chord Progressions

Ariana Velasquez

Fei-Fei Ross '23, singer, pianist, and composer, received first place for the MTNA Student Composition Competition.



COURTESY OF FEI-FEI ROSS

Faculty Flute Recital Explores Musical Identities of Composers

Zaina Qamar

Meghan Jacoby and Daniel Ascadi performed four pieces including 3 Balkan Dances in the Faculty Flute Recital Hosted Last Sunday.



GRACE WANG/THE PHILLIPIAN



ARIANA WHITE/THE PHILLIPIAN

Choir accompanist Rebecca Plummer and Choir director Abbey Siegfried both came to Andover after working at Phillips Exeter Academy for a number of years.

ARTS&LEISURE

DAVID ZHU/THE PHILLIPIAN

Look Of The Week: Rose de t'Serclaes de Wommersom '22 Draws Inspiration From French Heritage and Family

NOEMI ELLIOTT

Rose de t'Serclaes de Wommersom '22 combines a black turtle-neck with grey and white sleeves with black ankle boots. She styles her outfit with various accessories, including chunky gold hoops, an ear cuff, and a gold ring.

de t'Serclaes de Wommersom said, "I would say that my style is French chic with a modern twist. I try to wear clothes that are typically French like a beret or a long coat and style them in a way that is more relaxed and modern. I typically wear solid colors rather than patterns, as I find them easier to style."

According to de t'Serclaes de Wommersom, her style is influenced by both her family and their French heritage. Growing up in Hong Kong, she wanted to maintain her culture through the way she dressed. de t'Serclaes de Wommersom takes inspiration from those around her and adds her own spin to their fashion, such as accessorizing with a blue scarf that her grandmother made her or elevating her mom's chic French style.

"Growing up, I have always looked up to my mom's simple yet elegant style. I guess that being away from her makes me want to resemble her more. I'm not completely copying her style either, and instead, I'm trying to give it a more modern twist and make it my own ... I also get a lot of inspiration from my grandma ... When I visit her in Paris, she often gives me some advice which helps me develop my own style," said de t'Serclaes de Wommersom.

When de t'Serclaes de Wommersom was younger, her parents put a lot of effort into dressing her the same as her two younger sisters. Now, living on her own, she enjoys picking out her own outfits on a daily basis and tends to aim for simplicity for her more casual outfits, often wearing jeans, a solid color sweater, and matching belt.



NATA LOUMIDIS/THE PHILLIPIAN
Rose de t'Serclaes de Wommersom '22 had to wear school uniforms before coming to Andover. The lack of a dress code at Andover has allowed her to dress freely.

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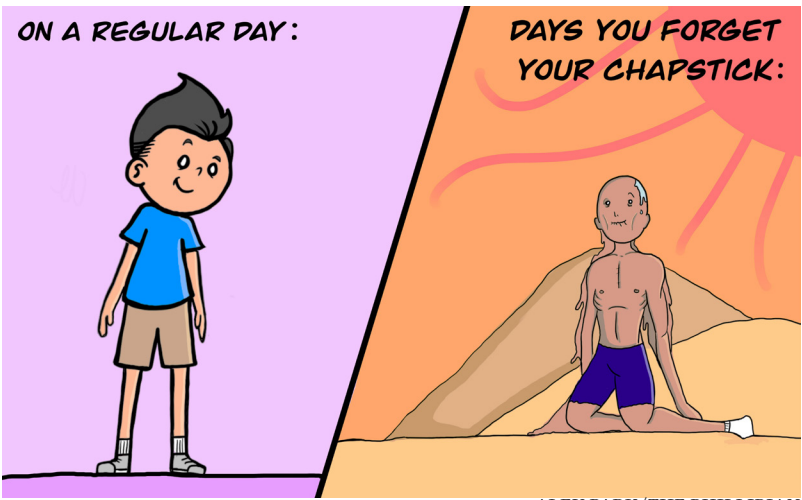
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