

## Students and Faculty Reflect on the Special Schedule Used Following Head of School Day

**VERA ZHANG & NABILAH NAZAR**

Following the long weekend, Tuesday, February 1st marked Andover's 31st Head of School Day (HOSD). The four-day weekend allowed students to rest, visit family, and catch up on school work. To accommodate the three-day school week, the schedule changed accordingly. The schedule on Wednesday and Thursday was the same as regular weeks while Friday followed a Monday schedule. Teachers, students, and faculty shared mixed opinions on the adjusted schedule.

Rajesh Mundra, Dean of Studies, explained the administration's thought process behind the special schedule. To determine the date of HOSD,

Head of School Raynard King-ton discussed the logistics and potential difficulties with the departments and other faculty. They ultimately decided that extending the long weekend with HOSD would be best.

"[In previous] years, it was [announced] the night before for the next day, it was much more of a surprise. [But], we knew that planning was going to be important this year for that. So, [the different departments] thought we would try and take advantage of the three-day weekend and extend it [so] that [it] might give students the opportunity to plan [and] go home," said Mundra.

Some students felt that the extra day made their workload manageable because it gave them the opportunity to work ahead. Tianyi Gu '25 commented that the homework

load felt relatively normal, but also noted that his personal experience differed from that of his peers.

"It's kind of a silver lining. When you have all six classes, generally, it's like a really long day. It's overwhelming in general. Personally, I think the homework wasn't too bad, considering it was only a three day week, and we only had half of our classes on Wednesday. On Thursday, the homework load was similar to a normal week because you had four days to finish all your homework for Wednesday and Thursday. But I feel like because it was the last day of the week, it was kind of tough for some people to go to all of their classes,"

*Continued on A4, Column 1*



NNAZAR/THE PHILLIPIAN

In October, Carissa Yip became the 2021 U.S. Women's Chess Champion, winning \$25,000.

## Challenge a Master: Carissa Yip '22 Goes Undefeated in Chess Simul

**WENDY WANG**

Andover's Chess Club hosted the "Challenge A Master" competition with International Master and current U.S. Women's Champion, Carissa Yip '22. On Friday, February 4, players gathered around tables in the Mural Room of Paresky Commons to simultaneously compete against Yip. Nearly two hours later, Yip emerged victorious from the simultaneous-match ("simul") with 25 wins and zero losses.

Playing against up to 15 players at once, Yip was required to be quick with her decision making. According to Yip, the simul gave her the opportunity to play against unfamiliar competition in a low-stress environment.

"For simul-style [competitions], it's pretty spontaneous because there are so many people to play at once, so I can't spend too long on each game. I usually take whatever seems to be the right move, and I just play it right away. They are generally pretty fun for me because I face people whom I don't usually play against in tournaments. That

allows me to be more spontaneous and not to make sure I don't make a tiny mistake. I'm sure I made a lot of little mistakes today, but it also depends on my opponent's ability to capitalize them when the mistakes are really small," said Yip.

Chess is a sport of contemplation and maximizing an opponent's mistakes. Aaron Huang '25, one of the simul players, expressed his awe at Yip's expertise. Growing up, Huang competed in various chess tournaments but has been playing online for the past year. He appreciated the opportunity to play in person again.

"In chess, there are generally three stages of the game. I thought I played well in the opening, had a solid position. But there were several moments in the middle of the game where she was able to take advantage of my mistakes easily and convert them into her advancements using fantastic moves," said Huang.

William Buehler '24 had similar observations. Buehler notes how the uncertainty of

*Continued on A4, Column 3*

## Process of Self and College Discovery: College Counseling Office Kicks Off Curriculum With Class of 2023

**JENNY JIN**

In early January, the Class of 2023 embarked on the college admission process through the Andover College Counseling Office (CCO), beginning with individual meetings between college counselors and students. The beginning of the college counseling process is meant to provide students with motivation to fully immerse themselves in their Andover experience and time to self-reflect on their own identities, according to Kassy Fritz, Director of College Counseling. As the curriculum progresses, the students then move on to consider the different pathways they might take in the future.

"[The college counseling curriculum] is an opportunity to first and foremost, make sure that students are really leaning into the Andover experience, whether you came in your ninth-grade year or your Senior year, lean into all the opportunities that this place offers you. And it is an opportunity to do self-reflection on who you are, what brought you to your narrative up until Andover, and thinking about yourself, your identity, and yourself within the context of this community and other communities," said Fritz.

In the College Counseling Curriculum, each student is assigned a counselor. There are four sets of one-on-one meetings between the student and the counselor during

the student's Upper year, and at least one meeting in their Senior year. The curriculum is structured to benefit students with all the resources in their college application process and according to Dustin Bradley, Associate Director of College Counseling. Bradley stated that students should not feel left behind in the process, especially as all Uppers start their first meeting with their assigned counselors.

Bradley said, "Our curriculum is sort of designed and scaffolded so that if you lean into it and do everything that we're focusing on for each individual meeting, you'll be on track. I think a lot of people come into our first meetings, and they feel sort of behind, but you're not, because the point is doing that guided sort of self-reflection and thinking about where you've been, where you want to go, those sorts of things."

Jaeyong Shim '23 shared his experience for the first meeting where he forged a deeper connection with his counselor. He appreciated the mutual sharing of stories from both parties and sharing of conversation.

Shim said, "My college counselor and I had a lot of connection, his wife was Korean so we talked about a bit of Korean culture. And since in my questionnaire I focused heavily on describing my culture and Korean ethnicity, it

*Continued on A5, Column 3*

## CaMD Scholar Melanie Garcia '22 Elaborates on Ethnoracial Dissonance as Afro-Latine Individual

**LEO PETERS & ANGELINE ZHAO**

Exploring the concept of ethnoracial dissonance and its impact on Afro-Latine people, Melanie Garcia '22 delivered her Community and Multicultural Development (CAMD) presentation, "Clouded Intersections: Ethnoracial Dissonance in Afro-Latine Individuals." The presentation was held in Kemper Auditorium on February 4.

Ethnoracial dissonance is a feeling of disidentification with the rigid racial and ethnic constructs in society, according to Garcia. In her presentation, Garcia examined the concept of ethnoracial dissonance to Latine people of African descent or Afro-Latines. She explained that many Afro-Latines struggle to identify as both Black and Latine because of how race is seen and treated in the U.S. She added that educating more people about ethnoracial dissonance can help them better understand their own identities, as well as those of their peers.

Garcia said, "The problem in the United States is that the way that we've constructed race is very specific and also very restrictive sometimes, so it makes it difficult for people of certain identities, including Afro-Latines, to identify within those racial constructs ... I think this leads to a lot of confusion, a lot of uncertainty of where you belong, who you are, and what your history is. And I think learning about it can help you understand a little bit more about this, about yourself, about the intersections of your identities, and about the privilege you do and don't have."

Garcia was first inspired to conduct her research by her own experience with embracing her identity as an Afro-Latine person. During her personal journey, she realized that many people were not aware of concepts like Afro-Latinidad or ethnoracial dissonance and she wanted to raise awareness of the concepts through her work.

"I wasn't really aware of my own Afro-Latina identity, until around middle school. I knew that it wasn't something a lot of

people know about on this campus, so I wanted to bring attention to that and start a conversation. In terms of my personal interest, I think it's the fact that I'm connected to identity and how it took me so long to realize that. I want to help people like me come to terms with it, too," said Garcia.

Emiliano Caceres Manzano '22, an attendee at Garcia's presentation and a fellow CAMD scholar, believes that the presentation helped to bring a new perspective to an issue that hadn't been talked about very much before. However, Caceres Manzano added the need to influence the perspectives of race and ethnicity in our current society.

"I was super excited to see Melanie's presentation because I think she's educating our community about something that's very applicable. Her presentation dives into the experience of a community that isn't often talked about, and so, Melanie's very much

*Continued on A5, Column 1*



COURTESY OF EMILIANO CACERES MANZANO

Garcia hopes that her presentation provided Afro Latine audience members with the ability to better process their own identities.

## New Cryptocurrency Club Exposes Students of All Experience Levels To Digital Currency

**BIANCA MORALES**

This term, Andover students Quinn Domina '24 and Chris Wong '24 founded Cryptocurrency Club. The club plans to explore the various facets of cryptocurrency, a form of digital currency for online exchange that removes centralized institutions, such as banks and governments. There are various forms of cryptocurrency including Non-fungible Tokens (NFTs), Dogecoin, and Bitcoin.

Cryptocurrency has spread since the invention of Bitcoin in 2009. According to The Hindu Business Line, cryptocurrency

is projected to be as widespread as the Internet. Chris Wong '24, co-president of Cryptocurrency Club, addressed the misconceptions that people have regarding cryptocurrency. Wong described that the role of Cryptocurrency Club on campus is to both provide a space for students to learn and to simultaneously dismantle these common perceptions.

"I think one big misconception about cryptocurrency is that it is just a speculative asset, right? I mean, that's a big part of it. That's why people get into it and that's what it's known for. But it's so much more than that. I feel like that's something that people really don't appreciate enough, or it's the

side that people don't get. It's sort of our duty here, in the Cryptocurrency Club to bring that side and introduce them to that underlying technology... it really defies all [of] the current infrastructures or the present way of doing things," said Wong.

While other financial clubs exist on campus, such as Andover Business Club (ABC) or Andover Economic Society, Cryptocurrency Club is attempting to offer something unique. Arden Berg '24, a student working with the club, described the qualities which

*Continued on A4, Column 1*

Commentary, A3

### Stop Banning History

Emma Capaldi '25 discusses why the banning of books regarding "uncomfortable" topics is unacceptable and dangerous.

Eighth Page, A8

### Place your bets

Is it really an addiction if you're winning?

Sports, B1

### Sports Opinion

After securing a win against Middlesex, Andover Girls Basketball lost (score) to Proctor.

Arts, B6

### Dance Open

This year's Dance Open features both veteran and up-and-coming dance groups in an engaging and dynamic showcase.

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# The Phillipian

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Editorial

# When “Protecting Community Values” Goes Too Far

A month ago, on Monday, January 10, the board of trustees at McMinn County School District in Tennessee voted unanimously to remove graphic novel “Maus” from its curriculum over concerns of “rough language” and age propriety. In actuality, said vulgarity consists of eight words (including “damn”), controversial “nudity” consisted of a small drawing of a nude cat, and “age-inappropriate material” referred to historical representations of murder, violence, and suicide.

The graphic novel—a hybrid of memoir, (auto)biography, and history—depicts author Art Spiegelman interviewing his father about his experiences as a Polish Jew and Holocaust Survivor. Anthropomorphising Jewish people as mice and Germans as cats, “Maus” has, in the words of the US Holocaust Museum, “played a vital role in Holocaust education through sharing detailed and personal experiences of victims and survivors.”

The McMinn County District school board’s decision to remove “Maus” from its curriculum, therefore, signifies an unconscionable turn away from honest and critical education of difficult, but necessary topics, in favor of appeasing niceties and sanitized histories. It represents a lack of understanding towards the importance of teaching truthful, though difficult, personal accounts of history. It represents a lack of care towards the students who will no longer study the text as a part of their schooling. It represents a lack of baseline awareness of the point of Holocaust education. Moreover, it reveals a dangerous faultline in our education system—power to determine curricula rests a precarious amount on those least invested in its honest teaching.

In January, 2020, The New York Times released an analysis of the impact of political interests on the content of US’ textbooks. In the article, journalist Dana Goldstein compares eight social studies textbooks from California and Texas—each by the same author, each under the same publisher, each nominally identical—and highlights key differences in wording, content, and framing; differences caused by political slants of educational authorities in their respective regions. California and Texas textbooks, for instance, might both provide information on the Harlem Renaissance, but the Texas version may contain an addendum that critics “dismissed the quality of literature produced.” Similarly, while two textbooks may both include an annotated version of the Bill of Rights, the California version provides an annotation on the Second Amendment stating that rulings on the Amendment have allowed for certain gun regulations, whereas the Texas version contains a blank space. This is because the textbook publication process in the US takes

into account state and regional standards when revising for classroom use. Textbooks that may have initially been written by academics or historical experts are often edited to suit the tastes of state or regions, and in many instances, without input from original authors.

We raise this example to illustrate the extent to which school curricula, particularly those at the state and regional level, are impacted by the personal and political biases of boards, panels, and organizations that hold authority over their development. The McMinn County Board of Trustees, for instance, overrode a Tennessee state curriculum review that approved “Maus” for school curricula. Many of the McMinn County school board’s decisions cited “community values” as reason for “Maus’s” removal. However, community members themselves spoke out against the board’s decision. Local bookstores, such as Nirvana Comics bookstore in Knoxville, offered loans of “Maus” to students, receiving \$30,000 in donations to fund the efforts. Politicians, including Tennessee Representatives John Ray Clemmons, Jim Cooper, and Steve Cohen, condemned the ban. Moreover, the removal reveals the sway a few individual actors often hold over the education of many. The McMinn removal decision was made unanimously by a board of ten. In contrast, McMinn County Schools, as a whole, are responsible for close to 5,500 students. A significant number of these students are currently enrolled in McMinn high schools, and will not be directly affected by the removal. However, of the seven McMinn County elementary schools in the district, all students currently in and below eighth grade will be affected by the ban, unless the board reverses its decision or students relocate to other districts.

Education is meant to teach critical thinking, social and historical awareness, and encourage students to reflect on their roles and interactions with our complex world. It cannot shed its responsibility to truth in pursuit of “easier” histories to teach. Society’s failures must be examined, not obscured, and education often serves as the chief tool in this endeavor. “Maus’s” removal stands in opposition to these values. As we students move through our education at Andover and beyond, we must keep both a critical and reflective eye on not only the content, but the curation of our courses. It is only through critical analysis, in concert with the educators that guide us, that we will be prepared to examine where we stand in relation to the world around us. From there, we can deconstruct the harmful structures that pervade our society.

*This editorial represents the views of The Phillipian, vol. CXLV.*

# Stop Banning History

EMMA CAPALDI

On January 10, a school board in McMinn, Tennessee voted unanimously to remove the graphic novel Maus from their school curriculum. Maus is a non-fiction account of the Holocaust by Art Spiegelman, who tells the story of his father, a Jewish man living in Poland during World War II. This is not the first book that has been banned, and it will not be the last, but the banning of Maus really highlights where our education system is going if we decide to continue down this path. The book was supposedly banned from the school's 8th grade curriculum for containing swear words and a naked illustration. Maus is a graphic novel where all the people are drawn as different kinds of animals. The Jewish people are mice, and the Nazis are cats. This school board

banned a book over eight swear words and a drawing of a partially nude mouse. I have a hard time believing that.

Although the school board voted on January 10, the news broke a few days before International Holocaust Remembrance Day, (January 27), which I find rather telling. They didn’t ban Maus for a handful of “bad words” and a picture of a mouse with no clothes on (which is a pretty terrible reason, given this book was going to be read in an eighth grade classroom). They banned Maus because they do not want history taught in a way that makes children uncomfortable. They would rather shove atrocities under the rug than acknowledge or teach the truth in a way that will foster change.

One board member, Tony Allman, went as far as to say, “We don’t need to enable or somewhat promote this stuff. It shows people hanging, it shows them killing kids, why does the educational system promote this kind of stuff? It is not wise or healthy,” according to the meeting minutes. Well, that’s what the Holocaust is about. It’s about fear, panic, cruelty, pain, and death. It’s about millions of people, including children, sent to concentration camps and murdered. The educational system is not expected to “promote” genocide, it is expected to teach it.

To truly understand the horror of the Holocaust, you have to

be horrified. You need to understand that the Holocaust is more than just a list of unfathomable numbers. It is more than six million Jewish people, hundreds of

Holocaust through sharing detailed and personal experiences of victims and survivors.” That is exactly what Maus did for me when I read it a few years ago. I’m not

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thousands of ethnic Poles, Roma, and political and religious opponents killed. We need to learn about how it affected individuals, the generational trauma that has followed into the present, the stories of all these people who were put through the unthinkable. The whole point of learning history is so that we will not repeat our mistakes. If we are never taught our mistakes, or even worse, if we are never taught they were mistakes at all, then how are we expected to change?

Art Spiegelman, the author, said to CNN that “Maus has played a vital role in educating about the

Jewish, and sometimes it can be hard for an outsider to truly understand the magnitude of something as terrible as the Holocaust. Maus helped me understand the Holocaust on a deeply personal level that transformed the event from a list of unthinking, unfeeling numbers into a story that made me uncomfortable. Horrified. I learned more about the Holocaust through this book than I ever could by memorizing important dates and figures, and that’s why it’s so important to use books like Maus to teach history.

All of this reminds me of a law recently passed in Florida that

prohibits schools from making people feel ‘discomfort’ or ‘guilt’ based on their race, sex, gender, or place of origin when learning (about racism, sexism, gender discrimination, xenophobia, and colonialism). The people who promote these laws or ban important books claim to be doing it for the good of the kids. They say that they’re protecting children and that there is no need for young people to learn these horrific events, even though they are still shaping the present. If they truly cared about the future generation, though, they would encourage the teaching of all history, not just the history that makes them feel proud or supports their opinions. Education is about confronting all truths, including those that are uncomfortable. And frankly, if students aren’t uncomfortable when taught about the Holocaust, slavery, and other atrocious events, then it’s not being taught right. If we remove all the history that made someone, somewhere uncomfortable, then we’d be removing the most important parts of history, because these pieces of the past stick with us. It’s only by realizing how terrible something is that we can create a future

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CORRECTIONS :  
“Students Reflect on MLK Day Activism Workshops” was misattributed. The correct writers are Bianca Morales & Cathy Ma. The Phillipian regrets the errors.





# What We Can Learn from the Squirrels This Winter



ers. New assignments pile up like snow over dead leaves. And, perhaps most challenging, our usual energy-boosts are lost like acorns under the snow. All of a sudden, no one wants to laze around on the lawn or walk downtown. Your socks are wet. That coffee addiction is finally catching up to you. But, soon, the sun will linger above the horizon again: we only have a month left of winter term! If we want to hold out until spring, we need to consult the experts—the squirrel population—on surviving the winter months. Let’s follow our *Sciuridae* friends to warmer days.

Squirrels put on a layer of fat by eating as much as they can in order to stave off the cold. We can do the same. By putting on adequate clothing and eating well, you are protecting not only yourself but your whole community from your winter

Let’s try to approach this circumstance as cozy instead of cramped.

grouchiness. Prioritize staying warm. But at the same time, don’t let the cold stop you. Don’t let it freeze you to your bed until 8:15 a.m., keeping you from breakfast. You don’t want to build up any extra obstacles no matter how innocuous skipping breakfast seems. Study after study shows that eating breakfast will heighten your cognitive ability and attention span. It’s free grade inflation! Plus, we

should eat and sleep well to keep our immune systems strong, especially during a pandemic. It’s easy to shun sleep in favor of otherwise-scarce social time, but



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we need sleep in order to talk to one another without yawning every few sentences anyway.

And let’s be honest: campus feels smaller during the winter as we huddle indoors. This isn’t an absolute downside—squirrels nest in groups during the winter, too. Branches high up in the trees typically hold anywhere from two to nine squirrels trying to get through the cold together. For better or worse, winter pushes people closer. Let’s try to approach this circumstance as cozy instead of cramped. Watch-

ing a movie wrapped in blankets with dormmates is better when it’s cold outside. That hot chocolate munch hits differently in the cold. The takeout you eat with

free resources like the Academic Skills Center, revisit your course syllabi, reevaluate your support systems, and consolidate your remaining assignments into one to-do list. You’ll save effort in the long run, enjoying free time while the less-prepared catch up on what they’ve missed. In the blizzard of homework, we should always shovel incrementally rather than letting heaps of snow build up on our doorsteps. The more that sticks, the more packed down it all gets,

The days may be short, but that just means we have more time to gaze at the stars.

and the harder it is to oppose. If you’re in a vicious cycle and the snow is unrelenting, consider asking for help from a teacher or advisor! There’s no shame in getting buried; the snow at Andover comes down hard.

It’s easy to denounce the winter, but this term is what we make it. The days may be short, but that just means we have more time to gaze at the stars. Plus, the 12-hour day is on its way. So let’s huddle together and brave the next month—if the squirrels can do it, so can we!

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But, soon, the sun will linger above the horizon again: we only have a month left of winter term!

Work ramps up even if you’re still acclimating to new teach-

# Anything but the “F” Label



feminist movement truly fighting for?” When onscreen feminists are arguing about serious matters such as the lack of gender diversity in politics or state positions of power as a whole, they are often vilified. In one of the episodes of the “Power Puff Girls,” a very prominent television show in America, the villain *Femme Fatale* is shown robbing a store, shouting at a banker “I want Susan B. Anthony coins,” with a gun pointed at his head. Now, I too would like to see coins with Susan B. Anthony’s face on them, but it was the way the scene was written that presents a problem. Instead of having *Femme Fatale* civilly protest or present her issue to the banker, she has to be dramatic, evil, and manipulative. From a viewer’s perspective, no one wants to associate themselves with the armed bank robber. I mean, would you?

According to the Cambridge Dictionary, feminism is the “organized effort to give women the same economic, social, and political rights as men.” In order to achieve such a goal, feminism focuses on understanding the influence of gender inequality in our patriarchal society and modern-day institutions, using that knowledge to campaign for social, political, and economic equality for all women. The central trait of feminist characters, however, is often their hatred of all men. This common attribute is used by producers and directors, who are often men themselves, to downplay the gravity of the feminist movement and portray feminists as angry females who are simply overreacting to non-existent issues. Critics often depict activists as comics or extremists in order to dissuade others from joining the movement as well as delegitimize the movement as a whole. This framework is used

to portray many other forms of activism such as protests against racial issues, and the media is



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doing the same for feminism. By framing women as unreasonable man-haters, television victimizes men, and in doing so, takes away power from the real issues that

By framing women as unreasonable man-haters, television victimizes men, and in doing so, takes away power from the real issues that feminism fights against.

feminism fights against.

This male-centered stereotype then extends to what makes a feminist character a feminist. If a female character is to be portrayed as a feminist, she can not have a male partner. If so, she is seeking male validation. Media often suggests that once a feminist attains the approval of a male,

she no longer needs equal rights, as she has a partner who can do everything for her. The interest

is still a feminist fighting against the patriarchy; she still has her books.” At least that’s what the media wants us to believe.

The way feminism is portrayed onscreen is often taking one step forward, but two steps

The way feminism is portrayed onscreen is often taking one step forward, but two steps back at the same time.

back at the same time. I acknowledge that that one step forward is crucial to help many people realize that we do live in a patriarchal society, that there are injustices that need to be addressed more often, and that having a feminist mindset of power and knowledge is a beautiful deep-rooted mindset to have. But that’s all it is, a mindset that is not acted upon. We draw the line between our inner feminist values and public activism in fear that we will be associated with stereotypical insults that come along with the feminist label. Simply having a feminist mindset is not enough to change our society to the extent that it needs to be. Right now, those two steps back have more weight than the singular step forward. The media needs to start presenting feminism in a more serious yet welcoming light, so that people don’t fear associating themselves with a movement that is crucial to uprooting the sexist, man’s

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NEWS IN BRIEF

REPORTING BY ASHLEY AGYEMAN

This Week:

Students who were **eligible for a booster shot were required to receive a dose by February 1**, in order to be able to go off campus and go to off campus events. There have been five booster clinics on campus since December.

On February 2, the **new remote sign in system on REACH** officially launched. All boarding students can now sign in remotely through REACH at their place of study.

With a “007” theme, West Quad South hosted **Casino Night** in Paresky Commons on February 5 from 8pm to 11pm. Students had to pay \$5 to watch and \$10 to play; the proceeds will go to a charity determined by the West Quad South Cluster Council.

Last Friday, in Kemper Auditorium, **Melanie Garcia presented her CaMD presentation** entitled Clouded Intersections: Ethno Racial Dissonance in Afro-Latine Individuals. Garcia will examine the complexities of race and ethnicity in Latin America and the United States.

**Sports events were canceled** on February 5, due to the freezing weather conditions. Day students were also excused from classes.

Looking Ahead:

On **February 8, MOSAIC**, Andover’s Mixed Heritage Affinity Space will be holding a dinner in Paresky Commons from 5-7pm as part of Mixed Heritage Awareness Week (MHAW). The dinner will feature a variety of food and a lobby cake.

As a part of Black Art Month, there will be a **photography workshop entitled *In Front of the Lens*** at the Addison Gallery on February 19. The workshop was inspired by Dawoud Bey’s “Class Pictures.”

**Night at the Addison**, which was originally planned to be held on February 4, however due to the flash freeze conditions predicted to happen on that day, it was postponed to February 11. **Night at the Addison** is an annual student event, which includes photo stations and a scavenger hunt, hosted by the Addison Community Ambassadors.

**Abbot Cabaret (Abb Cab)**, is a production run by the Abbot Cluster Council similar to Grasshopper, but on a smaller scale. The show will be held in Kemper on February 12.

Continued from A1, Column 1

set the new club apart. Berg explained that Cryptocurrency Club will allow for a more in depth discussion on the specifics of cryptocurrency, unlike the more general financial clubs.

“Andover Economic Society, for instance, did have a meeting on crypto... [However, Cryptocurrency Club is] a large enough space that you can have, you know, ten meetings just on explaining Ethereum. It’s sort of a place for doing that type of thing rather than just something quick,” said Berg.

Spaces surrounding cryptocurrency tend to be male dominated spaces. A 2021 report from Gemini, a popular crypto-exchange platform, disclosed that approximately 74 percent of current holders of cryptocurrency that use Gemini are men. Club advisor and Instructor in Chemistry Carl Sangree acknowledged the demographics and stereotypes surrounding cryptocurrency. He plans on working with those involved with the club to recruit a greater pool of members.

“[Cryptocurrency] is kind of something that the people who are into it are already really into it. And the people outside are kind of skeptical. It already skews heavily male in general, like, that’s kind of the stereotype, right?... Just advertising on PAnet probably wouldn’t be the best way to promote by itself but, you know, word of mouth, posters like other clubs do, and then, going to the club fair; I think it could all build a reputation similar to how other clubs also do out-reach and build their reputations,” said Sangree.

As Sangree had hoped, students with various experience levels and from different demographics attended the meeting on Thursday. Melanie Glasier ’24, a member of the club, mentioned that she has little understanding of cryptocurrency. She feels as though the club will become a place for her to learn more.

“I have a more limited scope of cryptocurrency. I know a lot less than a lot of people who started the club. But I’m really excited to learn more. I think based on the first meeting, they seem like they’re going to kind of start in the beginning. They also talked a lot about how if you are interested in cryptocurrency, you can learn more about it, which I thought was really interesting,” said Glasier.

Wong added that because of the various levels of experience with cryptocurrency, he would work to make the content digestible for everyone. In his hopes for the club, Wong plans to combine current cryptocurrency news with basic information to appeal to all levels of expertise.

Wong said, “We can have discussions on current events, or relevant topics in the cryptocurrency world, we can dissect, and sort of, teach people more of the fundamentals... We can also take a more hands on approach and really teach them how to play in the [crypto] space [and] show them how easy it is for you. Just [for] people like you and me.”

Melanie Garcia ’22 Shares Realities of Multifaceted Raism in CaMD Presentation

Continued from A1, Column 1

doing the work of helping us shift our ideas of race and ethnicity, just like she talks about in her presentation. As a friend, I also am just so proud of Melanie because she’s been working so hard on this and I’m so glad it paid off,” wrote Caceres Manzano in an email to The Phillipian.

Georgianna Harpole ’25, an audience member at Garcia’s presentation, said that the presentation was more in-depth than she had expected, covering topics beyond anti-Black racism. Harpole found connections between her own racial identity and Garcia’s presentation.

“Going into it, I didn’t know just how excited everyone would be. The energy in the room wasn’t incomparable to having a celebrity come on stage instead. Who knew a water break could be so riling? I’m not new to the conversations CAMD often has, but their scholars’ presentations always make me ask questions. I expected Melanie’s to elaborate on her broadcasted title with a lesson on anti-Black racism, but the presentation was much more multifaceted. As a Black American, I can now acknowledge how the idea of being ‘Black’ can be exclusionary,

leaving out especially people who don’t speak English,” said Harpole.

Nicole Jeter, Director of Wellness and Prevention Education, who served as Garcia’s faculty advisor, praised Garcia for bringing attention to the experiences of Afro-Latine individuals. She urged people to make use of what they learned from Garcia.

“Melanie’s project and presentation draws attention to Afro-Latine invisibility and the impact that it has. She did an excellent job bringing this topic to our communities’ attention and expressed the need for people to utilize the knowledge they gained from her presentation,” wrote Jeter in an email to The Phillipian.

Garcia’s greatest hope for the impact of her work is for more people to become aware of ethnoracial dissonance and recognize Afro-Latine identity. By doing so, Gracia emphasizes, Afro-Latines can feel less misunderstood and invisible.

“I think [the biggest takeaway] would be that people just integrate the reality of Afro-Latinidad into their mindset. For Afro Latines specifically, I hope they were able to take away a better understanding of their identity and why it can be so difficult, so they can understand and process it a little more,” said Garcia.

Chess Simul Shows Chess Master Carissa Yip ’22 Greater Student Interest in Chess

Continued from A1, Column 4

chess pushes him to take risks and make predictions whilst analyzing each tactical step. After losing to Yip, Buehler reflected that he needs to calculate each of his moves more carefully going forward.

“The most challenging thing about playing was when you know that the options you have are crucial, and therefore, making the right move that eventually leads you towards winning the game. Generally, I am an opportunistic player who tends to be on the defensive. I would say it usually allows me to wait for the right moments in the game to push for an advantage as opposed to when I was younger when I would try to go all out, which would often end up losing a positional advantage or even a little bit of material. It allows me to play in a more solid way,” said Buehler.

Yip hopes to broaden the general interest in chess on campus through the Chess Club. She hopes that it will become a tight and vibrant

community that inspires talent and passion in the game. Although Covid-19 has restricted meetings and competitions, Chess Club aims to host more events in the future.

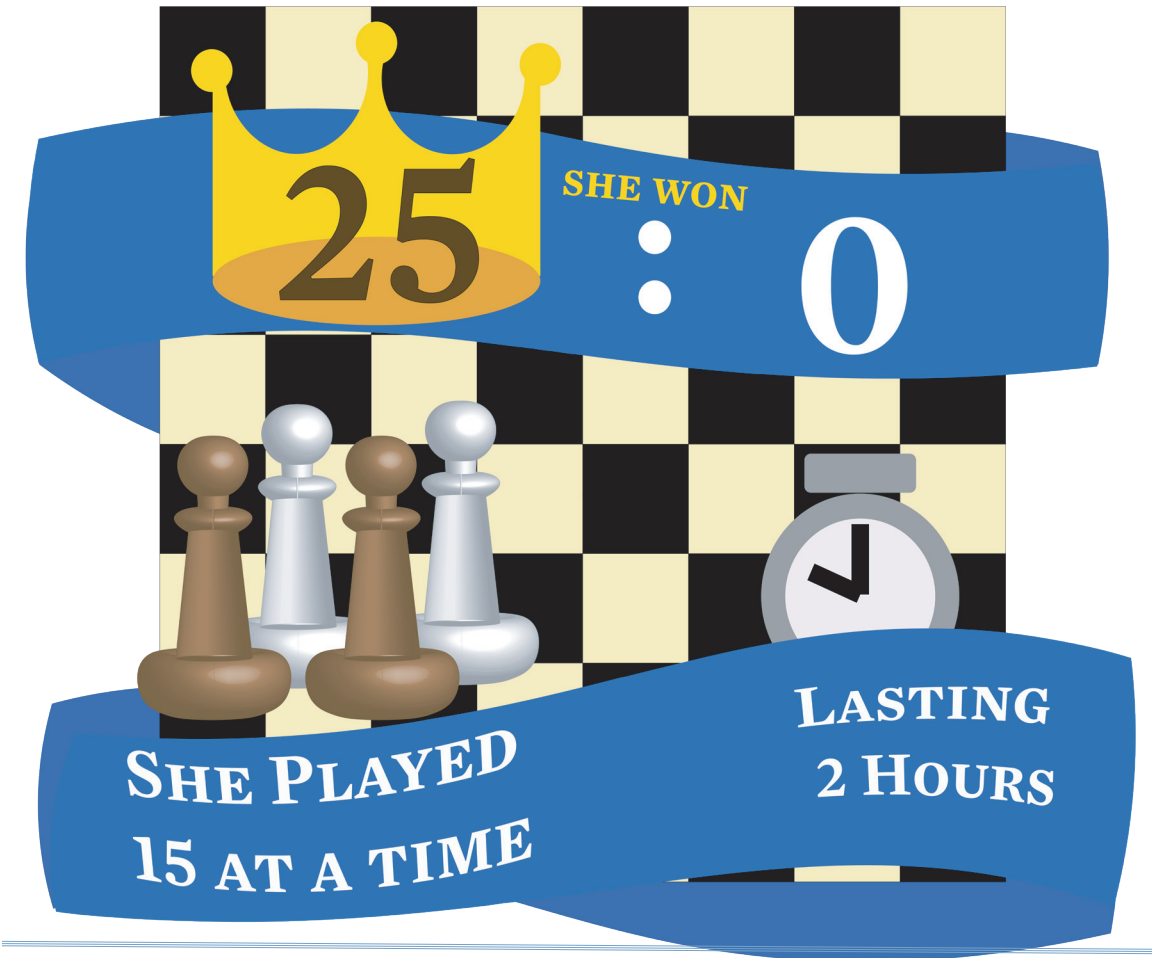
“My biggest takeaway is seeing the number of people that are interested in chess as a whole. Honestly, in previous years, we never really had a lot of people in the Chess Club though it was a space where you came in to play and everyone knew each other. Since we haven’t met in person for two years, this meeting is the first time. I will be very glad to have more chances of having more people from the rest of the school to come in, since it is a lot more interesting to play with new people,” said Yip.

William Yoon ’24 first started playing chess when his older brother wanted to have someone to play with. Since then, he has come to appreciate the opportunity to meet people through chess, both online and in person. During the simulation, Yoon specifically enjoyed the crowd’s intense and enthusiastic atmosphere.

“My biggest takeaway was seeing and knowing that there are so many people passionate to play and learn more about chess. The seats were all filled after a short amount of time and everyone seems to be very devoted and focused on their own game. I was also really focused on my game, and it was pretty inspiring to see how chess has brought so many people together,” said Yoon.

The Chess Club plans to meet on Friday nights and welcomes anyone who is interested in playing chess, regardless of experience or skill level. The Chess Club offers members not only to practice their own game, but also observe others’ skills and tactics.

“I’m hoping for the chess club to become a more vibrant community at Andover. Previously, especially due to Covid-19, there were physically not a lot [of people] in the Chess Club. Now that we are in person, I hope to bring that spirit back,” said Yip.



RAINA YANG/THE PHILLIPIAN

Write for News!!! Contact jchyu23, hnardone23, and cleee23



# Spring Term Sports Plans: Would You “Slide” a Sport?

REPORTING BY BIANCA MORALES & JACQUELINE GORDON

## Giovanni Pagliuca ’23

“I think [not being able to slide] Freshman year, I’d say that’s fair. I think sports are a great way for students to meet new people. And I think as a Freshman students definitely benefit from that. But I think Senior spring honestly, a lot of students want to just enjoy their time at Andover and I guess, like, not really be burdened by having to take a sport. So I feel like [the rule against sliding] is not necessary for Senior spring. But I think for Freshmen, I think it’s good that they aren’t able to slide.”

Each term, Uppers and Seniors at Andover are given the option to “slide” their sport with the exception of Uppers during the Fall Term and Seniors during the Spring Term. Sliding allows students to participate in neither a LIFE nor interscholastic sport for a term. Students are only allowed to slide once throughout their time at Andover.

## Sonia Marnoto ’22

“I’m not a big fan of winter...especially because I’ve never had a winter sport that I do. So I’ve been taking time just working out with my friends at the gym. And that’s been nice to get exercise rather than having a committed sport that I don’t actually enjoy and just gives me more anxiety.”

## Lisa Joel, Director of Athletics

“We’re trying to think about Seniors staying engaged in their final term, at Andover, and you know, some Seniors will go to take less courses at this point, we believe that coming together, even a recreational sport is like something that will be really positive for them. So we’re just trying to keep them engaged...And Uppers, we would say in their Upper fall, we just want [to get their] 11th grade year going. We believe exercise is an important part of staying healthy and staying focused in your academics.”

## Caleb Blackburn-Johnson ’22

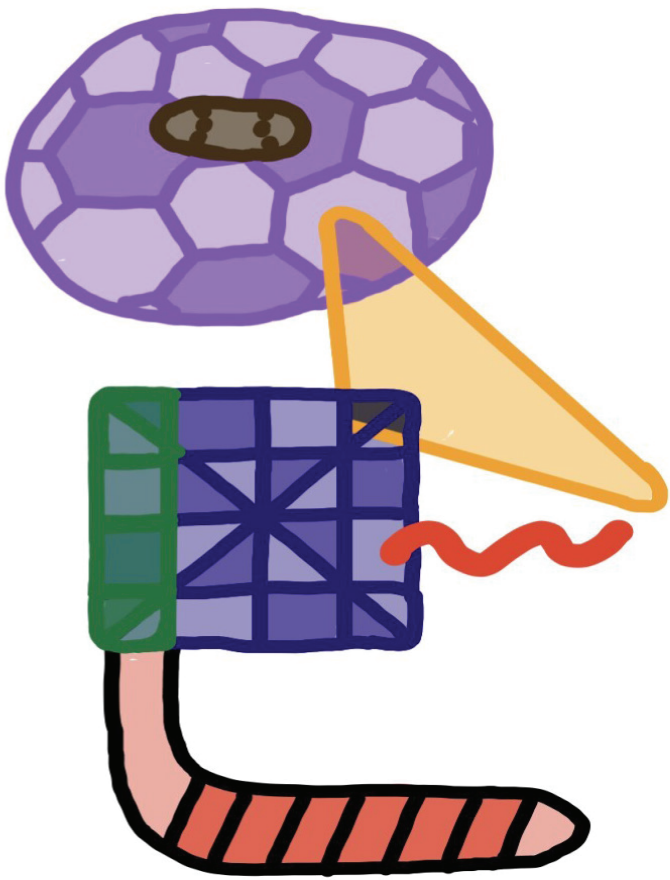
“I understand why the school has a policy to do an afternoon activity every term; and sliding is a nice kind of way to relieve that pressure... I think it’s a cool little Senior privilege that you can kind of look up towards, but maybe it would be good... if people had reasons that they couldn’t do sports or kind of had something else they wanted to focus on—then maybe consider allowing more than one slide.”

## Andy Weissman ’23

“I feel like they are doing enough to make this option accessible and public. From what I’ve heard, most people know that sliding is a one term option. I think this should be an option for at least two terms, since it gives people more time to focus on their academics and college applications when they reach Senior year. I however believe sports should be mandatory to an extent, since sports can be great for your overall mental and physical health.”

## Caroline Rothmann ’22

“I think it’s good that school requires sports, and I get why they require it because being active and getting us to do something is useful. But also it could stress people out more. It [can be] just work with no interest ... In the description for sliding, it’s like if you have this rigorous academic schedule then you’ll maybe be able to slide. But then everyone just does it. So I think they could [also] work on making it a bit more accessible.”



MFANG/THEPHILLIPIAN

# Monday Schedule Used on the Friday Brings Mixed Opinions to Campus Community

Continued from A1, Column 1

said Gu.

Some students felt dissatisfied with the school’s planning of the week, explaining that it made HOSD more stressful than relaxing. Juliana Reyes ’24 explained how the schedule greatly increased her workload and stress level, something she thinks could have been avoided with a more cohesive schedule.

Reyes said, “With not having school on Monday and Tuesday, you develop a relaxation mindset. When having the regular Wednesday, Thursday schedule, you have a simpler shift into having classes. But then, having back to back Monday schedules [gives you] a lot of homework. Instead of having the designated time for each period, you have all of your classes’ homework due on Friday. And on Monday, you have even more homework from all of the classes as well. It’s just harder to manage your time because instead of five singular assignments, it’s double.”

Carl Sangree, Instructor in Chemistry, thought that while students were stressed, they seemed to handle the schedule well. Sangree also emphasized how meeting with every section allowed teachers to check-in with students and make sure that everyone was understanding the material.

“I teach multiple sections of the same class, so [since] they all met on Friday, I was able to make sure they’re all on the same page. I also just liked seeing everyone and being able to do a quick check-in on all my sections,” said Sangree.

While some students wished that the schedule on Friday was entirely revised,

Brooklyn Regan ’22 hoped for some adjustments over a completely new schedule. Since Monday schedules are known to be particularly strenuous for students, Regan felt that the mandatory advising period scheduled into the conference block gave students even less free time than usual.

Regan said, “On Monday schedules, there’s already so little free time. So having that break before third period is always really nice. I had advising and it just felt very ‘go, go go’. And there wasn’t a free period until lunch so it was from 8:30 to 1:10 - there was no breaks in between. So I probably would have preferred to have conference than advising.”

While some students commented that the point of HOSD felt dulled by the extra haul of work, others disagreed. Venkat Sundaram ’23 noted that even with a lot of work, the schedule change did not take away from the purpose of HOSD.

“I definitely think it makes it tougher because the Head of School Day is normally a time to relax, and when you’re relaxing, it’s difficult to focus on work. So it made me cram my work in the last couple of days. But I wouldn’t go as far as to say that it takes away the point of the Head of School Day,” said Sundaram.

# College Counseling Serves as Self-Reflective Space for Students

Continued from A1, Column 4

was an easy conversation starter for the meeting and the overall conversation felt rather comfortable for me. I thought it was originally going to be about learning about who I was, presenting my character to the counselor, but it was both a mutual relationship building experience where I also got to learn more about my college counselor as well.”

Taylor Ware, Associate Director of College Counseling, shared that the general guideline of the curriculum in the Upper year flows from relationship building between the student and the counselor to researching different colleges that the student can look into over the summer.

“The first two [meetings] are really focused on relationship building, getting to know the students and figuring out who they are and what’s important to them as they begin to think about their college process and start to learn about different types of colleges and all the characteristics that different colleges offer. Then as the Upper year progresses, we’d begin to then focus a little bit more on teaching them how to research colleges, and not just go by brand name or a small handful of schools that they may have already heard

of. We try to broaden their view of colleges as the students begin to put their initial list together, so they head into the summer really armed with a lot of schools to get to know and to research and visit,” said Ware.

While the overarching goal of the college counseling curriculum is to help the students with their college application process, the CCO hopes students can take away more from it. Bradley believed that the process should help students to pay attention to the things they can control and let go of the things that they cannot.

“I think the adage that we always come back to is encouraging students to focus on what they can control, and securing everything that sort of falls into the realm of what can I control and then understanding the difference between the things that they can control and the things that they can’t... What you can control is how you spend your time and over how you make the most of your time here, pursuing what you’re interested in, doing as well as you can in your courses, self-reflecting on what you have done, what you want to do,” said Bradley.

In addition, Fritz believes that the college counseling process encourages students to self-reflect and think about the future. It should not only help students re-

alize their current roles in the Andover community, but also reflect on their own identities and what they can contribute to their next community.

“Our goal is that you are learning how to be self-reflective, how to advocate for yourself, how to navigate, take in a lot of information, discern it, and use it thoughtfully. And really to think about your own identity in the context of who you are in a community and then in an opportunity to think about your next community,” said Fritz.

The CCO encourages current Uppers, Lower, and Juniors to be fully engaged in their Andover experience. To Ware, the resources at Andover allow students to pursue new things, and such engagement, is essential in preparing a student for the college application process.

“The best thing you can possibly do to get ready for the college process is to engage as authentically and fully in your Andover experience as possible. Try new things, join new clubs to pursue interests that you might not have thought about before, now accessible to you, but just be as present and engaged in life on campus at Andover as possible, and that’s the best thing you can possibly do to get ready for the college process,” said Ware.



The College Counseling Office is located on the third floor of George Washington Hall.

EFAN/THEPHILLIPIAN



# 10 Questions with Midori Ishizuka '11

Majoring in history and film studies in college, Midori Ishizuka '11 returned to Andover as a History and Social Sciences instructor and Girls Varsity Squash Assistant Coach. On campus, she is a house counselor in Andover Inn. Outside of teaching, some favorite hobbies of Ishizuka's include skiing, playing tennis, watching television, and hand-brewing coffee.

REPORTING BY SOPHIE STAI & AVA CHEN



KWANG,THEPHILLIPIAN

1. How did you come to work at Andover?

After college, I actually worked in advertising at an agency in New York City, producing and project managing traditional print and TV ads for a variety of brands, [and] for some national campaigns. But, I wasn't feeling very fulfilled with what I was producing, I wanted to be around people that were learning and growing, and so that's how I got into teaching. I talked to Mr. Housiaux, he was my rel-phil teacher, and I remember him mentioning: why don't you try the teaching fellowship? And I was like, I'm not sure if teaching's for me, I've never considered it. [But] I tried it for that one year, and I loved it.

2. Why did you decide to pursue a teaching career in History and Social Science?

I originally just loved history in school, but I didn't think I was going to major in it until I started to continually choose history classes. I love and I teach it because history informs everything in the world that we live in today. It helps us become the people we want to become, because... we are able to have discourse around current events in an educated way, and we're able to understand human connection, why people do things the way they do things, and why the world around us is shaped that way.

3. What were some challenges that you faced at Andover, and how did you overcome them?

I think the biggest challenges that I remember were feeling insecure... trying to figure out embracing my identity as an Asian woman, or back then, as a teenager, with all the pressures that I was feeling from standards of beauty that are ingrained in us through society. When asked about how I have overcome that - with perspective, and with realizing that people do love you unconditionally and also that people embrace your differences. It's always still an ongoing journey.

4. What extracurriculars were you a part of during your time as a student at Andover?

In Mr. Housiaux's class, we watched a little bit of a video by a gender equality activist, Jackson Katz. He was talking about masculinity in the media. I remember saying we need to get him to come to campus to talk to us about toxic masculinity. [I received] an Abbot Grant for around \$10,000 to bring him to speak. That really made me want to be involved more in the Brace Center, and gender equality, equity, and also sexual and domestic violence and awareness. I decided to just jump into a Brace Fellowship, I wrote about rape myths, and I started a club, I think it was Andover Sexual and Domestic Violence Awareness Club.

5. What is it like coworking with your former squash coach, Jennifer Elliott '94, now that you are also a squash coach?

It's amazing because there was nothing strange about me coming into this role, it somehow just seemed like it fit, that Coach Elliott was my mentor and coach when I was a senior, and then as a new faculty to the school she really mentored me through the program, and then now we [work] side by side. The ways in which we came back together after ten, eleven years ago is very much an analogy for life; that things can work out, that life can surprise you [and] that relationships stand the test of time.

6. If you could spend a day in any time period, when would it be and why?

I would be really curious to have lived in the late '60s, early '70s in the US, just because of how tumultuous it was, but also how pivotal those years were, for many reasons domestically [and] internationally. We were involved in the Vietnam War, there was a lot going on with civil rights, there was a lot of great music coming out of that era. I would've loved to have gone to some live shows for some great rock, some great funk. I would love to wear some bell-bottoms, have my long hair, dress very much for the time period.

7. In the Minute And Over video you did a few months ago, you used the word "transformative" to describe your experience at Andover; could you elaborate on that?

Andover was a place where I really started to see myself as a whole person, somebody that was preparing to go on into the real world, not just into my next phase of schooling. But, it can be very difficult to take in all the things that Andover, high school, and just being a young woman can put on you. I think the transformative aspect of that is when I left Andover, I both had a stronger sense of who I was and also really felt tired from all of the tumultuousness of being a young teenager. It really changed me in that way because it made me realize the depth of my emotions, and it really set me up for this ongoing journey of how do I embrace those qualities in myself to figure out what kind of person I wanted to be as an adult in this world.

8. Who is a role model that you look up to?

As I've grown up a little bit, I realized I've gotten much closer to my mom. We used to butt heads when I was in high school a lot more, and [I realized] that we are just so much more similar than I thought. She is always, and always has been, I just don't think I appreciated it as much, my biggest role model. She is so selfless and cares a lot, flatters everyone else, and she does it in a way that it's second nature to her... She just does it because that's what she feels is right.

9. What do you like to do in your free time?

I like to watch TV, I love to ski, I love to play tennis. My sister, who's Mr. Ishizuka-Wade's [Instructor in English] wife, they just had a baby, Kaito, and he's seven months old. I love playing with him, [and] they have a dog Mochi, I love playing with him. I also like to make a fresh cup of coffee, that's the treat for me. I grind my own beans, I pour over hot water, it's a very special ritual.

10. Are there any aspects of campus that have changed since your time at Andover?

We have all these additions, [like] Snyder. I used to play squash at the old courts in Borden Gym. When I was a student, Commons was being renovated, so we actually spent a couple years in what was the Smith Center, which has been demolished to build the Pan Athletic Center, but we called it "Uncommons." But this campus is still very familiar, it's more the small spaces; I just remember the circle of stones outside of Gelb, sitting there.

VALENTINE'S DAY MESSAGES

MICHAEL UR COOL

TO: MICHAEL MA

FROM: ANDREW ZHOU

TO MY LOVES, MEET ME IN STUPUBS SOMETIME ;)

TO: CXLIV

FROM: C <3

HEY BOO! HAVE THE BESTEST DAY, SEE YOU IN THE DORM!!

TO: CHETAN DESAI

FROM: SECRET ADMIRER

I LOVE YOU JAKEY.

TO: JAKE LEDOUX

FROM: NOLAN ROCHE

HEY... I'M SO NERVOUS WRITING THIS. I WANTED TO SAY THAT I LOVE YOU, YOUR GOLDEN BROWN HAIR, INSANE WATER POLO PHYSIQUE, YOUR BIG GREEN/BROWN (?) EYES... PACK MY ROOM, YOU KNOW WHO IS HERE. MUCH LOVE, YOUR SECRET ADMIRER

TO: MARCEL JESUS MONTEMAYOR FONTES

FROM: SECRET ADMIRER

YOU'RE TRULY THE GREATEST AND DESERVE THE WORLD; I LOVE LOVE LOVE YOU; BRUNCH ON SATURDAY MORNING?

TO: MIA XIAO

FROM: AS

I AM SO SORRY FOR TURNING YOU IN. I HOPE WE CAN MOVE PAST THIS AND BECOME FRIENDS AGAIN.

TO: NICK ROYSTER

FROM: SAWYER PAUL

YOUR SMILE LIGHTS UP A ROOM AND I HOPE WE CAN GROW CLOSER THIS YEAR. <3

TO: ANTHONY GANCI

FROM: YOUR SECRET ADMIRER







# SCHOOL HOSTED CHARITY FUNDED BY PREP STUDENTS' GAMBLING ADDICTIONS

## FRESHMAN'S FIRST CASINO NIGHT, ONE OF MANY LOSSES

CONSTANTINE KRENTERAS

Casino Night was a cute attempt at the real thing... wanna see my fake ID? Don't worry, in the photo, those are grillz not braces. Before the games began, me and all the boys in Rockwell (best dorm on campus) got ready together. I wore my Land's End khakis, a blazer with the family crest, and my Golden Gooses to show everyone I got the breesh. I usually wear Axe, but this time I got all the cologne in my dorm, mixed them together to make one super-cologne, and sprayed that all over the Little [actually big] General. Maybe if I left out the Gucci cologne, it wouldn't have burned as much...

Then we headed to Commons, I picked up some Shirley Temples, shaken, not stirred, obviously. I brought my fake, wanna see it? Oh, I already showed it to you? Do you like the name I came up with: Anel Sechs? Pretty clever, huh?

Then I played a game of poker. I am like "King's Gambit" at Poker. When I started crying after I lost going all-in, I definitely tricked everyone into thinking I was actually sad. Poker is all about deceiving your opponents.



After Casino Night, I watched Borat with my boys in the dorm. We were about to reenact one scene, but the girl I was flirting with finally snapped me back! Seductively, she said: "Please leave me alone. I do not like you." She's so funny like that. I know she's super into my determination and that's why she's playing hard to get.

I learned persistence from gambling away hundreds of dollars of my parents' money. Good thing my parents work in finance because I never quit. Tomorrow, I'll ask her to be my girlfriend. In the very unlikely case that she says no, I'll just show her my crypto profile. Then she'll have to say yes. It's about drive, it's about power, we stay hungry, we devour...

To top off the night, I Door-Dashed some Micky D's. Didn't tip, obviously, cause I prefer to hoard my wealth, unless it comes to [intentionally] losing poker. Okay goodnight, gotta go floss the McNugget bits out of my braces—I mean grillz.

## YOUR DEAN'S PHONE IS BLOWING UP WITH THESE TEXTS:

"Does the Blue Book say anything about slipping melatonin into my loud hallmates' water bottles? Isn't that more Non Sibi than anything?"

"Are you coming to the restorative justice seminar? Also, don't forget to email Johnny's parents about his permanent suspension."

"Confirm your email address to access all of Pornhub's features. A confirmation was sent to [ADean@andover.edu](mailto:ADean@andover.edu). Reply STOP to stop receiving messages."

"I left the black bag in the mailbox. There's some good stuff in there, just right to take the edge off."

"If I have empty Tito's bottles simply as dorm decorations, I can't get disciplined right? I didn't do the emptying, I swear."

"Pleaseeeeeee can we have room visitations??? I promise it's strictly platonic. I'll literally wear a mask and a condom the whole time if you really don't trust me."

"I really wish my family had legacy at a cooler ivy instead of Cornell"

"And then the whole class asked why 'Kissing Pranks Gone Wrong' was in my search history..."

"The ACT, that's a new type of crypto right?"

"If there's no snacks allowed in the library, I'm surprised they still let me in."

"Covid strains have more variety than my English teacher's closet."

"Stepping into the snow is the only time you'll ever be 12 inches deep."

## WEEK'S TOP HEADLINES

- *Far Right Second-Amendment Advocate Disappointed to Hear Rifles Are "Overboard" for Casino Night's 007 Theme*
- *Deans Discontinue Nordic Skiing For Overhearing Shady References to "White Powder"*
- *It's Not Rain Puddles, It's Student Tears Leaking From Morse*
- *If a Member of Boys Hockey Cult Invites You to One of Their Games, Run Away As Fast as You Can!*
- *Pair of Uncool Teaching Fellows Goes Undercover As Co-President Candidates to Trick Students Into Signing Abstinence Pledge*
- *House Counselors Demand Spotify to Censor Gunna's "pushin P" Song After Multiple Students Use the Slang As Reason for Overnight Excuse*
- *Sympathetic Students Think: My Teacher Isn't Cruel, They Just Have a Dry Sex Life*

IF YOU LOST ANY OF THE BETS BELOW VENMO @EVALYN-LEE AND @NICHOLAS-ESSAID. IF YOU WON, I DON'T KNOW, GOOD FOR YOU?

IF YOU LAUGHED OR CHORTLED AT ANY JOKES VENMO @EVALYN-LEE AND @NICHOLAS-ESSAID

IF YOU THINK WE AREN'T FUNNY, THEN WHY DON'T YOU TRY AND WRITE A JOKE? EMAIL ELEE23@ANDOVER.EDU AND NESSAID24@ANDOVER.EDU.

## 8P BETS: FOR THE GAMBLING ADDICTS

Connecting to the WiFi Without Trouble  
Yes +250  
No -350

Hot Teaching Fellow is Single  
Yes -300  
No +150

Librarian Mask Enforcer Thinks You Need a NoseJob  
Yes -1000  
No +400

Walking in on people making "music" in Graves  
Yes -200  
No +345

Go AWOL to Piss Off House Counselor  
Yes -475  
No +325

Fail Your Chem Test  
Yes -100000000  
No: NO AVAILABLE ODDS AS BOOK CANNOT PAY OUT WINNINGS

Over/Under: Students who read anything in The Phillipian other than the Eighth Page  
Over 14.5 +600  
Under 14.5 -300

Over/Under: Kids who enjoy the food at commons tonight  
Over 26.5 +200  
Under 26.5 -250

Over/Under: Sedentary teachers who trip over backpacks in commons  
Over 8.5 -260  
Under 8.5 +250

## OVERHEARD ON THE PATHS





# The Phillippian SPORTS

Volume CXLV | Number 2

big fat turkey

February 11, 2022

## GIRLSBASKETBALL

### Girls Basketball Wins Against Middlesex, Falls to Proctor

NABILAH NAZAR

Putting up a three pointer, Kennedy Herndon '23 secured a 69-54 victory for Andover Girls Basketball against Middlesex on Saturday. The team followed that game with a loss to Proctor on Wednesday. Andover's record now stands at 8-8.

According to Co-Captain Hope Nardone '23, the team's strength against Middlesex was communication. The team was able to capitalize with transition points and showcased stout defense.

"We came out pret-

cation was key for a part of that. And there are definitely some things to work on. There are other part moments we didn't box out, we didn't rebound too well. But I think we did a good job of pushing the ball [and] running the court," said Nardone.

Nardone pointed out places that the team needs to work on to prepare for future games. She hopes the team can make progress on rebounding and fouling less in practices..

"I would say they got a lot of second chance points, meaning there [was] a shot and we didn't box out, and

cate on defense, so we'd get stuck, and then we'd end up fouling. We can always work on help defense, that would have helped us foul less, so I'd say rebounding and fouling less was something to work on. Also, we could have crashed the boards more on offense as well, because we were shooting a lot of threes," said Nardone.

Andover's match-up against Proctor was an exciting, yet difficult match-up, according to Ava Davey '25. She added that the defensive rebounding was a strong aspect of the game, but it took the team a while to get into rhythm and work the court more to their advantage.

"We really did well with our rebounding on defense. It took us a while to get our shots going. But after a while, they started to fall like after the second [half] we were down by a good amount and then we kind of kept our heads in the game, and we brought it back to a 15 points [difference], which I think was pretty good," said Davey.

Emerson Buckley '25 stated that Co-Captain Herndon and Valerie Ha '24 played great games against Middlesex. However, collectively, there was a notable play in the third quarter with three back to back threes that brought energy back to the game.

Buckley said, "Kennedy was great, but I think we went on a little run in the third quarter that was really good. So that run was nice. We scored about nine points off like three threes. I think there was one by Kennedy, one by Hope, one by Val-



N.NASSERZADEH/THE PHILLIPIAN

Co-Captain Hope Nardone '23 weaves through Middlesex defenders and drives to the net.

erie. So that was really great. And it definitely got us on, around and got us excited."

Leading a younger team, Co-Captain Kiley Buckley '23 stressed the importance of gaining confidence as individuals on the court. She emphasized the importance of confidence for Andover.

"I think making those adjustments [is] really helpful, not just in that game, but being able to make those second half adjustments help us in future games and I think just help a lot of younger girls gain confidence. I think that's something that we've really been working towards just because we are [a] younger team and even me, Hope, Kennedy, and Brooke, we only have one year of experience, so I think confidence is a big key," said Buckley.

Knowing that the upcoming games would be challenging ones, Herndon hoped that the team will

be able to focus on their w\ strengths collectively and run the court efficiently. However, she added that the team must place importance on having fun.

Herndon said, "They are going to be tough teams [on] Wednesday and Saturday. Right now, I'm just really hoping that we are able to focus on what we're good at, during those games to help us stay close, in terms of score wise, or be able to have control of the game more during those games, because they're really really tough teams, and most importantly have fun because sometimes I know, nerves get to a lot of players, and then sometimes people don't end up having fun, but I really hope that we can come out and enjoy ourselves."

Andover Girls Basketball will look to defeat Dexter Southfield away on Friday.

*Editor's Note: Hope Nardone '23 is a News Editor for*



N.NASSERZADEH/THE PHILLIPIAN

Ava Davey '25 prepares to pass the ball.

ty strong in the first half. This was our best transition game, we had a lot of transition points, which was kind of unusual for us, but it's definitely a step in the right direction. We had rounds where we played really good defense. I think communi-

then they'd get a second chance and they'd make that, and they had a lot of foul shots. We actually got into a little bit of foul trouble, which is a little bit unusual for us. I think that's just because we had moments where we didn't communi-

## GIRLSHOCKEY

### Girls Hockey Comes Back After Game Cancellation With Win Against New Hampton

MONISHA KATHIKA

Olivia McManus '23 skated down the ice, making a pass around New Hampton's forward to Shea Freda '24 who netted a one timer as the first goal of the game against New Hampton. Andover Girls Hockey secured a 4-3 victory against New Hampton on Saturday following a canceled game against Kimball Union. Its record stands at 14-1-3.

According to Aimme Seppenwolde '22, the team was excited to play on Saturday. She added that the previous loss and cancellation of Friday's game contributed to the intensity.

Seppenwolde said, "We were definitely motivated having gotten our first loss on Wednesday and also our game on Friday was canceled, so we were all just really excited to get back on the ice... Especially after the loss on Wednesday and our Friday game being canceled, we had a mock scrimmage on Friday, blue vs white. I think that was really good for team morale and that was very fun and got everyone's energy up for yesterday's game."

Charley Drouin '25 emphasized that the team played well both offensively and defensively. Drouin also noted the composure displayed by the team against New Hampton.

"[Offensively], we did a real-

ly good job of not being selfish with the puck, we had really nice passes and good shots, and good plays overall. I also think our back-checking was really good today, especially when New Hampton went past the defense. We did a really good job of getting back and helping them out. For defense, I think we did a really good job of staying calm with the puck, and not forcing them up the boards or turning it over. We also made really smart decisions and worked really well together," said Drouin.

According to Seppenwolde and Deanna Buenow '22, the team has room to improve in a few areas. These include issues in both defense and offense.

Soppenwolde said, "I think our defensive zone has broken down, especially since our Wednesday game and yesterday's game was a one goal game differential. Our defense does need some work so that when we do get a lead, we keep it and don't let them get opportunities to let them score."

Buenow added, "I think we can still improve on finishing. We have a lot of scoring chances and lots of chances at the net, but we're just leaving the rebounds in front of the net, so I think we can do a better job at finishing."

Girls Hockey's next game will be at home on Friday against Milton.



K.WANG/THE PHILLIPIAN

Deanna Buenow '23 surveys the ice.

## BOYSHOCKEY

### Boys Hockey Edges Out Dexter Southfield in Longtime Rivalry, Loses to Kimball Union Academy by Four

PATRICIA TRAN

Pressured by a Dexter Southfield player, defenseman Michael Bagnoli '22 dove for the puck and flicked his stick over his head to make a crucial save, maintaining the narrow one-goal lead earned by winger Nolan Roche '23. Andover Boys Hockey ultimately defeated Dexter 4-3 in a tight, back and forth game on Saturday. On Wednesday, despite an early goal by Co-Captain Connor Fitzpatrick '22 in the first period, the team fell 3-7 to Kimball Union Academy. The team's record now stands at 13-8.

According to Jake Ledoux '24, playing Dexter was much more challenging compared to other opponents the team has faced. In preparation for the game, the team worked on strengthening its foundations as a team rather than the individual skills of its players.

"We focused a lot on our systems and making sure we were ready as a unit to play at peak performance and it translated very well into our game," wrote Ledoux in an email to the Phillippian.

In addition to teamwork, Andover's preparation leading up to the game focused on tactics to halt Dexter's biggest threats. Shane Spinale '22 emphasizes the role that Will Winemaster '23 played in stopping Dexter's Will Hughes from shooting.

"Going into the game, we actually knew one of the kids on Dexter, Will Hughes, [who] went here. So we had one of our players, [Will Winemaster '23], matched up against him. So everytime that Will Hughes was on the ice, we would have [Winemaster] go out and just try to keep him away from our net and basically just stop him from doing anything because he is really good. [Hughes is] one of the Harvard commits," said Spinale.

Andover has historically



M.DOUCETTE/THE PHILLIPIAN

Andover celebrates after scoring a goal.

struggled to defeat Dexter up until Saturday's game. Rory Booth '23 described the intense energy on the ice as both sides battled equally for the win.

"It was very high pace, very high energy. That was a game we were looking forward to for a very long time... It's been a lot, a lot of years since Andover has beat Dexter, so the fact that we won that game. The energy was just ridiculous," said Booth.

Despite its quick pace, Booth noticed that the game took place more on the defensive end of the ice. However, this also served as one of the team's biggest strengths, as it allowed just three goals against Dexter.

"We were very defensively sound against Dexter... All of our [defense] played really [well], which I would say was our biggest strength. It wasn't the highest scoring game that we've played all year, so it was certainly a very defensively-minded game," said Booth.

Spinale credits the team's goaltender, Shane Shelest '22, as the foundation of the defense. With Dexter having double the amount of shots on goal than Andover, She-

lest consistently made crucial saves throughout the game.

"Shane made a couple of saves that really saved that game for us, and I don't really know what we'd do without him there. He carried us to that victory," said Spinale.

Prior to Wednesday's game, the team understood that it would be the underdog against KUA, which had multiple Division I commits. The team's goal was to slow down its opponent's speed of play and take advantage of as many opportunities as possible, according to Booth.

"In practice, we did a lot of focusing on how to handle their power play and how to handle their special teams stuff. They're a very good team, they're a very fast team, and a very skilled team as well. So a lot of what we're doing was working towards slowing them down and making them chip pucks. Just a lot of hitting stuff as well," said Booth.

Andover will face Governor's Academy away on Saturday before hosting Cushing at home on Wednesday.



# Nordic Co-Captain Hannah Justicz '22 Believes 'Good Energy Brings Good Energy' for the Team

STAFF REPORT

Initially an alpine ski racer, Nordic Co-Captain Hannah Justicz '22 made the switch to Nordic just two years ago during her lower year. Despite her transition to the sport, Justicz leads the team through her tireless work ethic, passion for working



N.NAZAR/THEPHILLIPIAN

out, and love for outdoor sports.

According to Head Coach Keith Robinson, Justicz's most prominent attribute is her commendable effort. This quality provides an example to the rest of the team.

"She trains right. She knows how to put in the work. She knows how to go hard, and I

think everybody sees that. She is just a really hard worker," said Robinson.

According to Justicz, one her favorite Andover Nordic memories was team dinner during her first year on the team. She gives credit to the 2020 season captains for creating a team environment that motivated her to return.

"I think lower year I had a lot of fun going to team dinners because I really liked our captains Posie Millett [20] and Eli Newell [20]. I thought they were really awesome and had really great energy that they brought to the team, so I think it was really fun to have those team dinners, those bonding memories," said Justicz.

Inspired by Millett and Newell, Justicz hopes to create a similar team environment that is supportive and inclusive. Especially with skiers of various experience levels, she ensures that everyone has a spot on the team.

"I think the team environment I really want to help nurture is a team where people are really excited to ski and to get

better. Obviously it isn't a sport at Andover where people have a lot of experience, so I think people wanting to stay on the team. If they try once, they come back the next year, are comfortable at every practice, and feel like they're part of the team like anyone else," said Justicz.

According to newcomer Sage Preston '25, Justicz sets the tone for practices and warmups. Bringing positive energy to the team, he also ensures she is focused enough to lead drills and connect with each member of the team.

"Hannah is a super enthusiastic and supportive captain. She often leads warmups and drills and kind of sets the pace for the rest of the team. She also gives great constructive criticism and hypes the team up and raises their spirits before races," said Preston.

Rather than enforcing her habits on her teammates, Justicz hopes to inspire others to do the same. In addition, she believes that her captainship doesn't end as soon as she steps off the snow.

"I think good energy brings good energy. And putting my own individual effort into every practice and working hard in practice can rub off onto other people slowly in that way. Also in other respects of campus, you kind of represent all of our communities throughout campus. So I think trying to be the best leader off the snow," said Justicz.

According to Justicz, she believes the constant desire to improve is the foundation of the team. Justicz finds joy in watching others progress, especially those with less experience.

"I see it as fun to have a lot of different experience levels just because it's really exciting to see people who haven't necessarily Nordic skied before get a really good hang of it initially or some people later on in the season. Everyone develops at different speeds. Sometimes people have a greater learning curve at different points, so I think that's really fun to see. I feel like it's more the strength of our team than a challenge," said Justicz.

# Nordic Skiing Head Coach Keith Robinson '96 Rebuilds Community after Covid-19 Hiatus

MEG STINEMAN

The main goal of Andover Nordic Skiing Head Coach Keith Robinson '96 this season is to provide students with an opportunity to go outdoors and get active in a season that might otherwise see students locked up at home or in their dorms. Robinson says that one of his favorite aspects of Nordic Skiing is that it can be participated in throughout one's entire life. He emphasizes that there are always things to learn for everyone, no matter their experience level.

"Learning how to do something that can become a life sport and something you can do for years afterwards is really rewarding. What I would say is, it is for each athlete to work towards their goals. So for some of the newer skiers, that may be handling a tricky course without falling over or [handling] a tricky course while trying to keep their technique in really good shape. For some of the more experienced skiers, it may be... finishing in the top ten in the league, or in the top five of the league, and...putting in the work all through that leads to that," said Robinson.

According to Tori Darling '22, Robinson does not limit practice sessions to just regular skiing. Robinson finds fun ways to get exercise while still enjoying oneself.

"We switch up our practice routine quite a lot; we will sometimes play this game, speedball, which is a combination of soccer, and football. We... go on runs. He's really good at teaching techniques. We've been practicing on snow, even though there has been none until recently. He found this little patch of snow, that we were able to run little laps on. He's really creative in that sense. Because our team is mostly beginners, there's a lot of things that he has to do this season that he hasn't done before—he has to teach people how to put their skis on. He's just really encouraging in that sense. He said if we finish, that's something to be proud of. For each person, he's really good at coming up with a goal for you or something to focus on, so it feels super encouraging," said Darling.

Robinson says that something important to him and his coaching is creating an environment in



S.SOMAR/THEPHILLIPIAN

which all of his athletes can succeed. He hopes that his athletes find it in themselves to be their own motivation throughout the race.

"I would say putting my athletes in a position to succeed, whatever that means for them. So at the end of the day, this is a sport where once they start, and they go off skiing into the woods, it really shouldn't be my motivation. They really can't have my motivation—I can't follow them around the course yelling at them to go faster. So really, it's putting everyone in a position to do the best they can and enabling them to do that," said Robinson.

Co-Captain Hannah Justicz '22 not only highlights Robinson's helpful feedback, but also his stories from his time as a student and skier at Andover.

"[Robinson] is a really fun coach. He's helped me a lot with power application, so like shifting your weight and that's how you get power on skis. That's something he's really helped me a lot with—explosiveness and balance. He always gives us these different exercises where

we're standing on one foot or like jumping around. He's also interesting because he nordic skied at Andover, so he'll tell us stories from that, [and] is fun to [hear] his experience," said Justicz.

With Covid-19 disrupting last year's season and creating separations in the team, Robinson points out a separation in the team that it has been mending throughout this season. The addition of new students in the team makes this an especially important focus.

Robinson said, "Last year [was] essentially completely disrupted, and so now everybody that's back is either brand new, or last season which was two years ago. So a lot of it has been sort of just trying to rebuild a little bit of the culture of the team. A little bit of the self-reliance of the athletes. The right motivations, the right efforts... I think that [has] been the main focus this year—it's been a bit of a scramble in a way to bring so many new people online. It's just different than yours when we've had a really returning heavy squad."

# Co-Captain Amelia Vinton '23 Brings Sense of Community to Nordic Skiing Through Personal Relationships

ANDREW ZHOU

Andover Nordic Skiing Co-Captain Amelia Vinton '23 began skiing while visiting family and has progressed from downhill skiing to competitive Nordic while at Andover. She credits her interest in endurance sports as part of what led her to try skiing and continue as a leader on the team.

What keeps Vinton coming back to Nordic is its sense of community. Vinton feels that Nordic brings all kinds of people together, creating a fun and enjoyable atmosphere.

Vinton said, "I think there's something really special about the team being all-gender, and something about Nordic draws really nice and just goofy people. Ever since freshman year, there's always been an amazing sense of community and playfulness on the team that is just unmatched by any other sport that I've ever done... When I'm at a Nordic meet or at Nordic practice, I really do feel present. All of the school stress goes away, pretty much."

As a leader, Vinton strives to foster what makes skiing enjoyable for her among teammates as well. Vinton promotes a sense of community by getting to know everyone on the team and strives to make the sport fun for others.

"My emphasis is really on creating a welcoming environment and trying to bring people together... At the end of the day, for me, what matters most is that I'm doing something I love with really fun people and just getting

outside," Vinton said.

According to Tori Darling '22 and Head Coach Keith Robinson '96, Vinton's leadership has not gone unnoticed among teammates and coaches, who praise her easy-going and open character.

"Amelia is super sweet; she will chat with you for hours. On the bus, she loves to talk about Nordic... she's super encouraging. She'll always check in with you, about how your race went. She wants to be your friend, she wants to help you with your stress from homework, she wants to know what's going on in your life besides the sport, which is really nice," said Darling.

Coach Robinson added, "[Vinton is] just so level headed, and imperturbable, and just eminently coachable. She's able to do like [a] 10 minute workout with no stress and not complain, and just always happy dealing with whatever when we're outside."

Vinton feels that the team has had an accomplished season so far and is proud of the team's achievements and continual improvement.

"It's been really fantastic to see peoples' growth, and I just love seeing people improve every week and really surprise themselves. I think a lot of people coming into the season had never skied before, or had hardly skied at all. To see them performing the way they are and surprising themselves and doing really well has been really awesome," said Vinton.



C.BARBIE/THEPHILLIPIAN

# Nordic Co-Captain Claire de Saint Phalle '22 Leads Through Experience

MONISHA KATHIKA

Co-Captain Claire de Saint Phalle '22 began Nordic skiing during her freshman year of high school before coming to Andover. According to de Saint Phalle, she loves the Andover team for its light-hearted competitive nature.

"In terms of competitiveness at Andover, it's not the most competitive sport, which is kind of nice. I enjoy competing, but it's not as intense as some of the other sports. There's a lot of newer skiers as well, so it's fun to teach people and share my love of the sport with other people," said de Saint Phalle.

As a co-captain, de Saint Phalle strives to help her teammates with their technique. She not only hopes to serve as a role model and lead by example, but also tries to impart her knowledge of the sport onto her less experienced teammates.

"I try to set examples and en-



E.EYANG/THEPHILLIPIAN

courage people to work on staying more upright, for example, or giving people things to focus on. Sometimes it can be hard for the coach to point things out and so I sometimes try to step up and help people learn how to ski," said de Saint Phalle.

Head Coach Keith Robinson

'96 acknowledges de Saint Phalle's ability to connect with newer skiers through her outgoing and charismatic disposition as well as her commendable determination and willingness to put in the work.

"In her case, probably one of the things that she brings to that

trifecta of captainship is she's probably the most outspoken and has sort of stepped in and done a really good job at helping explain to the beginners what needs to happen for the team to work. So, you know, it could be the nitty gritty things like making sure that they're there on time," said Coach Robinson.

According to Tori Darling '22 and Co-Captain Hannah Justicz '22, de Saint Phalle is effective at communicating between the coach and players. Being an experienced skier, she is able to provide others with unique tips that she has learned from skiing.

Darling said, "She's always thinking about the best interest of the team, whether that's telling people they need to be on time, it's always because she wants us to have enough time to set up, to put wax on, to set up. She definitely voices to the coaches what we are thinking. She's really good at communicating with the team about what the coaches want from us as well.

She's usually the one who plans team dinners after meets, she's checking in with us over the long break during Christmas, she sends workout videos on email."

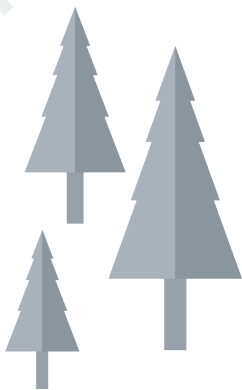
Darling continued, "Claire is one of the strongest skiers on the team, she's a really big role model for me. She's so nice to help me and everyone with technique and to give me advice after races. She brings glitter to all of our races so we can put glitter on before because it's a Nordic tradition in sun valley where she does club. That's really fun."

Justicz added, "Claire is a great leader. She is a more experienced skier than I am, so I think she compliments me in terms of the fact that she just has more experience. She has more to say to the team in terms of certain things. I think sometimes I get a little nervous to call people out in a sense. Like if people are late to the bus, I might not say anything about it, but she'll be more direct and be like you need to be on time."



ANDOVER NORDIC

SOPHIA J. AALAMI '23 NEW YORK, NY	NADIA CHOOPHUNGART '24 BANGKOK, TH	VICTORIA M. DARLING '22 WESTON, MA	CLAIRE A. DE SAINT PHALLE '22 SUN VALLEY, ID	SAMUEL S. GALLAUDET '23 ANDOVER, MA	ELLIOT M. FAMIGLIETTI '23 ANDOVER, MA	JAMES XIAO '25 ANDOVER, MA
REMY C. DE SAINT PHALLE '23 SUN VALLEY, ID	GEORGIA P. HORNSBY '23 PUTNEY, VT	HANNAH C. JUSTICZ '22 GREENWICH, CT	ANNA M. KORCZAK '24 LAKEFOREST, IL	PETER C. MASSICOTTE '23 NORTH READING, MA	SAGE L. PRESTON '25 NEW YORK, NY	CAROLINE SHEN '24 ANDOVER, MA
SAMANTHA J. SHIM '23 VAIL, CO	NICOLAS C. VON ECKARTSBERG '23 SAN FRANCISCO, CA	SKYLER B. SIEGFRIED '25 ANDOVER, MA	EMILY M. SKOUTAS '24 SHARON, MA	YASMINE TAZI '24 CASABLANCA, MAR	REX H. TULLER '23 SAN FRANCISCO, CA	AMELIA H. VINTON '23 PALO ALTO, CA



GIRLSSQUASH

TYLER PARKER

In its final home match of the season, Andover Girls Squash took on Middlesex. In dominant fashion, Andover swept the matches, winning 7-0. Andover has now won eight consecutive matches, and its record stands at 11-2.

According to Cathy Cho '22, the team's energy against Middlesex propelled each other to play better and foster unity within the team. The overall success led to the team's positivity, which made for a very enjoyable set of matches.

Cho said, "The atmosphere was very hype. Everyone was pumped to be winning from all different courts. Our team felt the most connected; we have the whole season with all the support and small talk, and it was really great."

In preparation for upcoming New England Prep School Girls Championships Class A (New England's) over next weekend, Andover decided to rest its two top players. Andover embraced this challenge, proving it to be a rather good choice, as the rest of the lineup got to move up two spots. Andover embraced this challenge and it motivated them to play better.

According to Captain Mafi Pinot '22, the challenge of moving up two spots really allowed the team to fine tune its skills.

Pinot said, "I think overall I was really proud of my team's performance because we are preparing for New England's, so everyone used their matches as preparations for the upcoming tournament. I was also really proud of Kennedy [Ndiaye '22] because she played at number two, which is two spots above her usual ranking. Me and Christina [Yen '24] didn't play because we rested our top players to prepare for the tournament, and Kennedy played really well in an unfamiliar position."

Cho added, "I feel like everyone played well. Our top two players didn't play, because we are trying to prepare for New England's this weekend, so to prevent injuries they just cheered and supported us instead of playing. Everyone played two spots above their original position. Everyone was more motivated to push themselves because they were playing a higher position, and it worked out really well. We swept and won 7-0, everyone won 3-0 in their matches, so that was really nice."

According to Christina Yen '24, the final home game proved to be emotional for some of the Seniors, as it was their last time playing on the courts they had known throughout their Andover careers. This emotion inspired the rest of the team to play well.

Yen said, "Everybody was



Andover's first seed player Migyu Kim '25 prepares for a shot against Middlesex opponent.

SOMAR/THEPHILLIPIAN

pretty excited, pretty motivated to play well... There's New England's coming up, and this was our last home match. We all wanted to go out with a positive attitude."

Heading into matches that the team expects to win, Andover focused on smaller aspects of their game. Working on fine tuning its weaknesses, Andover is well prepared for the upcoming New England's tournament.

Cho noted, "I was working on

my serve, trying different things to give myself a higher chance of, well, winning. A lot of people thought of their biggest weakness, and since this wasn't supposed to be a super challenging match, people were more willing to take risks. For example, I tried out different serves and saw which one was the best and used this to our advantage to strengthen our weaknesses."

This match gave Andover the confidence they need to play

their best in the upcoming tournaments.

"Everyone was having a lot of fun, and we were all really excited for the upcoming weekend. We also have Nationals coming up, so yesterday we were just really excited for all the tournaments we have coming up," said Pinot.

Andover looks to continue its strong season this weekend at New England's.



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GAMES FROM THIS WEEK



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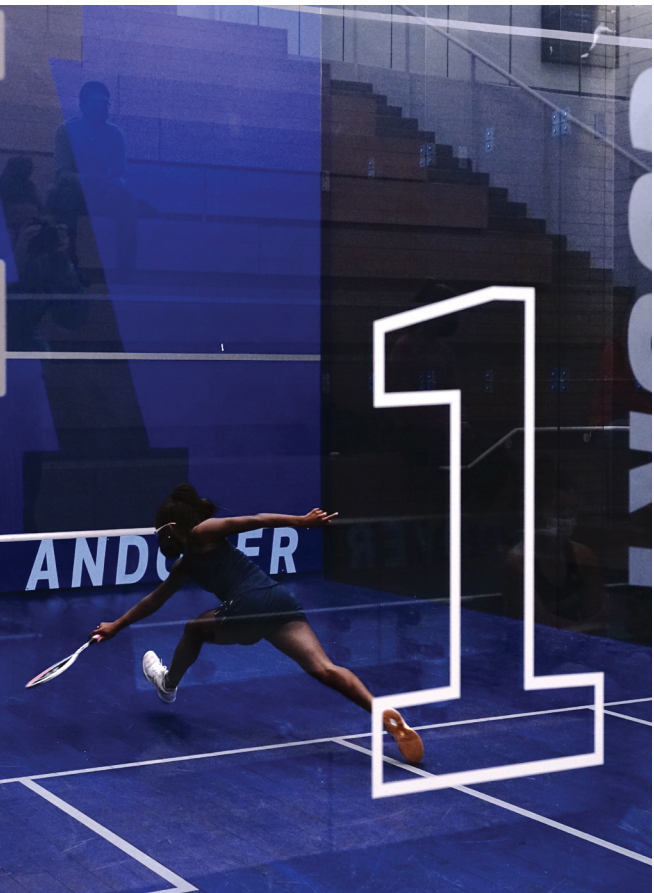
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## Home Games This Weekend

- 2/11: Girls Varsity Hockey vs. Milton @6:15 p.m.
- 2/11: Boys Varsity Basketball vs. Choate @7:30 p.m.
- 2/12: Girls Varsity Squash NEISA Championships @9:00 a.m.
- 2/12: Girls Varsity Basketball vs. Pingree @3:00 p.m.
- 2/13: Girls Varsity Squash NEISA Championships @8:00 a.m.

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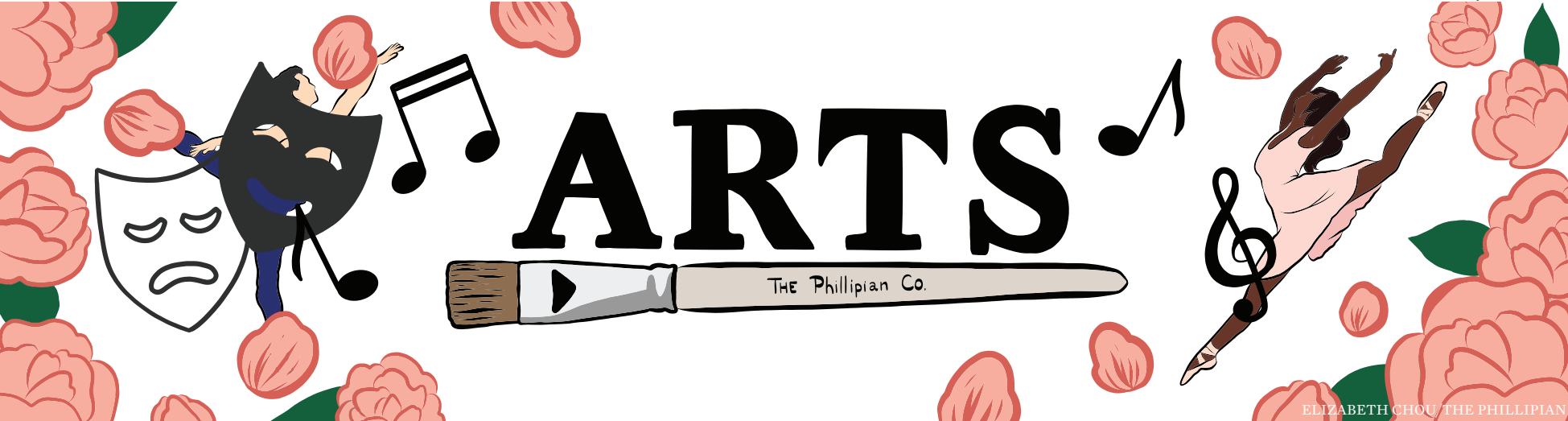
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# Dance Open 2022 Embraces Diversity, Offers Fresh Opportunities to New and Established Dancers Alike

**AVA CHEN AND ALICIA ZHANG**

Four figures in flowing green dresses gracefully danced across the stage, performing a Chinese ethnic minor piece to a soothing instrumental song entitled “Water”. As the lights dimmed, cheers and whoops filled the theater and Blue Strut flooded the stage, performing a lively jazz dance to Katy Perry’s “I Kissed a Girl.” The Neighbourhood’s “Sweater Weather,” and Britney Spears’ “If U Seek Amy.”

“The choreographies are very well-thought, very meaningful, and the atmosphere was amazing. Everyone was clapping, everyone was enjoying the show, and I feel that both the dancers, the choreographers, and also of course the staff and the tech, did such an amazing job in providing us with this amazing show, [...] I feel like there was a lot of variety, diversity, in what was presented, and that’s what made it so enjoyable,” said audience member Yasmine Tazi ’24.

Dance Open is a student-run show, this year directed by Annalisa Ureña ’23, Carolina Tieppo ’24, Ruby Flaherty ’23, and Myranda Lu ’23. Composed of a diverse collection of fifteen pieces ranging from Afro-Caribbean, and K-pop, to ballet, and contem-

porary, the show hosted groups such as Blue Strut, Hypnotiq, JVNE, and Fusion.

“It’s a group of many different talents, there are some more contemporary modern style dances that have a storyline, and there are other dances that are dance for fun, or its purpose is to entertain the public, [...] so there’s a little bit for everyone which is why I think it’s such a great show,” said Tieppo.

Available to dancers of all experience levels, Dance Open served as an opportunity for many students to try dancing, choreographing, or directing for the first time. Tieppo was the first ever Lower director, and several pieces such as G’3 and Apathetic were choreographed by freshmen. Ureña emphasized the importance of giving all students the opportunity to try dance through Dance Open.

“I think it’s just a really good opportunity to let either dancers who have been in dance, they get to choreograph, which is really cool, [...] also letting people who aren’t in dance and who never really done any dance before, they get to either perform or choreograph because it’s open to everybody regardless of experience, and a lot of people who don’t really have that much experience end up being really, really good, and you just wouldn’t have a

chance to see that if Dance Open didn’t exist,” said Ureña.

The self-choreographed nature of Dance Open has additionally allowed for creative freedom. The rehearsal process was often spontaneous, with dancers pitching ideas and changing their dance as they went, as opposed to learning from established routines.

“Because of APAC [Asian Performing Arts Club] and even JVNE, I got to choreograph a bit of my solo, [...] because usually what I do is I learn from practice videos or learn from online, so I would just learn whatever is there already, whereas here I get to explore my creativity as a dancer and actually think about what am I doing and how am I expressing, what the feeling of the lyrics are, what the feeling of the melody is,” said performer Solar Lu ’24.

However, with this year’s Covid-19 restrictions and Head of School Day, performer in the show and choreographer of G’3 Kamila Garcia ’25 explained that it was difficult to schedule rehearsal times. Nonetheless, groups were able to adapt to such challenges through prompt rescheduling and asynchronous tutorials.

“I think the main challenge is probably just finding a time to rehearse, because everybody’s just



COURTESY OF PHILLIPS ACADEMY

**Vanessa Fan ’23, Emma Tao ’25, Michelle Chen ’25, and Lilienne Zhang ’25, perform a Chinese ethnic minor piece titled, “Dancing by the Water.”**

so busy and have other commitments, and we overcame that by just sending them videos of the dances and they would learn it through video and just meeting whenever we could, and not everyone was just make it to every rehearsal, so just ensuring that they got those videos, I think really helped,” said Garcia.

Dance Open provided an opportunity for new students to dip their toe into the dance world, and encouraged experienced performers to take on roles they

haven’t tried before. Performer Jaylen Daley ’25 reiterated the importance of having a dance showcase, and hopes to implement some of his own ideas next year.

Daley said, “Honestly, it was just an opportunity for us to dance, [...] everybody there was a student who wanted to choreograph something and I really hope this happens again because I have a couple ideas myself, but it was just a great way for students to just go on stage.”



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# MOSAIC Continues Nine-Year Tradition of Creating Display Table for Mixed Heritage Week

**SARAH HASSANEIN**

Set up in the lobby of the Oliver Wendell Holmes Library (OWHL), the mixed heritage affinity group MOSAIC lays out books, scrapbooks, and photos to create and share a display table for the ninth annual Mixed Heritage Awareness Week with the Andover Community.

The display table and photo essay are traditions that have been kept for nearly a decade by the club in hopes to inform the Andover community on what MOSAIC means and why it is significant on campus. Board member Camila McGinley ’23 comments specifically on how and why MOSAIC continues to carry on the tradition each year, specifically

highlighting the platform it brings to student voices.

“The photo essay highlights the awareness part of Mixed Heritage Awareness week because it gives so many students and faculty the opportunity to learn more about mixed heritage people’s experiences and identities. Additionally, it gives mixed students a forum to share their feelings, experiences, and identity. This is...a key part of the photo essay because so many students have an array of experiences and want to share them to challenge other people’s thoughts and perspectives,” said McGinley.

The photo essay compiles photos and short blurbs from mixed heritage students and faculty to create a visual display for Mixed Heritage

Awareness Week as opposed to other text-heavy forms of presentation. Lydia Mehegia ’24, a student who had engaged with the exhibit, commented on why she found the visual format of the display table easy to understand.

“I really appreciated the format of the display table because it was just a lot easier to understand [from] visually seeing pictures of people opposed to reading something that is really long,” said Mehegia.

Another part of the display table are scrapbooks which have compiled photos and work of alumni and teachers who are of mixed heritage. Langan Garrett ’24 discussed how she gained a window into the experiences of mixed heritage students from looking through the scrapbooks of photo essays from years past.

“I think that it really inspired me to think about how influential mixed heritage can be within a person’s life and within their narrative. I think that it also brought up an interesting point about how you shouldn’t make assumptions...That’s kind of obvious, but it really just underlines and emphasizes that,” said Garrett.

Continuing this annual tradition allows mixed students to feel both represented and connected to each

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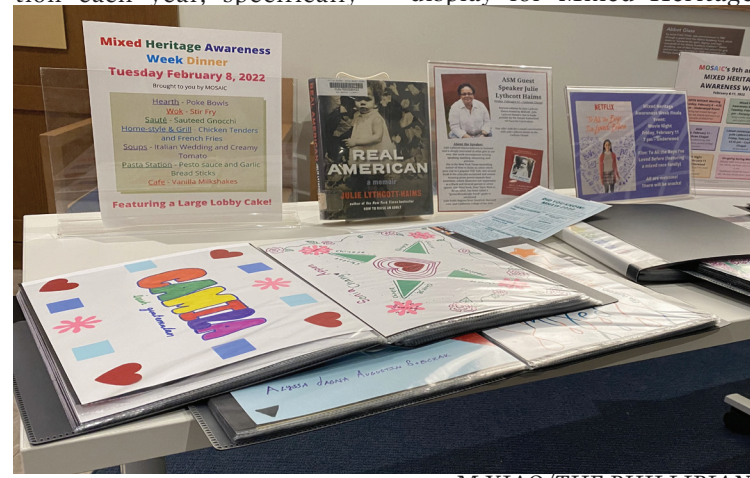
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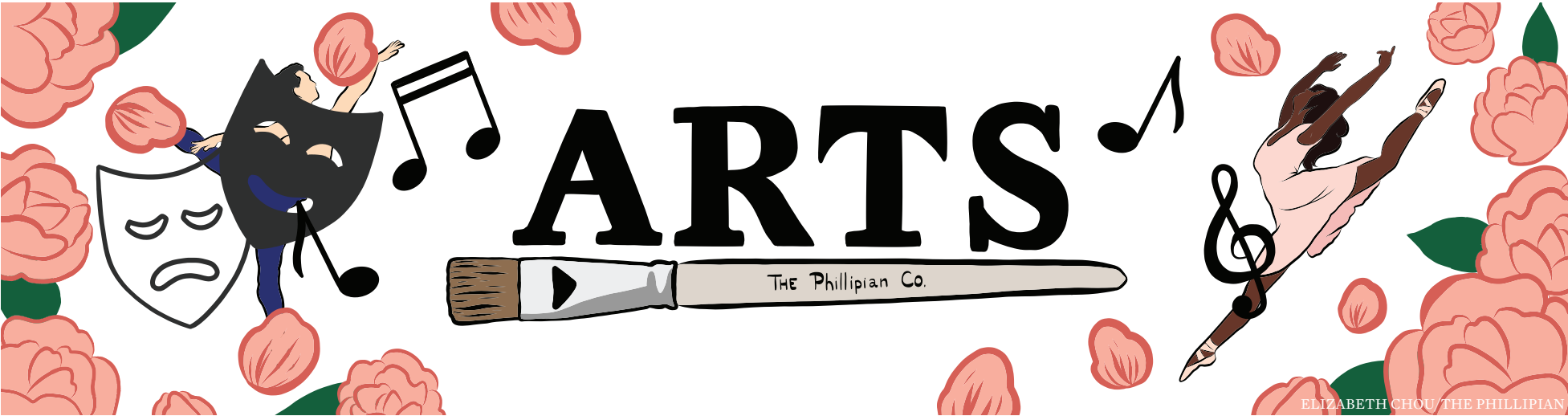
M.XIAO/THE PHILLIPIAN

other within the Andover community. MOSAIC board member Christine Michael ’22 shared why the photo essay is her favorite part of the OWHL display and how it represents the club name.

“I really like the photo essay, because it’s just such a visual thing. So even if you don’t read any of the words, if you just look through the photo essay itself, you can

just see how different every mixed person looks. I just really like how diverse it is...I like how our name is ‘MOSAIC’ for the mixed heritage affinity group, just how we really are a mosaic of different people, different experiences, different backgrounds. I just think it’s really cool to look through,” said Michael.





# Look of the Week: Ethan Sun '23 Personalizes Outfits Through Subverting Comfort Zones and Fashion Standards

SARAH HASSANEIN AND  
AYDIN HRISCHMAN

Styling a purple and gray cable-knit sweater with vintage black jeans and Dr. Martens (“Docs”), Ethan Sun ’23 artistically pairs thrifted items with staple pieces of his fashion. Sun experiments with various elements of his aesthetic while maintaining consistency to create a personalized look. To add contrast, he adds a pearl necklace and silver rings as accessories that complement the darker colors in his outfit.

“Whenever I wear something, I generally try to do something constant... [I] have my boots, these pants I usually wear a lot, and this sweater I haven’t worn in a while... it’s kind of like mixing and matching things that are staples of my wardrobe plus different things that I cycle through,” said Sun.

Although Sun’s style could fall

under ‘grunge academia’, he does not conform to a specific, streamline aesthetic when choosing his outfits. A friend of his, Cris Ramnath ’23, commented on Sun’s natural understanding of how to coordinate outfits and the development of statement pieces.

“He doesn’t necessarily dress the most unique, but he knows what looks good and dresses neatly. My favorite outfit of his is the one with the red jacket he usually wears, alongside his Docs. The red bomber jacket and Docs are both staple items that are commonly worn by [Sun], and it just feels [Sun] because it adds to the comfort [and] neat aesthetic of his fashion,” said Ramnath in an email to *The Phillipian*.

Sun draws inspiration for his outfits from many sources, but he finds YouTube videos that give simple fashion tips particularly helpful. Another source that inspires Sun’s fashion is his sister.

She compelled him to start thinking creatively about his outfits while pushing him to try out new and different styles.

“[My greatest fashion inspiration is] my sister—seeing her start to wear good clothing and then accessing what she wears was another big part of me starting to care about what I wear and think critically about my outfits because she also has a more creative style and that got me thinking to myself what I could wear,” said Sun.

Growing up in Texas, Sun often felt restricted by the climate and wore “basic” pieces, usually picked out by his parents. However, since coming to Andover, Sun has found easier access to thrift stores, allowing him more freedom to explore his fashion sense.

“Since I got here, it has been a lot [easier] to go thrifting on my own time. Thrifting is a big [part] of how I started to develop my style, because it is less market-controlled. It is not big people and CEOs trying to market you slim fit jeans and flannel, which I appreciate a lot,” said Sun.

Sun appreciates the fact that fashion pushes him to keep an open mind and go outside of his comfort zone. Sun has done so by wearing pieces such as a translucent button up or pearl jewelry. One goal Sun has for himself is to start integrating brighter colors into his wardrobe.

Sun said, “I want to incorporate more color. That is the biggest way I stay safe is that...if I only wear only black then it is hard to mess up but I want to start color blocking more and start learning colors. Because a lot of the stuff I wear is pants, sweaters, etc, so going into [an] even more ‘out there’ style or exploring more genres that I have strayed away from.”



SHASSANEIN/ THE PHILLIPIAN

Sun’s overall fit, with his pearl necklace complementing the darker colors of the rest of his outfit.



SHASSANEIN/ THE PHILLIPIAN

Ethan Sun ’23 notes that these Dr. Martens that he bought over a year ago are his favorite pair of shoes and that he wears them all the time.

## Playlist of the Week: Songs to Keep You Company This Valentine’s Day

REPORTING BY GUILHERME LIMA & ATHENA RHEE

From Blues-style romance to melancholy reflections of heartbreak, this week’s special playlist features love in all its variations: platonic, romantic, familial, and more. Whether you want songs to make you feel less lonely or a way to celebrate love for friends and family , there’s a track to help everyone set the perfect mood for the upcoming Valentine’s Day. Scan the link below to listen!



### Pauline Huang ’23

In correspondence to *The Phillipian*: “ ‘以后别做朋友’ [‘The Distance of Love/Let’s Not be Friends Anymore’] by Eric Chow is about a person trying to abandon his hope for a romantic relationship with his friend. I like this song because Eric Chow artfully depicts anguish and sadness in his lyrics and musical composition. His songs are very popular in China among youth culture.”

### Nigel Savage ’23

In correspondence to *The Phillipian*: “‘Let’s Get It On’ by Marvin Gaye. I like this song because it sets a mood and tone really well and always leaves an impression on its audience. I’d consider it a soul music genre, maybe blues. I am drawn to that style because I love Marvin Gaye. I think the lyrics are moving and thoughtful but the rhythm in which he speaks really puts the audience in a mood. His voice stands out the most. This song bears meaning to me due to its popularity in black culture.”

### Brian Chica-Herrera ’24

“ ‘Strawberry’ by Lui Joseph. It’s about the strawberry fragrance of a person, [and] the things that you find sweet about them. The beat, the melody [is] all light and eerie, and it’s fun to listen to. It’s a pop song, the beat and especially the lyrics are nice to listen to. They’re not really repetitive, more like cyclical. They help you really feel the music. Lyrics like: ‘The way that she moves is unreal’... it’s very smooth, it gives you the urge to dance. It reminds me of the people that I love, the strawberry sense, the fragrance of home.”

### Dakota Chang ’23

In an email to *The Phillipian* : “Made by a rising Japanese Indie-Rock Band Cody Lee (李), ‘我愛你’ is a song that perfectly embodies the feeling of falling in love. Its clever lyrics illustrate a romantic tale in the modern Japanese world and span across the globe. The rock band also decided on an old Hong Kong aesthetic for the music video, setting the scene in a[n] old Hong Kong cafe, adding to the retro, 80s vibe of the melody. The upbeat tone and brilliant guitar solos make the song a perfect addition to any Valentine’s playlist.”

### Emory Wilson ’23

In an email to *The Phillipian*: “One of the [my favorite] love songs would be ‘Like Real People Do’ by Hozier as it expresses a deeper love which transcends the normally sung stories. The lyrics and tune hold a bittersweetness and a resigned melancholy tone which intertwines with the lyrical attempts to forget the “reality” of their love and lays heavy on the heart in a comforting manner. Despite a somewhat somber first impression, the message relayed by the song to love unconditionally and without being dictated by the past or present is what makes ‘Like Real People Do’ one of the best love songs.”!

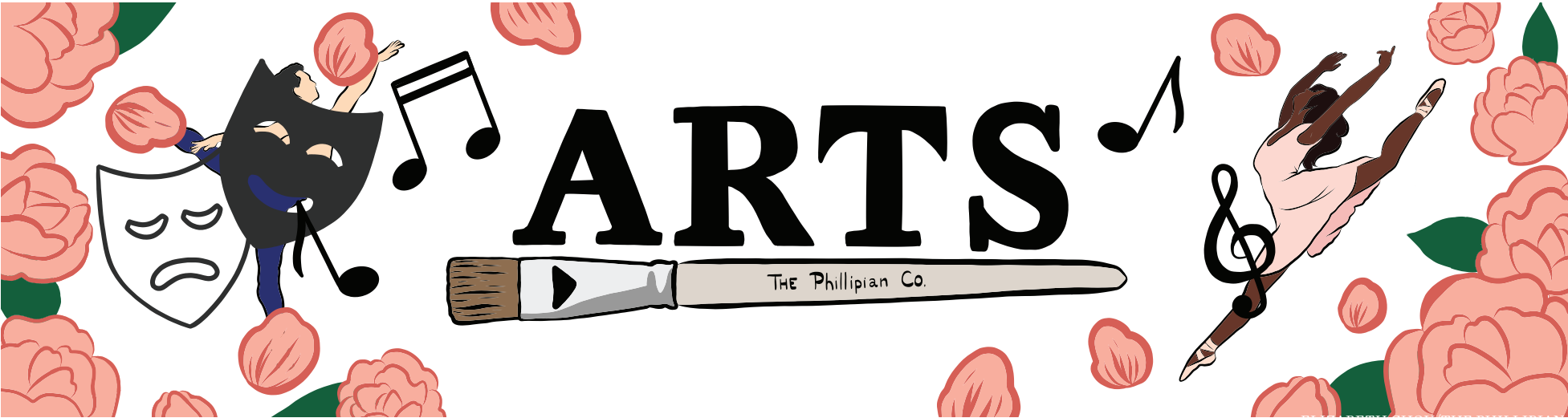
### Kate Lee ’23

“My favorite love song is ‘Pretty Boy’ by the Neighbourhood. This mellow song describes what it feels like to be completely enamored with someone, to the point that you are just happy they are with you even in the darkest of times. Some of the lyrics include: ‘As long as I got you/I’m gonna be alright’ ‘Pretty Boy’ is a must-listen for those who enjoy slower and calmer love songs.”

### Ashley Park ’24

“ ‘Careless Whisper’ by George Michael. It’s a really popular song, especially when I was in middle school. A lot of people liked it, most likely because of the backgro music, but for me, I really liked it because of the lyrics. It portrayed young love, all the good and bad things that happen in love and relationships, and that’s why I think I still really enjoy it. This song got popular recently because of this one section: ‘Tonight the music seems so loud, I wish that we could lose this crowd. Maybe it’s better this way, we’d hurt each other with the things we’d want to say.’ As a person who has experienced different kinds of love, these few lines really stood out to me.”





# Ready to Binge? Here are 2022’s Most Anticipated Shows

REPORTING BY ATHENA RHEE

*It’s 2022, and we have yet to escape from the hellhole that is the Covid-19 pandemic. With the new Omicron variant, it is hard to imagine a near-future of strolling the streets without a mask, traveling around the world, and watching a movie in the theater while indulging in popcorn and soda. As a result, many people now rely on watching TV shows at home instead, cozying up in bed and eliminating any exposure to the virus. If you, too, enjoy this comfortable viewing experience, here is a list of the most anticipated TV shows of 2022.*

### 1. Bridgerton Season 2

A continuation of Netflix’s record-breaking show “Bridgerton” released in 2020, Bridgerton season two will premiere on March 25, 2022. While the first season focused on Daphne, the main character, and her journey of finding true love in the Regency era, according to the show’s producer, Chris Van Dusen, season two will switch the lens to focus on Daphne’s brother: Anthony Bridgerton. Although Regé-Jean Page, who plays Daphne’s husband in the show, will not be in season two, there is still high anticipation for the other characters’ romantic endeavors.

### 2. Stranger Things Season 4

Although there is no official release date yet, Netflix’s science fiction horror drama series “Stranger Things” will be back with its fourth season in mid-2022, after a three year hiatus since its previous season. Hang tight; season four will be worth the wait. Trailers have already been shocking to many viewers, as it was revealed that Sheriff Jim Hopper, Hawkins’ chief of police, is alive. The news was especially shocking after season three, which ended explosively in Hopper’s apparent death. According to the cast and crew, season four will have the darkest plot yet, harboring the potential to be the most mind-blowing season released yet.

### 3. Euphoria Season 2

Since its first season, released two years ago, HBO Max’s high-school drama “Euphoria” has gained immense popularity amongst teenagers for its representation of drug use, social media, sex, and trauma. The second season is now officially releasing each week on Sundays at 9 p.m. EST. With its artful and deep scenes, it has already proven to be a major success. If you haven’t already started watching, get ready for a euphoric experience.

### 4. Ms. Marvel

Disney+’s upcoming American miniseries, “Ms. Marvel”, is based on the Marvel Comics superheroine of the same name. The main character, Kamala Khan, a 16-year-old Pakistani American from Jersey City, is a huge fan of the Avengers, especially Captain Marvel. She questions her role in the world, until she later inherits powers like the superheroes she reveres. “Ms. Marvel” will be released in the summer of 2022, so sit tight!

## Pianist and Bassist Rachel Bong ’23 Redefines Her Musical Values Through Andover’s Ensembles

SARAH HASSANEIN AND  
AYDIN HRISCHMAN

As both a bassist and pianist, Rachel Bong ’23 interacts with music in a variety of ways, whether it be enhancing performances with a steady, thrumming bassline in ensemble concerts or letting the melodies speak for themselves in solo piano recitals. At a young age, Bong stumbled into a passion for music; her introduction to piano came at around four years old, but picked up and stayed with the bass in a more unexpected way.

“I started playing the bass because it was a less common instrument, and my school wanted more people to learn these less popular instruments. I thought I wouldn’t enjoy it, but playing in the orchestra and playing solo pieces was really fulfilling for me,” said Bong.

At Andover, Bong has continued to play the piano and the bass. Joining band and orchestra, she has been able to not only further explore her passion for both instruments in ways that she had not anticipated before. Not only has she been able to engage with jazz in the past year and develop an affinity for the genre alongside her love for Romantic and Classical

period music, she comments on how experiences with music at Andover allow her to develop a better sense of how to specifically incorporate and prioritize music in her life.

“Being at Andover has taught me a lot about prioritizing practice. Before, when I was at home, I would have a lot of [free] time. When I came to Andover, I was a lot busier...I learnt that prioritizing time to practice, go to recitals, or attend concerts is really important... [Also,] I would only play solo pieces, but when I came here I started to do more group music playing. That taught me a lot about collaboration and I think it’s something really fun to do,” said Bong.

Along with allowing her to explore more opportunities, Andover’s music community provides Bong with inspiration and motivation through the talent and hard work of her peers. Through being surrounded by musicians who are all admirable role models in their specific music fields, Bong comments that the people around her have not only taught her about making music, but also how to be a dedicated musician, regardless of the instrument.

“Some of my friends are in orchestra or play an instrument, and I think they are super hard work-

ing and... make such great music, which motivates me as a musician to work harder,” said Bong.

Bong’s friend and fellow musician, Zoe Yu ’23, notes that Bong’s skills have opened her up to the musical community on campus. Yu also admires her growth as a musician and as a person throughout her time at Andover, commenting that while her playing style has remained consistent, Andover’s ensembles have allowed her to connect with more people and types of music.

“I knew [Bong] before I came to Andover. I didn’t really know her as a musician, I just knew her as a friend...I would say she grew as a person, and you could see that through the way she plays her music... I feel like for her, being in touch with music gave her this community in band and orchestra. Music is really this way to really connect people together and I hope she continues doing what she does,” said Yu.

Just as she has been influenced by her friends and Andover’s music community, Bong hopes to pass this inspiration on to others as well. Now as an upperclassman, Bong hopes to bring unique perspectives and contributions to the community that helped guide her musical exploration and collaborations as a freshman.



H.ZHAO/THE PHILLIPIAN

“People interpret music differently even if it’s the same piece, so how I interpret the piece might be different than how some other people might view it... I think music is really great because it

brings people together even if you listen and interpret it differently. Touching people or inspiring people in some way is really nice,” said Bong.

## Zoe Yu ’23 Named 2022 YoungArts Finalist for Classical Singing



CHLOE RHEE &  
ASHLEY PARK

Ever since she was a toddler, Zoe Yu ’23 has had a passion for singing. Yu’s musical journey has taken her from singing with her parents to

COURTESY OF ZOE YU  
earning the title of Finalist in the 2022 YoungArts Competition, one of the most prestigious arts awards for high school students in the United States.

“I was so happy when I got the acceptance call from Miami, because this is something

that I’m new to, and there are so many people out there who are probably more experienced than I am... But YoungArts saying, ‘we think you’re ready to attend,’ was really encouraging for me,” said Yu.

As one of the eight Finalists for the category of Classical Singing, Yu attended National YoungArts Week, a week-long program filled with masterclasses that led to a final performance, which took place online this year due to the pandemic. Even though the duration of the program was short, Yu noted that she was able to develop exponentially as an artist with the help of YoungArts mentors and her peers.

“[YoungArts Week] really gave me the time and space to work more intensively on my singing, technique, artistry, [and] my interpretation of songs. I felt like I became so much more conscious about my art form. One theme that came up a lot during the week was the idea that artists are always giving and always expressing... and my peers at YoungArts embodied that artistically generous spirit. I was able to learn so much through

our conversations,” said Yu.

Yu and her peers also came together to learn how to create an immersive and captivating performance. Despite all being admitted for the same discipline, there was a diversity in each participant’s expression and tone that allowed for a collaborative learning and bonding experience.

“One of the things our mentor would say is that ‘as artists, we have to learn the art of appreciating and complimenting people,’ and I was able to recognize that with me and my peers. Despite all being singers, we each have an individual form of self-expression, and that’s so powerful,” said Yu.

According to her peers at Andover, Yu deeply embodies this passion for art and shares it with others through her participation in Chorus, the Chamber Music Society, Fidelity, and acapella group Downbeat. Duncan Wong ’23, Yu’s friend and fellow beatboxer in Downbeat, believes that singing is a key aspect of Yu’s identity.

“You can just tell how much she loves singing. She would just break into songs in our conversations, actual songs or

random melodies she comes up with. As a beatboxer, I would sometimes sing some tunes while working on my loop station, and she would just jump in, sing my part, and correct my pitches and we have a lot of fun together. If she’s not singing, you know something is wrong,” said Wong.

Although her brief time at YoungArts came to a close, Yu believes that the lessons and experiences she shared at the program will stay with her forever. According to her, she ended the week with a better understanding of her passion for singing and how she will further develop it in the future.

“YoungArts was so supportive of all these different artists, and they would celebrate and see your strengths and your willingness to share your gift with the world. For me personally, I was able to recognize my desire to create art beautifully and continue connecting with different artists globally and using my art to serve the world. It was a once-in-a-lifetime opportunity,” said Yu.