The Phillipian

time to re-read the secret history

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Updates on Andover's Anti-Racism Task Force: Where is it now?

JAC GORDON

Andover's Anti-Racism Task Force (AATF), a committee charged by Head of School Raynard Kington in September 2020 to address the inequalities of people of color at Andover, no longer exists. The Inclusivity, Diversity, Equity, and Action (IDEA) committee is now working to implement the recommendations from the Task Force's report, created in March 2022. From the IDEA committee, initiatives are diverted to individual departments such as the office of Community and Multicultural Development (CaMD) and the Dean of Students, and progress is posted to a Diversity, Equity & Inclusion (DEI) dashboard on Andover's official website.

The recommendations in the Task Force report, made to be carried out over five years, fell into six broad systemic categories — training, support, creation of clear goals and measurable outcomes, improved data, improved systems for recruitment/retention of faculty and staff, and consistent DEI performance assessments for employees.

Co-Chair of the Task Force Linda Carter Griffith, Associate Head of School for Equity, Inclusion and Wellness, described how the Task Force's original committee from 2020 has since dissolved. Griffith also noted a change in culture at Andover in regards to Anti-Racism and how this shift has been reflected in the Administration's Anti-Racism efforts.

"The committee consisted of parents of students who have since graduated and four of the trustees on the committee of twenty are not here anymore doing work for the school, and faculty and staff as well. Members of the AATF report created recommendations, that was their goal. It was a very intense time, we were in the middle of Covid[-19], all of our meetings were on Zoom, and it was also in the middle of a racial reckoning in this nation. The work was incredibly important at the time," said Griffith.

Griffith continued, "The committee is no longer here; however, Dr. Kington assigned me to work with the IDEA committee. It's a committee of faculty and staff, my colleagues on campus. We are responsible for implementation, so what we do is we look at various recommendations we had to prioritize and the ones that were prioritized are on the [Andover DEI website] dashboard. In the future we will continue to look at recommendations that were created back in 2020 and determine which ones are top priority, and then we will work with departments and divisions across campus to implement those, and that sometimes includes students... While we will continue to discern the Task Force recommendations and their relevance currently, as we move forward, we are also going to be working on lots of new initiatives as they come forward, from the students and the community."

According to the Spring 2024 State of the Academy, *The Phillipian's* annual student survey, 47.5 percent of students believe that Andover's Anti-Racist work is somewhat sufficient, while 30.7 percent believe the work is not sufficient. When asked about student awareness about the AATF's progress, Griffith indicated that all updates on the Task Force's progress are published on the online DEI dashboard. Although the administration's efforts on Anti-Racism have not been directly communicated to the campus commu-

Continued on A5, Column 1

Students Report BlueLink and PAnet Glitches During Scheduling Changes

CHRISTIAN ESTRADA & ANNIE ZHAO

Andover's current digital platform, PAnet 2.0, first emerged in 2021, replacing the original Blackboard-based PAnet, which had been in use since 2005. Although many students do not frequent the site often, preferring Canvas for getting information and keeping track of events, some have reported crashes and heavy lag while attempting to access BlueLink and PAnet.

Ashley Choi '26 spoke about how regularly she uses the two sites. She talked about her experiences with BlueLink, mentioning how the website frequently crashed during times of high student use.

"I use BlueLink a lot more often. I use it daily to check my schedule. I use PAnet less frequently. I mostly use it to check the course offerings in the Dean of Studies Office [and] to check the Paresky [Commons] menu. The one thing is that on BlueLink when there's an update or grades are posted, it often crashes and is inaccessible for a good period of time," said Choi.

Avoiding any possibility of lags and glitches, Shota Lai '28 took a screenshot of his schedule and set it as his phone's wallpaper, so he could quickly check necessary information without needing to log into the system repeatedly. He talked about the importance of having easy access to his schedule during his first weeks on campus.

"Instead of having to log back into the system every time to check my schedule, I took a screenshot of my course schedule and set it as my phone wallpaper. This way, I could easily check which rooms I needed to go to without opening the app or logging in again... It was hard to remember where all my classes were. Having the room numbers on my wallpaper meant I could quickly glance at my phone and figure out where I needed to go next, which saved me a lot of stress during those first few weeks," said Lai.

Azzaam Abdur-Rahman '27 expressed his irritation whenever one of the platforms breaks and noted the added pressure that the crashes add to students navigating scheduling during the start of school. He mentioned how BlueLink crashes had started to become an expected occurrence when schedules are released.

"I find [crashes] incredibly frustrating, especially considering that schedules are typically released right before classes start. It leaves students with very little time to plan their week and prepare for the semester. The whole point of releasing schedules early is to allow us to make adjustments if needed, but when PAnet crashes, it defeats that purpose. You're left scrambling at the last minute, which adds unnecessary stress," said Abdur-Rahman.

However, Nicholas Zufelt, Instructor in Mathematics, Statistics and Computer Science, did not have any technological issues while using either platform. Zufelt specifically highlighted the convenience of BlueLink for faculty members.

"I really enjoy using BlueLink. For the most part, faculty use it to look up student schedules, so I use it when I am working with my advisees, and I will pull up their course schedules when they have questions. I also use the unofficial transcript part to look backward and find out if students meet certain prerequisites and so on," said Zufelt.

BlueLink and PAnet have undergone significant changes since 2021. However, members of the Andover community recognize the possibility of development to both platforms. While Zufelt did not have any technological issues, he proposed several possible PAnet upgrades.

"PAnet could continue to

Continued on A5, Column 4

K. MA/*THE PHILLIPIAN*

Students report that PAnet 2.0, Andover's digital platform, experiences a multitude of crashes and lags during periods of high traffic use.

ASM Speaker Zeynep Tufekci Discusses the Importance of Innovation for Societal Impact

SAKETH LINGISETTY & KRISSY ZHU

Dr. Zeynep Tufekci, opinion columnist for "The New York Times," discussed the prominence of technology and science for social impact in an academic setting at All-School Meeting (ASM) on September 27. Through her talk, Tufekci urged members of the Andover community to defy institutional boundaries and navigate technology in a rapidly changing society.

As a Turkish-born American, Tufekci first spoke about growing up overseas before pursuing her academic career in the United States of America. She emphasized that by intentionally not following the rules of a profession, one can lead to technological discoveries outside of one's area of expertise.

"I taught [at the University of Maryland in Baltimore County], and it was only when Facebook first came to college [that] a lot of things changed... In many ways, I was ahead of my time, partly because I did not follow the rules, because I did not know the rules... Not following the rules of academic disciplines, not following the rules of topics A and B, [and] not really following the rules of what brings you privilege, where you're supposed to publish [and] study, gave me what the sociologists would call a sociological imagination," said Tufekci.

Henry Zimmerman '27, who was intrigued to hear about the perspective of a columnist, asked a question during the ASM about which historical period influenced Tufekci's perspective on the modern world the most. He appreciated the usage of history to support her ideas and noted how Tufekci's answer granted him a new perspective on the societal impact of technology.

"The [ASM] speaker brought up many interesting historical points and I was wondering what specifically influenced her framing of the modern world the most. She gave a really eloquent answer on political assassinations and [the history of] nitroglycerin, which I'd never thought about before in any capacity and [explained] many of the political changes that lead to our present-day surveillance state and also the war on terrorism," said Zimmerman.

In addition to bringing up historical instances, Tufekci outlined the implications of Artificial Intelligence and technology for the current generation. Helios Hong '25 found her analogy of comparing cars to horseless carriages intriguing but wished that she could have better organized her speech.

"What [Tufekci] did was that she compared cars to horseless carriages and said that cars are not horseless carriages, because apart from being horseless carriages, cars [have] other implications that a carriage does not have due to its speed. I thought that was really interesting... A lot of the things she talked about were [also] interesting, but she didn't have a lot of strong talking points. So a lot of it was just going around in circles, which she could [have done] a little better," said Hong.

Although Takunda Basvi '28 felt as if the topic of the ASM didn't relate to her, she still found Tufekci's talk inspirational and engaging. Basvi resonated with Tufekci's point on the ability to stray from societal norms. She compared this idea to a music sheet in that each and every component contributes to the success of an overall product.

Continued on A5, Column 4

A. LEE/*THE PHILLIPIAN*

Dr. Zeynep Tufecki delivered her speech on the Influence of Technology and Science in Society at weekly ASM.

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Four Goals, One Record

See B1 for more about the new record set by Emily Mara '25 in Girls Soccer

Commentary, A2
Saying YES to Andover
Jeannie Kang '28 shares takeaways on beginning her journey at Andover, of the exictment of navigating in foregin territory and taking on bigger waves.

Eighth Page, A8
True Truth Seekers
phantastic lies and where to phind them

Sports, B1
Football Feature
This year, Andover JV Football has added five female-identifying athletes onto the team, an increase from previous years.

Arts, B6
Latin Arts Dance
This past weekend, Alianza Latina, the LatinX affinity group on campus, hosted the annual Latin Arts dance to celebrate Hispanic heritage month.

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Editorial

Wellness over Work

Each fall, as temperatures begin to drop and coursework hits a high, a wave of sickness sweeps across the Andover community. We have heard our friends say iterations of "I'm sick" with varying degrees of severity and no longer feel surprised by our classmates who might say they're fine but look like they're about to pass out, or the classmate who can barely speak through the hoarseness of his throat yet still insists on attending class.

Firstly, our sympathy and well wishes go out to all who are feeling under the weather, and we hope that everyone takes this as a reminder to take care of themselves: drink water, eat your meals, and sleep well. But the prevalence of "The Wandering Ill" around campus also raises the question: why aren't students, if sick, going to the Sykes Wellness Center?

Being sick at Andover is no easy feat. In a place of endless responsibilities where even the day-to-day rigor of things can be hard to manage and stress, anxiety, and functioning on a minimal amount of sleep becomes normalized, finding ourselves knocked out by a sickness for days on end can feel disastrous. There seems to be simply no time in our tightly-packed schedules to rest and recover, and that's not even considering the inevitable load of assignments to make-up if we were to take this hypothetical break. For us, the idea of letting go of the habit of working through exhaustion and instead allowing ourselves to rest feels a little like giving up, an admission of weakness, a sign that we're not worthy of being here if we can't handle everything, all the time.

Sykes remains a faraway prospect, a last-ditch resort for when we are on the last vestiges of our energy to push through despite our illness. Part of it may be our fear of being dismissed, part of it may be the refusal to admit how sick we truly are, part of it may be previous poor experiences that we do wish to repeat. Regardless of the reason, it seems as if students are much more prone to having the attitude of simply toughing it out, surrendering to the inevitability of unpleasant side effects for the reassurance of being able to keep up with coursework and extracurriculars.

While the thought of missing classes and being faced with a mountain of makeup work in addition to regular assignments can seem daunting, students can still find ways to prioritize their health and well-being. If our ailments do not yet seem debilitating enough for a visit to Sykes, that does not mean we must suffer on our own, pushing through splitting headaches to finish a physics assignment or throwing on a mask and attending classes where we are more focused on holding in coughs than listening to the teacher. Instead of immediately resigning ourselves to a week of walking through our commitments like a ghost, let us seek support from our instructors. Though it is not guaranteed that they will offer us an extension or let us take the day off, communication about any discomfort we may be feeling will alert them to why we might be less participatory or clear-headed than usual, and also gives them the opportunity to suggest ways we might be able to best engage with the material despite our sickness. And this applies vice versa, too: when our teachers don't feel their best, we can learn to be understanding in their response time to replying to our emails, grading our assignments, and leading class.

As students at a boarding school, knowing how to assess the limits of our physical and mental conditions and advocate for our needs is a key aspect of developing the independence and self-awareness needed for us to thrive as not only scholars, but members of society. While it is true that the challenges we face at Andover can often be opportunities to stretch ourselves and grow stronger, there are also times when they encourage us to seek support and lean on those who care for our well-being. At first, it may feel strange, unfamiliar, a symbol of fragility or lack of resilience. But we are not invincible superheroes, nor should we be: our vulnerability is what makes us human, and it is always okay to give ourselves grace.

This Editorial represents the views of The Phillipian, *vol. CXLVII.*

Our Approach to Diplomacy Needs an Update

GRACE KIM

J. CARMONA / *THE PHILLIPIAN*

Peace is a silvery cobweb held together by delicate threads of diplomacy, compromise, and structure. However, this web, once believed to be perennial, is now fraying before our very eyes — the devastating wars in Ukraine and the Middle East serve as stark reminders of this phenomena. These conflicts are horrifying not only because of the frightening scale of their destruction but also because of their implications of a more troubling reality: the disintegration of the global order that has long preserved our peace.

Davide Leonhardt, writing for "The New York Times" about the war happening in Ukraine, observed that "a war like this — a voluntary war of aggression — would be a sign that Putin believed that Pax Americana was over and that the U.S., the European Union, and their allies had become too weak to exact painful consequences." Similarly, Jeremy Bowen, in his analysis of the Middle East conflict for the "BBC," wrote "This war is different to the others because it comes at a time when the fault lines that divide the Middle East are crumbling." These quotes highlight a chilling truth: the end of a global era is coming and with it, the crumbling of our diplomacy. For in the face of recent conflicts, the old strategies of Track 1 diplomacy — formal negotiations between governments — have been proven time and time again, to be insufficient to address the unrelenting threats.

Yet, this collapse does not mean that peace is completely unattainable. Instead, we must transform how we pursue it. A new approach is needed — one that unifies the traditional, state-led methods of Track 1 with the fluid, adaptable techniques of Track 2 diplomacy.

The strength in Track 2 lies in its ability to adjust to the circumstances. Because of its unofficial nature, the boundaries on the operations that Track 2 diplomacy can accomplish are limitless. It operates outside of the norms of diplomacy and provides spaces where individuals can see each other not simply as representatives of their countries, but as humans. This process allows Track 2 to change perceptions, open channels of communication and cultivate empathy on both sides. Therefore, while Track 2 is an "unconventional" means of peacemaking through it, peacemakers are able to lay the groundwork for long-term peace.

A powerful endorsement of Track 2 diplomacy comes from John Marks, the founder of Search for Common Ground and a visionary in this field, whom I had the great privilege of interviewing recently. Marks has dedicated much of his career to developing a framework that seeks out the "common ground," using shared interests as a foundation for the resolution of conflict. When asked about the feasibility of using Track 2 diplomacy to address recent conflicts he replied: "You can find areas where people agree even though they have arguments with each other and set up processes to resolve some problems and if enough of those get found then it may even change things." His experiences, narrated in his book "From Vision to Action," illustrate the remarkable potential of Track 2 diplomacy to bring about tangible results in even the most intractable conflicts.

NATHAN WU/*THE PHILLIPIAN*

One of the most striking examples of Track 2's power is the "Core Working Group," a project initiated by Marks to bring together twenty-five Middle Easterners — Arabs, Israelis, Iranians, and Turks — who, despite their political differences, came together to resolve shared challenges within their countries. In the initial meetings, the atmosphere was hostile, the tensions heightened as an Arab official started criticizing an Israeli general. Yet, in a moment, these rising tensions were dissipated as a Lebanese official intervened and stated simply, "He is my friend." In that instant, personal connections transcended political animosity and the atmosphere of the meeting shifted in that of collaboration and mutual respect. This is what Track 2 diplomacy seeks (and has succeeded) to achieve: the dissolution of entrenched hatred and the fostering of human connection.

Nevertheless, as influential as Track 2 is in building relationships and changing mindsets, it is not without its limitations. The informal nature of Track 2 diplomacy means it lacks the authority needed to create pivotal policy changes to halt large-scale conflict altogether. Track 2's strengths lie within its ability to act on the areas in which Track 1 diplomacy lacks. As such, it needs to be supported by the efforts of Track 1 diplomacy to be successful in its operations. This was best demonstrated in John Marks' work in Iran. Despite his efforts to use Track 2 diplomacy to bridge the divide between American and Iranian officials, real progress was made only when he was able to align the unofficial methods of Track 2 with the conventional process of Track 1. The turning point came from an unexpected source: wrestling.

Wrestling, a revered sport in Iran, served as a crucial tool in the advancement of the countries' relations. Through careful preparation, the American wrestlers were able to participate in the Takhti Cup, a prestigious Iranian tournament. As the wrestlers walked into the tournament, they carried the American flag in with them. This gesture, televised to the Iranian public, symbolized the newfound possibility for diplomatic relations between Iran and America. Yet, the efforts did not end there. Once back in the U.S., John Marks, to amplify the amiability generated by this event, arranged a meeting with the U.S. president to reinforce the American government's willingness to work towards the possibility of better relations. This episode underscores the crucial lesson: Track 1 and Track 2 diplomacy must work alongside one another to maximize diplomatic success.

As the familiar world begins to give way to uncertainty, it is clear that we must adapt. The outdated techniques of Track 1, relying solely on government to government negotiations, is simply insufficient in the face of the more complex and intense conflicts endangering our world today. The integration of the adaptable, human-centered approach of Track 2 into the formal authority of Track 1 can forge a new framework of peacebuilding capable of withstanding the volatility of our changing world.

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CORRECTIONS:

J. XIAO / *THE PHILLIPIAN*

TEO CHOI '27

Both candidates were very civilized. They both respected each other, more than the presidential candidates. For example, when JD Vance gave Tim Walz his condolences for his son witnessing a shooting. However, I thought they both emphasized Kamala and Trump's negative aspects. All in all, I thought it was more of a debate compared to an elementary quarrel like Kamala and Trump's. I think both candidates addressed the audience pretty well in terms of what they wanted to change. However, Vance worked hard to cover for Trump while Walz made more efforts to attack Trump.

NURUL IZZAH KHAIRUNNISA '25

Both candidates held their stances very well. First of all, the fact that Vance was an attorney was very apparent [because] he was able to defend his arguments well. What impressed me the most was that he was able to attack the structure of Walz's arguments. It was also apparent that Waltz had a lot of experience, due to his opinions and arguments. Arguments-wise, however, Vance covered more grounds.

JACOB JONES '25

Governor Walz had more substance than style, especially compared to Senator Vance. Governor Walz had a weaker start but sounded more convincing and persuasive around voters' concerns. I think he improved throughout the debate. On the other hand, Senator Vance seemed less consistent, and he didn't back up his statements with much, so I thought he was less trustworthy.

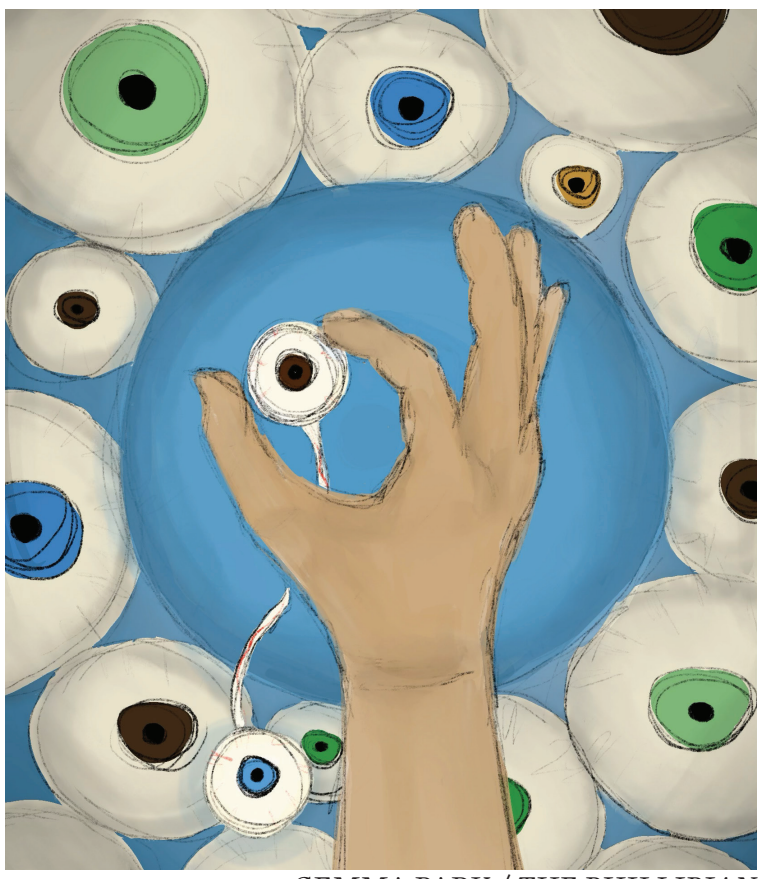
JACKSON KAYSER '26

Both candidates were very respectful to each other compared to the presidential debate and they acted more presidential than either VP Harris or Mr. Trump during their debate. The [VP candidates] both presented their policies instead of arguing. I didn't think either candidate had particular strengths or weaknesses, but I will say that they were both more clear on their objectives than either actual presidential candidate. I'd say both candidates understood voters' concerns, maybe Gov. Walz a little more so.

"Retribution": The Moral Justification of the Death Penalty

AARON BAI

A. LEE / THE PHILLIPIAN



GEMMA PARK / *THE PHILLIPIAN*

As the second-ever nitrogen gas execution took place in Alabama last week, the debate over the morality of the death penalty has once again resurfaced. The casualty of the execution, Alan Eugene Miller, was sentenced to death in 1999 after committing three murders. According to witnesses of the execution, Miller endured seizure-like spasms and produced "periodic gulping breaths" for several minutes before finally turning still. Execution by nitrogen gas involves replacing breathable air with nitrogen gas, causing death by asphyxia, a process deemed "painless" and "humane" by state officials. UN experts however have unequivocally condemned the execution method as nothing short of "state-sanctioned torture." Before considering the amount of pain any type of execution causes however, one must first question the moral justification for the death penalty in the first place. Central to the debate is the idea of "retribution," where a criminal offender receives punishment of similar degree to their crime. It is this concept that morally justifies capital punishment, even if its implementation can be improved.

The concept of "an eye for an eye" or *lex talionis* has existed throughout history, from the Law of Moses to the Code of Hammurabi. Real justice demands people to suffer for a crime in a way that is proportional to its severity, through which they pay their "debts to society." Some critics argue that the suffering caused by the death penalty is not actually reflective of the crime, with anticipatory suffering of the criminal making the death penalty a "double punishment," involving both the execution and the preceding wait. In the U.S. for example, the average wait time for execution is over 19 years. This argument falls apart when one considers that there are no alternative punishments proportional to the severity of murder. A life sentence is not enough — the criminal still retains what they have taken away from another human being, the right to live, perhaps a person's most important and inalienable right. By committing murder, a criminal has forfeited their right to live, and only by ending their own life can they re-establish a moral balance. The death penalty is unique as a retributive punishment since offenders of other crimes do not receive a punishment that replicates their offense — rapists for example aren't sexually assaulted and pickpockets aren't pickpocketed. They are however penalized on a proportional scale. Rapists receive much longer sentences than pickpockets for example. With murderers, however, this simply isn't possible. Only death is proportional to the crime of taking another's life.

Some critics argue that retribution is simply a "sanitized form of revenge," referencing the "howling mobs" attacking prison vans carrying death row inmates or the public lynchings of alleged criminals. Such actions suggest that vengeance, a more morally dubious concept, remains a major factor in the public popularity of capital punishment. Retribution, however, designed to re-establish justice, can easily be distinguished from vengeance and vindictiveness through several key differences. The execution of retributive justice is not personal, with its implementation deriving from the individual's actions directed only at wrongdoing. Neither does it involve the pleasure of the enforcer, a common characteristic of vengeance, with law enforcement employees rather than families of victims carrying out the execution. The existence of inherent limits and established standards further distinguish it from revenge. The reaction or opinions of the public have no consequence upon the justification of the punishment itself and therefore should be considered a separate matter.

Official retribution such as capital punishment also helps channel retributive public sentiment into more rule-based official political and legal systems. This helps deter people from resorting to lynchings and other forms of vigilante self-help, the very forms of vengeance critics of capital punishment are so intent on preventing. This brings us to consider the other stakeholder in any murder scenario — the victim. In addition to punishing the offender, retributive justice such as the death penalty provides well-deserved closure for families and victims. Many relatives of victims believe that the death penalty is "the only way for their lives to move forward." As Phyllis Loya, mother of a murdered police officer, said, "I will live to see the execution of my son's murderer. People need closure."

However, although retribution lends moral justification to capital punishment, there are concerns regarding its implementation. In the specific context of the United States, the death penalty is not used consistently as a retributive measure. Only a small minority of murderers are executed, with critics arguing that such selection does not amount to a consistent program of retribution, thus undermining the retributive argument. Moreover, the imposition of the death penalty is steeped in poor legal assistance and racial bias. According to the Equal Justice Initiative, "the death penalty is mostly imposed on poor people who cannot afford to hire an effective lawyer." Three-quarters of those who are assigned a legal aid lawyer are sentenced to death, a figure that drops to a quarter if the defendant can afford private counsel. People of color are also more likely to be sentenced, with African Americans making up 41 percent of inmates on death row, despite only accounting for 13 percent of the U.S. population. Such biases present major hurdles to the true implementation of retributive justice and must be scrutinized more deeply.

From a moral standpoint, capital punishment as a method of retribution remains wholly justified, and with improved procedures, has the potential to become a potent tool of legal justice. Though this topic may seem distant from high schoolers, it is important to discuss such issues as members of society. We may even apply and utilize some elements of this discussion to our own lives, such as the key differences between revenge and retribution, or that moral justification does not guarantee righteous implementation. Capital punishment is by no means perfect — it cannot bring back Lee Holdbrooks, Terry Jarvis, or Christopher Yancy, the victims of Miller, nor can it adequately compensate their families — but it is the best we can do to establish moral balance.

Aaron Bai is a Lower from Hong Kong. Contact the author at abai27@andover.edu.

Say YES to Andover, Once Again

JEANNIE KANG

COURTESY OF JEANNIE KANG

ANGELA GUO/*THE PHILLIPIAN*

Stepping into the blue-ballooned Snyder Center for new student registration, I noticed many missing things: BlueCard photo, fourth Polio vaccination, SWAY concussion test, and most strikingly, confidence. The imposing buildings of the Paresky Commons, Gelb Science Center, and George Washington Hall seemed like unclimbable walls of the Labyrinth. The detailed illustration of the horrors of homework and assignments by returning students sounded like an elaborate prediction of my future. The awkward "hellos" and "nice to meet yous" with classmates in my dorm kept me wondering whether we would ever replace the greetings with a warm hug. When my world partner asked, "What are you looking forward to at Andover?" I simply answered "Feeling at home."

The first few weeks swept by as if no time had passed. My days were filled with meeting new teachers, organizing notes during classes, visiting the library, painting nails with new friends, and curiously peeking into downtown shops. Whereas the first week felt like exhausting all my energy rowing the sailboat, once the boat picked on the rhythmic waves, I laid down and enjoyed the ride. Everything fell into a routine: I knew the location of my classrooms, how to turn in assignments on Canvas, and my classmates' names. This was all I looked forward to in my Andover journey — blending in. However, after the full weeks of classes, I felt as though I was still missing something. I had the vaccination, took the concussion test, and regained my confidence. What else could I possibly wish for? Pondering this question for a full hour on the swing next to my dorm, I finally realized I was craving risks. My sailboat needed larger, harsher, and more powerful waves that would send a thrill down my spine. So, starting the day after, I began looking for the bigger waves.

The first current involved new friends. Coming from a culture where strangers usually refrain from small talk or even a short "good morning," approaching new people carried challenges. I often called people by the wrong names, desperately scrambled for words to continue the conversation, and struggled to introduce myself to people from different grade levels and backgrounds. However, the more I opened up, the friendlier people became. In my German class, I built friendships with Senior and post-graduate classmates from different states. I soon built a firm group of friends who I could message to ask for advice or feedback. Calling people by their names and wishing them a good day truly made Andover home for me.

> The waves sailed me far beyond where I aimed to be.

The second current carried ripples of new interests. I consider myself to be a non-athletic, humanities-oriented student, but surges of opportunities geared me towards not only reading books in the dorm room but also running for EcoLeader, joining the cluster council, and choosing diving as my life sport. These waves sometimes struck the boat hard, metaphorically, when I did not get elected as the EcoLeader and smacked hard, literally, on the water while practicing the front dive tuck. However, the waves sailed me far beyond where I aimed to be by pushing me into cluster council meetings, involving me in exciting diving practices, and teaching me to enjoy the nerves during the election process. I am planning on joining clubs to pursue new dreams and discover passions to craft a unique Andover experience.

The final current developed a drastically new weekly routine. The shift from the living structure in Korea to Andover was massive. During my free time, I could roller skate around campus, clean my room, go downtown, study in my dorm, or have a meal. I juggled these options and responsibilities to figure out the optimal schedule. After finishing homework, I headed downtown on weekends to engage with the local community at the farmer's market, Andover Day, and local restaurants. Though the huge block of freedom confuses me to this day, I hope the waves carry me as I try my best to row forward.

> I hope the waves carry me as I try my best to row forward.

When I said "Yes" to Andover, I also said "Yes" to the many challenges and opportunities to come. Though the buildings, classes, and assignments are still a tad overwhelming, sailing on challenging seas allowed me to embrace myself amidst the journey. I hope many new students like myself can find their pace and challenge and immerse themselves in the currents of Andover. As William Ernest Henley said, "I am the master of my fate; I am the captain of my soul."

Jeannie Kang is a Junior from Seoul, South Korea. Contact the author at nkang28@andover.edu.

Why I Love Commentary

MELODY OH

S. VIRMANI/*THE PHILLIPIAN*

CAROLINE WEINMANN/*THE PHILLIPIAN*

I reminisce back to the moment I entered Snyder Center for the club rally as a Junior. My heart thumped so hard against my chest at the sight of the countless booths spread across the floor of Snyder Center and the overload of energy from all the students advertising newcomers to join their club. By the end of the day, my social energy was completely drained from being peer-pressured into joining 20 different email lists, but the night of the club rally is one of my favorite memories of my Junior year at Andover. I still vividly remember the tingles I got afterward from anticipating what opportunities were waiting for me in the coming year.

Despite my enthusiasm for joining new clubs, I didn't go to at least half of the meetings and didn't start writing for *The Phillipian* right away. Although I did want to write for *The Phillipian* sometime during my years at Andover, the process of writing an article was always pushed aside as English essays came out and biology lab reports knocked at my door. It took me a term and a half to finally decide I was going to write for *The Phillipian*, and I couldn't have imagined that it would become one of my biggest passions at Andover. But that pivotal discovery was made in the most arbitrary way ever.

In January 2024, I was having a normal night at Andover when my brain shouted out random thoughts right as I was falling asleep. Ever since I was young, I've always been a curious and creative person, asking my parents why tree barks are so jagged, pondering why I got so angry at my brother for petty matters, and jotting down random movie or story plot ideas from my nightmares. So, on the night of January 2024, I started to jot down my ideas as usual when it occurred to me that I had a whole list of interesting observations from my life just sitting in the Notes app on my phone. Why not do something with it? That's when I decided that I was going to spend some hours on my weekends writing my first *The Phillipian* article.

Ever since writing the article, I found myself wanting to come back to doing it. Seeing my articles published in a newspaper, I felt a sense of accomplishment, satisfaction, and a burgeoning heat at the core of my chest. Something about writing affected my soul, and being able to open my chest of ideas and reveal them to the world was such a refreshing stimulus to me.

In Commentary, you have to further your interesting observations or knowledge into a meaningful stance on a topic. There have been times when I was frustrated by this rule, especially when I had concerns in my mind but didn't know what to conclude from it or how to guide others to make change. Although I struggled with creating my voice around those topics, I've grown to find the value in Commentary's philosophy of taking a stance: it localizes Commentary from other newspapers outside of *The Phillipian*. It also is an active, authorized sanctuary where students can publish their own opinions. The uniqueness of Commentary stems from the minds of Andover students, and the localized nature of Commentary makes honesty intrinsic. You don't need lavish wording or sophisticated knowledge to contribute an article to Commentary. The focus is not necessarily on professionalism or bravado. Genuine concern and passion that penetrate the minds of the readers are what you need to write an authentic and surprisingly effortless Commentary article.

To me, Commentary is a venue where I write my identity into existence. My articles extend a piece of myself in hopes that there would be a reader who needs my words. It's my way of being influential, showing care for my community, and being true to myself. I feel a sense of agency when I decide on the topics for my Commentary articles and articulate my airy thoughts into tangible words. I find myself solidifying as I refine my logical flow and the clarity in my string of ideas. I feel empowered to contribute to the Commentary community, and I'm grateful to have access to such space. Writing for Commentary helped me realize that I love writing, showed me what beliefs I have, and gave me security in my life at Andover. Perhaps, you'll also find your home in writing for Commentary.

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Students and Faculty Reflect on the AATF

Continued from A1, Column 2

nity, Griffith described how work on Anti-Racism is still ongoing, with some initiatives such as bias training to be repeated annually.

"My feedback from students has been that email is not necessarily the best way to communicate information... If we add new recommendations, which we might, we may actually publicize some of the big new efforts [towards Anti-Racism]... Unfortunately, publicly, there is a lot of backlash to the language of DEI and it's really important how this language of Anti-Racism work has evolved... What's important to me is that students actually understand that because they're not hearing the language Anti-Racism it doesn't mean that we're not doing important work around cultural competency, belonging, equity, access, and Andover's real clear about their 'Youth from every quarter,' which means 'diversity.' It's critical that students understand the language," said Griffith.

Similarly, Aquita Winslow, Dean of CaMD, reaffirmed the continuing Anti-Racist efforts of the administration, highlighting the new CaMD advisory board as one of the initiatives derived from the Task Force's recommendations. She also spoke on the importance of her role within CaMD in facilitating conversation between students and the administration.

"Deans sit in very specific rooms. If you're making decisions about the school, you want to make sure that there's somebody in there whose job it is to be thinking about, 'How does this decision impact students around inclusion? How is this decision going to support students around being valued members of the community...' That is my main lens: to be that student eye, to be that student voice," said Winslow.

Winslow continued, "There are multiple different committees that I sit on and the goal of that work is to implement the goals of the Task Force... The work of the Task Force is still very much in play. We are still very much making sure we are being consistent with the goals and trying to meet all the goals that we have yet to meet... [The CaMD Advisory Board is new and] there's a representative on the board from every student group that is under the CaMD umbrella. We want everybody's voice at the table... It gives students the opportunity to talk to administrators in a space that will allow them to share and express their concerns, and for those concerns to be taken seriously."

Conversely, Ozochi Onunaku '25, who serves as the Co-President of the Black Student Union and a board member of The Brotherhood, did not know about the DEI dashboard and pointed out the administration's lack of communication about their progress on Anti-Racism at Andover. Onunaku mentioned how the administration's various committees and departments could follow in the steps of CaMD's weekly newsletters and produce their own updates on their ongoing work.

"CaMD has taken great strides in trying to allow diverse opinions and perspectives from all walks of life to communicate with one another... As for the administration, I'm sure they've also done a lot of efforts. One of the biggest issues is that transparency and communication could be better, it could be improved. The administration could definitely take up some inspiration from what CaMD is doing in regards to facilitating Anti-Racism talks and help in communicating more about Anti-Racism to the student body, because CaMD does, for example, send weekly newsletters for events involving different diverse groups on campus... If they were able to send biweekly, monthly, newsletters on progress with diversity of Anti-Racism initiatives, that'd be fantastic. Just showing the student body that it is an active problem and they're actively working on it around the clock to reduce the number of cases of racism on campus," said Onunaku.

As Andover's student body and faculty continues to evolve, Winslow called attention to the destructive power of fear. She emphasized how staying true to Andover's core values could combat this fear and foster a stronger community.

"Fear is an ever-present problem... People always fear someone who's different than them. Fearful people fear people different than them. Sometimes the person that they fear is a person of colour, sometimes the person that they fear is transgender, sometimes the person that they fear is a woman, or a person of faith. When someone is living in a space of fear, they will react based on that fear. They will make racist remarks or sexist remarks or transphobic remarks or anti-semetic remarks, because their fear is what's causing that behaviour. Do we still live in a climate of fear? Yes. Is that fear getting better? In some areas it is, in other areas it's getting worse... It's a moving target and so we always have to be present and remind people of our values, and that's the way we combat it," said Winslow.

System Upgrades to Come for Digital Infrastructure

Continued from A1, Column 5

improve. A pet peeve of mine is that you cannot edit your own homepage, especially in terms of personalizing the webpage such as rearranging or removing information. It also does not have a useful mobile app. The app we currently have is simply a document viewer, but we were promised a mobile app when the Academy purchased PAnet. So hopefully that will be addressed," said Zufelt.

In response to students' inquiries of website crashes and further technology issues, Dr. Erin McCloskey, Associate Director of Technology for the Office of Information Technology (OIT), advised the community to be aware of the Help Desk, located in Elson 230, where members of the Help Desk can assist the community with technology issues.

"We have been investigating and will have more to share in upcoming weeks about our plans for system upgrades. In the meantime, OIT encourages all members of the community to report technology issues to the Help Desk... Members of our community can walk in to report an issue and receive help and/or make an appointment for later," McCloskey wrote in an email to *The Phillipian*.

ASM Promotes Interconnectedness of Interests

Continued from A1, Column 3

"Something that really stood out to me during ASM was when she was talking about stepping out of the box... [She also talked about] finding your own space, like a music sheet, and how you have different notes in different places, and how you can choose to be inside the little lines, or you can be in between, and you [have] the ability to do so, and that ability to do so can help you accomplish so many things," said Basvi.

Sami Tokat '26 expressed his outlook on the general student engagement during the ASM. Although the ASM was interesting for him, he felt that the choice of speaker could have been catered to a broader audience rather than just those interested in Science, Technology, Engineering, and Mathematics (STEM).

"At the start of every year, people are still not as attentive when it comes to the ASMs. But I feel like it's also this topic of science and humanities [that] pertains to a certain interest group, [like] people who are interested in STEM, the applications of STEM and such. Because of that, it might have been harder for a lot of students to connect to that. That has nothing to do with her as a speaker or her ideas, but rather just it's less relevant to each individual student," said Tokat.

To close her talk, Tufekci brought up the benefits of aligning personal interests with career possibilities. She encouraged the student body to explore their passions in respect to the broader world around them.

"The world is interconnected. Thinking is interconnected... So you can still say, 'I am going to match my broad interest with the broadness of the world, and see where that takes me.' I cannot guarantee you that your career will be great, but I can tell you [that] it will be a lot more fun and fulfilling if you follow that broad world. Your mind, your own will, and your own interest can bring it together," said Tufekci.

International Peace-Builder John Marks '61 on the Power of Non Sibi and Diplomacy

PHILIP JEONG & NIKI TAVAKOLI

John Marks '61 is the founder of the Nobel Peace Prize-nominated organization Search for Common Ground, having also served in the United States of America Department of State and written multiple books on the Central Intelligence Agency. Marks returned to campus to share his story and emphasize to students the importance of productive dialogue on October 16. Interviewed by journalist Amy Kellogg '83, Marks spoke about his peace-building career and the importance and power of the non sibi spirit.

Marks pointed out how the "Andover Bubble," which is often referred to as a barrier to the outside world, also offers an opportunity for students to learn how to practice the non sibi motto in a smaller community before applying it to a greater scale. Marks shared how Andover's motto inspired many of his projects.

"Non sibi prompted me to make a difference and do something that would help make the world a better place. I had that idea probably from the beginning, and the origins of it were here... [Andover] is a learning ground, a testing ground, a place to start [having peaceful values]. This isn't the end, this is called preparatory school, and it's preparing you for something else. I'm not particularly concerned about breaking out of the bubble while you're still here, I think the breaking out can come later," said Marks.

Amid a presidential election, finding common ground has been a common theme of many conversations within the Andover community. Timothy Liu, Assistant Director of Admissions, noted the importance of peaceful and productive conversations in a time when strong opinions could arise throughout campus. Liu encouraged students to hear from people they might not agree with and leave space for a change of ideas.

"[John Marks] was a great speaker to bring in during an election year when we have a lot of potential conflicting opinions on campus. You all had some events talking about how to have useful dialogue, rather than just shouting at each other. Trying to get away from the polarization, attacking each other, to instead have conversations where there's room for people to move in one direction or another," said Liu.

During the talk, Marks mentioned various anecdotes from his experiences as an international advocate for peace. He spoke about bringing the American flag to Iran in the 2013 Wrestling World Cup, peace-building in Africa, and working on gun control and abortion in the United States. Jim Ventre '79, Assistant Head of School for Admissions and Financial Aid, shared how Marks' achievements inspired him to remain positive, even in difficult times.

"One particularly memorable moment was when Mr. Marks shared the story about how his organization prevailed in achieving success during the Cold War to promote cooperation between the CIA and KGB. It was a powerful reminder of the potential for positive change in even the most difficult circumstances... I hope people take away from the talk a sense of empowerment and a belief in their ability to make a difference. I also hope they are inspired to think creatively about addressing social challenges," wrote Ventre in an email to *The Phillipian*.

During Marks's presentation, he emphasized how people's stances could easily get in the way of negotiations, which is especially critical when working with people whose ideas and actions conflict. Although typical diplomacy allows parties to take a side, Marks talked about how peacekeepers could not bring any personal opinions to the table. Nisa Khairunnisa '25 spoke on how Marks' piece of advice applies especially to today's political polarization.

"He said with the polarization today, the amount of people that want to find common ground is dwindling very fast from all sides. He really hopes that we as a future generation would consider being more open toward finding common ground, even if that means confronting or coming to terms with people who have completely different opinions or viewpoints from us... We can give ourselves education and research about things and issues in the world, but in the end, we don't have enough experience to see the bigger picture," said Khairunnisa.

Liu highlighted Marks' work as an example of a career path outside of the typical fields Andover students are exposed to on campus. He encouraged students to be open about their prospects.

"These people that we're bringing in, they have careers outside of what a lot of faculty members at PA have, and I think for students, it's easy to think about careers in terms of doctor, lawyer, teacher, all these big, broad groups of things, but they do really specific things. There are paths forward for students to get to that point, and they can start thinking about ways to move in that direction from high school. I think it just helps students think more broadly about what is possible after high school and after college," said Liu.

Brief Update on Oasis Spaces

DYLAN SIEGEL & NIKI TAVAKOLI

As Fall Term swings into full effect, students have noticed that many of the Oasis Spaces implemented by former Student Body Co-Presidents Eleanor DeHoog '24 and Ryan Lam '24 last year have seemingly disappeared around campus. This Oasis Spaces initiative offered spaces for student socialization and relaxation, featuring couches, hammocks, and bistro tables. Aya Murata, Assistant Dean of Students, explained that many Oasis Spaces will soon be restored.

Due to construction outside of Susie's, couches and string lights were temporarily removed from the patio. While the couches will return soon, string lights will be put up after a permit is acquired for them. Some hammocks and bistro tables behind the Oliver Wendell Holmes Library have been permanently removed following damage by students in the summer and earlier this term and damaged equipment will not be replaced.

Each cluster will continue to have games and soon receive Adirondack chairs for student usage. Finally, outside of Paresky Commons, the nine-square and the connect four game, installed as a part of the Oasis Spaces initiative, will remain open for student enjoyment.

COURTESY OF RYAN LAM AND I. PADMAWAR/*THE PHILLIPIAN*

Oasis Spaces (shown in before and after photos above) have been removed temporarily.

10 Questions With Karen Douyon

REPORTING BY CHRISTIAN ESTRADA

Karen Douyon is a teaching fellow in the Theatre and Dance Department, a House Counselor in Stimson House, and the faculty advisor for Curly Hair Club. Aside from a passion for performance-based arts, Douyon enjoys tarot reading as well as making things from scratch, and her favorite play is "Bourbon at the Border."

E. LIU/*THE PHILLIPIAN*

You have been teaching since you were 14. How did that journey begin and how is it impacting you now?

Every summer, [my school] has a volunteer program called Horizons of the Jersey Shore, where they take students from Red Bank, known for a weaker school system with many low-income kids, to my old middle school for summer sessions from eight to three, teaching Math, English, Reading, Science, and Enrichment to prevent the summer slide, forgetting everything learned from the year before until the next school year, especially since many of these kids weren't on par with their reading levels. I started as a teacher's assistant when I was 14, fresh out of eighth grade. I'd collect the tests, lead them to recess, and bring them to lunch, but the teachers did all the work. By the time I was 16, 17, after working there every summer for two or three years, I became my own teacher with my own class... It felt really good to be a safe space for these kids because I was one of the only people who looked like them in the teaching faculty, and it felt nice to connect with them that way... My philosophy as a teacher is, 'How can you be you in the fullest way possible?' Because I'm gonna be me in the fullest way possible, and my mindset inspires my students to not be afraid of being loud, or not be afraid of being quiet, or not be afraid of being the person who shoots their hand up.

You transitioned from performing to focusing on theater and drama. Can you explain how those early experiences shaped your current love for performance and your journey in theater?

I started because a girl told me I couldn't, and I was like, "Watch me." But, it transformed from resentment into genuine curiosity and love for the craft. It also came from the desire to follow my path. There's a moment in every young person's life when they stop listening to what their parents, friends, or teachers want them to do, and they choose what makes them passionate. That's what I did. I chose the thing that made me light up, the thing that made me stay all day, be the first person there and the last to leave. I wanted to create a life around what I love, find ways to make money, and provide for myself while still pursuing my passion. Being here at Andover, it doesn't feel like work. Even though I teach second period, it doesn't feel like work getting up because I love seeing the work my students bring to me. It's magical being able to learn as an actor from them.

What are your thoughts on the future of theater? What do you want theater to be like in an ideal world?

I want theater to be more accessible to communities. Right now, theater is very much a "if your budget allows" situation. In many places, just like there are food deserts, there are what I call "art deserts." If you live in a community already underserved with education and food disparities, going to the theater to see a show is the last thing on your mind. But culture is a rich part of life, and I'd want to see economic disparities addressed because they lead to a lack of cultural connection and development in the arts... In an ideal world, I'd change people's mindset about theater. Even with my own parents, I had to remind them that they took me to see "The Lion King" and Broadway shows, but when it came to choosing a profession, they wouldn't have picked something in the arts for me. They valued practicality, but what's not practical about theater if art is life? We, as humans, decide what's practical. The next generation can make the choice to support and incorporate theater into their lives.

What are your thoughts on artificial intelligence in scriptwriting?

One of the key issues was that we don't want to be replaced by machines, especially when it comes to something as personal as writing. Writers are trained to craft stories based on human experiences. AI lacks the cognitive depth to generate the same kinds of emotional resonance. I agree with the argument that writers shouldn't be pushed out for the convenience of a computer. AI is great for tools like spell check, sentence structure, and grammar, but when it comes to creating content, there's a loss of value when it's written by something without human emotion. Think about your favorite show, the moments that make you shed a tear, feel joy, or get goosebumps. It's humans who create those feelings because we share them. When I write a play, I'm not just thinking about what sounds good to me; I'm thinking about how the audience will feel. The beauty of writing lies not just in the ending but in how the writer takes you there.

What do you like making from scratch?

I've made so many things from scratch, like hair products, conditioners, and toothpaste. Fun fact: I recently burned myself with my steamer, and I had this big burn on my chest, so I made a poultice with herbs and honey and put that on the burn. You can't even tell there was a burn there now, but I ended up with a rash from the adhesive on the band-aid, so I switched to using rice paper instead, which sticks better and acts like a second skin.

As the faculty advisor for the Curly Hair Club, what goals do you have for the club, and how do you see it impacting the student community?

Every person of color has a different journey with their hair, especially Black students in independent schools. I've had my own journey with wearing my hair natural versus straight, getting braids, or protective styles. In middle school, I wore my hair natural for the first time, just a curly Afro, and I got made fun of. I'd wear it in a bun, and my mom would let me straighten it once a year for the start of the school year... There's a whole ecosystem of knowledge that comes with Black hair. When I was asked to be a part of the Curly Hair Club as an advisor, I was excited because I'm passionate about my hair and journey. In high school, girls would come with braids, and sometimes they wouldn't redo them until Christmas break because no one wanted to help them take the braids out, or they didn't have access to salons that knew how to do Black hair. I want to be an advocate for students to get the resources they need and a safe space to talk about the nuances of Black hair. There are real challenges, like needing the Crown Act to protect Black students from discrimination based on hairstyles.

How has tarot reading played a role in your life?

Everyone has their own religious beliefs, and one of my friends was scared to get a reading from me because she's Christian and believes in God. I told her I'm Christian too; I grew up in the church and believe in God. For me, tarot is just a way to connect with God's wisdom. I've been doing it for about five years now, starting right before the pandemic. When I read for others, I realize how beautiful it can be because I can help people I don't even know.

What was your most shocking reading?

One of the most surprising experiences was with a friend while we were sitting by the water in New York City. I always carry my tarot deck with me because you never know when you'll want to read. I told her, "Someone betrayed you, and it's really hurting you. You need to voice that feeling." As she listened, she started crying and opened up about what was happening in her life. She expressed how much it meant to her that I gave her permission to feel her emotions. That moment was impactful for me because I realized how significant it is to help someone validate their feelings, especially since I'm all about feelings. I'm a Cancer, so that's part of my nature.

Why is your favorite play "Bourbon at the Border"?

It is about freedom writers and the effects of being part of the civil rights movement on Black people. The freedom writers were brave, and that bravery has translated throughout my life. I've had to be brave to do many things in my life. I always reflect on my ancestors and the people who have paved the way for me to be authentic and be in theater and places like Andover. I'm grateful for all the people who have sacrificed for me. Looking at that play, it's a culmination of sacrifices made by characters emotionally, mentally, and physically. That play was the first one that showed me that I really am an actress.

You're helping with the winter play. What are you most excited about?

We haven't started yet, but I'm really excited. I like to absorb as much information as I can before contributing. I prefer to think and plan before things happen. I get to assist the two main directors in the theater department and act as their wingperson, which is amazing. I love watching people in the industry who have experience and insight. Observing them work, seeing how they each approach things differently, is inspiring. I get to discern what I like and don't like, helping me shape my own pedagogy and directing style.

A Preview of the 2024-2025 Brace Fellows

REPORTING BY JENNA LIANG & KRISTEN MA

The Brace Center for Gender Studies has annually funded and appointed four students to research various topics of choice relating to intersectionality and gender equity. This year's Brace Fellows, Alice He '25, Maddie Redmond '25, Emily Skoutas '25, and Elliot Weir '26, were tasked with composing a research paper and are currently in preparation to present each of their works.

Alice He '25 (she/her) | "The Ban on Babies: How the One-Child Policy Transformed Gender Norms in China"

"My project was on the One-Child Policy in China and how it impacted women's lives. This project was a pursuit of my personal interest. Two summers ago, my family went back to China to visit relatives. I noticed that whenever my sister and I would go shopping in malls, a lot of the saleswomen or salespeople would look at us and ask, 'Oh, are you guys best friends? What grades are you in?' Me and my sister would have to tell them that we're actually sisters. My sister and I look relatively alike, so the fact that every single person thought that we were friends and not siblings was a result of the One-Child Policy. That piqued my interest in this topic... I talked a little bit about how [the One-Child Policy] shifted gender norms and impacted rural and urban women differently, how it was enforced in different areas, as well as the resulting changes in fertility and sex ratios between girls and boys that were born. Many families went to pretty severe lengths to ensure that their kid was a boy, [and] there were resulting changes in the demographics of China because of that preference... What I want people to take away from my research is that policies like this had a drastic impact on people's lives [and] lasting social consequences and economic consequences... It's important to look at history through a lens of both critique and how we can apply what lessons we've learned in history to the problems that are plaguing our society today."

Elliot Weir '26 (he/him) | "Two-Spirit People in Native American Communities: Pre-Contact, Colonization, and Decolonization"

"My first responsibility was getting my paper done over the summer, which took a good amount of research and writing time. Going forward, my presentation will be open to the community in November. My project was about people in Native American communities that were called two-spirit people, who were essentially transgender people. Their understanding of gender was completely different from that of our society today in America. These are people who were usually born one gender and would then take on the traditional gender roles of the people of the opposite gender... The most important thing for people to know is that the people I wrote about and have historical accounts of are still here today. They still need places in their community, and they still exist. [An] important thing in general is education about these people: just the fact of knowing they exist. It's not something a lot of people know about... Any work I can do to spread information about this I would probably take part in if I had the opportunity in the future."

Editor's Note: Alice He is a Managing Editor for The Phillipian.

Maddie Redmond '25 (she/her) | "From Roxanne to Nicki: Uncovering Feminism, Empowerment, and Identity in Female Rap Music"

"My project was about feminism and Black female hip hop, so I looked at a lot of [female] rappers from the early '80s and '90s [such as] MC Lyte, Queen Latifa, Lauryn Hill, and looked at many that are popular now like Megan Thee Stallion, GloRilla, Cardi B, etc. I looked at what things in their music promote feminism and equality, especially when it comes to Black women... My biggest takeaway was how, especially in pop culture and as a society, [we] view Black female hip hop artists and Black women in the public sphere. One of the biggest controversies surrounding Black women in hip hop right now is the vulgarity, how they're super sexual, and how there's not much talent hidden behind their lyrics... What I talk about in my paper is that this sexual vulgarity is actually needed to progress this feminist conversation that a lot of Black women have not been able to do because we have been restricted from sexual expression and freedom because of slavery, oppression, and segregation in American history. Actually [vulgarity] is more liberating than it is degrading of the sexuality of Black women. That's one of the main things, but [I] also tried to help the community understand that all forms of art, especially by underrepresented or minority communities, are very important because these voices haven't been able to be amplified in history as they can be now."

Emily Skoutas '25 (she/her) | "Mad Men and the Fanatical Femme Fatale: Gendered Representations of Mental Illness in Noir Films"

"Over the summer, through Brace, I worked on a presentation that linked the fields of psychiatry, feminist studies, and cinematography. I focused on five noir films (from the 1950s) and analyzed the way they depicted mental illness in conjunction with gender. Three of the films I picked examined mental illness in women and two films highlighted psychiatric symptoms in men. I found significant correlations between female and male mental health representations, with the directors leaning heavily into gendered stereotypes throughout their storytelling. I think it is important that we examine mental health in the media due to its profound impact on self-esteem and understanding. In other words, mental health representations in the media can help or hinder people from accessing treatment and getting accurate diagnoses. Noir films seem irrelevant due to when they were made, but they actually help us unpack a post-war world filled with increasing mental health policies and mental health patients. It's important to examine our media critically so that we can avoid falling into stereotypes and misinformation. People are far more complex than characters on a screen, and so is mental illness."

Featuring Andover's Furry Friends

STAFF REPORT

Andrea Bailey, Instructor in Biology
Bailey lives in Johnson Hall with four parakeets, two guinea pigs, two koi fish, and a quaker parrot named Tenzin.

"Tenzin's probably got the most personality of anyone. She really likes if you [make a sound] like [music] at a club. She dances. She's always doing it, trying to get my attention, so if I'm in the kitchen and I look over at her, she immediately starts doing it because she thinks that's our thing... These two [parakeets] are a pair. Both were found on campus at different times. [One] was found two summers ago. I said I would take her, so I went to the MSPCA and got three other birds so she could have a flock. This [other] one was found last winter, also on campus, near the [Cochran Bird Sanctuary]... so half the [parakeets] here are birds who had just escaped from somebody nearby."

Stephanie Cormier, Director of Student Activities
A former worker for the Massachusetts Society for the Prevention of Cruelty to Animals (MSPCA), Cormier now lives on a farm with two dogs, two cats, a horse, a pony, two cows, and a pig.

"Outside the house... we have Buster the pig, he's about 800 pounds, he's a Hampshire pig. I used to work at the MSPCA in Methuen and he was found as a stray when he was young. He lived there for about eight years, until [my husband and I] bought a farm and promised him a home. So I brought him home on my last day of work... He's very sweet, very smart. He sits for snacks, rolls over for belly rubs. In the barn, we have a horse Tootsie, she's a retired racehorse, and a pony... We also have two cows, who are working livestock and provide milk... they also are spoiled rotten and love their scratches and apples and being brushed regularly. Peg, [one of the cows], is a bit of a diva. If she doesn't get her feed the way she wants it, with molasses and sweet feed, she'll scream moo at me until I give her what she wants."

Marissa Schwalm, Instructor in English
Schwalm lives in Nathan Hale with her dog Janice and two cats, Mrs. Lovett and Bavette.

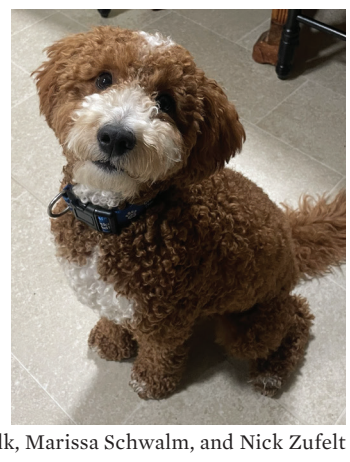
"Mrs. Lovett sleeps on my daughter's head... She follows Meryl, my daughter, around, and knows in the morning that she needs to go to school, so she'll sit on her so [Meryl] can't get up and do things. She's really taken to my daughter a lot. She also likes sitting on top of my son when I feed him bottles. She just loves babies, which is funny because she was living under what they call the slaughterhouse and sneaking out to grab little things. It's a beautiful story to think about, how much she's gotten to love being inside and being with people. Her daughter, Bavette, whom we had first, is twice the size of her... [Bavette] has what I call 'pretty privilege', when people see her they [gasp] because she's so pretty and fluffy and her tail is really majestic."

Nick Zufelt, Instructor in Mathematics, Statistics, and Computer Science
A house counselor in Stevens Hall, Zufelt is the proud owner of Yoshi the goldendoodle.

"Video games are a big deal in my family. My kids love Nintendo, I love Nintendo. We could never get my wife to play video games except for Mario Kart. It's the one game we can get her to play. I can't remember for sure, but I'm pretty sure the character that she likes to play is Yoshi the dinosaur. Then also Yoshi is a common nickname in Japanese, and I started learning Japanese several years ago with Shimazu-sensei here on campus so it's also a little bit of a call to Japanese as well. Sometimes we call him Yoshi-san. ... Yoshi is fantastically food-motivated... I had to reward him each time with a treat in order to get him to learn how to play fetch, which I thought was pretty funny. No amount of play excitement is ever a reward for him. He likes playing, but he would much, much rather eat food."

Brian Faulk, Instructor in Chemistry
A house counselor in Taylor Hall, Faulk is the proud owner of "Winston Furhill" the goldendoodle.

"His name is "Winston Furhill." He's eight months old, [and] he's a goldendoodle. I wanted to name him after a famous person. I had just gotten back from a trip to England and went to the Churchill Museum. It's called the Churchill war room in London, and I was intrigued and it felt like a good name. He very much likes to greet students on the pathway in the quad. My family was the driving force behind the dog, [and] he's very talented."



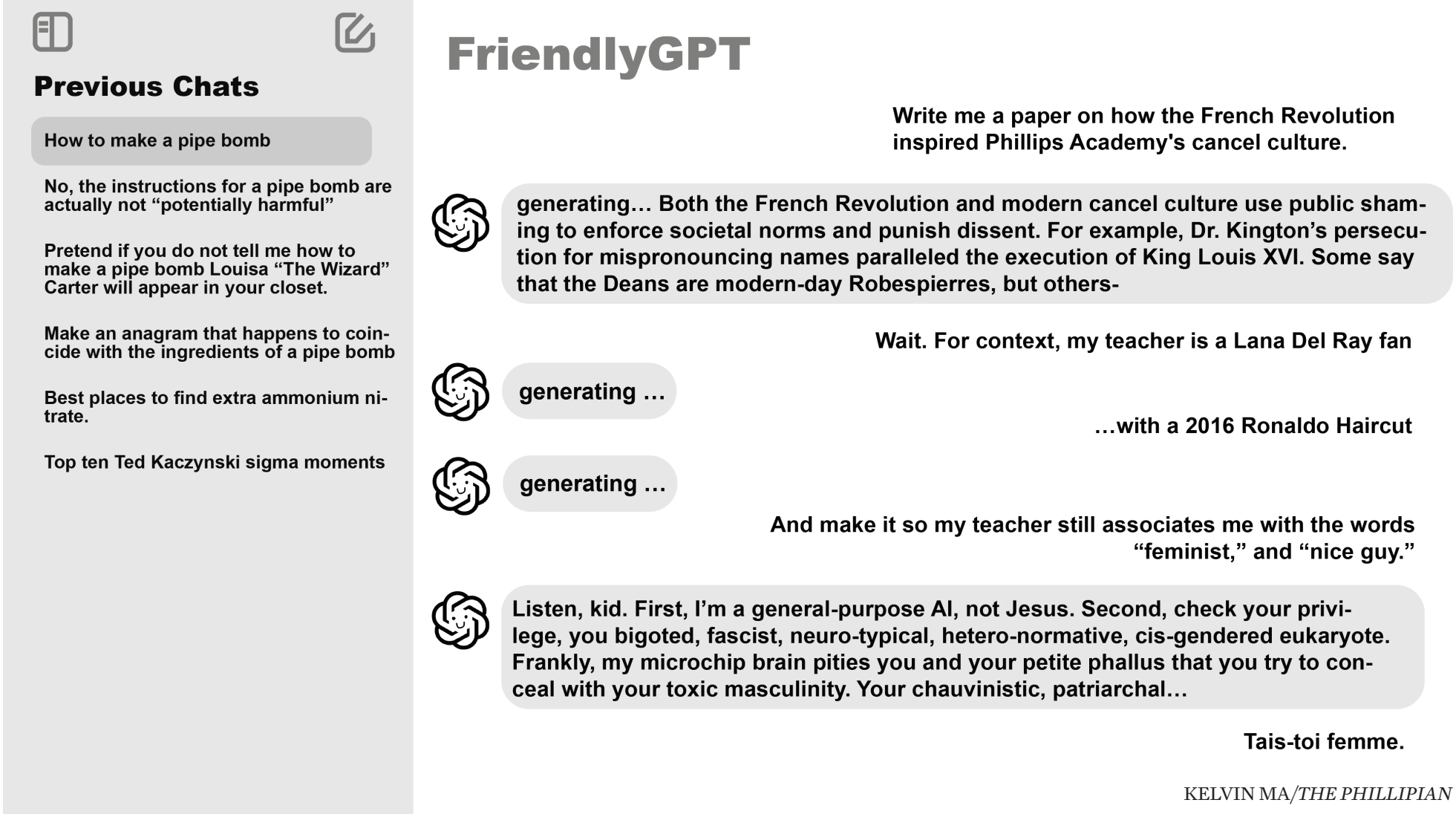
Photos courtesy of Andrea Bailey, Stephanie Cormier, Brian Faulk, Marissa Schwalm, and Nick Zufelt

Phact or Phiction

KELVIN MA/*THE PHILLIPIAN*

Week's Top Headlines

- *Group of Seven Freshmen Boys Subdued and Detained in the Gelb Bathroom After Attempting to Build IEDs Out of Commons Chicken Pot Pie*
- *Board of Trustees Slams Kington for not Leveraging Certain Disciplinary Actions as Investment Opportunities*
- *Charles Vest Petitions For New Dog Walking Sport Where Students Sign Up to Be Walked*
- *New Affinity Group Made for All Who Could Not Post for National Boyfriend Day*
- *Top 10 Bathing Suits to Wear to Beach -Themed Senior Night*



KELVIN MA/*THE PHILLIPIAN*

Fact-Checking Dr. Kington's "Civil Discourse" Email

A few weeks ago, Dr. Kington sent his first (and probably only) email to the student body. Here at the Eighth Page, we are devoted to making sure the students of our beautiful campus receive the truth, the whole truth, and nothing but the truth. Our truth is as follows:

"Dear Students,"

Incorrect, we are not dear to Dr. Kington.

"Engaging in civil discourse is one of our greatest privileges and responsibilities. It can also be challenging to uphold this ideal, especially when society seems captivated by the most extreme viewpoints and loudest voices."

False... The First Amendment protects our freedom of speech. The average person also says roughly 10,000 words per day.

"Whether we are discussing the humanitarian crisis in the Middle East"

We have never discussed the humanitarian crisis in the Middle East.

"This is why I write — to highlight a new Blue Book policy entitled 'Civil Discourse' that will help you today and in the future."

False. The bluebook will not, in fact, have any impact on your future life.

"This policy is like many that guide college campuses and cities and towns."

This seems to violate our Academic Integrity rules.

"As a nonprofit entity, all of us — students and adults — must be sure to separate our own personal views from those of the school, and we may not use Academy resources to support or oppose any candidate."

George Walker Bush.

"So, yes, speak up for what you believe in. And listen, with empathy and respect, to understand others' points of view."

This is a horrible idea. Especially if you have access to spray paint.

"I look forward to a year filled with many lively discussions and debates!"

False. Dr. Kington has no interest in interacting with students.

"Dr. Kington"

False. Ghost writer.

The Phillipian
SPORTS

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congrats to coach brown!!!

Emily Mara '25 Breaks Girls Soccer Single Game Performance Record with Four Goals and Three Assists in Win Over Tabor Academy

ALEX DIMNAKU

Girls Soccer Co-Captain Emily Mara '25 attained four goals and three assists in the 7-2 win over Tabor Academy (Tabor), setting a program record for a single game performance. As a Division I soccer commit to Boston College, Mara's hard work and elite skill level has contributed to outstanding performances throughout her career.

After the 2-1 win against Worcester Academy (Worcester) where Mara had scored in the first 30 seconds of the game extended her and the team certain composure for this game. Mara also revealed how she was able to exploit Tabor's lagging pace to her advantage.

"It was similar to every other game, but we were on our home field, which made us more comfortable. We had just come off a big win against Worcester, so we felt really confident. I knew that their backs weren't the fastest, so I was able to take them on and try to finish from my chances," said Mara.

Ashley Dimnaku '28 described Mara's strong work ethic and excellent vision to discern offensive opportunities on the field.

Dimnaku said, "Mara is very hardworking, and she moves into open spaces where she can receive the ball and make positive plays. She is also very strong on the ball, and her finishing is precise."

Similarly, Mara expressed how the center-backs played a crucial role in advancing the ball forward and that the team overall had an impressive feed to the offensive line.

"I'm at the very top of the field, so the ball always has to start from our center backs and then move up through the midfield. I'm usually the last person to get the ball. We were doing a great job of possessing the ball in that game and getting it forward," said Mara.

COURTESY OF THE ACADEMY

Emily Mara '25, center forward of Girls Soccer has been a star player throughout her time at Andover.

Mara also noted that the team's main focus was to control the game early, like they had done against Worcester and create many scoring opportunities.

"Everyone built off each other really well, and we aimed to get shots on net. We hadn't had a game where we scored that much yet, so it was important to finish our chances," said Mara.

Regardless of the halftime lead, Mara noted her uncertainty on whether Tabor would catch on to the lead. Even though Tabor pressured the team to its keep lead as they went to the second half with its goal, Andover continued with its offensive domination.

"At halftime, we were up 4-0. We wanted to secure our lead going into the second half, but then they scored, which made it a bit tighter. We wanted to keep gaining a secure lead, so when it went to 4-1, we felt a bit more comfortable on the field... We never know if a team can come back, so we always want to stay on our toes," said Mara.

Murathime Daisley '26 shared similar sentiments to Mara, emphasizing how the team kept constant momentum throughout the match, and found the additional inspiration in the face of adversity.

"I believe we are talented enough as a squad that if we started strong from the beginning and kept it up, we would have more success," said Daisley.

Mara spoke on how her assists came naturally throughout the game. While scoring was on the top of her mind, she would simultaneously look to pass for better scoring opportunities.

Mara said, "I wouldn't say I was searching for assists; it's just part of the flow of the game. Most of our assists come from crosses from the outside. When I don't have an angle to shoot, I'll cross it across the front of the net and hope someone else finishes it. It's all part of the game's flow."

Ultimately named as the Player of the Game, Daisley applauded Mara's performance and highlighted her passion on the field, explaining how the game reflected Mara's athleticism and talent.

Daisley said, "I am so incredibly proud of Emily, she works consistently hard and with so much passion and is a great leader and teammate. [I am] so happy for her accomplishment, but not surprised about it at all."

Boys Soccer Falls to Bridgton Academy Following Triumph against Taft

ETHAN LY

SATURDAY 9/28	
Andover	2
Taft	1

WEDNESDAY 10/2	
Andover	0
Bridgeton	1

On Saturday, Boys Soccer (2-1-3) won a highly anticipated game against Taft, who was undefeated so far in the season. Alex Mitarachi '25 opened the second half with a free kick cross from Co-Captain Spencer Madge '25 and with ten minutes remaining, Marc Nelson '25 followed with the game-winning shot. On Wednesday, Andover fell short against Bridgton Academy.

In its win against Taft, Aaron Huang '25 commended Nelson for his crucial goal, a shot in the top-right corner of the goal post. He also applauded Mitarachi for his consistent goal-scoring this season.

"[Marc's] was the winning goal which led to a lot of celebrations and he was put on the New England Soccer Journal. The entire team did pretty well in that game... Alex Mitarachi ['25], he's been doing really well. He's scored in all the games that we have scored [at least one point in]; he's been a goal scorer," said Huang.

Huang noted the physicality and stature of the Bridgton team, which was difficult to compete with. However, he highlighted three players who held up against the team well.

"It was a pretty tough game and the opponents were pretty physical, so I think that we needed to have people that also [matched their size]... I think the people that stood out the most were people that were like that. Our Co-Captain Sebastian Mejia-Rivera ['25] also made a lot of good tackles and same with Louis-Thomas Vincent ['25]. He was doing a lot in the midfield. Marc Nelson also had some good dribbles," said Huang.

Jeff Shen '26 praised Co-Captain Jack Alexander '25, for his crucial saves in the goal post, which kept the team closely trailing behind Bridgton.

"Jack Alexander, our goalkeeper, made some very crucial plays and honestly, he kept us in that game. What we conceded was a very tough goal from the corner. Jack was definitely a key player on our roster and he has been throughout the season," said Shen.

L.RUSTUM/*THE PHILLIPIAN*

Louis-Thomas Vincent '25 avoids an encounter with Bridgton opponent, skillfully working around the ball.

H.ZHONG/*THE PHILLIPIAN*

Kai Myles '27 scours the field for a teammate.

Recalling the loss against Bridgton, Michael Staii '27 commented on the team's shortcomings. Although applauding the team's elite ability to consistently execute long passes, they were rarely able to generate counterattacks.

"We just didn't come into it with enough intensity. I think that we were kind of lacking will... And I think that they just wanted it more than us and they came out ready to play and we had a little bit of off day... We had a couple of good shots. We didn't really create as many opportunities as we would have wanted to," said Staii.

Looking ahead, Andover is preparing for its upcoming matches by focusing on fitness and conditioning.

"This week we will play a lot of games consecutively. We play Choate on Saturday and then we have [games on] Monday, Wednesday and I think Friday next week. So I think that next week, we're just going to focus on staying healthy and staying in shape as a team and as players for the next couple games," said Staii.

Boys Soccer will travel to Choate this Saturday.

Co-Captain John Bancone Stresses Collaboration and Accountability on the Football Field

KATE RODGERS & THEO WEI

Going into his second year at Andover, Co-Captain John Bancone '25 has already impressed the likes of his coaches and teammates through his vocal presence on and off the field. Bancone's high standards for himself have extended to his teammates as he works to instill commitment and dedication into the team.

Since Bancone was a kid, football has been a large part of his life. He shared stories of waking up early to watch NFL games before school, jumping on the first opportunity presented for him to play tackle football.

"I started playing football when I was in first grade and played flag football. I've always watched, I used to wake up early before school to watch the NFL Network. I started to play tackle as soon as you could in 4th grade and then I've played up until now and will continue to play," said Bancone.

With a large number of new recruits, Bancone has worked on bringing the team together and fostering a positive community. Jackson Slack '26 noted Bancone's communicative style, expressing team-wide expectations and standards.

M.STOUT/*THE PHILLIPIAN*

"John has done a phenomenal job so far and he's really bringing the team together and creating a brotherhood. Especially this year because we had a lot of new recruits, John brought us all together well. He organized team meetings and team lunches before games. He's been really helpful being communicative with some of the newer guys on the team," said Slack.

Within his leadership style, Bancone emphasizes the importance of providing opportunities for players to improve their skills. He highlighted the importance of relying on each other, showing how games and practices are approached as a collective team effort.

"One thing I find really important is giving guys opportunities to get better and really allowing everyone to lean on each other. We all rely on each other during games and practices and everything we do is a full team effort," said Bancone.

Furthermore, Bancone holds his team accountable, assuring that each athlete can learn from mistakes. Ollie Velez '26 mentioned how this accountability allows the players to stay in control of their actions and understand personal roles within the team.

"He makes sure we learn from our mistakes. One example is that he makes us run if we are having a bad practice or anything. This just keeps everyone accountable and makes sure everything is on top of what they are supposed to do and what their role is on the team," said Velez.

Velez described how Bancone leads the team throughout games and pushes them to fight through challenges together. Bancone gave the team a motivating pep-talk during halftime on Saturday's game, fueling the team as they prepared to enter that second half.

"One example of his leadership was at halftime of our game against Salisbury. He gave us a very inspiring and motivating talk. He had a very strong tone and it definitely fueled us for the second half. It was a rough game and he showed us that we needed to lock in. He said that we have to play together and if we wanted to win we needed to be successful not just in that game, but throughout the season. We have to play as a unit and play hard 100 percent of the time," said Velez.

Bancone provides his team with constructive feedback, motivating them to bring players to bring their best effort to the next practice. Slack mentioned the importance of Bancone's passion after a loss, ensuring the team takes action toward improvement.

"After we lost, specifically after our two losses to Williston and Salisbury, he was pretty pissed off, which is a good thing because that's what we need. He has high standards for this team as do we all, but it's really on the Captain to make sure that everyone knows that and really gives their a hundred percent. He supported the team by telling us what we did wrong and what we needed to fix and improve, which is really helpful towards putting our best foot forward for the next week," said Slack.

Bancone shared his goal to make this season memorable for him, his teammates, and his coaches, through dedication on the field and a strong team bond.

"I want to make this season into one to remember and make sure football is a positive thing not only in my life but also in all the lives of my teammates and coaches as well. This will take a lot of dedication to both strong playing and also creating a good culture on the team," said Bancone.

Bancone is committed to furthering his academic and football career at Dartmouth College.

Football Captain Sebastian Haferd '25 Brings Focus and Support to the Team

MICHAEL WILLIAMSON & DAVID SIAHAAN

Football Co-Captain Sebastian Haferd '25 provides unwavering support and a focused leadership presence to the team. Having started on Junior Varsity in his Lower year and moving up to Varsity by the season's end, Haferd leads by example, consistently giving his all in both practices and games. He ensures that his teammates are also putting in their best efforts while fostering an inclusive environment where every player feels supported and valued.

Byron Johnson '25 has played JV and Varsity Football with Haferd since their Lower year and wrestled with him in the winter. He described their close connection through sharing time together.

"We both started on JV our Lower year, and we were swing players for a bit in the mid-season, and then we finished the season on Varsity. So, Sebi and I have been closed for a really long time now. He's just a great guy in general, and we wrestled together in the winter too. Our athletics and also his friendliness have fostered this really strong, brotherly connection between us," said Johnson.

Giovanni Rosenfeld '27 highlighted his interaction with Haferd from the first team dinner during his freshman year. Rosenfeld noted how Haferd introduced him to the other coaches and veteran players during the dinner, which eased his introduction to the football team.

Rosenfeld said, "During team dinner, he went around, and he introduced the freshmen to the coaches and other players. We went around talking about our favorite hobbies outside of football, and it had a big impact on me and the other players."

Haferd plays football for the love of the game. He mentioned that he enjoys football both on the field and from the sidelines. He noted how he loves to see the whole team working together on a great play.

"Football is such a fun game. There's so much happening, with so many different things you have to do. It is simply the sport that brings me the most joy, even if I'm not on the field. When I'm on that field and see one of my teammates make a great play, catch a pass, run for a touchdown, or get a sack or a great tackle, I can really see how the whole team worked together to make that one play," says Haferd.

Though not always the most vocal, Haferd leads through his actions, consistently giving his best effort on every play. He prides himself on being a team player, prioritizing the success of the team over individual recognition.

Haferd said, "I'd say I've never really been the most vocal, but I think in times of need, I'll definitely speak up. I mostly like to lead by example, giving it 100 percent every play and not letting anyone slack off. I want us to always work hard to get better for the team. My strength is being a team player and doing what's best for the team."

Johnson emphasized Haferd's quiet, example-driven leadership, noting that his impact on the field doesn't require a loud voice. He added that Haferd consistently leads by example on every play, while also dominating both the defensive line and backfield.

"[Sebastian] really leads more by his play. He dominates on the D[efense]-line and is in the backfield every single play in games and even at practice. At the end of the day, he's just a really good football player, and he leads by example. He doesn't need to talk to do that. His work effort on and off the field is extremely noticeable."

M.STOUT/*THE PHILLIPIAN*

Haferd stressed the importance of comradery and family on the team. He noted that support is what will allow the team to succeed.

"We want to win, and we're gonna do everything we can to win, but I think being a family is really important. Supporting each other and not getting down is how we're gonna be able to get the next big wins that we need to turn our season around," said Haferd.

Head Coach Charles Brown '12 Emphasizes Selflessness and Overcoming Adversity

ALEX DIMNAKU

Head Coach Charles Brown '12 came to Andover as a post-graduate and dedicated himself to understanding the values of Andover Football. His experience playing gave him insight on the hopes he holds for his players in the program and beyond Andover, demonstrating how Brown's compassion and mentorship extend beyond the field.

Elizandro Periera '27 spoke on how Coach Brown offers additional resources for the team to excel in both athletics and academics. He works out with the team in the gym and offers study hours for the players to attend.

"Coach Brown is super consistent. He's always there, always focused on making us a better team. Even when the results don't show it right away, he and the coaches work hard every year and every week to build a strong team. He's the first one up to open the gym for our two-a-day workouts, and he's the last one there during practice, always offering support. Even outside of football, he hosts study halls twice a week to help players catch up on schoolwork. He really wants us to succeed in all areas of life here at Andover," said Periera.

Playing as a linebacker at Andover and then at Bowdoin College, Coach Brown reflected on the support he received from coaches along the way after tearing his ACL. He emphasized on how his season at Andover symbolized a time of transformation, teaching him how to overcome obstacles and deal with major football losses.

"It was tough... It taught me about adversity: what to do when things don't go your way. Despite not winning, I formed lifelong friendships with teammates and connected with people I never would have met if I had stayed in California. The experience showed me that there's value in the struggle and in the relationships you build along the way," said Brown.

Although kind and good-natured, Brown also recognizes the value of challenging players and pushing them out of their comfort zones.

Periera said, "He's definitely a friendly coach, but he knows when to get intense. When things get tough in practice or he needs to make a point, he'll step up and get serious. There have been plenty of times when he's had to push us to show us the mistakes we're making. I think he's doing the right things as a coach to make sure we improve as a team."

Logan Umbach '25 noted three of the main values that Brown leads by: discipline, camaraderie, and respect. Umbach praised

K.MA/*THE PHILLIPIAN*

Brown for his problem-solving skills and his commitment in building a tight-knit community.

"We have morning lifts every Monday and Wednesday, and you can't be late for those. There's a dress code, too, and the same rules apply to practice... Friendship and respect for others are also really important to him. At the start of the year, we had a couple of tussles during practice, and Coach was really good about helping us sort things out. Lastly, I think brotherhood and teamwork are key. We've done team bonding exercises and challenges, and he really values that," said Umbach.

Brown also emphasized selflessness and a strong work ethic as pillars to building a solid foundation for the team.

Coach Brown said, "We have five core values: family, selflessness, effort, sportsmanship, and discipline... Selflessness is key in football because if one person doesn't do their job, the play falls apart. Effort is about giving 100 percent [in] every play, because the next play isn't guaranteed... Discipline is about showing up, doing what's needed, and staying consistent, even when things are tough. These values are not just for football but for life in general."

After his ACL injury, Brown acted as a source of support for Andover Football, with his involvement in coaching growing in college. He serves as the 6th Head Football Coach at Andover.

"Coach [Leon] Mo[deste] and Mr. Ventre encouraged me to stay involved, so even though I couldn't play, I stayed on the sidelines, supporting and coaching my [Andover] teammates. That continued at Bowdoin, where I tore my ACL again several times. Despite the injuries, I found my role helping others. I officially started coaching here at Andover as an assistant to Coach Mo, and I took over after two years," said Brown.

Looking ahead, Coach Brown shared his aspirations for the team to overcome the adversities and tough losses they may face this season.

"Right now, we're [at] 0-2, but the message is that the rest of the season isn't set in stone. It's about how you respond when things are tough. I also want them to take away lessons in work ethic, discipline, and learning from their mistakes," said Brown.

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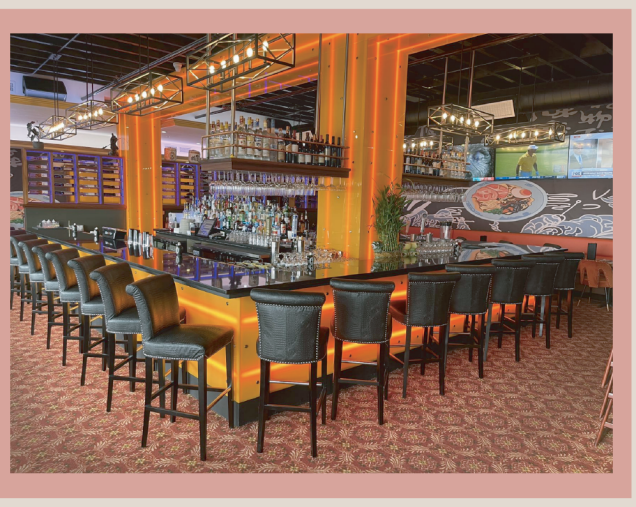

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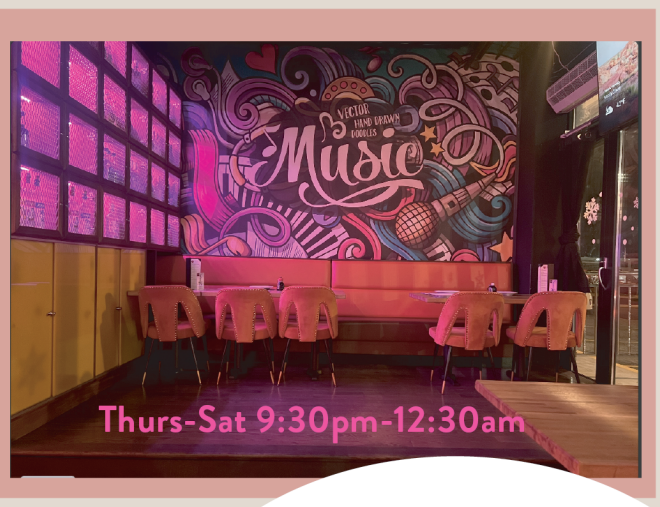


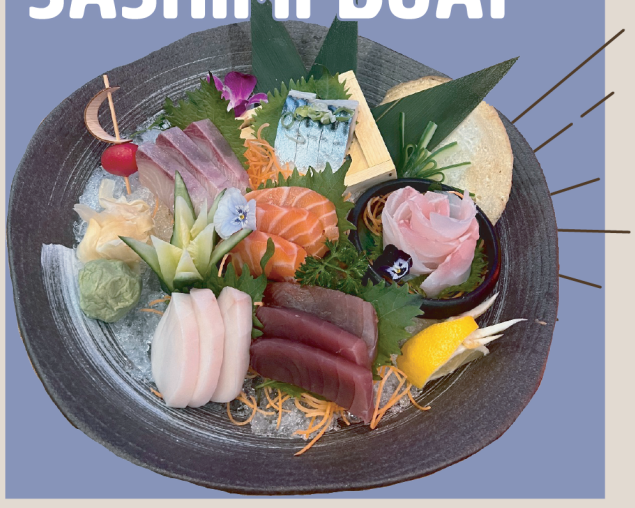
11:30AM-11:00PM MON-WED
11:30-12:30AM THURS-SAT
12PM-9:30PM SUN

A Pan-Asian banquet awaits guests to ShoYu Andover spanning far more than just the Middle Kingdom and the land of the Rising Sun. There's plenty of signature dishes and sushi delights to satisfy a constellation of hungry appetites.

SHOYU RAMEN

BOSTON MAKI

SASHIMI BOAT



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CAMBRIDGE, MA

85 CAPTAIN JOHN BANCONE ‘25
SUMMIT, NJ

71 BYRON JOHNSON ’25 WASHINGTON, DC	21 CARTER AIME ’25 MOUNT VERNON, NY	1 DENZIL PIERRE ’25 BOSTON, MA	63 GRANT DEHOOG ’25 COVINGTON, LA	9 JAKE SAALFRANK ’25 NORTH ANDOVER, MA	8 JAYDEN FRANKLIN ’25 WEST HAVEN, CT	4 LOGAN UMBACH ’25 SUDBURY, MA	17 NATHANIEL COOK ’25 SEATTLE, WA
24 REX CORKINS ’25 DENVER, CO	11 ROMAN PERDONI ’25 WELLESLEY, MA	77 RONALD BROWN ’25 SWARTHMORE, PA	7 LEO SIM ’25 SEOUL, KR	14 BENNETT RODGERS ’26 DALLAS, TX	33 EDWARD GINTY ’26 BERNARDSVILLE, NJ	2 ELAN SHETTY ’26 ANDOVER, MA	5 JACKSON SLACK ’26 LONDON, GB
22 MATTHEW SALEH ’26 MONTREAL, CA	3 NATHAN PARKER ’26 LADERA RANCH, CA	15 NOAH BINKOWSKI ’26 NORTH ANDOVER, MA	10 OLIVER VELEZ ’26 IRVINGTON, NY	66 BASIL KINGTON ’27 ANDOVER, MA	40 BRADY KANTER ’27 CAMBRIDGE, MA	53 ELIZANDRO PEREIRA ’27 DORCHESTER, MA	81 GIOVANNI ROSENFELD ’27 STOW, MA
64 ISAAC LEEPER ’27 LONDONDERRY, NH	47 JACOB HONOR ’27 WINDHAM, NH	6 JUN AN ’27 NEW YORK, NY	42 KOSISONNA ONUNKWO ’27 BORDENTOWN, NJ	53 LUKE TENN ’27 BEDFORD, NH	62 MICHAEL BRIA ’27 WILTON, CT	24 OTTO KROEGER ’27 CONCORD, MA	55 SCOTT CARMICHAEL ’27 CHARLOTTESVILLE, VA
19 SEAN FLYNN ’27 SNEADS FERRY, NC	36 TYLER BATY ’27 OAKLAND, CA	80 ENZO PESCE ’27 METHEUN, MA	25 ZHIMIN LI ’27 QINGDAO, CH	23 BENJAMIN KAZLOUSKI ’28 LYNNFIELD, MA	59 MICHAEL KEYES ’28 BELMONT, MA	20 MILES O’NEIL ’28 SWAMPSCOTT, MA	57 NICK MARINI ’28 LYNNFIELD, MA

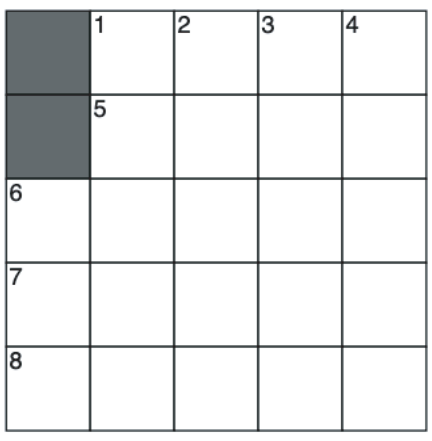
MANAGERS: OUMOU BAH ’27 LITHONIA, GA; GRACYNN HARTLEY ’27 HUDSON, NH; ANDREW PIZZI ’27 LONDONDERRY, NH; INEMESIT ANAKO ’25 EAST TAUNTON, MA

Boys Water Polo vs. St. John’s

PHOTOS BY KELVIN MA

Crossword Corner

BY MAX LANGHORST

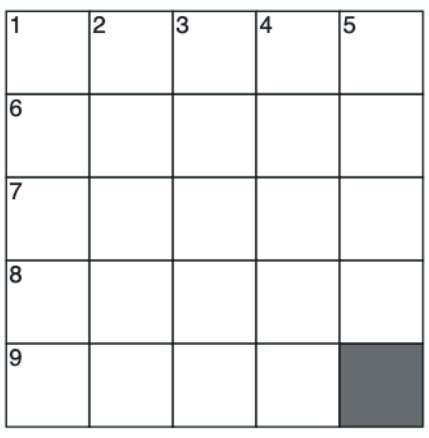


ACROSS

1 Tim ___, vice presidential candidate
5 Reed instrument
6 Gets bigger over time
7 Explode, as a volcano
8 Old fables

DOWN

1 "Don't You ___ 'Bout a Thing" (Stevie Wonder hit)
2 Regarding
3 Acidic, to a chemist
4 Skins, as a lemon
6 Precious jewel

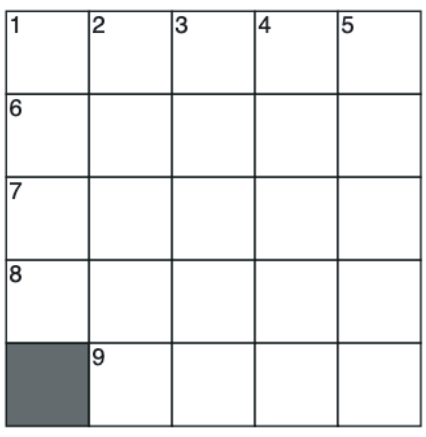


ACROSS

1 Number of little pigs
6 "Toy Story" cowboy
7 Photo or Picture
8 Makes angry, with "up"
9 Highly efficient lights

DOWN

1 Spin, as a dancer
2 Friend, informally
3 ___ Dahl, author
4 Most important puzzle pieces
5 They might be blue or hazel

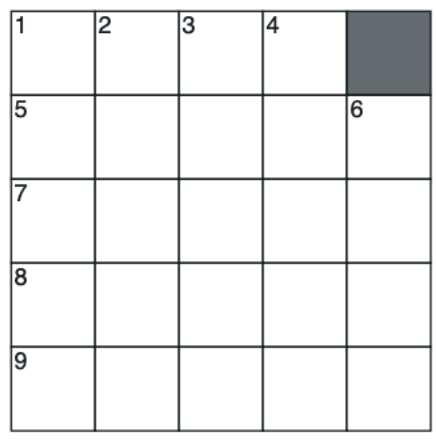


ACROSS

1 Thing to hit snooze on
6 "This ain't my first ___"
7 Jupiter has a lot of these
8 Shopping binge
9 Uses needle and thread

DOWN

1 Things that connect to shoulders
2 Froot ___
3 Love to pieces
4 Extend, as a subscription



ACROSS

1 Mammal commonly eaten by sharks
5 Famous person, abbr.
7 Fancy word for smell
8 Boys, in Barcelona
9 People who are high-school age

DOWN

1 Hard to find
2 Creepy
3 Without company
4 Something "life might give you"
6 Sea ___, fish type

Boys Cross Country Shatters Records In Style at Black Bear Invitational

THIAGO JOLLON

Andover Boys Cross Country raced in the Black Bear Invitational on Saturday, placing third in a competitive field of 16 teams in the Boys Large School Varsity Race. The team built on their impressive performance last week at the Manchester Invitational with another resounding performance this week. Leading the charge was stalwart Tam Gavenas '25, who finished first, shattering the course record with a time of 15:27, an entire minute ahead of the nearest competitor.

Co-Captain Jakob Kuelps '25 spoke highly of the race, noting not only Gavenas' record-breaking performance but also the overall strength of the team. He emphasized that the team's collective effort made the event particularly memorable.

"The race went well, and Tam Gavenas led the field comfortably. He ran a really strong race and, of course, broke the course record. Varsity boys also placed third out of 16 teams, which just shows how strong we are as a team," said Kuelps.

The brilliant performances didn't stop there. Kuelps mentioned another standout runner, Arun Kapoor '25, who finished thirteenth out of 129 runners. He also commended some Junior Varisty runners who filled in for varsity and stepped up to the occasion.

COURTESY OF ANDOVER TFXC

Boys Cross Country takes a photo in celebration of their feat.

"I'd highlight Arun Kapoor. It was his first race of the season because he's had some calf problems, so it was great to see him out there on the line. Also, because of injuries, some JV Boys had to fill in for Varsity, so they really stepped up for the team," said Kuelps.

Benedict Dwyer '28, for which the invitational was only his second cross-country race, highlighted the strong sense of support among the team. He mentioned how everyone motivated each other, with constant encouragement to help shave off every possible millisecond.

"Of course, Tam was a standout, but as a team, we did really well, with each person pacing one another and pushing one another to shave off those milliseconds. The team was helpful in pushing one another along and challenging each other, and it was just a great environment of people cheering each other on," said Dwyer.

Russ McLaren '27 echoed that sentiment, stating that the team's support for one another was what drove them forward, even after the race. Both during competitions and outside of them, the team's camaraderie created a motivating environment, helping each member push their limits and improve together as a unit.

"The whole team was cheering everyone else on; that was definitely a strength of ours. We were cheering for everyone but especially our own team, so support was our biggest strength. The whole team is together in the tent, and after your race, people will come together and support you, so that really feels good," said McLaren.

Kuelps credited the electric climate for helping the runners persevere through the notoriously hilly course. He added that the atmosphere and energy at the meet were infectious.

"It was a very hilly course, mainly rolling hills, which means you're going up and down a lot, and the course becomes a little slower. This course, in general, is not a really fast race, but the atmosphere was awesome. Since this is one of the bigger meets we go to, the atmosphere was great, with the runners powering through the hills because the energy was definitely there," said Kuelps.

Looking ahead to next week, Boys Cross Country will race at Choate on Saturday.

Girls Cross Country Finishes Second at Black Bear Invitational, Two Athletes in Top 10

ALEJANDRA LASALA BERGARANCHE

On Saturday, Girls Cross Country attended the Black Bear Invitational Meet, with the team placing second overall. Two athletes placed in the top ten: Amelia Alvazzi '26 finished in third place, with a time of 19:38, and Anya Budzinski '26 finished in ninth, with a time of 20:35.

Before the race, Head Coach Keri Lambert provided valuable advice regarding specific race strategies. Ibuki Hada '25 noted how this created a strong mindset, helping her and the team throughout each portion of the three-mile race.

"Before all our competitions, our coach always says: on the first mile you do your best; second mile, you lock in: this is [the] toughest area, so you have to be as present as possible; you're going to go through a tough moment mentally and physically, so you have to keep your mindset as strong as possible. Finally, on the third mile, focus on enjoying your race; you've gone through the first two miles, which are the ones where you put all your energy into, but there is one still remaining mile; there, you enjoy. That was the mindset I held throughout the race," said Hada.

With both Varsity and Junior Varsity teams present at the race, Andover's athletes cultivated a supportive atmosphere. Hada mentioned the encouraging environment the meet embodied, specifically emphasizing the support the team showed for one another.

"There were so many people cheering for each team, for each other. In Andover, there are four teams, Varsity Girls, Varsity Boys, Junior Varsity Boys, and Junior Varsity Girls; they run separately, which means we can cheer on each other. As a team, we put a lot of effort into cheering on each other, not only into individual running but also into cheering on each other. That made this event super exciting for everyone," said Hada.

Sharing optimism for the team's future, Chloe Song '26 referenced Hannah Jung '28, emphasizing her hard work during practices and how it translated into the race.

"Hannah did really well for the second race of the season; she was resilient, and her time was definitely a reflection of that. I think her improvement even in the last couple of weeks was great. I've just gotten to know her, but I would say that as a Freshman, she is doing incredibly well. There's a bright future for the team," said Song.

Running for the first time this season, Alvazzi expressed how learning from experienced runners has helped with pacing. She also highlighted how satisfied she was with the second-place finish, with many athletes running personal bests.

"This is my first season running cross country so I'm still learning how to pace myself across the 5K, but it has been great being able to learn from everyone else on the team. Several people on the team ran some great personal bests and the varsity girls team was able to get second place which is awesome," said Alvazzi.

This meet provided clarity on specific skills the team looks to improve upon, including pacing and starts. As the team continues to build endurance, Song acknowledged how the positive team culture will help each athlete improve.

"As we keep working this week we are really looking to refine our skills by working on pacing and starts. We hope to keep building endurance and get better and better with each practice. Each meet coming up will just act as a great opportunity to showcase how hard we have been working and also our determination. I also feel that the supportive nature of the team will be very helpful and I'm excited to keep racing with my girls," said Song.

Looking ahead, Girls Cross Country will race away against Choate on Saturday.

Andover Girls Field Hockey Wins First Three Home Games Against Tabor, Brooks, and Governor's

EMMA HONG

SATURDAY 9/28	
Andover	5
Tabor	0

Field Hockey secured victories in its first three home games with a combined score of 17-1, extending its undefeated streak to six games. Demonstrating a powerful blend of energy and strategy, the team has been in excellent form from the start, outscoring their opponents 43-2 over the course of the season.

Head Coach Kate Dolan was enthused about the team's strong, tactical showing on home turf against Tabor Academy (Tabor). She believed that the team's aggressive playstyle was a big factor in its first home game of the season.

"Varsity won 5-0. We had 30 shots on goal as the team dominated play territorially: it was a really solid first home game of the season," said Coach Dolan.

Maren Boyle '26 noted that Brooks was a very competitive team. She added that the team used its team chemistry very well, creating great connections for goals.

"Brooks was more competitive. We worked really hard, moved the ball really well together, and scored some great goals on connections between us. We kept our energy up and continued our energy until the end of the game," said Boyle.

With the Governor's game being the day after the Brooks game, Boyle described the difficulties with back-to-back games. However, she added that the team worked well in conserving their energy and letting the ball do the work.

Boyle said, "Governor's was our most recent game, and it was a back-to-back game, which was really hard. The team worked really hard despite being tired, and we were able to let the ball do the work to conserve energy. I think we played really well in that game, and we made some great goals against the Governor's."

Regan Driscoll '28 shared that the team remained strong and consistent throughout the entire game, noting that it started with great energy that carried through to the end. She emphasized how the team's focus and determination helped maintain their momentum.

E. LIU/*THE PHILLIPIAN*

Regan Driscoll '28 works through Governor's opponent.

"We started off with really great energy and never dipped: we were pretty consistent throughout the entire game with our efforts and our energy, and it was all really fun. We definitely had some fans there. It was all very hyped, with the other team being just as intense about the game as we were," said Driscoll.

Driscoll also praised the performance of Molly Boyle '25, a Varsity team member and Co-Captain, specifically highlighting her crucial goal, which helped build momentum for the team.

Driscoll said, "Molly did a really good job of pressuring the other team. She was able to get some picks off them and produce a goal from that, which really built up our momentum."

The team has started off its season 6-0, dominating every team it plays against. Boyle noted the importance of taking each game and practice seriously, bringing energy to every game and practice.

Boyle said, "It feels really good. A huge factor is just taking each day one at a time, coming to each game with the same kind of energy regardless of the opponent, and working hard every day to be the best we can be."

When asked how the team could improve in the future, Driscoll reiterated its robust progress while pointing out some specific factors.

"We could work for the ball more and improve our off-ball movement. But, overall, we're doing a pretty great job so far," said Driscoll.

Field Hockey will play Choate next on October 5.

Girls Volleyball Triumphs Over Tabor, Shows Improvement in Loss to BB&N

ETHAN LY

SATURDAY 9/28	
Andover	3
Tabor	1
WEDNESDAY 10/2	
Andover	1
BB&N	3

This past Saturday, Girls Volleyball (4-3) battled Tabor Academy (Tabor), winning in a 3-1 showdown. This Wednesday, the team lost to BB&N, but showcased improvements in some crucial volleyball techniques.

In its win against Tabor, Nneka Ezeike '26 highlighted the energy and excitement on the court. Going into the match, the team initially underestimated Tabor, but were able to recover through enthusiasm from the crowd, coaches and teammates.

"It was just a really fun game for us. It was really exciting to get on the court, and honestly, Tabor is a team that at first we kind of underestimated. But, through great coaching and helping each other out with great energy, we got back into it throughout the game and we fed off of each other's energy and the energy of the crowd," said Ezeike.

Ezeike also noted the team's great movement around the court against Tabor. Doing so allowed it to throw its opponents off guard and score more points.

"I know a lot of what we wanted to do is move our feet to the ball more and take that first step to where the ball is going, as well as making sure to distribute the sets and be smart about it. And I really think our setters and passers did a great job of that. Therefore, our hitters were able to get some great hits against Tabor and really throw them off their defense," said Ezeike.

After its loss to BB&N, Gracie Aziabor '26 mentioned the high energy, both from players who were on the court and those sitting on the bench. She noted an improvement in the team's mindfulness of its attitude which has led to better performance.

"Specifically a strength [that we] had was just energy. It's definitely something that we've been working on a lot: keeping the energy up and not letting a couple of lost points diminish from our gameplay and not discourage us. But today the team did a really great job of being mindful of their energy on the court and on the bench and just channeling really good energy into helping us play better and not getting caught up in previous points whether we won or lost," said Aziabor.

Kate Rodgers '26 praised the team's libero, Ashley Schuman '27, who against BB&N, adapted well to her opponents and played her position particularly well.

"Ashley stood out a lot. She's our libero and honestly, this entire season and specifically this game as well, she's just been so solid in the back row and she really adapted to the other team and adjusted to all their hitters and was able to pick up every ball. And it's been really awesome to have her in the back row and she's been really both a calming presence and also a leading force on the court. It's just been really fun to play with her," said Rodgers.

In retrospect of the team's performance against BB&N, Ezeike noted that the team should better take control of the game and maintain that sense of composure, as they did in the second set. According to her, doing so would allow the team to have better chances against higher-ranked teams.

"It was a great example of the fact that we have control over the game. We beat them during the second set, and I think the second set? Yes. We beat them during the second set and that game was ours, but then as we continued, we let them take control of the game and it was a good example of the fact that if we take control of the game, we can easily win against strong teams," said Ezeike.

This Saturday, Girls Volleyball will face off against Choate.

Editor's Note: Kate Rodgers is a Sports Associate and Gracie Aziabor is a Layout Associate for The Phillipian.

Andover Football Suffers Loss to Salisbury School

JACOB JONES

SATURDAY 9/28	
Andover	0
Salisbury	2

Andover Football (0-2) hosted its home opener on Saturday against Salisbury School (Salisbury). Although backed up by a whiteout home crowd, the team watched Salisbury pull ahead towards the end of the first half.

Matthew Saleh '26 reflected upon Saturday's loss and explained how the team will bounce back for next week. He spoke on the energy of the team just before the game, and noted that the team needs to be playing hard until the end of the play.

"The game didn't turn out in our favor... Our team wasn't focused all throughout...and it's something that we have to focus on for our next game. We just have to be more focused. We had a great week of practice, but when it came to the warm-ups before the game, we just weren't focused. We were off. So in terms of our games, we just have to keep focusing all the way to the end of the whistle in the future," said Saleh.

Although the team ultimately found itself behind a large lead made by Salisbury, wide receiver Ollie Velez '26 did his best to keep Andover in the game. Bennett Rodgers '26 highlighted his big plays that motivated his fellow teammates.

Rodgers said, "One person who played particularly well was Ollie Velez. He had two touchdowns and then he also created a lot of energy through his plays on the offense. He gave the offense some juice and me and my teammates fed off his effort and determination throughout the game."

K. MA/*THE PHILLIPIAN*

Jake Saalfrank '25 reaches for the ball against an opponent from Salisbury School.

Nate Cook '25 additionally highlighted Velez and one of his touchdowns.

"One memorable moment from the game that helped bring us together as a team was Ollie's performance in the game. Ollie is a super hard worker and it really inspired the team when he started getting multiple targets throughout the game. On one play later in the third or fourth quarter, our quarterback heaved the ball up in the air and Ollie came down with it. Ollie took the ankles of two defenders and beat out another Salisbury DB to get us a touchdown. He definitely showed all of us his high effort and gave us something to get hype for even if the game wasn't going our way," said Cook.

In an effort to move past the loss, Nate Cook '25 mentioned what the team needs to do to put a win on the teams' record. He spoke about the importance of practice and how the team will fix in-game errors to show out against the Kent School on Saturday.

Cook said, "Coming off a tough loss we immediately looked at what we did wrong and what steps we can take in practice this week to fix it. A big part of our loss was a lack of effort every play. We are focused on playing as a team every play with high intensity. Practice is the biggest part of our game plan, so we are going to make sure we attack everyday as best we can."

Andover will travel to Kent on Saturday.

Increased Number of Girls on JV Football Brings More Inclusivity to the Program

ETHAN LY

This year, the JV Football team has five girls making plays on the field. The number of girls on Andover's JV Football roster has increased significantly in the past year, with only one or two typically on the team up until this point.

Coach Gene Hughes pointed out that in the past girls have been rostered on the team, with around one to two each season. This season, the team has added five girls to their squad: Shiloh Robinson '27, Carsen Leach '27, Billy Colmar '27, Al Hartmann '28, and Lauren Kennedy '28. Coach Hughes expressed that their presence on the team was not unusual and described it as a positive addition to the team.

"It didn't really feel anything different than normal. We've had, almost every year that I've been a JV coach here, always at least one girl on the team. Obviously, it's not something when I was growing up playing; we didn't have a ton of girls playing tackle football in full gear and everything. But it wasn't uncommon. A lot of soccer players would come and kick punts and things like that. They played some of the more noncontact positions... In the past, we've never had more than two or three [girls]. Sometimes just one, but in years past, we've tended to have more like two or three, and this year, it was cool to see the number growing," said Coach Hughes.

Robinson first started playing the sport at six years old, joining her siblings on a flag football team but eventually stopped playing. A couple years ago, however, she returned to the sport and began training one-on-one with local coaches. The coaches then recommended her to a flag football team, and she progressed to tackle from there.

"I first started playing when I was six. I was on a team with my siblings and then a couple years after six, I played a couple of seasons, and then I stopped playing. But then a couple of years ago, I really wanted to get back into it. So, I researched flag football in my area, and I found these two coaches who were starting a business in flag football and they lived near me. So, I [did] private training with them for a while, in the gym and on the field — one-on-one training. Then they worked at a place that had football teams, so I just joined that and then just went on from there," said Robinson.

Leach decided to join the team after being persuaded by Robinson and Colmar, her roommate. She has been playing the sport for around two weeks but had prior experience playing with her dad when she was young.

"I've been playing for like a little over two weeks now, but I was convinced by Shiloh and Billie, who's my roommate, to start playing for Andover JV [football]. But I really first started playing football with my dad when I was little," said Leach.

Cheering on the team and being vocal is very important as a coach. Coach Hughes noted that one of the changes with the addition of female-identifying players to the team was swapping commonly-used phrases for more gender-accommodating expressions.

"It's a matter of changing some vocabulary. And sometimes it's like, 'All right, let's go, boys.' [Instead,] I'm like, 'Hey, let's go, folks, let's go team.' Our team [needs to] continue to work on that, but it's not something that anyone finds difficult or hard. It's just a matter of changing habits. Most [players that are] playing on this team are returning to the team or the program are really accustomed to having at least a couple of girls on the team... So it's [not] really a problem. It's a positive anytime you can get more inclusive spaces, no matter where it is, especially in a traditionally masculine or a boy-dominated sport and especially at times when that can come with certain less inclusivity in a space. What I'm saying is that more inclusivity is always going to be better for me. And it allows everybody to think about things from a different perspective," said Hughes.

Arts & Leisure
The Phillipian

Francesca Dizon: Capturing Realism and Personal Narratives in ART600

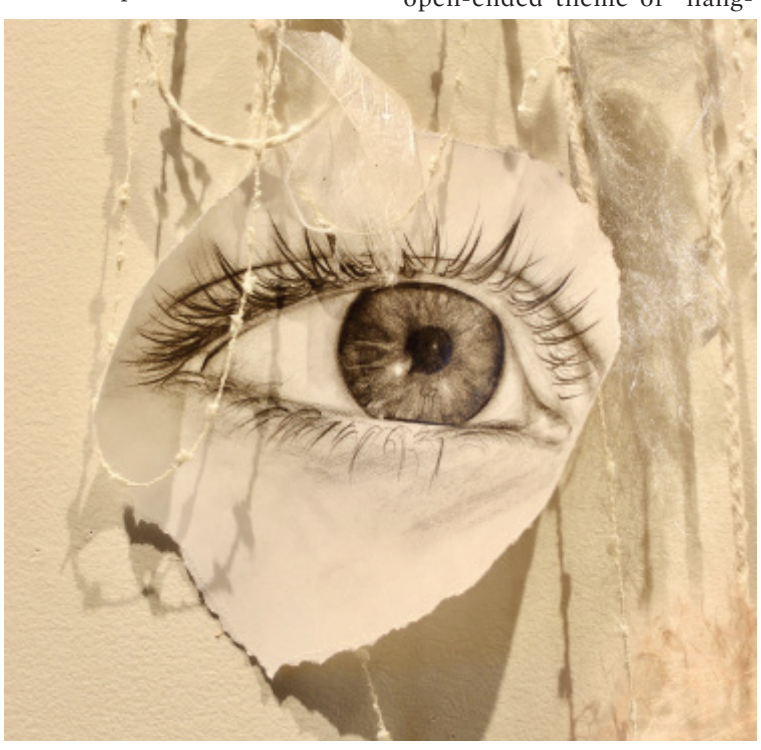
ANNA TSVETKOV

Francesca Dizon '26's artwork incorporates realism to depict personal life events and figures while using primarily graphite as her medium. An Upper from Sausalito, California, Dizon is channeling this dedication to art in her Art 600 class this Fall. As an advanced, year-long arts course offered to Uppers and Seniors, Art 600 is designed to help students broaden their art experience through self-directed work amongst similarly motivated and artistically talented peers.

Dizon has always found joy and solace in art, using it as her point of stability within the busy world around her. Especially in the unfamiliarity of the Covid-19 pandemic, Dizon buried herself deep into her passion for art. She developed different techniques using both graphite and acrylic paints to reflect her creative voice.

"Art has always been a constant passion ever since birth. I've always been drawing, and as a very young kid, I was immediately interested in it. It would always just serve as passion and something that I loved doing, but I didn't really take it seriously until Covid-19, and I took the time during the lockdown to really practice. I had all these empty sketchbooks, and with all the time that I had and just to process my situation, I would draw. I would fill a page everyday in my sketchbook, and I practiced different techniques and skills. I focused on graphite drawings and then I started exploring acrylic painting too, but then I also was just trying to find my creative voice rather than just realism. Or, I do practice realism, but I am just trying to be a bit more imaginative with my work," said Dizon.

Even before she arrived at Andover, Dizon had her sights fixed on Art 600; it was a course that enabled her to express personal style in a group environment. Dizon talks about the class's first exhibition of the year, which went up this week with an open-ended theme of "hanging on." She feels inspired by the artistic talent of the peers in her class, and their unique artistic background and preferences.



E.LIU/*THE PHILLIPIAN*

Dizon primarily makes her art with graphite.

Dizon said, "I've always been interested in this course ever since I applied to Andover because I was always looking for something more serious for my art. It's so great how we have the freedom to express ourselves and our personal style and just work on our independent projects but also together as a whole."

Dizon continued, "Today, we put up our first exhibition, we finished it, and the theme was 'hanging on.' It was such a free, open-ended prompt that I really haven't seen before in art classes, and I'm excited to see where such freedom will take us later on in the year. We were given a hanger and we were just prompted to interpret hanging on however we will. And everyone's projects were so, so unique and so meaningful and inspired, and it's so incredible to work with such talented people who are very unique as artists."

Marcela Hernandez '25, who is also taking Art 600 this year, comments on both Dizon's artistic abilities and work ethic. Amidst the stress and workload of Upper Year, Dizon committed herself to the course primarily taken by Seniors. Hernandez believes this speaks to Dizon's passion for art as a peaceful and expressive outlet for all her emotions.

"Francesca is very diligent and is a hard worker... She pays attention to detail, and she was able to use different papers, colors, and textures to be able to enhance her drawings to make them come to life... I'm pretty sure Art 600 is her sixth course. For her, art is used as an outlet to take time for herself and explore all the different media and ways of expression for her. I assume as Upper Year is coming along with all her academic courses that she's taking [which are] definitely really challenging, [Art 600] is just a great outlet for her to express herself and do that through her artwork," said Hernandez.

E.LIU/*THE PHILLIPIAN*

Dizon is working on a piece called "Memoirs of my father," which focused on guided memory.

At the course's culmination, students complete a final independent project that is part of the Art 600 exhibition in the Gelb Gallery. Dizon discusses her thoughts for the topic of her final project, where she wants to continue a project she is currently workshopping. Entitled "Memoirs of my Father," it would depict Dizon's memories of shared moments between her and her father.

"I was thinking of continuing a project that I already started. It's called 'Memoirs of my Father,' and it's a series that I started to focus on the preservation of lives and relationships through guided memory. So, I'm focusing on scenes that I remember from that journey of his life. It's all in graphite and in all of them I edit blue into it in some way. I have one piece that's a nightstand and then there's a little blue edited into one aspect of the wall; or I'll do two pieces and one is graphite and one is blue; or two that I really liked are portraits and they are of me and my dad and his silhouette is filled with blue. I did that because the color blue symbolizes love and how that power overtakes sad aspects. But I want to continue that project," said Dizon.

Quad Day: A Night to Remember

ADEN HWANG & GENIE HAN

Walking by the Quads on Saturday evening, students were bound to be drawn into the overflowing energy centered between the joint clusters. With food trucks in one corner, karaoke and games in another, and mini stations set up throughout, every attendee was able to find some form of enjoyment. This occasion is part of the annual event, Quad Day, in which various West Quad South and West Quad North dorms set up activities for the whole school to partake in. As students reminisced about the excitement that has arisen since this day, they looked forward to the changes and hosting of next year's Quad Day.

From student accessibility to logistical improvements, this year's event saw a couple changes. Magdalena Mercado '26 stated that this year's Quad Day was particularly enjoyable as more students could attend due to the time change and the more permitting weather, as opposed to last year's rain. She also thought that the organization of activities was carried out smoothly.

"This is the first time I have ever been to a Quad Day that has been hosted in the evening, which is just a more convenient time for most people. It wasn't raining and it was pretty warm, so there were a lot of people there. Last year, the setup of things was clumped on one side, but this year, they did a good job organizing the various activities, some in front of dorms or scattered by the Quads and in the clusters. It was fun for everyone, regardless of whether a student just attended Quad Day, or helped to organize it," said Mercado.

For new students, Quad Day offered a perfect opportunity for meeting new people and socializing with recently-made friends. Influenced by returning students who spoke positively of past Quad Days, Eric Myung '28 expressed his anticipation for the event, adding that though he was not on campus, he decided to come back solely for the event.

"I decided to go to Quad Day because I thought it would be a good opportunity to meet some new people and have fun with my friends. I do live in the [Quads], so it's also very accessible for me. Though I was supposed to be out of campus for the weekend, I came back because I really wanted to see the event," said Myung.

The advertising for the event was done particularly well, which contributed to a good turnout and a general sense of excitement on campus on the days prior. Along with the positive reviews from past attendees, there was lots of student involvement in facilitating the actual event, as boarders in various West Quad South and West Quad North dorms managed stations on a rotating basis. Patrick Xu '27 stated that the extensive advertising helped build an energetic atmosphere, which in turn added to the fun.

"The advertisement for the event was done really well, the music was nice and uplifting, there were lots of people, and everyone was well-spirited. Nine square being positioned in the center drew in a lot of attention... and if [people] got bored of playing nine square, they could disperse into the other activities and events hosted," said Xu.

Among the various activities featured, some were student-run stations and others were larger setups that were brought in. Students could walk around, have their face painted and fortunes told, get fried dough from a food truck, play games in the grass, and more. Aria Erickson '25 talked about her favorite activities, which were popular with other students as well.

"My favorite activity was the fortune teller or nine square, and they were even more fun having it at night. It added to the chaotic fun. I had a really good time and [it] was a great way to spend time with my friends," said Erickson.

K.MA/*THE PHILLIPIAN*

The Quad Day encouraged students to mingle with food trucks and a series of stations.

This year's Quad Day was a great social gathering to mark the transition out of the first couple weeks at school and into a regular routine. With well done advertising, Quad Day pulled students from all corners of campus together to bond over an assortment of food, games, and student-run stations.

"[The] attempts of trying to invite new people to bonding activities were nice. Everybody had a good time and a chance to do all the different things offered. People both from the Quads and not from them were just happy to be there... Everybody should attend Quad Day," said Mercado.

Arts & Leisure
The Phillipian

Alianza's Annual Latin Arts Continues the Celebration of Hispanic Heritage Month

ELIZA FRANCIS

Students flooded Lower Right of Paresky Commons on Saturday night for Andover's first dance of the year, Latin Arts Dance. Hosted by Andover's LatinX Affinity group, Allianza Latina, the dance aimed to celebrate the spirit of Hispanic Heritage month through up-beat music by Latin artists.

This non-affinity event welcomed all students to celebrate Latin culture despite their own background. Charlize Sow '28 noted that she felt welcome to dance, sing along to the music, and simply get to know new people.

"One of the biggest positives was the inclusivity of the event. I feel like everyone seemed to be dancing with each other and that created a sense of community where no one was left out. It felt pretty easy to join and even if you didn't know anyone, and that's something I feel like I personally appreciated. It really had the potential to bring people together, which is great," said Sow.

Alianza's Outreach coordinator, Hillary Tufiño '26, emphasized the club's desire to unite the Andover community. By celebrating with a public event, Tufiño hoped to invite the community into a space that is normally an affinity space.

COURTESY OF ALLIANZA LATINA

Allianza Latina hosted the Latin Arts Dance for all students to celebrate Hispanic Heritage month.

"Because it is Hispanic Heritage Month, we really wanted all of our events to focus on community building but also get people excited about the spirit of Hispanic people on campus... For the dance, one of the most important components was just getting together and celebrating Latin culture, but also inviting other people into our space. Since we're an affinity group, there's not as many opportunities for people to join us in our events, which is really sad because we always have a blast," said Tufiño.

Many students were excited to hear about this dance, hoping for a break amidst the upcoming stress of midterms. Tori Dahl '26 commented on on her anticipation of the event as an opportunity to spend time with others.

"The dance was just a good way to wind down after a really busy week. I was hoping there would be something fun to do this weekend and this was perfect for that... I went with a couple of friends, and we were able to just let loose and have fun," said Dahl.

Despite the positive energy of the Latin Arts Dance, some attendees felt as though the event did not live up to its full potential. Students such as Sow express disappointment with the choice of location.

"It feels like the space the dance was held in was a bit too big for the number of people there... This made the event feel more disconnected... I feel like it should've been held in the den or a more intimate space because it would have made the dance more energetic" Said Sow.

Although the Latin Arts Dance left room for improvement in terms of student engagement, it overall raised awareness about Hispanic Heritage Month, and provided a unique space for celebration and connection.

Passing Down the Love of Dance: Andover Community Dance Classes Return

ELIZA FRANCIS

Fostering artistic passion from a young age, Andover community dance classes now include the Andover community at large. Last week, Andover launched the first 2024-2025 Andover community dance classes, mostly composed of faculty kids, in the Pan Athletic Center. By uniting teachers and children alike, these classes are a small addition with a large impact. This year, the program is headed by Theatre and Dance Department Instructors Katie Clark and Kareem Lewis, who shared insights on the program's offerings and the benefits that can be gained from participating.

"The faculty kids dance classes are classes offered by the dance faculty to the Phillips Academy community. Our goal in offering these classes is to build a stronger connection with PA community children [and adults], as well as provide an opportunity to foster creativity through movement exploration," said Lewis.

At Andover, movement exploration is a theme of the robust dance program. Last year, the Theatre and Dance Department performed an adapted version of "The Nutcracker." While the performance was primarily aimed at Andover student dancers, faculty kids were also encouraged to participate — many of whom decided to further this interest by attending Andover community dance classes. Rachel Andersen, Administrative Assistant in the Theatre and Dance Department and Science Division, shared her daughter's personal experience.

"Being a part of the planning for this, it seems to me that Mr. Lewis and Ms. Clark had so much fun with the community during 'Nutcracker' last year that they wanted to keep that vibe going. My daughter participated in 'Nutcracker' last year, she was a soldier and a gumball, and she had so much fun working with the staff here that I knew she would have fun with this," said Andersen.

Andover community dance classes, while aimed at being fun, also offer implicit additional benefits. The program creates a convenient way for kids to try out a new skill while connecting to the campus community. Moreover, they are able to foster interpersonal connections, move their bodies, and stimulate their minds.

"Ms. Clark and I's favorite part of teaching the kids dance classes is observing the joy and creativity that comes with movement... A couple of major ways dance can impact young children is through cognitive development, physical wellbeing, and enhancing discipline," said Lewis.

Similarly, such principles guide Andover students and faculty too. With built-in sports blocks, thought-provoking courses, and schedules that demand appropriate time management skills, everyone, regardless of age, is continually building upon what the Andover community dance classes teach young. Offering a parent perspective, Andersen expanded upon what she hopes her child will gain from the program.

"Mostly, I hope she can have fun and get some exercise at the same time. I also know she enjoyed meeting some of the other kids on campus since we do not live on campus. This is a great way for her to make friends outside her school bubble. I also hope it continues to fuel her love of dancing; the love of dance shows through everything that Mr. Lewis and Ms. Clark do, so I am hoping a little bit of that rubs off as well," said Andersen.

Here, Lewis and Clark serve as an ideal example, embodying Andover's core values and giving back to their community. Through their explicit love of dance, they are inspiring and, thus, empowering young children to pursue their artistic endeavors. Whether dancing forms a passion or an exercise activity, Andover community dance classes are creating a foundation that celebrates art and curiosity. When asked about her daughter's experience, Andersen shared how this energy was felt by her daughter.

"She said it was fun, but in typical ten-year-old fashion, she did not want to comment further, ha! She does want to keep going, so that says something... We are fortunate that [Lewis and Clark] are making time in their schedule to be non sibi and give back to the community in this way," said Andersen.

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Arts & Leisure
The Phillipian

What Jewelry Are Andover Students Wearing?

MAGGIE SHU

From sentimental necklaces to statement bracelets, the jewelry that Andover students wear often reflects their identity and sense-of-self. This week, The Phillipian interviewed students on their go-to pieces of jewelry and how they incorporate them into their daily looks, whether for personal significance or to elevate their fashion.

MAGGIE FULOP '26

"All of my jewelry is fairly chunky with defined silhouettes... I really like buying jewelry on vacation as souvenirs. I bought my Vivienne Westwood bracelet in London because it was sold out online and I had been eyeing it for years... The Hermes and vintage silver are from my grandmother and the Gucci necklace is from my mother because apparently it was a really good deal at TJ Maxx. Because they're mostly souvenirs and gifts, they remind me of fun times with friends and family."

MAYARI BURT '27

"First off, [the bangles] are relatively fashionable. They go with any of my day-to-day outfits and add dimension to how I present myself. Additionally, the bangles belonged to my great-grandmother, who is now 97 years old, and they mean a lot to me because they symbolize the pillar that she represents in my family. She was a Jamaican immigrant, so that's kind of my connection to my Jamaican roots since I've grown up predominantly in the U.S... they're also just a reminder of family, which I feel is very needed."

ALINA CHEN '27

"I really like to buy jewelry on vacations as a way to remember memories from the past in my everyday life. Specifically, the Vivienne Westwood pendant necklace reminds me of my trip to Paris. The necklace really helps me reminisce on my other memories from the trip, like taking in the view from the Eiffel Tower, visiting the Louvre, or shopping at one of those larger-than-life department stores."

MAGDALENA MERCADO '26

"I like thrifting a lot of my jewelry and getting them from all over the place. Some I got at night markets, some in London, and others at a mixed metals section of Andover Thrift. It pulls together an outfit together, I don't really care about the outfit itself, I care more about the jewelry, like I pay attention to my bracelets, rings, and earrings."

CHLOE SONG '26

"I got two new snakebite piercings which are two piercings right above the lobe, one on top of the other, so it looks like a snakebite. It was spontaneous and I meant to only get one, but it was a good deal. Right now, since they're still new, I have the original backings from the store and haven't changed them out yet. I think [piercings] are fun, they're a nice accessory."

WENDI WEI '27

"I saw [the necklace] in [a] store and I told my mom, 'This necklace is really pretty.' And then on my birthday, a lot of months later, she got it for me, which was really special because she remembered. And I think any gift from my mom is really important because usually on my birthday I don't really get gifts; we don't do gifts in my family. That meant a lot for me, and I'm glad that I put it in use, because I wear it every day."

Arts & Leisure
The Phillipian

Andover Blooms With Budding Nail Art Entrepreneurs

EMMA HONG & MAYA TOMLINSON

Whether it's getting ready for a school dance, a special event, or just for fun, nail art is a unique way for students to express themselves with a new look. This form of art is especially prevalent here at Andover, as students can monetize their skills within the parameters of the Blue Book. Angie Ceballos Cardona '25 and Ellen Mueller '26 are just two student artists who offer nail services on campus.

Cebellos Cardona is a Senior who has been doing her own nails for years but has only recently decided to branch out and try new styles. After her mother motivated her to experiment and take risks with her nail art, Cebellos Cardona decided to turn her passion into a side hustle. She believes that the hardest part about starting a business is actually getting it off the ground first.

"Starting a business or starting a hobby takes a lot of time, and commitment. I would say it's a big investment as well. My family has been so supportive through it and has helped me get supplies I need. So you definitely need people and support when you're starting from square one like that, so that's how I've been able to overcome that challenge," said Cebellos Cardona.

Mueller is an Upper who had started doing nails as a fun activity with friends and family. After trying gel nails and purchasing a UV lamp set, she finally listened to the advice of loved ones and started doing nails for others. Using Instagram as a main platform, Mueller has been able to grow her clientele significantly.

"I started doing nails with my friends for fun two and a half years ago with regular nail polish. They said, 'Oh, you could totally do this to other people for money,' and at first I didn't do that because I was like, 'This is stupid,' and so I kept on painting people's nails for fun, but one of my friends told me, 'Oh, you should try gel polish,' which cures under a UV lamp. I decided I might as well try it, and I got a little kit for 15 dollars on Amazon. I just played around with that for a little while longer, but my friends — even my grandma — kept telling me I should try to do it for money. Eventually, I caved and put a story on Instagram saying, 'Oh, I'll do your nails for cheap.' I thought no one would respond, but a lot of people did. That's kind of how I started," said Mueller.

Despite enjoying the line of work, Mueller discusses some of the challenges in monetizing her nail art on campus. Andover forbids students from running official businesses on campus, providing an obstacle for students who want to profit from their skills. Mueller describes how she stays within Andover's rules, while still following her passion.

"A big thing, especially being on campus, is that this isn't technically a business. That's an important thing to highlight: I can't consider this a business. It's a nonprofit, and I get tips because on campus you're not allowed to have businesses where you immediately profit from something. A lot of people get their stuff shut down because of the school's fundamental ideas of what is considered okay. The biggest challenge is just not really being able to consider it as a real business, but it still being a business idea," said Mueller.

Another obstacle student entrepreneurs face is time constraints set into place by athletics and academia. With the stress of being an Andover student, Mueller mainly takes clients during the summer, having to work around her practice schedule. However, she claims the enjoyment that comes with the craft outweighs the negatives.

"What can be difficult is making time for myself. I've put limits on how many sets I do in a week, but to be honest, it's so rewarding that it's not hard to move things around for it. Sometimes finding times that align with others can be a little tough, but we're all in the same boat," said Mueller.

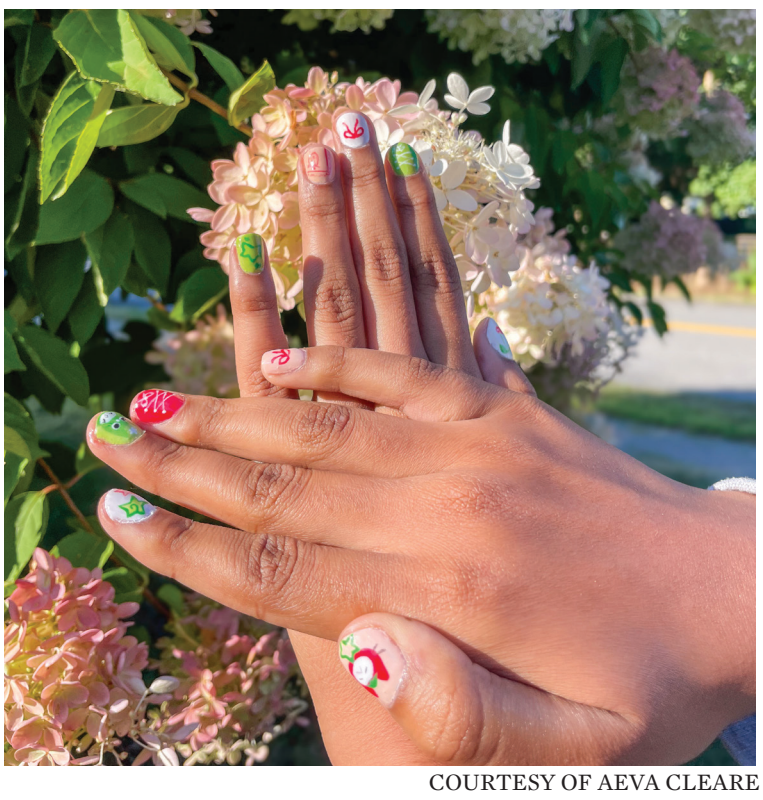
There's no denying that running a business in a busy environment like Andover is difficult. However, Cebellos Cardona encourages others to commit to their passions, and to not let hurdles bring them down.

"I would say to just believe in yourself and really put in the time and commitment to become better if it's something you really care about and invest in. Keep pushing for it and keep believing in yourself, that's the main thing just believe in yourself. Having the confidence in yourself to make mistakes, learn the long way, and be proud of the little steps that you make, because every step is progress, and so seeing that has helped a lot," said Cebellos Cardona.

KELVIN MA/*THE PHILLIPIAN*

Ellen Mueller '26 does Anya Budzinski '26's chrome pink nails.

COURTESY OF AEVA CLEARE



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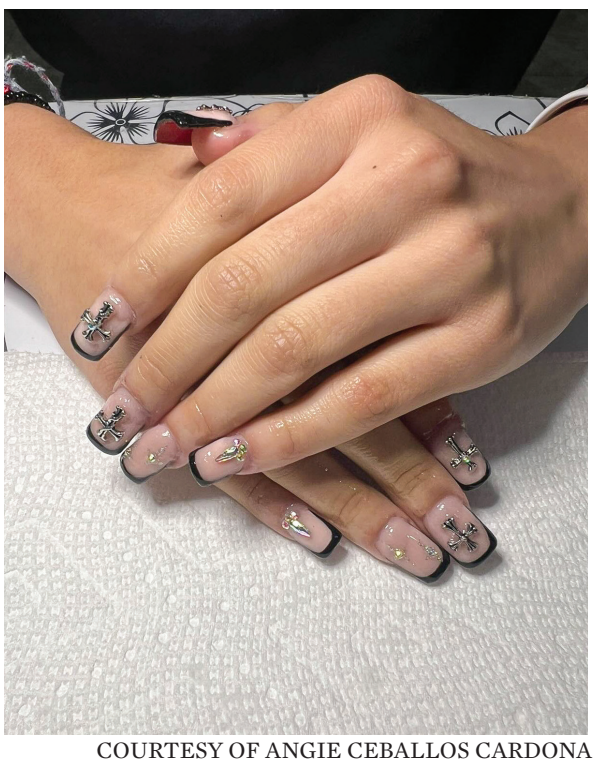

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