

Andover Adjusts to New Cell Phone Policy

PRISHA SHIVANI

Andover’s student body received an email around two weeks before school officially started, outlining the cell phone policy for the 2025-2026 school year. The email stated that phones cannot be used during the school day unless in an approved area, must be outside of the dorm room at 11:00 p.m. for lowerclassmen boarders, and are fully prohibited in Paresky Commons food lines or the Garver Room in the Oliver Wendell Holmes Library (OWHL). The policy was created mostly by a task force consisting of students and faculty.

Susan Esty, Dean of Students and Residential Life, explained that the reasoning behind this change was mostly to increase student connection and presence. Esty commented on the reasons for fully restricting phone usage in places such as the Garver Room (Silent) and Paresky’s lines.

“In line for food, first, there’s the social connection piece. Second, what’s happened in modern life is we have paid less attention to what’s going on around us when we’re on our phones. You’re not as efficient going through the line if you’re also looking at your phone. It makes a lot of sense to talk to your neighbor. Also, when you get up to the food and get what you want, don’t be on your phone and slow down the line too,” said Esty.

Esty continued, “[Garver Room], should be silent. Cell phones had made it less silent. It is really a place of focus. You go there for a purpose. You don’t go there to just hang out. You go to [Garver Room] because you want that atmosphere. Phones should just not be part of that atmosphere and silent study.”

Colin Lee ’28 reflected on the advantages and disadvantages of the policy so far. Lee acknowledged that, while the policy’s goal of tackling excessive phone use is reasonable, its strictness makes it



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If a student’s phone is confiscated for violating the new policy, they cannot pick up their device until 3:00 p.m. feel controversial.

“There’s definitely a real issue of people being on their phones too much, and it’s unhealthy socially and mentally. At the same time, this policy is partly overreaching. Parts of it seem unnecessary or unfair, and not well thought through. Perhaps if they had made it more lenient or it had more exceptions for people to use their phones, it would be healthier. But I think it does address an important issue and [works to] improve it,” said Lee.

Cristian Ramirez ’29, shared that due to not using his phone regularly regardless of the policy, his transition was relatively easy. However, he feels that communication of specific guidelines is an issue. Ramirez suggested that students should be able to use their phone between classes as long as they are not walking and texting.

“When I’m in between classes and I want to check texts to meet up with someone to study, and a teacher tells me to put my phone away, it does get annoying... Usually students stay connected and communicate with each other via their phone, especially because it’s a campus. You have friends in other dorms and friends that aren’t currently with you. If you want to communicate with them you need your phone for that,” said

Ramirez.

Some students felt that the policy has been more strictly enforced in the OWHL than other areas on campus. Camille Torres Hoven, Director of the OWHL, wrote on why regulation of phones may seem more intense in the library. She emphasized that if students need their phone for any academic reason, they should talk to librarians beforehand or move to a space where phones are allowed.

“From my perspective, it probably feels more enforced in the library because students aren’t following the policy here as consistently as they do elsewhere. For example, I have not seen students in [Samuel Phillips Hall] or Gelb [Science Center] pull out their phones to scroll, text, make calls on speaker, etc. but we frequently see this happening in the library. I also think there’s been some confusion about how the OWHL fits into the policy. That said, it’s still very early days — hopefully, things will feel clearer and more consistent soon,” wrote Torres Hoven in an email to *The Phillipian*.

When asked about consistent enforcement, Esty noted that the administration can-

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Current and Former Students Share Mixed Feelings on Changes to “Blue Key” Orientation Role

CADE RUTKOSKE

Almost every Andover student remembers the moment they turned off Main Street and into Pan Athletic Center Circle, surrounded by a mob of cheering students wearing tie-dye shirts and covered in face paint. Celebrating the arrival of new students at Orientation Day has been a tradition that goes back decades at Andover.

This year, the Dean of Students Office changed the selection process for becoming an Orientation Leader, making participation in Orientation Day significantly more selective. Previously, Seniors were allowed to sign up for the position of Orientation Leader, traditionally known as “Blue Keys.” This year, that system was replaced with a predetermined listing of Student Leaders (proctors, prefects, day student mentors, Equity, Balance, and Inclusion (EBI) Seniors, and cluster presidents and reps) who were already on campus, barring regular seniors from participating in Orientation.

According to Assistant Dean of Students Aya Murata, the rationale behind the shift from Blue Keys to Student Leaders was to promote relationships that were more likely to last beyond Orientation Day. She explained that

“enough” faculty reports over the years encouraged a rethinking of the Orientation process.

“A concern that would come up year after year was this sort of arbitrary, artificial relationship between the selected Blue Keys and their assigned students. There wasn’t really any connective tissue there... We would hear from new students or sometimes their parents and families that they were supposed to have this Blue Key to help them through orientation, but they were sort of MIA,” said Murata.

Blue Key Heads are Seniors who are elected to lead school spirit and community events within a given school year. Blue Key Heads have historically played a crucial role in the success of orientation day, doing everything from teaching new students cheers to facilitating Blue Key and new student activities. Isaiah Lee ’19, a former Blue Key Head, explained how the new policy could overlook many aspects of student leadership.

“My classmates would agree that one of the best parts about Andover is the number of places on campus that you can find intimate and lasting mentorship. A crucial component of that is the breadth and diversity of the-

Continued on A5, Column 3



COURTESY OF PHILLIPS ACADEMY

Instead of being open to the entire Senior class like previous years, only student leaders could participate in Orientation.

Andover Introduces New Medication Policy

SAKETH LINGISETTY & KRISTEN MA

This academic year, Andover implemented a new medication policy affecting the storage and distribution of student medication at the Rebecca M. Sykes Wellness Center (Sykes). The Blue Book states that all boarding and day students taking any type of medication while on campus must register the medication with Sykes to prevent the misuse and sharing of medication.

While the majority of prescription medication will be allocated to students at the time of each dose, some over-the-counter drugs, including vitamins and supplements, may be approved for self-administration at limited quantities. Students with medications not cleared for independent use must now visit Sykes for each dose. Three windows will allow students to take their medication at Sykes: from 7:30 to 8:30 a.m., from 1:00 to 5:00 p.m, and from 7:30 to 8:30 p.m. The Student Medication Policy and Acknowledgement states that if students or their parents fail to respect the policy they will be reported to the Dean of Students for “an appropriate response.”

According to Amy Patel, Dean of Health and Wellness and Chief Medical Officer, students are required to visit Sykes at certain time frames each day, in the morning before classes or at night, sometimes after final sign-in, to receive their medi-

cations. Patel outlined salient points of the policy as well as the shifts affecting the way students can obtain their medication.

“We have shifted our baseline med dispensing to a dose-by-dose practice. We also made some of the requirements clearer, such as registering all medications (prescription and over-the-counter medications) with the Wellness Center and individualizing dispensing plans with students, parent(s)/guardian(s), and the healthcare provider who prescribes or recommends the medication(s),” wrote Patel in an email to *The Phillipian*.

Patel continued, “We expect to see improved compliance with taking medication as di-

rected, and students can also reach out for support sooner if they are having any symptoms or side effects. It will require that students plan ahead to pick up medications, but we are finding that almost all students are in and out of the Wellness Center in five minutes during the morning (which is when most medications are taken).”

Students taking medication are encountering shifts in their daily schedules as a result of the policy. Namely, a few reported having to go to Sykes past final sign-in with the Office of Physical Plant (OPP) because

Continued on A5, Column 3

THE NEW MEDICINE POLICY

Students must visit Sykes to receive dosages of prescribed and some over-the-counter medication.

There are 3 windows for students to take medication at Sykes:

- 7:30 to 8:30 a.m.
- 1:00 to 5:00 p.m.
- 7:30 to 8:30 a.m.

A. HONG/THE PHILLIPIAN

ARTS

Students Criticize Changes to Grasshopper

Read more on B5, Column 1

Campus Community Responds to the Assassination of Conservative Activist Charlie Kirk

MICHEAL KAWOOYA

Members of the Andover community were shocked by the assassination of Charlie Kirk, a popular conservative activist, on Wednesday. Kirk was on the first stop of his “The American Comeback Tour” at Utah Valley University, and his death has sparked discourse on campus and beyond.

Eliot Davenport, Instructor in Philosophy and Religious Studies, detailed how the assassination prompted him to change his lesson plan on Thursday, opening the floor for students to share their perspectives on the situation.

“The first thing I did [on Thursday] was teach my course called ‘Nonviolence and Social Change.’ Obviously all my students wanted to talk about [the assassination]. We took the first 45 minutes of

class to do so, and it was a really generative conversation. Everybody touched on such different aspects of it, but there was a general feeling in the room that nobody should ever have to see their partner or their father die in such a graphic and violent way,” said Davenport.

Evan DeMayo ’26 expressed his disappointment with the sensitive content he encountered on social media. Zooming out, DeMayo also reflected on the political implications of Kirk’s assassination.

“I’ve seen a lot of stuff on [X]. On [X], you don’t really get to choose what you can and can’t see, so unfortunately I’ve also seen the actual video from the shooting, which is upsetting. I’ve seen a lot of discourse about gun violence

Continued on A5, Column 1

Commentary, A2

Year-Round School?

In his article “Andover Doesn’t Need Year-Round School,” Ryan Baek ’28 discusses the benefits of longer breaks and why Andover students thrive in their current system.

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Phone Phascism

Big Blue is watching you.

Sports, B1

Girls Soccer Dominates

Read about the team’s undefeated streak at the Prep Showcase and domination over Groton.

Arts, B6

Advice for Andover Music

Read about advice from students and faculty for students interested in getting involved with the Music Department!

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Editorial

The Empire Strikes Back!

This fall, Andover students returned to several new policies: restricting cell phone use on campus and regulating the possession of medications. The influx of new rules, announced right before orientation week, frustrated many students. The more pressing issue, however, lies in poor execution and insufficient communication.

Logistically, some policies seem designed to bring students more inconvenience. For one, the medication policy, as written in the Blue Book, states all over-the-counter and prescription drugs must be stored at Sykes and distributed to each student on a dose-by-dose basis. This new policy has disrupted many students’ schedules, forcing students to wake up early in the morning and wait in long lines, while also compromising student privacy as peers can see who receives medication.

Yet, the problem runs deeper than inconvenience. Vague language leaves students seeking answers. What medications qualify under the policy? What if someone unexpectedly needs their medication in the middle of the night?

The finer details of the cell phone policy reflect similar flaws. For instance, the cell phone policy requires lowerclassmen to charge their phones outside their rooms at night. Because the policy was announced a week before orientation, several Prefects have to wake the lowerclassmen up in their rooms until the alarm clocks that the school purchased have been delivered.

All change comes with a transition period, and it’s impossible for the administration to plan out everything

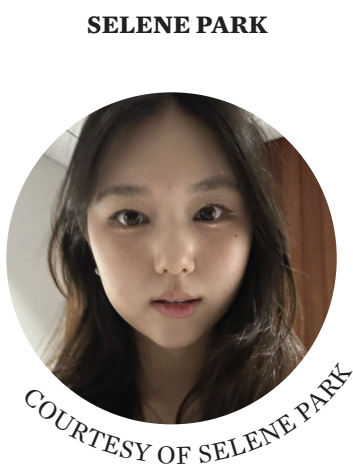
perfectly in advance. Yet the long lines at Sykes and lack of alarm clocks make the school seem unprepared and lacking in foresight.

The administration has promised to modify policies to accommodate student needs, but its actions remain unknown. Some students with medical conditions were notified that they might qualify for exceptions to the cell phone policy, but have yet to receive further clarification. On the other hand, many students also noticed the benchmark for a 6, across many classes, has been raised to a 94 percent from last year’s 93 or 92 percent, causing students to speculate about a new, unannounced grading policy.

Undoubtedly, there have recently been issues revolving around student engagement and community. Oftentimes, students are engrossed in their phones instead of engaging with peers or studying. The phone policy does provide a means of forming healthy habits for students. The medicine policy does address the danger of unregulated medications on campus. These policies certainly have merit. But without clear communication, uncertainty distracts students from the very goals the policies aim to achieve. Especially for changes that affect so many, we expect better planning, or at least, more proactive communication from the administration.

This Editorial represents the opinions of *The Phillipian* vol. CXLVIII.

Are We Really Crashing Out?



Wake up, go to class, eat, study, repeat. Our daily routines as Andover students are so tragically generic. As our 75-minute class periods merge into days and eventually into months, we become jaded by the seemingly never-ending cycle of school. Activities we once threw ourselves into now morph into lifeless repetition consisting of responsibilities and anxious struggles. Eventually, the only emotion remaining is stress. Soon after, we realize that the bar for achievement at Andover is impossibly high, and as self-doubt creeps in, we begin to spiral. But are these true existential crises, or just performative burnout?

“What’s the point of all this?” This question consistently appears in conversations with my friends. Andover’s campus is often clouded by a pressure to perform, to stand out among peers, in order to succeed both here and in the future. In our

efforts to reach impossible standards, we fall into a habit of competing within our own friend groups: who’s in the highest math level or who participates the most in a discussion. It becomes a chase for validation that is nonexistent. And in the face of constant comparison and a burden to win, many of us struggle to realize how distinct each one of us is. Instead, we treat not fitting the mold of the ideal “Andover student” as a personal failure.

We act like everyone is going through the same thing, like we’re all in crisis, but that’s not true.

This pressure creates a harmful illusion of universality. We act like everyone is going through the same thing, like we’re all in crisis, but that’s just

not true. Andover has cultivated a culture for students to glamorize unhealthy behaviors, normalizing an environment where students brag about four hours of sleep and skipping meals to cram for a test. It has become just another competition, one where students battle to be the most overworked, the most burned out.

This idolization of struggle can make it difficult to distinguish whether our actions are a result of stress or whether it is because of our desire to fit in with and relate to our peers. You bask in the spotlight after sharing how you pulled yet another all-nighter, the bags under your eyes dissipating ever so slightly as you get showered in concern. After tests, you rush to your friends to rant about how awfully you did, reveling in sympathy.

We never stop to consider if we actually need to stay up five extra hours just to finish two more assignments. Never question whether a low six was actu-

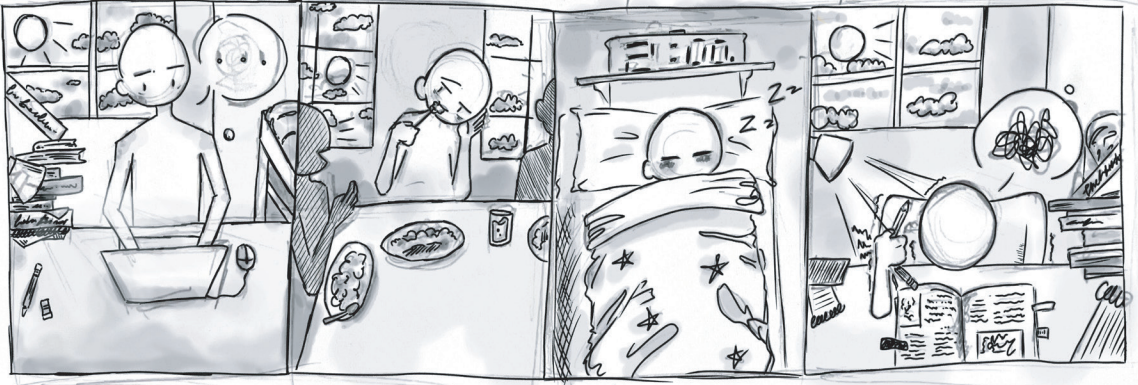
ally worth crying over. Manufacturing our problems for scraps of attention, we form entire relationships through conversations filled with complaints. Thinking these connections will fizzle out if we don’t have this one common ground, we push ourselves to maintain our unsustainable lifestyles.

How can we know if someone is truly in a crisis if everyone around us is constantly proclaiming their exhaustion and stress for approval? When pain is performative, real pain becomes impossible to spot. We risk invalidating those whose experiences do not fit the exaggerated version of struggle we see so often on campus. The only hardships we want to have are ones we can control, ones that don’t impact our academics. It’s a twisted situation: we compete over who’s suffering the most until it comes to tangible, lasting things. After exams, discussing our performance with our peers, we let out sighs of relief

after hearing someone did worse than us. Though we say we failed and that we probably did worse than they did, we shudder at the thought of receiving anything short of perfection.

While performative pain is often self-inflicted, it doesn’t make it any less harmful. When students exaggerate their stress to fit into Andover’s culture of overachievement, they hurt not just themselves but also warp the collective understanding of what true crisis looks like. But this also doesn’t mean real pain doesn’t exist in our campus. In fact, the louder performative struggles become, the more invisible the genuine ones become. As our campus normalizes constant exhaustion, we risk drowning out students who are silently burning out.

We need to be more honest with ourselves, because not every challenge needs a trophy. Sometimes, it’s ok to finish your work at 3 am without telling anyone. And by creating a space for quieter forms of vulnerability, we dislodge our habit of constantly broadcasting our struggles. Especially at a place like Andover, it is necessary for students to be careful not to confuse performance for pain.



CARINA PAIK / THE PHILLIPIAN

LETTER TO THE EDITOR

A major part of the boarding school experience, time-management, prepares students for college environments and a work-life balance. Andover prides itself in raising students that exude studious discipline and academic excellence. Yet, we’ve recently found ourselves told that we can’t be trusted with our primary means of communication and entertainment, too addicted to keep any bit of independence. A controversial policy that removes phones from students might want to seek a survey of the students (its beneficiaries) right? But wasn’t the answer a 95 percent agreed, confidently resounding “No”?

Independence is a gift and notion that Andover students should exemplify. I mean, the student that’s studious, maintains good relations with teachers, or is driven to learn will almost never hop on Roblox during lectures or class discussions. Andover’s website claims that “Academic excellence is the hallmark of an Andover education”. Not only does this mean that students driven to succeed will likely not scroll during study hours in study centers or during classes—it also implies that keeping us from a tool for communication and learning is the only way to ensure that we can maintain such a level of “diligence,” a misconception

that misdirects the real problem at hand, self-discipline. There is no denying that there are students who allow phones to get in the way of their academics, but the school should still refrain from enforcing a policy that removes a sense of security and only benefits a very small minority. Only supported by five percent of Andover, this policy tells students, “You’re not capable of controlling your own education, so we’re babysitting the ‘best/brightest’ students.” What message are they sending if we have no seat at the logical decision table?

Alternative methods, such as a pocket chart, allow for intermittent texts or notifications,

but don’t address how we have the intellectual capability to, instead of scrolling on our phones, scroll on our laptops or tablets. We can use technology for both productivity and research, as well as a distraction, making the removal of phones just as pointless as removing access to technology altogether. Comparably, if someone drowns in a pool, does that mean we should get rid of pools for everyone? People who learn how to swim (representing phone-discipline in this analogy) use the pool as a means to exercise, compete, and relax. Banning all pools isn’t the answer, but rather, teaching people how to swim. If someone doesn’t want to learn how to

swim but still wants to go into the pool, then it makes sense to take away pool privileges for that one person. Removing one device of convenience cuts open a hydra head of other distractions. This ensures a fruitless effort to force students to magically obtain a bright, curious mindset by taking away a convenient search engine, calculator, and communication. Is this another feel-good policy that addresses the wrong problems for the wrong people, and are we trying to stay put in an archaic, obsolete policy that addresses something nobody wants?

Signed, Matthew Wei ’28

Advice For New Writers

KONNOR FORTINI



IAN KIM



JEANNIE KANG



Dear current and aspiring Commentary writers,

Like a gladiator entering the Colosseum, navigating through the seas of opinion can be daunting and even terrifying. You are exposed to the scrutinizing gaze of spectators as they judge every sentence and opinion in your article. Yet there is more within the arena than the mere spectacle of chaos: courage permeates from all those contending. That very courage allows these articles, in a place so driven by forward momentum, to force reflection on the future, lend the past new clarity, and challenge the present to bear its weight. Commentary is not just a place to post campus gripes or simple opinions, but perhaps one of the most valuable forums at Andover: the place where students invest intentional energy on the page, assert their stance, and invite the community to wrestle with them.

That said, dare to step out of your circle and challenge the proponents of conformity: the one that does not settle for repeating what is already accepted; it pushes into less comfortable ground. Though

unavoidable in writing, this section must strive to discuss against the tide or the more widely accepted argument.

The primary roadblock to reaching unique arguments is fear. The fear of judgment, of being wrong, and of looking at something different tends to produce clichéd narratives that throw away the purpose and spark that commentary has to offer.

Furthermore, step into others’ shoes to analyze the struggles surrounding us. At first glance, the glory of Andover blinds writers from critically analyzing its problems. The campus seems accessible, the classes all informative, and the students inclusive. Though many of these privileges remain true, problems

The fear of judgement, of being wrong, and of looking at something different tends to produce clichéd narratives that throw awat the purpose and spark that commentary has to offer.

still exist. For instance, for an able-bodied student, climbing the steep slope of Pine Knoll or the many staircases in dorms without elevators

When a writer incorporates their personal voice, history, and even risk into their work, it resonates far more deeply than when it hides behind guardrails — which may shield us, but also silence us.

might be merely annoying. However, for the disabled community members, the lack of accessible structures determine their ability to attend classes, socialize with friends, and enjoy meals. Likewise, the rooted issues in this campus can only be identified by observing others’ lives and empathizing with niche struggles. As commentary writers, we have a duty to discuss topics beyond the surface. Thus, the ability to not merely listen but to empathize with the community members enables writers to represent the underrepresented.

Commentary must reflect genuine intent. The best articles are not merely written to fill a box or meet a word count; they stem from conviction. Why has the writer chosen to invest their time in this subject? What lies at stake for them, for their peers, for their community? This year, *The Phillipian’s* Commentary sec-

tion requires pieces that carry emotional weight. When a writer incorporates their personal voice, history, and even risk into their work, it resonates far more deeply than when it hides behind guardrails— which may shield us, but also silence us. Authenticity in expression draws in the audience and encourages them to reflect on their own perspectives, fostering a deeper dialogue about the issues at hand.

In this year’s commentary section of *The Phillipian*, we hope to see more bold, original writing. Many times, articles adhere to safe narratives that feel “correct,” while more unique perspectives get dismissed or overlooked. However, evoking emotions in readers serves as a substantially more critical goal than simply pleasing them. Throw away the fear of being

Your perspective, no matter how different, matters, and putting it on the page is what gives this section its strength and purpose.

different and don’t settle for conformity. See every commentary article as a chance to bring about powerful emotions, both positive and negative. The most worthwhile

experiences are not the times when readers nod and smile at the article, but when it rings a bell of discussion. So dare to be the tall, ugly weed. Dare to stand alone, tall and free. Commentary exists for you to express your opinions openly. Your perspective, no matter how different, matters, and putting it on the page is what gives this section its strength and purpose.

Writers often shy away from commentary due to fear, the fear of potential criticism. Perhaps this letter adds pressure on your shoulders to meet the high bar of a “good” commentary article. Yet, just as the gladiator steps into the Colosseum, the burden to write well can feel crushing. When that weight comes crumbling down, read this article, consider its advice. Dare to know, dare to be new, dare to reveal. Commentary opens her hands to the most daring souls of them all.

Signed,
Konnor Fortini, Jeannie Kang, Ian Kim

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Andover does not Need Year-Round School: Here’s Why.

RYAN BAEK



CARINA PAIK / THE PHILLIPIAN

Most schools in the U.S. follow the traditional school calendar, with around nine months of school, big seasonal holidays, and summer breaks. Recently, there has been a rise in the number of schools that started implementing the “year-round” system, which utilizes a series of small breaks throughout the year in order to keep students more consistently in school. Those who support the system point out the fact that many students in the standard school calendar forget the content they consumed during the school year over long breaks, especially throughout the extensive summer break. Others who support the year-round education system also say that the students who are a part of year-round school perform better through learning consistently at school, as shown in a study by the NIH. However, the studies on enhanced academic performance of year-round schools that exist don’t have clear evidence that it would benefit the majority of students in school. Rather, it has been studied that those from lower-income families

or schools with less resources may benefit. The lack of any research that demonstrates a clear need for a year-round education for most schools strongly suggests that Andover will not need to consider or partake in the new school system that has recently been gaining traction. This is because Andover’s system for learning helps prevent students from forgetting what they learned, and the time that year-round school takes away from students will only negatively affect them.

I noticed that the main form of learning here was often made up of discussions with my fellow peers and teachers.

As a Junior, something that I immediately noticed was the discussion-packed way of learning in my classes. I noticed that the main form of learning here was often made

up of discussions with my fellow peers and teachers. Not only did this method of learning provide a much more engaging way to learn new content, it also helped me and my peers recall things even after long periods of time. This contrasted greatly with what it was like in my public middle school. I was used to a system where memorization was valued, so it was easy to simply forget the information that I had crammed into my head. After returning from the Thanksgiving and Winter breaks, I didn’t find it difficult to dive straight back into classes because I could retain the information I learned before break. Although it has taken me and my classmates some time to readjust ourselves for school after the extensive summer break, that transition period is miniscule, and the cons to year-round school combat the issue of a long summer vacation. A problem that arises when considering year-round school for a diverse place like Andover is that going to school throughout the entirety of the year will distance students from their families, especially

for those from far away places. 75 percent of the school is comprised of boarding students, with many coming from out of state and even the country. It is simply not feasible to have international students stay at nearby hotels, rental places, etc. due to many reasons, like the cost of doing so. Andover itself also doesn’t have the resources, like having a large number of consistent host families to help house the international student body over the shorter breaks. Although our education and being part of the Andover community are important, it’s also crucial that all students have sufficient time to maintain strong relationships with their community back home. This issue isn’t just for boarding students

Andover’s system for learning helps prevent students from forgetting what they learned, and the time that year-round school takes away from students will only negatively affect them.

either. Although day students return home every night, the year-round school system will still cause them to be on campus frequently, limiting the amount of time they get to spend with family. Having longer breaks spaced throughout the school year guarantees

students quality time to spend with their family and friends. Another conflict with the year-round school system is that in the summer, many Andover students will participate in amazing summer programs that call to the curiosity and willingness to learn that every student here possesses. The year-round school system will prevent students from attending the majority of summer programs because they lack time. Although Andover offers many opportunities to learn about a diverse array of different topics and subjects, there’s always more to explore and learn, which can be found in summer programs or camps. I personally plan on attending a music program over the summer in order to further refine my skills as a musician, and many students will also go to programs that interest them. Often, these programs span across several weeks to ensure that their participants can immerse themselves in the programs’ offerings, but having school year-round eliminates the option of attending such camps, and this can easily dampen or diminish the passions of many Andover students. Although year-round school calendars are starting to be implemented into more schools across the United States with good intentions, Andover’s students will continue to thrive with the traditional system while fostering their yearning to learn and steadily building healthy relationships with the people in their lives.

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WRITE FOR COMMENTARY

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Students Criticize Online Negative Discourse

Continued from A1, Column 2

and his positioning on gun violence. That gun violence has now affected him, and maybe that’s going to change the projection of the Republican party,” said DeMayo.

DeMayo continued, “Charlie Kirk was a transformational figure in American politics, not necessarily for all, but this represents that if you speak your mind in America, you’re in danger, which is against our core values.”

Co-President of the Andover Conservative Club, Katerina Browder ’26 raised concerns over the response she’s seen on the internet. Browder noted that many have approached online discourse with a lack of empathy.

“A lot of people have been talking about [the assassination] and his views. Some people have been making jokes about it which is a bit insensitive. Although a lot of people don’t agree with his views, his main thing was trying to

get people to have political conversations. Some things should be kept offline,” said Browder.

Given the charged nature of the situation, Davenport offered students advice on how to process their emotions. Davenport underscored the Andover community as a source of support.

“We are all living through this chaos for the first time. I don’t actually know how to navigate the situation... I’ve never seen anything quite like this happen in my life. The best I can say — we’re all going through it together at the same time. Something that’s really cool about Andover is that we not only study together, but we live together. You’re in community. Talk to people,” said Davenport.

Amy Patel, Dean of Health and Wellness and Chief Medical Officer, wrote in an email to *The Phillipian*, “Students should reach out to their point person, anyone on the Sykes Wellness team, or any other trusted adult if they want to talk or need support.”

Faculty Expressed Optimism about Phone Policy

Continued from A1, Column 3

not monitor every space but expects community members to follow rules. She expressed her hope that students will uphold the policy to better the community.

“We can’t be everywhere all the time, but it’s our expectation that people are upholding the phone free times and the phone free spaces. If they’re not, they’re not. The policy is really designed to be for the health and wellbeing of the community. On some level, we have to trust that people want health and wellbeing for our community,” said Esty.

Going forward, Esty explained that the school plans to monitor how the policy un-

folds over the year before reassessing. She mentioned the positive effects other schools have seen after regulating cell phone use, expressing optimism that Andover might also see benefits.

“We will see how things are going through the year and at the end of the year and see where we are. We were hardly the first school to restrict cell phone usage. My understanding from not only peer schools, but from public schools, and other kinds of schools, is that they find they are happier, healthier, more productive, and just perform better all around with some limitations or regulation of cell phone use. I suspect we may find similar results for us,” said Esty.

Medicine Policy Causes Changes in Daily Schedules For Many Students

Continued from A1, Column 5

their medication has to be taken before they go to sleep, while some others reported having to wait in line before classes in the morning. Mia Isacson ’26 elaborated on her experience with accessing her medication.

“[My schedule] has changed so much. I take my medication before I go to bed, so either my whole schedule gets messed up because I have to go earlier or I have to take a Campus Safety car to Sykes before I go to bed... I don’t think the policy makes sense for Seniors and Uppers, because [there are] girls who take birth control in the morning. There is too much of a line [to get medication]. I go there, and although the whole [point of this] process is just to make sure people are taking their medication, that’s not happening. There [are] so many people [that the policy] is not helping. Facing the facts, Sykes has a hard time finding out who or where [to give the medication]. It’s a mess. It’s impossible. And [Campus Safety] is understaffed,” said Isacson.

Some students have also expressed the inconvenience of having to go to Sykes daily to receive dosages, and the lack of privacy they experience as a result, since other students waiting to get their medication see them in line. Charlie Gillick ’27 explained how the policy would possibly impact his daily routine in the future.

“Especially [in the] winter, which is when everybody starts getting a little bit sick, that’s usually the season when I take some Advil three days per week... I’m going to try to deal with it because it’s a pain going to Sykes every morning to get

some Advil. I’m going to try, but if I can’t, I’ll end up just having to go to Sykes. That would pretty drastically change my morning routine. I’ll have to get up earlier. Especially as a cross-country athlete, I need my sleep, so it’ll be unfortunate... Having your medication in your room is also helpful so that you don’t need to call up Sykes and go through that whole process to test you [and] see what’s going on,” said Gillick.

Reflecting on the policy, Gillick acknowledged the need for some form of regulation on medications on campus. He shared his thoughts on how the policy has affected and will continue to affect the entire school community, as well as improvements that could be made.

“Overall, it makes sense to not completely trust kids [with their medication] for safety reasons... Maybe allowing students to have a controlled amount in their dorms could be a good idea. For example, I could last a week on maybe six Advil, that would probably get me through a week. At the start of a Monday, I would go in, get my weekly Advil, and then that would get me through the week, and if the worry is overdose, there’s no way to overdose on six tablets. They could hand out the tablets in moderation and keep track of how much students have at a time,” said Gillick.

Accordingly, Patel conveyed a willingness for Sykes to take responsibility for any issues that may arise due to the policy.

“We put a lot of thought into the new procedures ahead of time to try to anticipate and address complications or challenges. We are prepared to address anything that comes to our attention,” said Patel.

Blue Key Head Alumni Comment on Orientation Changes

Continued from A1, Column 5

student body. It’s reductive and borderline offensive to the rest of the Senior class to suggest that Student leader Blue Keys are categorically more capable or likely to form long term relationships with new students. If the goal really is to promote meaningful relationships between Seniors and new students, then new students should be given as many opportunities to connect with the right person for them as possible. The change to the tradition is strictly counterproductive,” Lee wrote in an email to *The Phillipian*.

In an email addressed to the Senior Class of 2026 on May 30, Murata communicated that Orientation Leadership would only be opened up to those with student leadership roles.

She wrote, “This change is for this formal and limited role only. We know and appreciate that it takes all Seniors to set the tone during the opening weeks of school by welcoming and supporting new students, leading by example, and upholding a culture of care, kindness, and inclusivity. In fact, we invite all returning students to cheer on the new students as they walk into the Cochran Chapel for their Matriculation Ceremony.”

Will Ennis ’19, another former Blue Key Head, reflected on the change in Orientation policy. When asked to compare the Matriculation Ceremony to Orientation Day, he commended the effort to bring students together, yet highlighted several key differences between the two.

“First of all, I’m glad they did something. You need some sort

of way to bring out the breadth of campus, and it’s nice that they got it in some fashion. [However], I don’t think it’s equivalent at all. Not to put too blunt a point on it, but it’s not... You can’t quite replicate the way everyone feels getting back to campus, all dressed up together, colorful, and standing on the corner,” said Ennis.

Ennis also provided his opinion on the rationale behind the switch that aimed to prioritize fostering relationships between students. While he acknowledged that he understood the reasoning, he pointed out several aspects of student relationships that may have been left out of consideration.

“I do understand the sentiment. I don’t think that they’re entirely wrong that the Blue Key-Freshman relationship is one that by its nature has a ton of staying-power. It’s probably correct that it tends to be a little more transitory, [but] I disagree on the fact that that is a problem. One great thing about Andover is you are going to have opportunities to form strong mentor-mentee friendships across grades. You have your whole Freshman year to get to know the Upperclassmen, [and] those kinds of relationships form naturally and are strengthened over the course of the year,” said Ennis.

He added, “It feels like an overcorrection. You’re just not getting the level of benefit to substantiate a decision to lock all these people out of being a Blue Key who would have wanted to be a part of it and would have made the experience stronger for all the Freshmen.”

Due to the fact that she doesn’t hold a Leadership Position, Phia Cutler ’26 is one Senior who was disappointed to learn that she

couldn’t participate in Orientation Day. As a day student living near campus, Cutler decided to go to the corner despite not receiving a traditional tie dye shirt. She commented on the decline in turnout.

“I definitely think that there used to be a lot more people there. Just visually you can tell. The amount of people can change the amount of energy that you get. In the past I’ve literally been able to hear the cheering from my house, but this year I couldn’t. When I went there, I could hear Drumline, but that was it,” said Cutler.

She continued, “When I was on the corner, there were only about 20 people on my side and 20 people on the other side. It’s usually half the Senior class there, so it definitely made a difference.”

Lee ’19 reflected on the purpose of Orientation Day. He recalled the importance of feeling welcomed, especially as a Freshman in an environment that is new and away from home.

“The whole tradition is about giving the right first impression. Anyone who knows what it feels like to show up on that first day as a 13 or 14 year old kid and be greeted so warmly by what feels like a majority of the senior class who, by the way, have voluntarily elected to return to school early (which, if you think about it, is kind of insane and probably doesn’t happen in many other high schools). The tradition instantly communicates to that new student sitting in their parents’ car that Andover is a place where people genuinely want to be, and that it’s a place that wants you to be there. That is the right first impression,” wrote Lee in an email to *The Phillipian*.

Andover Welcomes 23 New Faculty to Campus

NIKI TAVAKOLI

After three days of orientation, 23 new faculty officially joined Andover for the 2025-2026 school year. Six new Teaching Fellows and ten new instructors have begun teaching classes, coaching sports, and complementing and counseling in dorms as the school year takes off.

Marie Collette, Teaching Fellow in the Classics Department, noted the teacher-student interactions she observed when she visited Andover a few months ago. Though she was not always familiar with the preparatory school world, Collette shared her curiosity toward the boarding school lifestyle.

“I had never looked into boarding school very much, so it was all very new to me. When I came for my interview, it was my first time getting to see how a boarding school works. I really liked it... as someone who’s still in the learning process of becoming a teacher, it [provides] full immersion in this school life, and getting to see students as students in classrooms, but also playing the sports they love, going about their days, and hanging out with friends. It’s just a different environment than other schools,” said Collette.

Colin Phelan, Instructor in History and Social Science, described a memorable moment in a History 300 class. He expressed appreciation for the curiosity students displayed.

“My Uppers [in] first period did an excellent job with our class discussion. [In] the discussion this morning, we were talking about big questions like ‘What is History?’ and ‘What is U.S. History,’ and they came so prepared... I think that’s why a lot of teachers come here, because the students are excellent, and it’s a teacher’s dream to work with students who really want to learn and want to consider big questions,” said Phelan.

Many new faculty also underscored the kindness of the other members of their department. Zephyr Gilmore, Teaching Fellow in the Department of Mathematics, Statistics, and Computer Science, recalled the welcome he received soon after arriving on campus.

“The first day that all the returning faculty were back, there were three faculty in the



N. TAVAKOLI/THE PHILLIPIAN

Pictures of new faculty are displayed in the Dean of Studies Office.

math department that remembered my name, and were like, ‘Hey, good to see you back, Zephyr,’ as I was walking by across the street. It was crazy, because I was here for a single day six months ago, so the fact that they remembered and cared showed how close the community is and how thoughtful people are,” said Gilmore.

With the commencement of classes, Ben Cashen, Instructor in Physics, is aiming to settle into the year’s rhythm. He hoped to focus on instruction and getting to know more members of the campus community.

“I’m really excited to get into teaching mode, getting the students excited about physics, honing the [teaching] craft a little bit. Also, [I’m excited to get] to know everyone and integrate into the community a little bit more. Everything has sort of been thrown at me so fast that I’m excited to catch my breath and just continue building relationships with my students,” said Cashen.

Similarly, Lakshmi Jai, Instructor in Physics, conveyed her excitement to teach and conduct hands-on physics labs. At the same time, she looks forward to coaching the

Girls JV1 Soccer team.

“I’m really excited to be there at the soccer tournaments. I don’t really have that much experience with coaching, so I’m just really excited to cheer the girls on and support them,” said Jai.

Looking to the future, Maya Darville, Instructor in History and Social Science, hopes to improve her pedagogical practices by learning from those around her. She highlighted the high caliber of the faculty around her.

“The faculty that are in my department, the teaching faculty here, are just so wise and intelligent, and if I could learn anything from them to add to my own teaching practice, that’s something that I would be able to look forward to and be excited about,” said Darville.

10 Questions with Rebecca Bowers

REPORTING BY ADELYNE LIU

Rebecca Bowers is a teaching fellow in the Mathematics, Statistics, and Computer Science department, a house counselor in Johnson Hall, and an assistant coach for Nordic Skiing and Distance Track. Before joining Andover in 2024, Bowers was a teaching assistant and tutor at Brown University, participating in undergraduate research on wildfire prediction systems. In her free time, Bowers enjoys playing the violin, tennis, walking, and listening to music.

What initially drew you to teaching and coaching at Andover?

I didn’t exactly know what I wanted to do after graduating, but I had always loved high school math. It sounded really fun, and after I came and visited for a day, I definitely wanted to come here. The Nordic [Skiing] team also drew me [to Andover]. One of my favorite memories [as an assistant coach for Nordic] was definitely the home race that we hosted. It was super fun to host the race, and there was a bunch of music, and a bunch of people came out. It was really exciting because I feel like Nordic doesn’t always get that recognition.

What’s special about coaching and teaching at the same time?

The students here and the faculty really care about the extracurriculars they’re involved in, whether it’s art or sports. You can find so many connections and community with your students, [such as] showing up at their games or coming to their performances, and that’s something that I didn’t expect. Also, I get to know faculty outside of the math department, and it’s really easy to bond with students over a shared interest in a sport or activity. Even though I love math, not all students share my enthusiasm for it, so it’s nice to participate in something where everyone is excited about skiing, running, or cycling.

When you were at Brown University, you were also a teaching assistant and tutor. How do you think these experiences shaped your perspective on math and teaching?

[My] experience as a teaching assistant [at Brown University] in particular helped a lot with helping students one-on-one in a conference setting. Being a teaching assistant was a lot of understanding what wasn’t clicking for one student.

You were in the Brown University Orchestra. What instrument did you play and what was your favorite part of being in the orchestra?

I played the violin in the orchestra at Brown. It was a lovely escape from all the other college stuff that was going on, twice a week to just go to



E. LIU/THE PHILLIPIAN

rehearsal and play music with a bunch of other people who also love to play music. We got to perform the Bruch Violin Concerto my senior year, so that was really cool. It was a really wonderful opportunity to disconnect, be present, and enjoy some beautiful music with others.

What’s your favorite band?

My favorite band is Vampire Weekend. I started listening to them when I was in middle school, mostly because my brother listened to them and I thought his music taste was super cool. A lot of my musical favorites I’ve stolen from my brother.

What areas are you passionate about, and why are you passionate about them?

Our world is in a very data-driven phase right now, which I think is great in a lot of ways, and really interesting. Especially with [Artificial Intelligence], I was doing my research right before a bunch of large-language models came out. I’m interested and hopeful about this idea of, in the context of climate change, being able to predict events. There’s a lot of opportunity there to prevent really serious climate events, rather than just responding to them.

You were involved with undergraduate research on wildfire prediction systems. Why did you focus on these areas, and what was the most fascinating part of the process?

I went through a phase in college where I was really interested in environmental science, but I still wanted to study math, so the research was sort of a way to blend my interest in environmental science with my math education. I was interested in wildfires in particular because I’m from Colorado, which is a very wildfire-prone area, and there was a lab that was already doing wildfire research. [The most fascinating part was] the degree to which some people are such experts in that field, and they know so much about this very specific thing, about this one tiny wildfire prediction system. Research can seem so specific and niche at times, and there’s so much of it, which I think was kind of mind-blowing to me.

What do you enjoy about being a house counselor?

I really love living with students, or just being in the dorm. It’s kind of similar to what I was talking about with different personalities and classes. Dorms also have different personalities. Teaching Fellows are usually younger, so we add another dimension to the dorm team that might not be there. We’re a different type of adult that students can connect with. I have a really specific role in the dorm in that way. Another thing I enjoy about house counseling is getting to see students in a more relaxed setting. There’s a completely different side to students that comes out in the dorm that I don’t get to see in class. Also, students in the dorm are really funny. I’m laughing all the time while I’m on duty.

How do you adapt your teaching method based on the class?

I think [my] teaching method doesn’t change as much based on level as it does, but it does based on the vibe of the class. Some of my classes are really talkative and outgoing and want to collaborate a lot, and some other classes like to work on their own a little bit more. It’s just really based on the personality of the class that I differentiate my teaching... [When teaching], I try to begin by referencing as much background material as possible to remind the students what they already know and where this new math is coming from, and really break it down into the different components.

If you could teach a totally random class at Andover not related to math, what would you teach and why?

I would teach a racket sports class, and we would just play a different racket sport every week like pickleball, tennis, squash, padel, badminton, or ping pong. There are so many of them, and I want to play them all, but never have enough time.

Orientation Week Kicks off the Academic Year

NICCOLO LEE SUK
& IAN S. KIM

Last Wednesday marked the official opening of campus for the '25-'26 school year, with new students driving up to Snyder welcomed by cheers erupting on both sides of the road from the orientation leaders. The new students were also invited to several orientation events welcoming them to the school.

As a Blue Key Head, Frank Hu '26 arrived on campus several days early to prepare for the new arrivals. In the days leading up to Wednesday, he attended meetings and leadership training to plan the logistics of orientation itself. On Wednesday, he cheered on new students as one of the figureheads of school spirit.

"On the day of the actual new students, all the Blue Key Heads gathered in the den at 7:45 alongside the other orientation leaders [with] face paint, getting shirts on and getting hype. Then from 8:30 to 11:30, we were just yelling at that intersection between Main Street and Snyder. We were screaming at cars, I totally lost my voice. It went well, given the amount of energy we Blue Key Heads put into it."

Tommy Parr '29, a new student in Eaton Cottage, described feeling welcome to the

Andover community. The orientation activities helped him adjust to his new life and he found that the overall set-up facilitated a smooth move-in experience.

"[The move-in] went well. The prefects who were already there helped us move in boxes, and the room was really well set up when we got there. It was fun learning about all the different events and programs that are here at Andover. I'm looking forward to the music programs and the ensembles that are starting this week," said Parr.

One returning student, Daniel Liu '28, contrasted this year's move-in process with last year's. He noted that the reduced amount of time to adjust was apparent, but thanked his house counselors for facilitating the process.

"Compared to last year, the move-in process was a bit more hectic. I had less time since new students are given one or two [extra] days to acclimate better. I moved in the day before classes, so I had a lot of packages waiting for me that I had to set up, lots of furniture, and lots of organizational stuff. My house counselors helped streamline the process, [making it] more convenient overall," said Liu.

Alessandro Reverdito '29 was satisfied with the move-in process but commented that the icebreakers felt stale

at times. He made suggestions to improve the activities in order to maximize efficiency and fun.

"Personally, I found some of the icebreaker activities to be repetitive. If there were slightly different activities then I would have gotten a chance to know some people a bit better and faster. If there was a more organization, because even when we were going around, not everyone was sure about where to go. More preparation would have helped to make the whole experience more useful," said Reverdito.

Reverdito continued, "My Andover experience has been a relatively smooth transition, considering how big of a change it was. Overall, there was a lot of help for me to get oriented and ready for the school year."

Dolly Nguyen '27, a returning international student, described Andover's dedication towards creating an intentionally open and welcoming community at New International Student Orientation (NISO). She noted her excitement towards being able to pass on the community to the new students.

"I remember Dean [Aquila] Winslow talking about intentionally belonging to a community, and how we should apply that concept into welcoming the new World Partner mentees. For me, being here for a

year made me know so much about Andover, and being able to pass that experience on to younger kids and new students was really cool," said Nguyen.

As a NISO world partner and prefect, Mwaita Nyakujarah '27 recalled the numerous tasks required of her to help the new students adjust to the school. She noted that she was glad to have been able to meet new people and build relationships through the experience.

"As a student leader, the orientation process is quite

strenuous. Doing NISO and prefecting at the same time, you need to go to a lot of buildings that are back to back, or you're double booked at times. It's definitely rewarding once everyone comes in. You get to see the people you are going to spend the next year [with and] the people who you're going to start building bonds with. It's really fun for that training process to culminate in meeting these people," said Nyakujarah.



COURTESY OF PHILLIPS ACADEMY

Led by Co-Presidents Gracie Aziabor '26 and Philip Meng '26, new students were welcomed into the Cochran Chapel for the annual Matriculation Ceremony.

Cluster Olympics Returns for a Second Year

FELIX BRET

Following a lull in the thunderstorm Saturday night, students made a break for Phelps Stadium in what would become the second annual Cluster Olympics. Cheering and applauding their teams, pupils watched their Clusters go head to head in various games.

The goal of Cluster Olympics is to encourage community building among new and returning students through friendly competition. Aya Murata, Assistant Dean of Students, planned this year's Cluster Olympics alongside returning student coordinator Tasha Bohorad '26.

"Each year we are a new community with over 300 new students. It's about setting time aside for returning students to foster relationships with adults [and] with the cluster [through] community dinners, [and] to build cluster and community pride. Coming together into the stadium to have some good fun and competition and really just saying 'we're starting a new school year hand in hand, together,' let's [get going]," said Murata.

This year's cluster suppers were held inside, a decision made preceding the event due to a forecast of thunderstorms. Although the games were able to take place outside, there was a backup plan in case the thunder forecast continued.

"This year we had more forewarning that there was going to be a severe thunderstorm, so there was lots of behind the scenes com-

munication. Obviously student safety comes first...[As a backup plan] we had hired GlowSports in Snyder. We were going to try having some cluster based dodgeball in the gym and then a movie and karaoke in Susie's. So yeah we had some ideas, it wouldn't have replicated the events but it would have still provided some spaces for kids to have fun together," said Murata.

Although some events were carried out in Pan and Borden, most of the Cluster Olympics were able to take place outside. Some of the games included a relay race, paper airplane toss, tug of war, capture the flag, hula hooping, and handstands. Kevin Zheng '26, co-president of Abbot Cluster, talked about his experience and future Cluster Olympic hopes.

"I made sure there was a great spirit from Abbot, and we did quite well as we came second. We were just trying to bring a good energy and get the best players for the games... I'd like to see more activities where everyone can come and participate like capture the flag, a longer relay race, or rock paper scissors; we didn't get to do that one. I'd like to see if I can organize the Winter Cluster Olympics with snow challenges. You know snowball fights. I had [about] 40 kids come up to me asking to play flag football in the winter."

The final game of the Cluster Olympics, capture the flag, was swarmed with people trying to play. Zheng reflected on the impracticality of such a large game of capture the flag and the difficulties of having mass participation.

"It was a bit iffy when it

started to rain but I think most people wanted to play capture the flag at the end. I don't think it was a good idea for 50 people to be rushing the field at once. I feel like there should have been twenty people max and 5 rounds for each cluster. I feel like it could have been a bit smoother. With 50 people it's a bit hard to get through," said Zheng.

In order to participate in the event, students would sign up in advance, with student leaders assisting in getting people to participate and cheer on their teams. As a Blue Key Head, Sarah Bae '26 played an important role in the success of the event.

"The cluster olympics were mainly headed by the co-presidents, but two blue key heads were assigned to each cluster. Me and Maty Bah [26] were

the Blue Key Heads for Abbot. Our goal was to get people to be excited despite the weather and other challenges that day...I think [the event] totally fostered community. Once we got people down for tug of war and the larger games, everyone was able to talk to each other, connect, and come together for Abbot," said Bae.

"My favorite activity was the hula hooping even though I wasn't part of it. Abbot won hula hooping this year. An upper named Jack Gonzalez did great, he got the crowd very hyped and biting their nails when he went down and back up. I thought that was really impressive."

Sebastian Serizawa '28, a new Lower in Pine Knoll, competed in wheelbarrow racing. He found the event to be enjoyable, however, he also

noted the need for more student participation.

"[It] was probably the first time since I got here that I was able to cheer and scream along with my friends in an event. Honestly, it was a really fun opportunity. I liked watching the relay race. While I didn't participate in it, it was really thrilling to watch. It was a really fun experience, but maybe we could have more required participation from some people in the crowd. [For] some activities people were less excited to join. It definitely would have been cool for more people to be out there to represent their cluster," said Serizawa.



K. MA/THE PHILLIPIAN

Blue Key Head Malcolm Tolbert '26 championed West Quad South, who would later be crowned as Cluster Olympic victors.

Write for News!!!

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Phones and Phloating Schedules

Dear Scheduling Department, here is my desired course load:

MUS720: Somebody is watching me: An Introduction into Michael Jackson

PHR300: Distraction - How to Hide the Files From the Public

PHY700: Jiggle Physics

HSS250: The Roman Empire: Why the Red Sox Are Winning the 2025 World Series

ENG410: Pride and Prejudice, an Introduction to Jane-Austin Nationalism on Campus

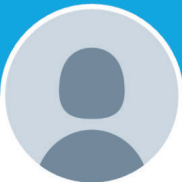
MTH670: Counting 1-10 Without Acting Like I'm Juggling

Thank you,
Dill Eavery (Please don't ban me)

Week's Top Headlines

- *Wishing Ludacris A Very Happy Birthday*
- *Homeless Man Puts On A Blazer, Nets 20 Phones Under New Cell Phone Policies*
- *Dr. Kington Believed To Be A Member Of The Peaky Blinders*
- *Dean Of Students Office Confused On Why Cell Phone Policy Hasn't Decreased Digital Sex*
- *Sykes Experiences Sudden Cash Flow Overnight*

A Librarian's Resurfaced Tweets



librarian
@tinskinhatr100

Avid technology hater. Dark romantic fantasy lover. Member of the Anti-Phone Coalition of America. Brittney Griner supporter.

🕒 Born September 10, 1977 📅 Joined January 2011

67 Following **23** Followers



librarian
@tinskinhatr100

...

How about literacy in the Dewey Decimal System at the polls?

11:38 PM · Sep 10, 2012

12 Retweets 10 Quote Tweets 32 Likes



librarian
@tinskinhatr100

...

lowk i have 20 phones to play clash on rn, any librarians wanna pu?

11:38 PM · Sep 10, 2012

19 Likes



librarian
@tinskinhatr100

...

This is a dictatorship, not a democracy.
[#guantanaphonebay](#) [#artschooldropout](#)

11:38 PM · Sep 10, 2012

OVERHEARD ON THE PATHS

"Just finished my trip to Tokyo and saw my big watashi senpai!"

"I'm gonna slide this term on the DOS office."

"I'm totally gonna destroy some Freshman in Flag Football!" - PG cut from JV Football

"Wanna do the WNBA thing when Girls Basketball starts up?"

"Looking at the '29s...how could Epstein find that attractive?"

"Would you still love me if I was a librarian?"

"Charlie, they expect one of us in the wreckage"

"Told my Grindr partners if they wanna reach me, they're gonna have to write me letters now. Hashtag bring back real romance."

Orientation Day Schedule

6:30 am	Due to the phone policies, your alarm clock is the disturbing "smacking" sounds coming from under roommate's covers
7:00 am	Convene in Kemper for ice breakers (name, preferred name, pronouns)
7:30 am	Enjoy a delicious breakfast consisting of hard-boiled eggs with the shells on and bananas "the long way"
8:00 am	Venture into the Den for my daily avoidance of Cell Phone Patrol Adults
10:00 am	Land acknowledgment (Must stand at attention)
3:05 pm	Walk into Borden and hear a loud thud from beneath the basketball courts
3:06 pm	Initiation into Underground two-Person Sumo-Wrestling Ring
4:00 pm	Backup screamer prank in downtown CVS
5:00 pm	Feminist literature over Commons tea
6:30 pm	Drumline Practice (I play the symbol, once)
8:30 pm	Dorm Meeting (Land acknowledgment slides included)
10:00 pm	Plug My Phone In. (two plugs one phone)



The Phillippian SPORTS

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ohhhh my god
September 12, 2025

Girls Soccer Goes Undefeated During the Prep Showcase, Defeats Groton 6-1 for in First Official Game

EVA JACKSON

SATURDAY 9/6	
Andover	2
Milton	1
SATURDAY 9/6	
Andover	0
Dexter Southfield	0
WEDNESDAY 9/10	
Andover	6
Groton	1

Girls Soccer (GVS) starts the season with energy, demonstrating it is a force to reckon with, the team put up two wins and one tie in competitive games this past week. GVS played in the Prep Showcase, where it played against two different teams in abbreviated games. The Girls Soccer team defeated Milton 2-1, and tied against Dexter Southfield 0-0. This year's team has a strong roster of talent, including new teammates across the grades. Nina Oswanki '28 recounted the team dynamic during its first games against tough competition. "[Southfield] and Milton



A.BAETEN-RUFFO/THE PHILLIPIAN
Ashley Dimnaku '28 dribbles the ball down the field in the team's dominant season-opener against Groton.

are two really good teams, so it was good competition, but we did really well also because that was our first time playing together as a team, it's a completely different team now. So that was our first time playing together and we did a really good job playing together for it being our first time," said Oswanski. Southfield is a team not usually on GVS schedule, so it was an opportunity for the team to challenge a new opponent. Emma Sharon '29 commented on both games on Saturday and the prowess of the team against Southfield. "We won against Milton 2-1,

and overall we played pretty good. Both goals were by Wylie [Roossien '26]. We all contributed to that. And the second game was a little harder. We tied against [Southfield] 0-0 and [Southfield's] a tough team. We don't play them in season, so it was a pretty big opportunity for us... [Southfield's] an athletic school and we did good," said Sharon. Not only does the team have good chemistry on the field, but team members are also excited to cheer on one another when someone makes a good play. Sharon described the environment of the team on the sidelines.

"When you score, everyone goes together and whoever's on the sidelines are all cheering and whoever's on the field has great energy, it's just like a great environment," said Sharon. The team has started building chemistry together, which is apparent with their strong start full of assists and connected passes. Isabel Park '28 commented on the chemistry of the team early into the season. "For the first game of the season, Coach said it's usually difficult for teams to play so well together. But we're all really dynamic, and it just

clicked," said Park. Park made her debut this week, along with former JV teammate Audrey Gotha, both of whom made immediate impacts on the game. During the game against Groton on Wednesday, the duo connected for a goal, extending Andover's lead to 3. Park described the goal and the connection with Gotha in the game that resulted in a goal. "For the third goal, I took a long shot and Audrey tapped it in. It's really interesting, because me and Audrey played JV together last year. And we have really good chemistry in my opinion. It was nice to have our first goal and my first assist be together in a sense," said Park. With a strong team comes a strong leader, which is the case for Girls Soccer. Park described some of the leaders that have stood out so far in the season. "The captains, especially from the backline, like Decker [Emily Decker '26], controls the game so well, and she really pushes the back up, but also for the uppers, [Elizabeth Wodarski '27] does a really good job encouraging people and just being supportive to everyone," said Park. Girls Soccer will face off against Rivers Saturday, September 13 and Middlesex Wednesday, September 17.

Boys Soccer Finds Success and Setbacks in the Maiden Matches of the Season

ALEX GODSEY

THURSDAY 9/4	
Andover	4
Pingree	1
SATURDAY 9/6	
Andover	1
BB&N	3
WEDNESDAY 9/10	
Andover	1
Noble	3

With the team graduating fourteen seniors, Boys Soccer is composed of an almost entirely new roster this year. Its season began with a strong 4-1 win against Pingree, but suffered defeats to Buckingham Browne & Nichols School (BB&N) and Noble and Greenough (Nobles). With the addition of numerous new players, the team aims to foster a sense of community and build chemistry as the season progresses. Despite having only a few practices before its first game,

Boys Soccer pulled off a convincing victory against Pingree. Adam Sealfon '29 praised the team's ability to work together and synergize in the second half. "It was the first game that we played together as a team, so there was still some stuff to figure out formation-wise, as well as together as a team. But we got those things settled in the second half, and we ended up winning 4-1, which was a great first result for the team," said Sealfon. For the second game of the season against BB&N, Sealfon explained that the game was cut short due to poor weather. While the team only managed to score one goal to BB&N's three in the first half, Sealfon maintained a positive mindset as he looked towards the future. "The game was restricted to a half because it got rained out for the second half, and after that, we couldn't get things situated anymore, so we ended up losing from that half, 3-1. But, there are more games to come, and hopefully, we can bounce back from the early loss to start the season," said Sealfon. Unfortunately, the team encountered back-to-back losses, its second coming from a strong Nobles team. According to Co-Captain Kai Myles '27, although the first half was a back-and-forth battle, he praised his team for how they



A.BAETEN-RUFFO/THE PHILLIPIAN
Sunny Yu '28 fights for the ball in the back-and-forth match against Nobles.

met the challenge. "We gave the energy that they were pushing us back with. We responded after the first goal properly. We responded very well, in my opinion. We got a little tired and gassed towards the end. We didn't control the tempo of the game properly, but it was a good showing from the team in the first half. It shows that we are able to actually keep up with some of these teams," said Myles. A key moment in the game came from an equalizer goal by

Wyatt Orraca-Cecil '28. Orraca-Cecil described the goal and how it increased the momentum afterwards. "[That goal] switched the momentum in the game. We went down 1-0 pretty early, and when we go down early, we tend to put our heads down. [Instead], we went back harder, and it led us to having a more successful first half, where we could have gone up more. That goal was a turning point because it gave us a lot of hope," said Orraca-Cecil. Aviad Awa '28 expressed

the promise of the new roster and the supportive team environment, which continues to evolve this season. "During the games, we all show out and show support for each other. If someone makes a good tackle, the other team will definitely hear about it from us. So, I'd say, all in all, everyone's always on their feet," said Aviad Awa '28. Boys Soccer hopes to strike back away against Belmont Hill this Saturday.

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CROSSCOUNTRY

Channeling Her Role Models: Girls Cross Country Co-Captain Chloe Song '26 Forges Connection and Camaraderie

EVA JACKSON

Embarking on a six-week 5-Kilometer race training program, Girls Cross Country Co-Captain Chloe Song '26 first began running in fifth grade. As she started middle school, she joined the school's cross country team and realized her newfound passion for distance running.

Song started Girls Cross Country as a Junior and immediately felt a sense of belonging. Stepping into her final season as Co-Captain, she follows various role models, whom she explained have taught her what it means to be a leader.

Song said, "Being on the team was my most formative experience here. To be able to lead a team was one of my biggest aspirations as an Upper. My sister, [Ashley Song '23], was a [Girls] Cross Country [Co-]Captain, and in all the past years, all the captains have been different. Emma Hagstrom '25, for example, was more introverted. Patricia Tran ['24] was very, very hard-working.



COURTESY OF PHILLIPS ACADEMY

Song continued, "Because they have all had different styles, I now understand that being a leader looks different for everyone, and everyone has their own strengths and unique traits that they bring to the table. That is the main understanding I have come to embrace. Because I've had Captains who have had different leadership styles, I've learned to embrace my own style."

Song has put her leadership

skills to good use so far in the season. Despite both Boys and Girls Cross Country totaling a relatively large number of athletes, she aims to create an inclusive and hardworking team environment through team bonding experiences.

"We used preseason to bond: there were a lot of team bonding activities. This week, we trained together for the first time. We did time trials, and then outside of practice, we played pickleball, and that

was very fun. We bonded together with some of the guys as well on the team. What is most important is that our team culture and connection, with each other as teammates and out of practice, sets the tone for a lot of the returning runners of how to be a good role model specifically for a tight knit team culture. We had one official practice, but that makes me excited to see how the rest of the season will pan out in terms of meeting new runners and also building new connections with them," said Song.

Only a few practices into the season, Song's goal to meet new runners and build connections with them has started to become a reality. Claire Bancroft '28 described the Co-Captain's impact on the team, noting how she makes everyone feel seen.

"She's very inclusive. On one of the first days of preseason, we were making team goals and she decided that she wanted to remember every single member's names on our 80- to 90-person team. And she's been working towards it, even though we've only had a

few practices. She makes sure that everyone's seen and everyone knows that they're part of the team," said Bancroft.

Bancroft continued, "Personally, even though I'm a Underclassman and she's a Senior, she'll still invite me to go downtown with her to eat a meal or to just go on a walk. It makes me feel like I have a bigger place or a bigger role on the team."

Similarly, Hannah Jung '28, who got to know Song better through the team's preseason, described Song's considerate and hard-working nature, which sets a clear role model for her fellow athletes.

"I found that she's such a kind person, and she definitely leads by example as well as with her words. Her words do have substance behind them, and she commits to all of the Cross Country commitments other than just running hard... Younger runners can look up to her as a good example, as well as always being there after practice to do post-practice stretches or strength, mobility, or the daily lift," said Jung.

15,000 Miles Later: Boys Cross Country Captain Robert Budzinski '26 Prioritizes Passion and Focus

ALEX GODSEY

Boys Cross Country Captain Robert Budzinski '26 loves running. He has run for most of his life, starting competitively in third grade. Now, in his ninth season, Budzinski estimates that he has run around 15,000 miles in his life.

Despite having a deep passion for running himself, Budzinski understands that not everyone on the Cross Country team is a member for that purpose. A core goal of his captaincy is to show young runners that running can be fun.

"Whether it's an off-season sport or whether it's your favorite sport in the world, I think there are a lot of things that everyone can gain from it. So I try to make sure that everyone is on the right track, being sure that everyone is doing a run, or the cooldown, and, overall, trying to explain how it helps," said Budzinski. Specifically, Cameron

Butler '28 mentioned that Budzinski tries to create an inclusive environment by interacting with less experienced runners, even when it means slowing down his pace on runs to match that of other athletes.

"Once we get on a run, sometimes he'll hang back and run with the more inexperienced runners even if it's slower than he should be going. He just hangs back and talks to them about their classes and makes them feel super welcome and comfortable on the team," said Butler.

With many former Boys Cross Country stars having left the school, among them being Tamrat Gavenas '25 who triumphed in the 2024 Foot Locker Cross Country National Championships, Budzinski sees this season as a rebuilding year. His main goals for the season, therefore, are to inspire new athletes' running skills and develop strong bonds among his peers.

"We have a lot of young guys that are showing a lot of



COURTESY OF ROBERT BUDZINSKI

potential, but the biggest focus for the team this year is really establishing a positive team culture where people want to run and want to do well," said Budzinski.

Sebastián Vermut '27 explained that Budzinski is evi-

dently passionate and knowledgeable about competitive running and, as a result, is able to teach newer athletes about how to improve.

"For example, he'll bring up current running events and running performances and use

them as examples to teach the less experienced people on the team about running and about the things they should do to get better," said Vermut.

Comparing the past year's Co-Captains' relaxed style of leadership with that of Budzinski's, Vermut said that Budzinski is locked in during practices, which translates to a more focused group of athletes.

"The other Co-Captains last year were very easygoing, which is just a different style. It's a good way in itself, but Robert's very focused. He's very committed to the team, and I've watched him run since I was a [Junior], and now he's a Senior. And he's had the same mindset toward running for three years: he gets the job done and he keeps people focused... That's a really good mentality to have, and since he's managing the Boys team as the Captain alone, it will definitely be one of the things that he's going to have to focus on," said Vermut.

Co-Captain Zoe von Eckartsberg '26 Brings the X-Factor to Girls XC

AVIAD AWA

Ever since her fifth-grade Physical Education teacher asked her to join the cross-country team, Co-Captain Zoe von Eckartsberg '26 has loved to run. Her bright personality and dedication to Girls Cross Country make her a strong and empathetic leader, supporting the team through new experiences and challenges. In fact, according to von Eckartsberg, meeting people through Cross Country is one of her favorite parts of the sport, a testament to her outgoing personality and leadership style.

"Cross Country is a Fall sport, and we're really lucky because, especially when you're new, you come in the fall and on your first day of classes, you meet all these people that you'll be seeing every day for the whole season," said von Eckartsberg.

Regardless of whether it is a workout or practice, von Eckartsberg brings a boost to team morale through her upbeat atti-

tude and encouraging nature.

"Zoe has such a bubbly attitude to practice. She has such a bubbly attitude at practice, and she can always get you pumped up for runs or workouts. No matter what the workout is, or what our plan for the day is, she's always smiling and cheering people on, even the people whom she doesn't know very well," said teammate Tayla Stempson '27.

Hannah Jung '28 spoke to von Eckartsberg's ability to motivate and uplift the people around her. She serves as a role model in practice and performance for both new and returning team members.

"She sets a great example by doing the warm-ups with purpose and motivating everyone by cheering them on and, occasionally, having fun with the team. A lot of the younger and newer runners look up to her, see her as a role model, and follow her example," said Jung.

Von Eckartsberg explains that cross country is equally physically and mentally demanding. Throughout her ca-



COURTESY OF ZOE VON ECKARTSBERG

reer, she has focused particularly on conquering the mental aspect of the sport, especially as she has overcome struggles with performance anxiety and burnout.

"Cross country is a mental sport. It's hard on your body, but it is also incredibly mentally difficult. Being able to finish a cross-country race is an achievement in itself. I, my-

self, have gotten swept into the competitiveness of the sport and had my issues with performance anxiety and burnout. I've worked really hard to get to a point where I enjoy running again – where I can separate my performance from the team and practice every day. I want everyone on the team to enjoy running as much as I do and have fun with it without being stressed out and burnt out," said von Eckartsberg.

Cross country has left an indelible mark on von Eckartsberg's life, and she has goals for the future. Von Eckartsberg has plans to continue running in college, potentially on a club team, and beyond.

"I'd love to run in college. I would enjoy joining a club running team or running club. Running has become a really important outlet for me, and I've met so many amazing people through it. I want to continue that in college, and one day, I'd love to run a marathon," said von Eckartsberg.



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Girls Volleyball Cedes First Game to Dana Hall

ALEX GODSEY

SATURDAY 9/6	
Andover	0
Dana Hall	3

Girls Volleyball (0-1) lost its season-opener to Dana Hall on Saturday in three sets. Still, every set was close and the team showed many signs of capability.

Kaliah Fortune '26 described how scrappy Dana Hall's athletes were playing and that the team tried to match that style of play. Throughout the match, the team also aimed to place their hits in a more calculated manner.

"We tried to be more clever in the spots we are putting it on the court and not just be like, 'OK, I get a set and I'm going to hit it,' but be clever and try to place it strategically. Hopefully that's going to help with our offense, [so that] we don't get into those long rallies and we're ready for the ball," said Fortune.

Similarly, Co-Captain Nneka Ezeike '26 noted the team's decision to switch tactics. After setting to the middle of the court, the team planned for Gracie Aziabor '26, Rihana Gomez '26, and Jacquelin Li '27 to subsequently smash the ball onto the opponent's side of the court.

"In the second set, we noticed that setting to the middle was really effective, and I remember telling Selene [Xu

'27], our setter, every time to go to Gracie, go to Rihanna, go to Jacquelin, I remember a few runs of points that were basically all Jacquelin getting kills in the middle, which was really memorable, because we identified what worked and it helped us gain back momentum," said Ezeike.

Reflecting on the team's loss, Ezeike encouraged her teammates to try to trust their intuition in upcoming games.

"What we're going to focus on is getting out of our heads and playing without hesitation, especially not overthinking, because we're all such great players and overthinking can cause more harm than good. Playing with instinct, because we have that skillset already, is

what's most important for these next few games," said Ezeike.

Emma Webber '28 thought that the team played well for its first game and maintained positive spirits throughout. Moving forward, though, it will focus on strengthening its communication.

"Even though we were losing, I feel like we kept the energy up pretty well and everyone was just being very encouraging and positive towards one another. If we can have the mindset that, as we progress over the season, we will just continue to get better, this one game won't really predict how our season goes... During practice, I think we should focus on really communicating on the court and talking more, because I feel like there were

some miscommunications," said Webber.

Already, the team is trying to improve its playstyle by working to play more unpredictably and fast-paced.

"What we've been doing in practice since reflects that we're trying to run quicker plays, so we can gain a lead, especially in close sets in which it's important to not be so predictable when we set the ball and not run complicated plays and combos," said Ezeike.

Girls Volleyball will battle Taft and Hotchkiss in a doubleheader this Saturday.

Editor's Note: Gracie Aziabor '26 is a Layout Editor for The Phillipian.

Girls Field Hockey Opens Season with Strong Scrimmage Against Rivers and Mount St. Charles

GAURI BHAKTA

This past weekend, Girls Field Hockey took the field for its first scrimmage of the season against Rivers and Mount St. Charles. The matchup enabled the team to build momentum and showcase its teamwork early on.

Cat Powers '28, who plays goalie, reflected positively on how the team performed together through the game, emphasizing the unity she noticed both on and off the field.

"The team played great. We worked really well as a unit in the scrimmage, which is awesome. From a goalie's perspective, even though I only played a half, from what I saw on the field and from the sidelines, we worked really well as a team. We could convert, and it was working really well," said Powers.

Highlighting a particularly memorable moment, Powers shared how stepping into the net during the scrimmage gave her a chance to make an impact and feel the support of her teammates.

"The most memorable

moment from the scrimmage was when I saved a shot on a corner, and everybody was hyping me up for that, and it was great. It was really nice and I really appreciated it," said Powers.

She also noted how the team's energy and companionship extended beyond individual plays, creating a supportive environment for everyone.

"Every time we'd score a goal, the whole sideline would be cheering and just excited. I really love that because I think it makes it such a good sense of a team. It's

amazing," said Powers

Reflecting on the progress the team has made in practice and on the field, Powers emphasized the importance of teamwork and shared growth.

"I think after today's game, we don't have to worry very much. It was really just a few little details. You can tell we've been working hard in practice and as a team, just working together," said Powers.

Looking forward, Powers expressed excitement about carrying the momentum from this scrimmage into

the upcoming games and the season overall.

"For this season, I'm looking forward to the rest of the season with this team. It's such a great team and such nice people. We did well at our play at our scrimmage, and we have our home opener against Dexter, which I'm excited for. It's going to be amazing," said Powers.

Girls Field Hockey will take the field for its home opener against Dexter Southfield next week.

Crossword Corner

BY ISHAAN PADMAWAR

1	2	3	4	5
6				
7				
8				
9				

- ACROSS
- 1 Carillon sound
 - 6 Dilapidated dwelling
 - 7 Miso taste
 - 8 Dogma, canon, creed
 - 9 Gaelic tongue

- DOWN
- 1 Laundry repository
 - 2 Epic poet who wrote about a "man of many turns"
 - 3 Buried on president's golf course
 - 4 They spread on Reddit
 - 5 An adjective for Andover (from an outsider's perspective)

1	2	3	4	5
6				
7				
8				
9				

- ACROSS
- 1 It breaks in "Rock-a-by Baby"
 - 6 "Beside" in French
 - 7 Playful aquatic animal
 - 8 Planted with trees
 - 9 Organizes, classifies

- DOWN
- 1 Worn by cowboys and skiers
 - 2 The "nothing really matters" part of "Bohemian Rhapsody," e.g.
 - 3 Absolute homophone?
 - 4 Warmly welcome
 - 5 Drove, or drives

1	2	3	4	5
6				
7				
8				
9				

- ACROSS
- 1 Only US state with Puffins
 - 6 _____ showers bring May flowers
 - 7 Dogma, doctrine
 - 8 Alter ego for Bey
 - 9 Villian's expression

- DOWN
- 1 "Miracle on 34th St." setting
 - 2 Cook's protection and airport connection
 - 3 Singer's name, 2011 hurricane's claim
 - 4 Dorothy to Em
 - 5 The _____ wand is a Deathly Hallow

Arts & Leisure

The Phillipian Co.

Curtains Cut Short: Spirits Sink as Changes to Grasshopper Prompt Student Frustrations

DANIEL LIU &
BOSON BAI

This year, Andover’s largest annual performing arts show Grasshopper will feature changes restricting student performers, eliciting disappointment on campus. Traditionally, each year, dance crews, theatre groups, and instrumentalists share the stage in Tang Theatre, bringing together months of rehearsals into four high-energy nights during Family Weekend.

However, this year, Grasshopper will step beyond Tang and appear at an All-School Meeting (ASM) in Cochran Chapel (Chapel). While the addition ensures every student experiences the showcase, it has also reshaped production: shrinking the runtime down to 50 minutes, tightening logistics, and completely removing student bands from the lineup. The exclusion of bands in particular has sparked widespread frustration, with many students arguing that this decision undermines Grasshopper’s diversity and long-standing musical traditions.

From the faculty perspective, Theatre and Dance Department Chair Mr. Lazar contextualized the recent changes to Grasshopper, highlighting the reasoning behind the adjustments.

“The biggest change for this year is that we have the opportunity to open the show to a wider audience and make it more ac-

cessible to the whole community,” wrote Lazar in an email to The Phillipian.

Lazar continued, “For years there has been a desire to enable more students to see Grasshopper. Students have requested more access to the show, this was evident in *The Phillipian* article about the need for students to have more access to the community event. We were able to fulfill this need with the addition of a show during [ASM].”

For student performers, the changes prompted immediate disappointment. Anny Wang ’26, a jazz pianist in the student-run band Goose&Moose, described her frustration at being unable to share the group’s music and efforts in one of the most important and large-scale performance opportunities on campus.

“This year, in the audition form, they outright banned bands from participating. It’s not even a partial change, they just don’t want bands in Grasshopper anymore. That has a huge impact because Grasshopper is one of the only school-run performances where we get a large audience. Most of the other music performances hosted by the school, like band concerts or classical recitals, don’t draw much of a crowd. Grasshopper has always been the one place we get to share our music with the broader community,” said Wang ’26.

Despite widespread concerns circulating around campus, theatre producer Bruce Ru ’28 affirmed his desire to preserve the

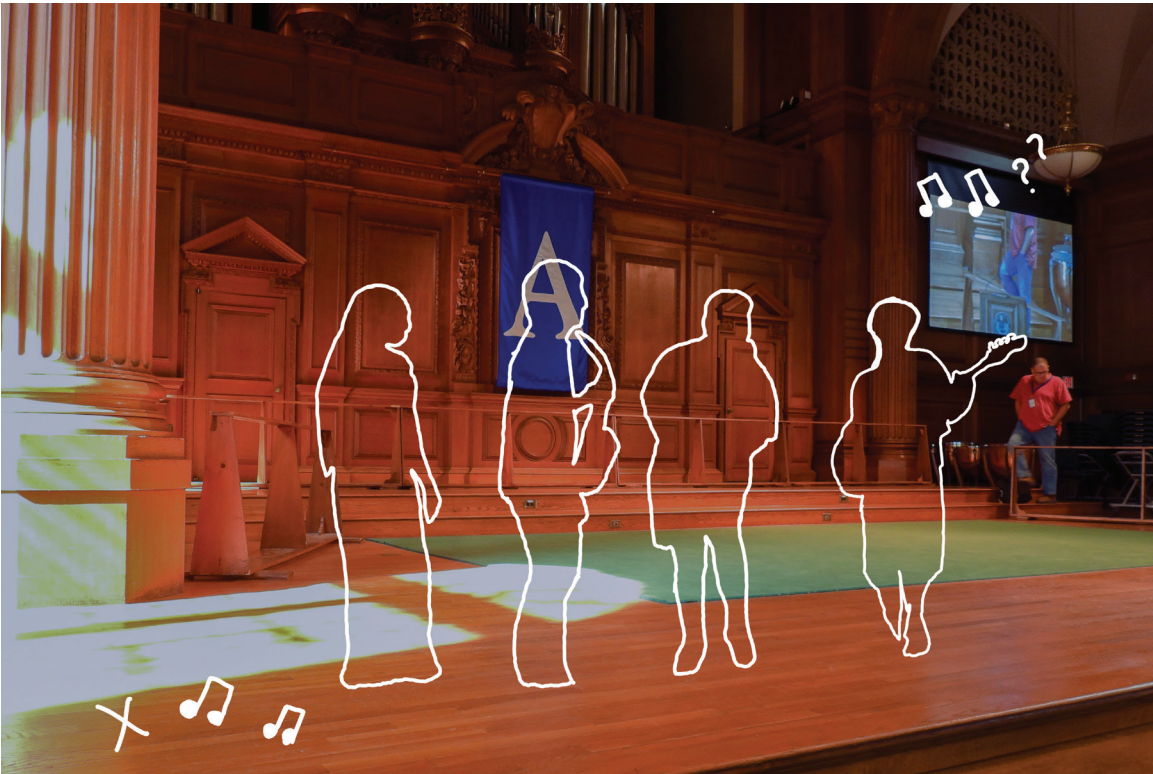


PHOTO ILLUSTRATION BY I. PADMAWAR AND K. MA/THE PHILLIPIAN

show’s spirit and deliver a fulfilling Grasshopper performance.

“I understand the frustrations of this campus about recent changes in the ASM show and the possibility that there will be certain limitations that could cause disappointment to the community. [However], as a community, we have to believe that we can preserve the experience while making that change, and we’re ready to fight for the full experience of Grasshopper and all oth-

er productions. We will need the support and understanding of the rest of the campus to bring what everybody wants,” said Ru ’28.

Besides the restriction of bands, some students across the performing arts are facing logistical hurdles to accommodate an ASM performance. Wang ’26 gave insight into the sense of solidarity forming across campus as students are grappling with these changes.

“What’s been surprising is the

amount of pushback from non-band groups too. Photon and Footnotes, for example, are also having trouble with the Chapel setup, especially lighting and the carpet on stage.... Even some dance groups that aren’t directly affected are upset and want to stand in solidarity with bands. Overall, the feeling is strong: if there are no bands in Grasshopper, then maybe there shouldn’t be a Grasshopper at all,” said Wang ’26.

A Matter of Time: A Story of Vulnerability and Confession

ANDREW CAI

Laufey’s third album, *A Matter of Time*, seems like both an end and a new beginning. Since her big break in 2021, Laufey has mastered a type of nostalgic jazz-pop that seemed out of place in the modern age, yet still connected with millions of people. With this album, however, she showcases new sides of her art. “*A Matter of Time*” is amazingly rich and deeply emotional, appearing much more vulnerable than her other albums. Particularly, it combines the softness from her debut with more bold production choices, resulting in a nuanced listening experience.

The overarching theme of “*A Matter of Time*” is dealing with vulnerability. Laufey has always written from the point of view of someone who understands struggles, but in “*A Matter of Time*,” she puts those feelings front and center rather than hiding behind irony or romanticized aesthetics. This album tells a story: a young woman who is falling apart as she deals with heartbreak, and the process it takes to find herself.

One of the recurring ideas is time: how it heals, how it hurts, and how it reshapes relationships. Laufey often uses the passage of time as a metaphor in songs about lost love, fleeting happiness, and the inevitability of change, ultimately making the record feel like a cohesive story and providing an emotional appeal to

listeners.

“*A Matter of Time*” combines Laufey’s jazz style with parts of classical and modern pop music. There are orchestral arrangements that build up over several tracks, achieving a movie-like quality. There are also hints of bossa nova and chamber pop, helping to make the album feel bigger and bolder than her last, *Bewitched*, which had a dreamy polish. As always, her singing is warm and clear, but in “*A Matter of Time*,” it has a more pronounced emotional edge. Instead of keeping a calm, velvety distance, she allows moments of stress, playfulness, or even bite to slip into her delivery. This makes the songs feel more authentic and entertaining to listen to, as if she cares more about expressing herself than about being perfect.

The first song, “*Clockwork*,” sets the mood with fun, abstract, almost fairytale harmonies. The layered vocals and upbeat tempo give the song a childlike quality, somewhat contrary to the deeper worries in the lyrics.

“*Silver Lining*” shows off Laufey’s ability to mix romance with irony. The lyrics hint at devotion, but they also show a hint of defiance, which makes what could have been a sweet ballad into something more complex and sneaky. Specifically, the growing instrumentals reflect the song’s emotional ups and downs.

One of the most memorable songs on the album is “*Tough Luck*.” Orchestral pop surrounds a sharp story about a breakup, and Laufey’s voice

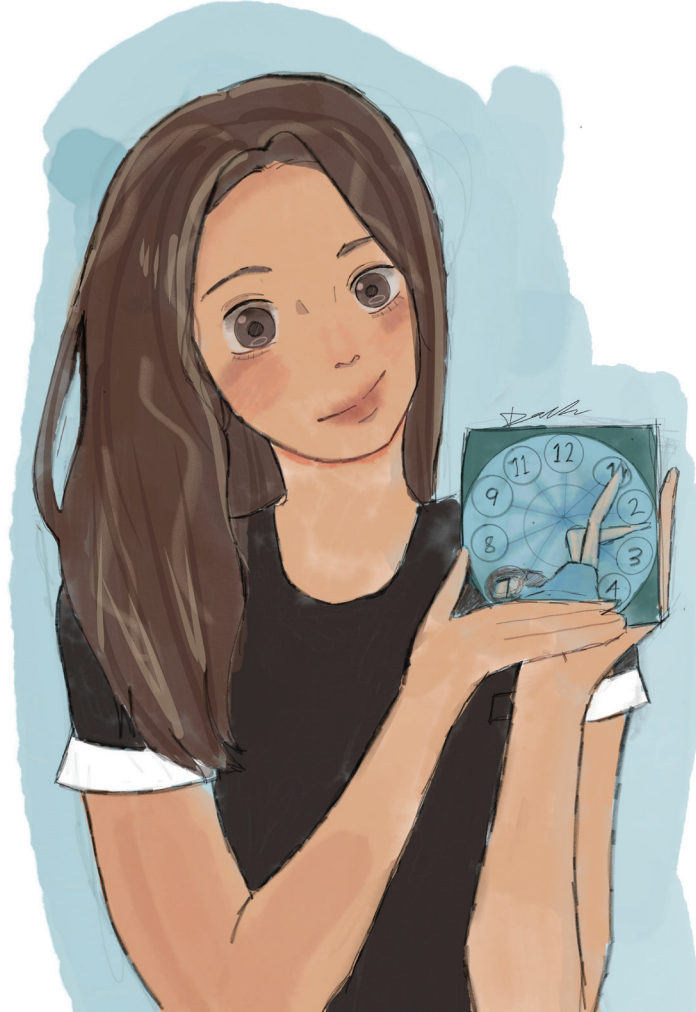
conveys a quiet rage that is refreshing, coming from a singer who is usually known for being soft. The song’s edge shows that she is willing to make her persona more complicated, and that she can express anger just as well as sadness.

“*Lover Girl*” has a breezy bossa nova feel, complete with handclaps and a syncopated rhythm. Due to its fun, self-aware, and lighter tone, listeners can understand Laufey’s vulnerability and why she finds comfort in un-serious moments.

“*Snow White*,” potentially the most introspective song on the album, describes her journey through societal beauty standards and her own identity in a way that highlights her vulnerability. The simple instrumentation allows her voice to shine through, effectively deepening the emotional impact.

Most notably, however, *A Matter of Time* has a uniquely effective flow. Each song has its own personality, but the order of the songs is crucial to its clear story arc. The record begins with silly hope, then undergoes a painful heartbreak and self-reflection, finally ending with thoughtful acceptance, creating a realistic emotional journey. What makes *A Matter of Time* so special and well-made, however, is that it displays an artist who is fully herself: confident enough to recognize flaws, ambitious enough to deepen her sound and production, and open enough to share her vulnerable side.

In summary, *A Matter of*



DASHA GOMEZ/THE PHILLIPIAN

Time is Laufey’s most personal and ambitious album to date. It takes listeners on an emotional journey where nostalgia meets raw confession, lush orchestration, and simple intimacy. It’s a record that you should listen to from start to finish, not just because

each song is beautiful, but also because the entire track works together to tell a story. *A Matter of Time* captures the excitement of seeing an artist grow into herself: timeless, open, and very human.

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Playlist of the Week: Songs of the Summer

LUCIEN SINCLAIR '28
“DISILLUSIONED” BY
DANIEL CAESAR

“I would say the song of the summer is “Disillusioned” by Daniel Caesar. For me, it’s one of my favorite songs and Daniel Caesar is my sister and I’s favorite artist. We worked a job together at an ice cream shop this summer, and when our boss wasn’t there, we would always play Daniel Caesar. This is one of our favorite songs by him. The ending of the song, the last minute or 30 seconds, describes what you would do on a typical summer day with someone you love. I just feel like it holds a special place in our hearts. And she just moved to college. It was one of the last songs we listened to together before she left.”

SOPHIA TOLOKH '28 :
“BACK TO FRIENDS” BY
SOMBR

“I listened to a lot of the artist Sombr. I really liked a few of the songs because he’s really upbeat and he sings about love and friendship. Some of the songs I was listening to were “Back to Friends” [and] “We Never Dated.” I hadn’t really listened to him before, but it was all over my Spotify and YouTube. He’s one of the big hits out there.”

ELIZABETH QIN & HAYLEY FAN

As students return to school after a summer break full of experiences and fun, they come to campus with many special songs to offer. From upbeat tunes encompassing the carefreeness of summer to soulful melodies carrying nostalgia and love, Andover students share their ride or die songs of this summer.



ANGELA GUO/THE PHILLIPIAN

EDEN DUNLEAVY '29:
“STEAL THE SHOW” BY
LAUV

“This song gives positive vibes and joyful emotions. I like the chorus “If you Steal the Show” because it’s the climax of the song. It’s where the most music and emotion is delivered, and it is enjoyable to listen to. I value finding the light in things. Always having hope is one of the themes in the song and I hold that close to my heart.”

SARAH SUN '29 :
“THAT’S SO TRUE” BY
GRACIE ABRAMS

“I feel like it’s very catchy, and the speed and the rhythm flows. It has upbeat vibes which are very summer-y. If you wanna sit on the beach and listen to a song, this would be a good song to listen to. I think the bridge is good, the transitioning from the verse to chorus gives me chills.”

ENRIQUE MERCADO '27 : “LOVE ME NOT” BY
RAVYN LENAÉ

“Three words I would use to describe this song would be: chill, vibrant, and nostalgic. If I were at the beach or outside on the lawn, this is the song I would play. When I’m in the car, I play it. Whatever location I’m in, I just play it.”

CaMD Power Plays Set the Tone for Orientation at Andover

CHARLIZE SOW

Orientation at Andover is filled with little rites of passage: decorating dorm rooms, meeting advisors, and getting lost on the way to Paresky Commons. However, few traditions capture the school’s ethos quite like the Community and Multicultural Development (CaMD) Power Plays. Each year, a group of students known as the Power Players take the stage during orientation to perform short skits that blend comedy and sincerity, with a goal of easing new students into Andover’s culture of empathy, inclusion, and support.

“The purpose of the power plays is to show the new Freshmen how you’re encouraged to act in a new setting and to show how Freshman year isn’t actually that daunting and that it’s going to be okay and to have fun. It’s basically just to encourage them to not stress and meant to help them get oriented in a new environment,” said Maya Tomlinson ’28.

These performances aren’t thrown together at the last minute. Power Players arrive on campus days before their peers, spending hours writing and rehearsing skits that encompass topics of friendship, identity, and asking for help. For the cast, it’s all about community — uniting Lower, Upper, and Seniors in a shared project.



COURTESY OF CAMD/THE PHILLIPIAN

The CaMD Power Players in the George Washington Hall Theatre Classroom.

“[I liked] getting to hang out with a lot of different people from a lot of different grades. I feel like the cast was pretty diverse, and it was just a lot of fun to be able to hang out with friends that I’ve known before and new friends as well [...] 10 out of 10 experience, I’d say,” said Tomlinson ’28.

What sets the Power Plays apart is the authenticity of the skits. Power Players often draw from their own experiences to offer new students advice in an intimate yet humorous way. This transparency between the cast and the

audience helps the lessons land more effectively than if delivered through a speech or presentation.

“The point of the CaMD skits was to bring awareness to diversity, how it looks in the social, academic, and just overall wellness and trying to help that message come across a Freshman in a way that seems a bit more interactive than rather just one big presentation... we were able to use examples that we’ve encountered in our own life and make hypotheticals to make that message clear,” explained Philip Molina ’28.

For new students in the audience, the Power Plays were both entertaining and eye-opening. Some were struck by the emphasis on equity and empathy, topics that may have not always been placed in the spotlight at their previous schools.

“I thought it was a really unique and warm welcome to have equity and really important topics covered so early into my time at Andover, because at my old school, that wasn’t something that was talked about at all. I think having it be so central and forward was very welcoming

and it kind of set the tone for what type of community Andover is,” said Gabi Tinoco ’28.

Others found the show realistic and relatable. Fatima Bah ’29, a new Junior, pointed to a lunchtime skit as her favorite. Though the scenario was simple, the resolution to the challenge at hand underscored the value of community.

“It was really interesting. It was about kids having lunch, and they weren’t expressing their problems. At the end, they finally did, and I liked how it showed they were all together. There were also parts where people were talking to themselves, which showed how people hide their feelings a lot. I really liked all the skits,” said Bah ’29.

As new students settle into their first term here at Andover, some imagine themselves joining the Power Players in the future. For Tinoco ’28, the possibility is worth considering, ultimately serving as a way to continue the cycle of storytelling, reassurance, and support.

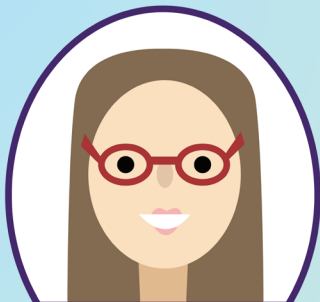
“I would maybe [consider being a Power Player]...I think it is a really important thing, especially here. I think I would definitely consider it, because I do value those things a lot personally, and I’d want to help keep making sure that it’s as important as it is right now in the future,” said Tinoco ’28.

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Music Department Advice

As voices rise in harmony or a jazz solo sparks spontaneous applause, Andover’s music community offers students a chance to express themselves, push creative boundaries, and find a home on campus. With programs and ensembles spanning diverse genres, the Music Department welcomes students of all skill levels. Faculty and students emphasize that no one needs to arrive at Andover as an expert, just curious and ready to take part. Read the following advice that students and faculty would give to students interested in diving into music at Andover.



Dr. Siegfried



Amina G. '26

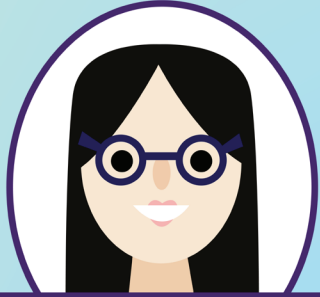
“Even if you don’t want to perform, you can still engage by supporting your friends. Go to concerts, just like you would a football game. When else in your life can you just walk in and hear an incredible symphony or choir? Come to Falls, hang out, listen to music in the library, take music technology and production, and learn how to produce your own pieces. Sign up for the elective [or] join choir. Just do it. Even if you don’t consider yourself a serious musician or an artist, just try something during your years at Andover. Don’t worry about: am I not good enough? Am I too good? Am I whatever? Just come and dive in, and I promise you won’t regret it.”

“Last spring was tough for me. I was rehearsing for a dance show, my band’s performance, and Mamma Mia! all at the same time, while still keeping up with Fidelio, Keynotes, and Chorus. At one point, I had 16 or 17 hours of rehearsal in a week, and it was exhausting. What helped was being upfront with everyone about my schedule and giving myself space to have off days. Not every day needs to be perfect, and it’s important to give yourself grace. No matter what instrument you play or how long you’ve been playing, everyone shares this bond over music. It’s a really special vibe.”

“Andover can feel overwhelming at first, with so many options, but there’s truly a space for everyone. There are big ensembles, smaller chamber groups, jazz combos, student recitals, and private lessons. You can even form your own group or mix music with other art forms like dance or poetry. This school offers more music opportunities than probably any other high school, so just try everything while you can. Also, come out and support your fellow musicians. Whether it’s student recitals, jazz band concerts, or orchestra performances, there is never such a thing as too many people in the audience. It really makes a difference to have that support.”



Ethan L. '26



Annabelle W. '26

“At first, I was scared to step out of my comfort zone. I’d air bow during orchestra and play really quietly in chamber because I didn’t want to mess up. But once I got to know everyone in the department, the faculty and my peers, it really changed things. I realized the environment here is so supportive, and it’s okay to make mistakes. Once I stopped worrying about competing and saw it more as a community, that really helped me grow. I came to Andover focused just on violin, but the music department let me try so many new things without giving up my other interests. I’ve done things like music theory and orchestral conducting: stuff I never imagined doing in high school.

Lillian Montalto

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