

Students and Leaders Share Mixed Reactions to EBI Restructure

KRISSY ZHU & KONNOR FORTINI

This fall, students have gathered in dorms, advisory groups, and class meetings for Andover's Empathy, Balance, and Inclusion (EBI) program. This marks a shift away from the previous EBI structure, which met weekly in classrooms during students' lunch breaks.

According to Brigitte Leschhorn, Transitional Director of the EBI program, students pushed for the schedule revision to ensure an uninterrupted lunch period. She explained that the adjustment was also aimed to better integrate social-emotional learning.

"It makes sense for us to be building, as a school, on social emotional skills and community skills in places like the dorm, advisory, Day-Student Mentor meetings, and class meetings. Those are the nat-

ural places where it makes sense to do that. It doesn't make sense to take away the Junior and Lower lunch period once a week where they can [instead] use it to relax, do their homework, or socialize, which is what we want," said Leschhorn.

Students have appreciated the logistical shifts made to EBI this year for a range of reasons. Alex Lin '28 highlighted several positive impacts that the change to EBI has created, noting how student reception towards EBI has improved.

"I, and the people I've been talking to, like it a lot more, mostly because it is no longer eating out of our own free time. Our lunch block is our free time, whereas [in] dorm meetings and [All-School Meeting (ASM)] blocks and

Continued on A5, Column 3



A. BAETEN-RUFFO/THE PHILLIPIAN
EBI Senior Devika Hajarnavis '26 teaching to lowerclassmen.

Respondus Implemented as In-Class Writing Tool

NICCOLO LEE-SUK & RIAANA BAJAJ

Students of all grades have installed Respondus on their devices, a testing browser that locks down the test environment on Canvas. As in-class assessments surge in popularity, Respondus has been implemented to block access to external websites or applications during testing.

Apart from in-class writing assignments, there are additional benefits for classes using Respondus highlighted Dean of Studies and Instructor in Physics Caroline Odden.

"Respondus will be a great tool for in-class writing assignments. For many students, writing on the computer is preferable to writing by hand, and typed essays are easier to read. There are potential uses for the Respondus technology beyond in-class writing. For example, it is possible to make the Desmos graphing calculator available through Respondus — that may benefit some STEM classes. We were motivated to incorporate the Respondus LockDown browser into our suite of technology tools so that students would be able to use their computers for in-class writing assignments," wrote Odden in an email to *The Phillipian*.

At Andover, where academic honesty is encouraged, the use of Respondus can be a means of ensuring it. Erin McCloskey, Associate Director of Technology, emphasized that the use of Respondus is a new way to tackle the problems stemming from generative artificial intelligence (AI).

"In a phrase, academic integrity. In response to the



PHOTO ILLUSTRATION BY S. GONG/THE PHILLIPIAN

rapid proliferation of generative AI over the past couple of years, faculty and students have been exploring its role in learning, both to harness its power to support and augment learning and also to understand how it can give students shortcuts to produce work that doesn't necessarily reflect their true understanding. This creates a challenging environment in which to assess students... Respondus LockDown Browser offers a technological approach, so that students cannot access other materials during an assessment," wrote McCloskey in an email to *The Phillipian*.

Stephanie Curci, Instructor in English, had previously tested Respondus in the spring and recently used the application for in-class essays in ninth and twelfth grade classes. Curci spoke of Respondus' usefulness as AI use becomes more widespread.

"A lot of people are using it due to the rise of AI. Not necessarily because we suspect that kids are going to use

it, but so that we don't have to think about it. We're trying to make as suspicion-free a space as possible, so that then you don't have to worry about it... The other thing you could do is have students use Blue Books [but] I can't read students' handwriting particularly well. I think a lot of [students] have worked for so long on computers that [they] want to be able to manipulate the text and move it around. That's why I like [in-class essays with Respondus]," said Curci.

Jayden Roos '29 first heard about the software from her English teacher and received a few emails from other teachers regarding its implementation. Roos shared that the use of a lockdown browser created the impression that teachers do not trust students to

Continued on A5, Column 1

CaMD Utilizes "Umbrella System" to Structure Club Meeting Times

ADELYNE LIU & NICCOLO LEE-SUK

The Office of Community and Multicultural Development (CaMD) continued to organize CaMD club schedules based on "umbrellas" this year, where thematically similar clubs will share meeting times. The schedule aims to reduce scheduling conflicts, encourage broader club participation, and give students more flexibility to explore different affinities and interests, according to Aquita Winslow, Dean of CaMD.

Although the term "umbrellas" has existed in the past, Ashiq Kibria '26, Co-President of Asian Society and a board member of Classism at Phillips Academy (CAPA), explained that umbrellas are playing a more significant role in structuring meeting schedules this year.

"CaMD has used the umbrella term before, but this year is a little bit different in terms of booking out CaMD as a space. Now, certain groups get priority on certain days. Before it used to be that clubs [related to Asian identities] could just schedule any time but now it's preferred that they go on Sundays. The term umbrella has been used before to group CaMD, but now it's more related to scheduling," said Kibria.

Winslow emphasized that CaMD groups clubs based on interest, not affinity. She added that umbrella categories make

it easier for students and faculty to operate under a busy schedule.

"The reason we've done this is so that students who have an interest in a certain area can participate in all of these activities on the same day of the week instead of having all of their interest on different days of the week, which can sometimes [make it] hard for students to participate," wrote Winslow in an email to *The Phillipian*.

Micah Nerone, Administrative Assistant for CaMD noted that scheduling meeting times by umbrella was not a new arrangement. He added that there are no changes to the way clubs are run.

"The clubs were already meeting at certain times throughout the week, but we made it easier for students to be able to go to all of their clubs that they wanted to go to," said Nerone. "All clubs that [have] similar ideas, but different affinities or purposes for their clubs contain a lot of the same students, so we had them organize what days and what time those clubs met."

Kibria expressed satisfaction with the schedule. He highlighted how it allows students to better manage their time for club meetings.

"Each [umbrella gets] their own specific day or time in which they can book CaMD specifically to have their meetings," said Kibria. "I know a lot of people struggled with attending certain club commitments because they were un-

decided about multiple clubs. But now, [the system] separates CaMD clubs into certain categories which a student is able to plan for. It also doesn't entirely limit the clubs because the clubs are still able to meet during any time, but the clubs under the umbrella [for that time slot] get priority."

Similarly, Philip Molina '28, a board member of Alianza Latina, stated that the system could strengthen participation and consistency across clubs. He noted that an organized schedule would make CaMD more welcoming to students interested in exploring multiple clubs.

"[The schedule] will be easier for consistency, but [will] also [let clubs] reach more people in our community and encourage people to join," said Molina. "For Alianza Latina, we need to make sure that we just keep booking CaMD every Tuesday. Not too many changes will be happening. This shouldn't be affecting us greatly. Hopefully it encourages more people to show up and have a good time."

Despite potential advantages such as increased convenience and student engagement, Sophia Fang '28, board member of the Andover Chinese Students Association (ACSA), expressed the limitations of the new schedule.

"This is a good idea [that] also can be improved. When planning events, clubs often choose certain days based on what the event is like. For example, some clubs wouldn't want to host a banquet on a Sunday because people are more likely to come on a Friday. [The schedule is] more convenient for the people who work at CaMD, but it can also be inconvenient for board members if they really want to use that space on a certain day and they really can't," said Fang.

Students Connect in Various Class Meetings



K.MA/THE PHILLIPIAN
Leaving their meeting in Borden Athletic Center, Uppers were offered donuts.

KAI OBATA & SARAH SUN

Students gathered with their respective grades during the All-School Meeting (ASM) block on September 26. Each class had their own event including Equity, Balance, and Inclusion (EBI) lessons, speed-dating activities, and college counseling meetings.

Juniors and Lower participated in activities headed by EBI Seniors. Brigitte Leschhorn, Transitional Director of the EBI Program, explained that this was part of the new approach to EBI, with class meetings for underclassmen. Lower participated in ice-breakers and skits directed by EBI Seniors.

"The topic I chose, fun management, for ninth grade, worked really well. We had lots of adults help in that class meeting, so that felt like the right topic. In the tenth grade program, we have EBI Seniors run it in small groups, and all of the activities are actually designed by EBI Seniors. In the fall term of tenth grade, there's

a lot of topics that we are thinking about [such as] our values as a community and how to really build a diverse community that we live in," said Leschhorn. "We were really thinking about honesty and integrity, especially in our online lives versus our real-world lives."

Juniors engaged in discussions and collaborations centered on managing fun, enabling students to converse with new peers and familiar friends. Helen Xiong '29 recalled the activities Juniors participated in and weighed the merits and shortcomings of the prompts she and her peers were given to discuss.

"In the end, we filled out a 'Fun and Wellness Management' sheet designed to help us organize our time efficiently," said Xiong. "I enjoyed the event because we had the chance to talk with our neighbors about different questions and scenarios. It didn't feel boring since it encouraged thinking rather than just listening. I liked hearing other people's answers on what activities they like to do

Continued on A5, Column 1

CAMD Umbrellas Weekly Schedule

Monday	Tuesday	Wednesday	Thursday	Sunday	
Social Justice Council	Latine Council	Queer Council	International Council	Black & African (Diaspora Council)	Asian Diaspora Council
5:00-6:00 pm	5:00-6:00 pm	5:00-6:00 pm	5:00-6:00 pm	12:00-2:00 pm	2:15-4:15 pm
*Additional Meetings: Friday (as needed): MSU & JSU 5:00-6:00 pm Saturday: No events Sunday: STAMP 10:30am-12:15pm; AMP 2:00 pm					

PHOTO ILLUSTRATION BY A. GUTIERREZEWING/THE PHILLIPIAN

Commentary, A2

"Rest is the Most Radical Holiday Tradition"

The holiday season challenges an academic culture of constant movement, recognizing rest as both radical and necessary.

Eighth Page, A8

All aboard!

PA pirates.

Sports, B1

Not So Bad(minton) Explodes on the Scene

Badminton, led by Lixia Ma, boasts an ultra competitive atmosphere with all its players vying for a coveted championship victory.

Arts, B6

Cruising In Style

Read about how seniors showcased their personal styles during the celebratory night of Senior Cruise.

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Editorial

Raising the Bar

This fall, many students opened their classroom syllabi to see an unannounced adjustment: the benchmark to achieve a six is now a 94 percent. Previously, the cutoff for a six ranged from 92 to 94 percent. Following an official recommendation from the Academic Council to make a six a 94 percent, several courses have adopted the higher cutoff.

Over the past years, grade inflation has been rising slowly. The 2018 State of the Academy (SOTA) reported that the average Winter Term GPA for a student at Andover was 5.18. Now, that number has surged to 5.4. When the 0-6 scale was initially adopted in 1968, the administration believed that the simpler structure would reduce Andover’s competitive academic culture. Yet now, nearly sixty years later, the significance behind each number on the scale has changed dramatically.

The recommended 94 percent presumably represents the administration’s effort to combat rising grade inflation. Campus adults have also pointed to improving grading consistency across sections of the same course. “Consistency” in this sense means that teachers have more well-defined and similar standards for what constitutes 5-level work or 6-level work.

While the school raised grade percentages to increase consistency, it fails to directly address the problem at hand: varying grading standards

among teachers. Granted, no grading system is perfect. Teachers inherently have different expectations; nonetheless there are some flaws in the new 94-for-a-six recommendation. Not all teachers use the same initial grading scale. While some directly grade from zero to six, others grade on a 0-100 scale and convert to a 0-6 scale at the end of each term. Therefore, only courses using the 0-100 grading scale are affected by the 94 percent cutoff.

The school aimed to increase grade consistency by suggesting a standardized cutoff. At the same time, they presumably aimed to deflate grades by raising said cutoff. However, since the 94 percent is a recommendation rather than a requirement, confusion and anxiety falls unevenly on students depending on their course load. Perhaps it is a testament to the scrutiny around grading that an editorial even exists over a one percent adjustment. But it’s undeniable that students are feeling more stressed because of this change, no matter how numerically minor it is.

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

LETTER TO THE EDITOR

Dear Editor,

This letter seeks to address “The iPhone 17 Series Matters, Especially the Air,” published in the September 26, 2025 issue of *The Phillipian*. The main point of this letter isn’t to dispute the personal differences in preference of the Air itself, but rather to properly define the concept of innovation and clarify misleading quotations. I do not wish to assess or judge the difficulty and persistence it took to create the thinnest phone by 2mm (approximately the length of a well-trimmed fingernail), nor do I have the authority to speak on behalf of the opinions of all consumers. Rather, the point I want to make

about Chowdhury’s article is the misconception and misquotation of innovation in the context of this 1,000-dollar phone that sacrifices battery life, cameras, charging speed, amongst other key features.

Chowdhury made the point that the iPhone Air addresses ergonomic concerns of consumers having heavy phones, but this is where the problem of Chowdhury’s definition of innovation occurs. Innovation in business, in its essence, should show improvement by properly addressing customer needs and complaints. This argument ignores the fact that people prioritize things such as battery life and camera quality over the small minority of people

who would benefit from a thinner phone because they carry around multiple. The margin of customer benefit is so shallow compared to the margin of loss for many consumers that asking for a grand on this minor improvement may be portrayed as a money grab. Innovation truly occurs when Apple solves continuous complaints that have risen throughout the years, such as overheating, battery drain, and screen glitches.

I would like to point out the fact that Chowdhury’s article misrepresents two articles about the iPhone 17 Air, including the article’s second citation on the New York Times’s Wirecutter and the third citation on “CNN.” Though

Chowdhury quotes aspects of these articles that compliment the Air, quoting things such as “... it still delivers when it counts” and “...people would just want it,” this practice of citation ignores the crux of what her own sources are trying to say. The “New York Times” article cited is titled “The iPhone Air is Apple’s Most Impressive Phone in Years, But Most People Shouldn’t Buy It,” while her “CNN” article is titled “I tested the Apple iPhone Air for a week, and I’m still not sure who should buy it.” In fact, in the same paragraph where Chowdhury quoted that “this might be one of those instances where Apple’s nailed a look so well that some people

will just want it,” the article provides the justification for this as “what happens when Apple keeps the iPhone designs pretty much the same for a really long time.” Chowdhury should properly assess and represent the definition of innovation in her article, rather than cherry picking sources that also contradict her claims.

Of course, the Air may be significant to some consumers, but it should not be, as Chowdhury claims, a role model of innovation in our community.

Signed,
Ian M. Kim ’28

Dear Editor,

Konnor Fortini’s article, “The Self-Defeating Logic of Affinity Clubs” criticizes affinity groups for dividing the community by highlighting the differences. This letter aims to address several fallacies of this article: inaccurate representation of affinity clubs, the error of generalization, and the lack of alternatives.

To begin, Fortini identifies the self-defeating problem of affinity clubs as “emphasizing differences rather than encouraging dialogue.” However, the purpose of the affinity club lies not in connecting students of diverse identities but rather in providing a safe space for students with similar identities to share their stories. Affinity clubs exist alongside non-

affinity spaces, since the school recognizes that some students feel more comfortable talking about their struggles with others who share similar experiences. The Institutional Antiracism and Accountability Project by Princeton University outlines the five effects of affinity clubs, none of which apply to people who are not a part of the affinity club. Likewise, Fortini’s problem identification does not align at all with the true goal of affinity clubs.

The fallacy further lies in Fortini’s generalization of affinity clubs to the entire Andover experience. Fortini writes, “By isolating ourselves in affinity groups, we risk turning Andover’s greatest strength, its diverse network and community, into a missed opportunity.” Through this, he

implies that affinity clubs should be blamed for the lack of interactions between people of diverse identities. However, the social experience at Andover is not limited to affinity clubs; it stretches to our dorms, classes, and other clubs. Thus, affinity clubs alone do not hinder such interactions. In fact, another article by Princeton University illustrates that affinity groups raise the quality of discourse and prepare individuals for larger group discussions. Likewise, affinity groups might not directly connect individuals of diverse identities as Fortini points out, but they provide the necessary materials for students to understand their identities and share their experiences. The study that Fortini cites does not add to the logic of his article. The

result of the study is limited to the context where students are assigned to certain affinity-based groups, thus forcefully limiting their social circle to people who share their identity. Thus, the conclusions of the study cannot be applied to Andover, where students have choices of their social circles.

Finally, Fortini accurately points out that designated programs such as EBI are insufficient in providing safe spaces, yet provides no feasible alternative. Non-affinity clubs often resort to popularized aspects of identities to appeal to students of diverse backgrounds, such as Andover Korean Society hosting Buldak eating competitions. Though the rhetoric of “cultural dialogues in an intentionally diverse community” sounds sophisticated,

many non-affinity spaces fail to provide the safe space to freely open up about one’s experiences. The Association for Psychological Science describes that shared pain brings people together, acting as a “social glue that fosters cohesion and solidar- ity.” Likewise, the exclusive safety of affinity spaces provides opportunities for students to share and bond.

Fortini’s attempt to discuss the efficacy of affinity clubs deserves acknowledgement, yet this does not provide an excuse for a surface-level analysis of spaces that mean a lot to students who do not feel safe in open spaces.

Signed,
Jeannie Kang ’28

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CORRECTIONS:
Only three study rooms in the Oliver Wendell Holmes Library (OWHL) were converted in the past year. The total of eight conversions happened gradually over the last five years, becoming offices for the OWHL and departments such as Community Engagement and Sustainability, according to Camille Torres Hoven, Director of the OWHL.
Ryan Wheeler is the Director of the Robert S. Peabody Institute of Archaeology.
All Computer Science courses fall under the Department of Mathematics, Statistics, and Computer Science.

The Phillipian regrets these errors.

Why I’m Not ‘All In’ on the In-Class Onslaught

HENRY ZIMMERMAN



A.LEE / THE PHILLIPIAN

Three sources. 75 minutes. Six sheets of wide-ruled loose-leaf paper. The clock’s second hand mocks menacingly from the wall, your excessively highlighted sources run dry of interpretation, and you begin to contradict your thesis well into your second body paragraph. You have a choice. Do you let your eraser run free, risking running out of time, or do you just turn it in and hope for the best?

In the dozens of in-class writing assessments I’ve completed (including four last week alone), I’ve never left the room with the feeling that my rushed writing is a fair representation of who I am as a writer, learner, or thinker.

The shift toward in-class writing has been coming to Andover for a while. In many ways, it’s our fault: overcommitting ourselves and then resorting to the efficiency of AI when our time runs out in fear of missing seemingly all-important deadlines. Last week’s News Section piece titled “Artificial Intelligence Concerns Prompt Surge in In-Class Writing Assessments” stressed the faculty’s focus on preventing student work from containing writing from large language models. A

faculty member was quoted as saying that one of the aims of in-class writing is “getting good, authentic student work” free of “the kind of muddle that artificial intelligence websites like ChatGPT and others present.” However, reflecting on stories from my peers and my own experiences with in-class writing, I’ve found that, while it may prevent AI usage, going ‘all in’ on in-class writing limits every aspect of the writing process, curtailing both our learning and pride in our writing. We should not content ourselves with leaving the best work students have to offer on the table in search of what is “good, authentic student work.”

Great writing happens when writers give their work the time and attention it deserves.

What is great writing anyway? Great writing happens when writers grapple with conflict, nuance, and complexity in their writing. Great writing happens when writers, halfway through their draft, have the leeway to disagree with themselves and adjust their argument. Great writing happens when writers give their work the time and attention it deserves. Writers use their time to handle context, contrast, and complications while presenting their unique perspectives. With great writing, writers can change both others’ minds and their own minds as well.

In the 50 Writing Center appointments I’ve made, some of my best writing has come from the sessions when I embraced the iterative writing process. Coming in, talking through the arguments I was making, and

embracing the revision of my ideas helped me focus on creating writing that’s intellectually compelling. Many times, I ended my sessions with the excitement of a reinvigorated thesis that finally matched my newfound thoughts.

While the faculty member asserted that in-class writing “allows students to grapple with problems or with their own thoughts and ideas and represent them,” in my experience, in-class writing falls short of these aspirations. Instead, it curtails the very aspects of the writing process most conducive to the authenticity and honesty that the administration is perhaps trying to promote. Since in-class writing time is constrained by nature, sources and prompts are oftentimes constrained too, for fear of giving students the “information paralysis” of too much to write or think about. This has a run-off effect on student creativity: students are afraid of making sophisticated arguments that may be difficult to back up with the given sources or fully flesh out in the time given. More often than not, students resort to “writing for the rubric,” resulting in canned responses and recycled class discussion talking points, a safety net for students who are categorically disincentivized to take creative risks.

This time-dependent relation between thinking and writing is further shown in Mahardika I. G. N. A. W., & Utami I. L. P. (2024), a study of university students published in the Journal of Language and Education. Researchers found a significant negative correlation between time constraints and the content and organization of student writing. Additionally, they found that students with time constraints were less likely to plan or outline their work before writing. Not only



MIA WALKER / THE PHILLIPIAN

are students producing lower-quality writing, but they’re also compelled to use subpar methods that ignore widely taught organizational strategies for crafting analytical arguments.

The shift toward the assessment of our nascent thoughts has not supplanted the learning opportunities provided by engaging in longer, more deliberately thought-out works.

Underutilization of outlines can lead to more “writer’s block,” as the helpful structure of the once-emphasized writing process is discarded in favor of getting words down as quickly as possible. When invited to a 50

or 75-minute scribble frenzy, thinking takes the backseat to putting words on the page.

When thinking is removed from writing, learning is removed from writing. The shift toward the assessment of our nascent thoughts has not supplanted the learning opportunities provided by engaging in longer, more deliberately thought-out works. By denying students the time to develop their ideas, the adoption of widespread in-class writing degrades our writing and short-changes our learning.

Henry Zimmerman is an Upper from New York, NY. Contact the author at hzimmerman27@andover.edu.

Rest is the Most Radical Holiday Tradition

KONNOR FORTINI



A. LE / THE PHILLIPIAN

The holiday season is approaching, and at the surface level, you’d think it’s all about boxes, big or small, wrapped in decorative paper after being shipped overnight by Amazon.

Already, even before Halloween candy has entered the shelves, the signs of December are appearing. Stores are already bringing out Christmas lights, decorations, and creepy Santas, and talks about winter break already commence. We scramble like squirrels stockpiling acorns before winter, searching for the “right” thing to prove we love someone. Yet for students, the real gift of the season is not a new iPhone or a piece of jewelry; it’s the rare present of a lack of productivity and structured time. While sounding counter-intuitive, there is something almost rebellious about spending an afternoon in bed or seeing your friends without your history essay right in front of you.

At Andover, schedules rarely leave room to breathe. Between classes that stretch our minds, practices that test our bodies, and club meetings that spill late into the evening, every hour feels spoken for. Even weekends blur into an extension of the week, filled with homework, rehearsals, and competitions. In a

place where productivity is the default language, rest often feels like a betrayal of the Andover work ethic. That’s why unstructured time, the kind that does not request a transcript for the next four years, nor an essay due yesterday, matters profoundly here. They are not wasted space but essential pauses, stitching us back together after weeks of rigor. Rest isn’t indulgence; it’s survival, and perhaps the most restorative tradition of the season.

After freshman fall, I experienced my first “break” after my first experience of the rigor of Andover. After approximately 11 weeks of “grinding it out,” I was presented with seemingly all the time in the world to do what I wanted. The leisure felt eerie, and honestly, it felt wrong. As students, we fulfill many obligations, such as classes, sports, clubs, and homework, which at times genuinely feel more demanding than solving a 6-level chemistry question. Even during breaks, we never truly seem to run out of things to do, whether it’s internships, practices, or extra classes; we would do anything to avoid accusations of wasting time. However, what if this “laziness” was not wasting time at all: unstructured hours are when the best conversations unfold. These moments will never appear on our resumes; however, they linger far longer than grades or extracurricular activities. Idle times are when boredom sparks creativity and when rest stitches us back together, allowing us to return to the ring for another 11 weeks. While Andover culture often treats repose, especially for students, as indolence and requires us to optimize every minute of our lives, holidays break that pattern, even if only temporarily. Perhaps the season feels restorative because it takes off our calendars, stripping away the relentless demand to be useful.

The state of doing nothing, a mindset called *niksen*, while seemingly just a fancy cover-up for laziness and even a lack of intelligence, serves us more in the long run than constant action. A working paper by INSEAD explains that “...doing nothing is a great way to induce states of mind that nurture our imagination... Seemingly inactive states of mind can be an incubation period for future bursts of creativity.” For Andover students, who are asked daily to produce original ideas in classrooms, projects, and performances, this connection between rest and imagination is not abstract; it’s survival. The very downtime we’re taught to feel guilty about can actually be the wellspring for the insights, essays, and innovations our community values most. Rather than slacking off, rest becomes a tool that allows us to return to our demanding routines with sharper thinking and renewed perspective. We can never step back and reap the benefits of rest when we are in a constant state of drudgery, thinking that our work would be degraded if we took breaks. When I write my commentary articles, I usually get the idea from the night prior, once I’ve had enough time to separate from my work and lie down. Downtime fosters creativity, reflection, and authentic connection; without these things unlocked by *niksen*, we are machines. Doing nothing has significant psychological and physical value for us, allowing us to produce our best work, even during moments of inactivity. It’s not just rest, it’s a catalyst for inspiration, a fuel for our creative fires.

Still, taking this pause is not at all easy, especially for students who have been conditioned to equate every free minute with a lost opportunity. We scroll through college admissions pages, intimidated by the



ANYA CASEY / THE PHILLIPIAN

seemingly endless amount of achievement in each portfolio we come by, and assume more is always better. In this mindset, rest becomes a liability, as it hinders growth rather than being a necessary form of it. Yet, the reality is that what often separates thriving students from those who are burnt out is not the number of activities they juggle, but their willingness to pause and reflect. By rejecting the constant pressure to “optimize,” we learn that value is not always measured in output. Sometimes, the blank space in our schedules carries more weight than the crowded hours ever could. Of course, this doesn’t mean dropping every responsibility; instead, it means learning to prioritize which commitments truly matter and which ones can be put on hold. At Andover, that might look like choosing one afternoon to say no to another club meeting to protect an evening of rest. There may be no perfect alternative to the endless balancing act, but even small acts of reclaiming time remind us that rest has a place alongside achievement.

The holiday season is a time

that permits us to embrace this blank space without guilt. It reminds us that time, not things, is the most restorative gift we can receive. When students allow themselves to rest, wander, and even be bored, they return with more energy, sharper focus, and a more profound sense of connection. In a culture that demands endless productivity, choosing to do nothing may be the most radical and necessary act of all. This December, the real present is not found in a box under the tree, but the permission to open those boxes altogether.

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Some Students Express Annoyance With Respondus Software

Continued from A1, Column 5

complete their work honestly. “I don’t personally cheat on tests, so [Respondus is] not a big deal for me, but it is a little annoying that we have to go out of our way to download a new software. I know a lot of people with Macs are having trouble downloading it, so it could be annoying... We value academic integrity here, and everybody takes that pretty seriously, and they know the consequences if they don’t take it seriously. I personally don’t think [Respondus is] needed. It doesn’t really bother me, but it is an extra thing that shows that [teachers] don’t trust us as much,” said Roos.

While she mentioned Artificial Intelligence (AI) use as a concern, Curci reiterated that in-class assessments predated AI. She also pointed to limited class time as a factor.

“In-class essays or things like that are not just about

AI, but just about the time we have with you all. If you map out across a term, you might only have only 20 class days. If we’re going to spend a whole week working on an essay, we’ve really lost a lot of class time together. That’s also part of the calculation that teachers are making,” said Curci.

Shiloh Robinson ’27 described using Respondus for a history paper. She noted that the software malfunctioned, requiring her to repeatedly re-enter her work into the browser.

“The software’s a little bit glitchy, but other than that, I have no problem with it. When I was working, it was glitchy. I had to copy and paste my answers just to make sure they didn’t delete, and I think that could be a problem... I was not super stressed using it, but it just feels like there’s a barrier when you’re using it, so it just feels a little bit more stressful,” said Robinson.

Uppers Enjoyed Donuts at Their Class Meeting

Continued from A1, Column 5

since their responses gave me ideas I could try myself. However, I felt that many of the questions were a bit too generic and didn’t always require a lot of thinking.”

Class Representative Jonathan Oh ’27 also enjoyed socializing with his friends during the Upper class meeting. Oh commented on the aspects of the event he believed were most engaging, noting that it was an opportunity to talk to his peers and make new friends.

“Along with donuts [it] was a pretty successful class meeting. The biggest thing I learned was really trying to engage the class instead of lecturing them or having an activity that isn’t

really engaging. It was a little more engaging for our class because people were randomly paired. The main focus of the event this past Friday was to get people talking to other people,” said Oh.

While the other class meetings were more recreational, Seniors met with their college counselors. Elisa Lee ’26 felt that she gained crucial takeaways beyond application tips.

“We met with our college counselors to talk about application deadlines and expectations. It reminded me about the importance of sacrifice, realizing how little time we have, and the need to manage it well, even if it means giving up some sleep or fun time... I ended up feeling more stressed and anxious after the meeting, but it was still a good reminder to stay focused and gain perspective,” said Lee.

Immersive Tour Offers Prep9 Students Opportunity to Experience Andover In-Depth



A. BAETEN-RUFFO/THE PHILLIPIAN
Student tour guides meet prospective students in the Shuman Admissions Office.

SOPHIA FANG & NIKI TAVAKOLI

A more immersive campus tour is offered to prospective students from the Prep for Prep 9 (Prep9) program, which helps expand access to elite schools for talented students of underserved communities from New York City, NY. In addition to the regular tour, touring Prep9 cohort members involve themselves in campus life, attending classes and eating meals with their guides, according to Jim Ventre, Assistant Head of School for Admission and Financial Aid.

Prep9 was founded in 1986, with Andover as one of the

schools in its original consortium. Andover has continued to work with Prep9, among other organizations with similar goals, over the years. Jessica Acosta-Chavez, Associate Director of Admissions and Director of Diversity, Equity, & Inclusion (DEI) Outreach, explained her role in facilitating these connections and elaborated on how such programs develop and bolster students in their cohorts.

“In my role as Director of DEI Outreach, I work closely with many programs or community-based organizations (known as CBOs) across the country to recruit students

Continued on A7, Column 1

The Restructuring of EBI Remains an Ongoing Process

Continued from A1, Column 2

advisory, we all plan to not do anything at that time. So, even if EBI is there and people don’t like the content, they’re like, ‘Oh, at least it’s not taking up my lunch time anymore’,” said Lin.

She added, “In the advisory [group], people talk much less because they combine two advisories, [so] we’re familiar with around half the people, but not everybody. People talk a lot less than in the dorm, for example, where everyone is a lot closer.”

In addition to granting students open lunch breaks, the change to the EBI program has also allowed students to open up and fully participate, according to Eliza Francis ’26, an EBI Senior. Drawing from her experiences this term, she highlighted the benefits of hosting EBI classes in a more familiar environment, such as a dorm.

“Something about previous EBI spaces was that [they] were completely random and that discouraged some students from feeling comfortable enough to fully participate and let their voices be heard. In their dorm setting where they often know their dormmates, or even if they’re new Lowers, they’re at least more comfortable in what is their home on campus. People are more inclined to speak freely and similarly in advisories,” said Francis.

Despite noting the decreased time commitment that the new schedule has brought, Ronal Dominguez-Hernandez ’28 still voiced frustration

with the EBI structure. Reflecting on the class meeting for Lowers on September 26, he urged that the curriculum be further revised to be more effective.

“[My experience with EBI this year] has downgraded a little bit. Even though it’s less time consuming, it seems to be a bigger waste of time. Especially with the situation with the gym today, it was just a bunch of classes together. I personally didn’t get anything out of it. It wasn’t because the EBI seniors aren’t executing it properly, the activities themselves were pretty ineffective. Generally speaking, compared to last year, it’s not as good even though we’re spending less time. It should be totally changed,” said Dominguez-Hernandez.

Miklosh Frusztajer ’26, another EBI Senior, had similar reflections to Dominguez-Hernandez ’28. He described how the compressed schedule of EBI, though beneficial for most people, tends to sacrifice some of the curriculum’s content.

“From what I can ascertain in our meetings on Tuesday nights, the EBI Senior meetings, there’s been pretty good reception to the new curriculum. People are happy with the format. People are happy with the lesser time commitment. At the same time, I have heard also that there is at times a little less substance to these EBI sessions compared to the last ones. Perhaps it’s a trade-off,” said Frusztajer.

Frusztajer reflected on some of the issues he encountered in the first few EBI sessions, particularly the lack of a rigid time and place for instruction. He noted how the

shift to a more casual environment has affected student engagement during EBI meetings.

“There was this sense of distraction or unseriousness because people felt so comfortable around each other that they didn’t feel they had to respect the EBI seniors necessarily. I heard a lot of bad experiences about that... We don’t get 50 uninterrupted minutes to lecture the EBI students anymore. Thus, it will feel a little less serious at times. The burden definitely falls heavily on the younger EBI students to keep things running, to keep things substantive even in this compressed period.”

Leschhorn described that the restructuring of EBI is an ongoing process that will be responsive to student feedback at the end of every term and year.

“There’s definitely going to be adjustments because this is our first time running this model. There’s going to be adjustments even for winter term. By that, I mean we may have dorm meetings look a certain way or topics appear in a certain way. I might adjust how [those] look. There might be small adjustments. At the end of the year, we’ll come together and [ask], ‘Are there things we want to shift?’, and have larger conversations with student leaders,” said Leschhorn.

Andover’s Fall College Fair Expands Opportunities for Students

IAN S. KIM & JOHN KIM

Students from Andover and local public high schools flocked the track in Snyder Center at the Fall College Fair on September 29. With representatives from over 150 institutions worldwide, the biannual event enabled attendees to gain insight into various possible educational paths after high school.

While the list of attending schools changes each year, most schools from previous years continue to participate. Karina Hernandez-Guarniz, Director of College Counseling, explained the process of selecting schools for the fair.

“We will usually start with an invitation that goes out to all the schools that have previously participated in the fair. From there, it’s pretty open. Any school that reaches out, we will typically invite them as long as they’re a non-profit college. The purpose is really to invite as many places as possible and to be as broad as possible. Every year, the list changes a little bit. Some schools are able to come, others are not,” said Hernandez-Guarniz.

Students were invited to engage with representatives who provided informational pamphlets and answers to questions about their schools. Scott Smith, Associate Dean of Admissions at Pomona College, spoke to the unique opportunities college fairs provide compared to college counseling or online research.

“At a fair like this one, there are both [Uppers] and Seniors, so it’s sort of a different conversation with each. The [Uppers] are interested. They’re just starting out, getting an idea of what kinds of colleges are out there, and with Seniors, they tend to have more specific questions. They’re interested in particular programs or what dining is like or living situations or social life, and so our job is to be here to answer those questions in a way that you can’t necessarily get just from reading a website. You can have more of a conversation and get a better sense of each student,” said Smith.

Some students attend college fairs to get to know colleges as they consider upcoming applications. Nathan Neu ’26 noted that another benefit of college fairs for Seniors is to demonstrate interest to schools.

“Since I’m a Senior, I’m not looking for information towards applying anymore. It’s more like seeing if there’s any more information I can gain from these representatives that come here that isn’t available online and also to get my name more in the system,” Neu said.

Commenting on the welcoming atmosphere, Jasjit Hargun ’27 shared that the college fair drew a large volume of students from all over the town of Andover. However, he explained that the sheer number of attendees prevented him from learning about more popular colleges at the fair.

“[The fair] was so open in fact that I saw a lot of people from Andover high there as well. The one thing was that it was very crowded, but also it’s hard to find a big space to host all those colleges,” said Hargun. “In general, I could get to the colleges I wanted to talk to. Some colleges I considered going to, but then decided not to because of the lines, especially with Ivy League [schools]. I figured it would just be easier and quicker to research them online than to wait in that line and go talk to the person.”

Students Took the Stage at Karaoke Night



K.M.A./THE PHILLIPIAN
Many students performed karaoke in the den last Saturday night. Karaoke night is a beloved activity for students and is hosted periodically by the Blue Key Heads in Susies.

10 Questions with Maya Darville

REPORTING BY ADELYNE LIU & DINA NAMJOO

Maya Darville is a new Teaching Fellow in the History and Social Sciences Department, and a house counselor in Stimson House. At Barnard College, Darville majored in Africana Studies and American Studies, and was the president of Barnard’s Organization of Soul and Solidarity (BOSS), Barnard’s main black student organization. She was also a Mellon Mays Undergraduate Fellow and winner of the Quandra Prettyman Prize for Africana Studies. Darville taught in Ghana as a Fulbright English Teaching Assistant before joining Andover, and enjoys cooking, reading, and taking nature walks in her free time.

What attracted you to becoming both an Africana Studies professor and a civil rights lawyer?

My focus on these two professions started the same way. The idea of getting a Ph.D., the idea of being an academic, or the idea of being in the political academic world, was where the dream of being a professor was pretty much born. My other branch of it was to be a civil rights lawyer. I was born and raised in Chicago, and especially living in an area like where I live[d] in, I see the need for civil rights lawyers. I love being Southern. It’s something that I’m really proud of. There are definitely places within our lawmaking structures that still have the shadows of Jim Crow-era politics and legal decisions, so that’s something I’ve definitely been working on.

During college, how did you decide to major in Africana Studies and American Studies and minor in Anthropology?

I came into college thinking that I wanted to study political science. I took a couple of political science classes, and I didn’t feel like it was as good as I thought it would be. I found that I was more interested in the historical part of political science than the actual science part of it. So I majored in American Studies and minored in Africana Studies, and I finished my Africana Studies minor as a sophomore, and my major advisor was like, “If you’re not going to start taking the classes, you might as well double major.” So I did. I ended up double majoring, with a minor in Anthropology. I just started taking Anthropology classes in my first year of college, and I really enjoyed learning about them. I found that all of the disciplines I was interested in were really related to each other, and it was a good thing. I felt like I was going to be full-time when I finished college.

What was your experience like teaching English in Ghana as a Fulbright Teaching Assistant?

I taught English and taught in Ghana through Fulbright during the past school year. I loved the experience first and foremost because I studied abroad in Ghana in the fall of my Senior year. After having the experience of all of that, I loved Ghana and wanted to go back. The students were incredibly receptive to English. I loved the experience, because it taught me to be adaptive. Certain things that I came prepared with weren’t necessarily the lessons that I had pre-prepared for, so I had to take it back to the drawing board and really think through how I was going to teach students English. I used a lot of pop-culture references and a lot of memes.



E. LIU/THE PHILLIPIAN

How do you approach teaching your Junior history class?

We’ve been working on some of the intrinsic skills that you’ll need to be a good historian, which is skimming texts. I’m teaching students how to skim and teaching them the idea of reading. I’m teaching students how to write, how to put together some of these statements, the importance of true introductory statements and topic sentences, and how to include some of the textbooks. I’m talking about the anatomy of a paragraph, how to read the difference between a historical paragraph and a paragraph in English. Those are all skills that we’re working on. For Juniors, the most important thing right now is that students are reading. The classroom is where students are learning. Students are also sharing their perspectives and the feedback that they give in the way that I lecture, and we engage in conversations together, so it’s always a process of exchange.

Why was receiving Barnard’s Quandra Prettyman Prize in Africana Studies meaningful to you?

The Quandra Prettyman Prize in Africana Studies is awarded to someone that’s a Senior in Africana Studies every year that exemplifies the values of Quandra Prettyman in academic inquiry, pas-

sion for Africana Studies, commitment to it, ability to share that passion with others, and a commitment to carrying the field forward. For me to be selected for that, was probably the most exciting award that I got during my senior spring. I love Africana Studies. I like to think of myself as someone who lives and breathes it. I’m so passionate about Quandra, so passionate about the field, and to have the opportunity to study Africana Studies, and to have the support of the department behind me, to have help in crafting my thesis, and that experience of being a part of that department was a life-changing experience. To be awarded for my contributions just made the whole experience that much easier.

The college campus protests of the past couple years occurred during your tenure as president of Barnard’s Organization of Soul and Solidarity (BOSS), Barnard’s Black student organization. What was it like to lead such an organization during such a time?

During my time as the president of Barnard’s Organization of Soul and Solidarity (BOSS), the on-campus protests broke out. Pretty much any statement that came out with the BOSS logo on it, was written by me. We did some shared statements with some other organizations on campus,

and our organization was just a safe place for students. Especially with the way that administration was moving, a lot of students who were participating in student activism on campus were then kicked out of their dorms and suspended for the time of the semester. We coordinated with our alumni to ensure that the students would have housing, that they would have legal representation. We really mobilized our alumni and our current students to ensure that we would take care of each other and take care of our students. That experience taught me the importance of community and of reaching out, and also the importance of leadership and holding strong. If I had panicked during that time, then my board would panic and then our student body would panic.

In college, how was the experience of being inducted into the Phi Beta Kappa Honor Society?

Being inducted into Phi Beta Kappa was one of probably the coolest things that ever happened to me in college. ... It is really very STEM-focused. A lot of the students that I was inducted with majored in chemistry and in science. To be recognized for my academic achievement, and to be able to represent my department in that particular way was really important for me. That experience taught me that hard work does

pay off, because I really did study and work really hard. I worked incredibly hard for my four years at Barnard. I studied hard. I was definitely a student who was always in the conference period, always talking to my classmates, trying to figure out what I could do to be better. I really strived for greatness, and being inducted into Phi Beta Kappa was one of the things that I loved about it.

As a program tutor for Freedom and Citizenship, you guided high school seniors through the college application process. What advice have you often found yourself giving?

I find myself telling students often that your writing samples matter. Your recommendation letters, they also matter. Your resume, it also matters. Those are the things that you can change and you can work on. When I applied to college, I wanted some of my numericals to be at a higher level, and I struggled with that and worried that all those things would not get me into college... Another thing that I also have been telling, especially to the students in my dorm, is that prestige is amazing, but it is not everything. I went to a relatively prestigious college. Every institution has its negatives and its positives, it just depends on what your priorities are. Do you want to go to a liberal arts college? Are you more tailored towards a university? I encourage my students to think more about what a good fit means for them as opposed to what they think a good fit means in the context of their family or what their parents want, or what the adults around them want.

What is one book you’d recommend?

“Memphis” by Tara M. Stringfellow. I picked that book up because I liked the cover, and I just started reading it. I love it. It is such a good book. It is a story about three generations of a small black family. One daughter discovered her superpower to change her family’s trajectory. It was an excellent book, and I enjoy reading books about the South that were written by Africans [from the American South]. It just [gives] a nostalgic feeling. It’s one of those books that I read sometimes when I’m homesick, because it reminds me of home.

What dishes do you like to bake and cook?

I would say chocolate chip cookies, because they’re relatively easy to bake, and a little messy. They taste good. I love baking cookies. As far as cooking, I love chili. It’s a hearty meal, but it’s relatively easy to prepare. You need either ground turkey or ground beef, and then the rest of it is just canned, just some diced tomatoes or stewed tomatoes. Corn, beans of your choice, and seasoning.

Prep9 Touring Program Provides a Unique Look into Campus Life

Continued from A5, Column 1

who have historically been underrepresented in independent schools. Programs like Prep for Prep provide extensive support, which can range from application guidance, additional academic preparation, and organizing a campus visit, among other services,” wrote Acosta-Chavez.

To augment the touring experience of Prep9 students, a more expansive tour allows potential applicants from Prep9 to experience aspects of Andover life and meet with administration members. Ventre elaborated on the specifics of the tour in his email to *The Phillipian*, and noted that Andover also offers information sessions for parents as a part of the experience.

“We host Prep9 visitors and other CBOs because we believe these students deserve

the chance to see themselves at Andover!... Prep9 visitors attend classes, enjoy meals in Paresky Commons, stroll through the Addison [Gallery], and generally engage in a holistic experience to get a feel for our community. They also get to meet with Aquita Winslow, Director of CAMD, and Linda Carter Griffith, our Associate Head of School for Equity, Inclusion, and Wellness.... Prep9 parents [and] guardians [also] learn about academics, residential life, and financial aid through different faculty panels,” wrote Ventre.

There are many benefits to the more immersive Prep9 tour in comparison to the more standard, shorter tour, according to Tyler Tran ’26. Tran highlighted how Prep9 visits help prospective students glean a deeper understanding of life at Andover only attainable from firsthand experience, presenting a unique and enjoyable opportunity.

“The whole point of a tour for a prospective student is [for them] to get a sense of what it’s like to be at that school, aside from just researching themselves. It’s a really unique experience that you can only get when you’re on the campus. This program would definitely further the experience, and honestly it’d be really cool just to be able to sit in on classes and eat at Commons. It won’t be disruptive at all, especially eating at Commons, where there’s so many people. They can really get a feeling, if it’s busy and they’re surrounded by students. Sitting in on classes, if I was a prospective student I’d really enjoy that. Going through that, if I like the experience, it would definitely put Andover at the top of my list,” said Tran.

Carsen Leach ’27, a current tour guide at Andover, emphasized the importance of the Prep9 touring program’s ability to introduce underprivileged students to

the boarding school environment, and of its contribution to Andover’s goal of diversity. Leach noted that tour guides are a key component in helping students feel comfortable in an elite institution like Andover.

“[The Prep9 touring program] helps give underprivileged children a sense of belonging. I feel like there’s a stigma with boarding schools that only rich kids apply and only rich kids get in. Having a tour guide who’s friendly, welcoming, inviting, and not hostile towards these kids makes them feel like they have a shot at being a part of a [boarding school] community, which is important, as something huge at Andover is community and accepting people from all backgrounds,” said Leach.

The immersive tours have been well-received by interested students and their families. Ventre affirmed that Andover is eager to continue and expand its partnership with CBOs in the future.

“The feedback [about our tours] has been overwhelmingly positive. Prospective Prep9 students describe the visits as enriching and affirming. Parents and guardians appreciate the depth of care and engagement, and current students feel honored to host, especially those who came through Prep9 themselves.... Looking ahead, we hope to maintain, and strengthen our partnership and deepen the involvement of young alumni in hosting and mentoring,” wrote Ventre.



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Ph < 7 Cause We Could Never Be Basic

Jimmy Kimmel’s Deleted Script

Staff Report

After getting taken off air, Jimmy Kimmel was given an extensive Growth and Accountability Plan where he was mandated to reflect on the harm of his actions, especially to the current administration. This is where we come in. The Eighth Page has always had a keen eye for comedic talent; we are drawn to those who push societal norms. Kimmel suspension suggested there may have been potential in a late-night talk show host that we hadn't seen before. Naturally, we called up our connections at the Pentagon to ask to sit in on interrogations of the treasonist. Although it seemed to Jimmy that we were there to wait for him to show any unwarranted empathy (big no-no), we were actually analyzing how well he could withstand pressure from "the man," a key criterion for eighth-page writers.

News flash, he's a wimp, but it wasn't without lack of trying. Unfortunately, it appears our experimentation wasn't as incognito as we thought, and someone gained access to Jimmy's initial script pre-treatment. So we decided to do the honorable thing and own up to our mistakes. We won't make you dig through undisclosed files on Reddit threads. Instead, here it is, Kimmel's deleted script:

Hey guys, it's me Jimmy- record scratch- you're probably wondering how I ended up here. Well as it turns out I got cancelled — surprisingly, not for my resurfaced tweets from 2010, but rather for making some jokes which were apparently unfunny, which struck me as odd because my whole career seems to be built on unfunny jokes. Truth is, I had to flee the country after Trump took me to his penthouse and he freaked it (off the air). After receiving no after-care from Don, I sought political asylum with Ellen DeGeneres in the UK. However, I quickly grew tired of listening to her and her partner yell at each other so I decided to return to America. Luckily, after claiming South African heritage, I regained access to the country and enough welfare to combat my narcolepsy (thank you luigi :P). With this newfound clarity after treatment, I was hit with reality; being a left wing icon sucks!! Over my 2 day hiatus I received masses of fan mail featuring Joe Rogan and I. Accordingly, I realized maybe I'm not ready to be open yet, much less did I want to come out on the wrong side of the closet.

#KimmelUncancelled #Trump2028

Weeks Top Headlines

- *Confused Senior Shows Up to Senior Boat Cruise Looking Like Blackbeard — Like REALLY Looking Blackbeard*
- *Andover Conservative Club Sends Abbot Grant to the NRA*
- *New Study Shows That Club Hub is Second Most Popular “Hub” on Campus*
- *Dr. Kington Enters His "Life of a Showgirl" Era, Dons Orange Feather Headdress*
- *Jimmy Kimmel Proven to Be Taken Off Air Because of Wrong Shade of Makeup*

OVERHEARD ON THE PATHS

"When are the WPAA meetings? I have a signal jammer that I wanna test out."

"PLEEEEEEEEEAAAAASSEEEEE WALK ME LIKE A DOG."

"I joined Mosaic bc i'm half chinese half dumb."

"I'm the 4th Meal :)"

"Bro this spot in line was promised to me 3000 years ago."

"Born too early to serve, born too late to serve, born just in time to serve on a taskforce."

"That. In your pocket. Good. It stays there."

Blue Key Heads Save Senior Cruise

by Konnor Fortini

They came in dark, fast, and hard. The Class of 2026 Senior Cruise trip was once a trip for many to enjoy their final moments of their time at Andover, but today, the boat got hijacked. It was quite easy to do so as the Seniors, while cautious at first, were required to abide by their EBI training and included the pirates in the activities. After a quick round of “Two Truths and a Lie” (“I’m armed, I’m dangerous, Andover has the smartest kids in the country”), the pirate ended up being integrated into the community, and the group applauded his vulnerability.

“Look at me. Look at me!” the pirates say, “I’m the captain now!”. The Seniors responded with validation and assurance; the pirates knew they belonged on the boat and by extension on campus. And with that, they steered the ship towards the twin buildings of Morse and Pearson, ready to crash the party back at their second “home”. They collected jewelry, phones, and almost anything of value. One Senior bravely offered their Flagstaff hoodie, but the pirates immediately hurled it overboard, citing Geneva Convention violations.

When all seemed lost, the hijackers were thwarted by the Blue Key Heads. The Dean of Students Office released a statement later that night: “While the boat was hijacked, our commitment to inclusion has never been stronger. Every pirate deserves a seat at the table, as long as they pay the almost \$80,000 in tuition. That is true Empathy, Balance, & Inclusion.” They concluded by announcing that future Senior Cruises will be replaced with “land-based bonding experiences where we are 'All In' at Susie's,” citing the lower risk of maritime terrorism. Consequently, in the subsequent year, Seniors with a misinterpretation of what was meant during the announcement were not allowed to graduate.

write for the eighth page

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The Phillipian SPORTS

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Not So Bad(minton)

go sox! (haha
they won right...?)

ETHAN LY

In the four years of its existence as a life sport at Andover, badminton has attracted a diverse group of students. Some join looking to relax and play with friends after a long day, while others seek to dominate, climbing the rankings system in hopes of being badminton champion. Badminton, played with a racket and shuttlecock over a high net, is one of the world's most popular sports: it boasts around 339 million active players and has been an official Olympic sport since the 1992 Barcelona Games.

Following the Covid-19 pandemic, Lixia Ma, Instructor in Chinese, prompted Lisa Joel, Director of Athletics, to create the life sport, seeking to provide students an opportunity to engage in a sport that was meaningful to her.

“[Badminton] was a simple activity that kids in China played. You didn’t need a formal court, just rackets and an open space. I never played on a school team. I just played for fun because I loved sports. When I came to the United States, it was my first time playing indoors on a real court, and I loved it immediately,” said Ma.

Ma continued, “After the [Covid-19] pandemic, it was difficult to play many sports. I wanted something light and easy, and since I’ve loved badminton ever since I was young, I suggested to the sports director that we try it. She agreed, so we got some nets and rackets. Playing outside didn’t work because of the wind and weather, so we moved into the Snyder Center.”

To add a competitive aspect to badminton at Andover, Ma introduced a rankings system to the sport. Exclusive to Fridays, players team up to play competitive matches and earn points towards the ranking system, with the first-ranked player becoming



PHOTO ILLUSTRATION BY K. MA/THE PHILLIPIAN

Aaron Bai ’27 participates in the life sport, Badminton, which features a “Friday Game Day,” where students play doubles matches that accumulate points for the entire term.

ing the badminton champion.

“Because it’s a life sport, I try not to make it too academic or overly structured. I give tips only if someone asks, and often, experienced players help the new ones. To keep it interesting, we introduced Friday Game Day. Players pair up, play matches, and keep scores. Each win counts as a point. Strong players get very competitive, while new players gradually start winning points by the end of the term. It’s a great way to build confidence and community. The person with the most wins by the end of the term is the champion,” said Ma.

Last year, Brian Wong ’27 emerged victorious in the rankings. However, he is currently injured and is unlikely to match his incredible feat this year. While he looks forward to watching his peers battle it out

in the rankings, he elaborated on his 2024 victory, in which he overcame Derek Labadini PG’25 and Samuel Whitehurst PG’25, two former Boys Lacrosse athletes.

Wong said, “Technique was key. My opponents, off-season lacrosse players, had more raw power, but I had better badminton-specific skills. Timing especially mattered. You can’t just smash every shot, or you’ll tire yourself out. I conserved energy, played strategically, and used my smashes only when they would be most effective. That balance helped me edge out a close win.”

Comparatively, João Carreiro ’27, whose competitive partner is Sebastian Montemayor ’27, explained that chemistry is a key to placing well in the rankings. Carreiro and Montemayor have been friends and even roommates, demonstrating the connection that helps them dominate in badminton.

nection that helps them dominate in badminton.

“Chemistry is huge. If you don’t know what your partner is doing, you’ll both go for the same shot or end up in the same spot. That’s a disaster. Sebastian and I have great chemistry. We were roommates last year, and I’ve known him since Freshman year. That bond helps us play as a team,” said Carreiro.

Andover’s diverse student body includes many students from Asia, where badminton is more popular and widespread. The future of badminton as a life sport, Ma explained, lies in its potential expansion into interscholastic competition.

“Many students from Asia know how to play and want to continue. Some students even ask about forming a real team. We haven’t been able to do that yet, but the interest is there. The

next step would be moving beyond a life sport to form a team for interscholastic competition. I’ve heard [Phillips] Exeter [Academy] had a badminton club in the past and wanted to play against us, but our facilities weren’t suitable for safe matches. Once we solve that, we could make it more competitive,” said Ma.

While still maintaining the casual aspects one might expect of a life sport, badminton has also become a hyper competitive battleground at Andover, with a plethora of duos hoping to reign supreme once the term ends. With teamwork, strategy, technique, and athleticism all playing crucial roles in one’s rise to elite champion status, time will tell which duo can claim victory and etch their names into Andover badminton history.

Girls Soccer Dominates Against Tabor and Pingree, Tying Austin Prep in a Vigorous Match Up

EVA JACKSON

SATURDAY 9/27	
Andover	2
Tabor	0
MONDAY 9/29	
Andover	5
Pingree	0
WEDNESDAY 10/1	
Andover	1
Austin Prep	1

Ten minutes after halftime in an intense Austin Prep game, Co-Captain Wylie Roosien ’26 lined up for an indirect penalty kick in the box. She struck the ball, slipping it between the nine players forming a shoulder-to-shoulder wall in the goalbox, giving Andover a deserving 1-0 lead in the game.

Girls Soccer (5-2-1) bounced back after two consecutive losses from last week, shutting down Tabor in a 2-0 win and Pingree in a 5-0 victory on Saturday and Monday, respectively. It went on to tie 1-1 against Austin Prep on Wednesday.



A. BAETEN-RUFFO/THE PHILLIPIAN

Keaghan Murphy ’26 kicks the ball tie game against Austin Prep.

With numerous games this week, Isabel Park ’28, a new member of the team, described the team’s confident mentality as it approaches its latest matchups.

“We were focused. We had two losses to Loomis and Worcester, but with four games this week, we wanted to end it with four victories. We have to finish strong, and we are really excited, because this changes the season. Adding wins, especially in this short span of time, is great,” said Park.

With a packed schedule, the team had prioritized rest

in preparation for game days. Nina Oswanski ’28 commented on the team’s recovery and approach to such a physically demanding week.

“We’re taking our time. [Tuesday], we had practice, and we did a rollout, and [Coach Joel’s] keeping under consideration [that] we’re all working hard in the game, so we don’t want to overdo practices, so today we got a break, which was nice,” said Oswanski.

After Saturday’s three-hour bus ride to Tabor, the team had to swiftly transition from the bus to the field. Oswanski

ki emphasized the team’s improvements in its attitude and player confidence throughout the game despite the team’s nervousness after losing two games prior.

“In the first half, coming off two losses, we were playing nervously. We were all in our heads. In the second half, when we scored and started to score, it helped everyone’s confidence go up. It was good to get another win on Saturday and get back on track,” said Oswanski.

On Monday, the team had its game in Phelps Stadium, making

ing an opening statement in its win against Pingree. Out of the five goals scored on Monday, Roosien scored four. Oswanski commended Roosien, along with Murphy who performed well.

“Wylie has been able to finish the ball really well, and get balls in the back of the net. She scored four goals yesterday, which is insane. Keaghan, in defense, she’s playing really well and keeping everyone calm, together, and on the same page,” said Oswanski.

On Wednesday, the team tied against Austin Prep 1-1 in a hard-fought and physical game. Audrey Gotha ’28 emphasized that despite the team falling short of its goal of winning all four games, it continues to push forward with determination as it works to continue its momentum.

“Our game against Austin Prep today had its ups and downs. It was our third game in a week, so we were all tired, but now, we are looking forward to the game ahead. It’s been tough on everyone. As a team, we set a goal to win all four of the games this week, and even though today we did not get the results we wanted, now we are more determined to win this Friday’s game against Choate,” said Gotha.

Girls Soccer will play Choate on Friday, October 3.

Edrian Vargas '27 Holds the Line as Boys Soccer Co-Captain

ALEX GODSEY &
WYATT ORACCA-CECIL

Boys Soccer Co-Captain Edrian Vargas '27 has been playing soccer his whole life. After not making the varsity team his freshman year, Vargas used that setback as motivation to earn a varsity spot the following season. As a Lower, he joined with an impressive breakthrough: he was inducted as a starting player, creating a massive impact for the team. Now an Upper, he serves his first year as a Co-Captain, continuing to call on this immense growth to guide his leadership mentality.

Vargas recalled that his perspective has been shaped by the lessons he learned as a younger player, contrasting his role of being someone his teammates look up to. Vargas characterized his leadership approach as one built on empathy.

"I wouldn't want to say



I. BORJAS/THE PHILLIPIAN

something to someone that I wouldn't have wanted said to me. I was an underclassman at one point, and honestly, it would get annoying if you made a mistake and you got yelled at all the time. It's good to know when to be a little harsh, but also know when to

give a player some slack and be kind and just help them out," said Vargas.

For Boys Soccer, Co-Captains are chosen by fellow players and are held to the standards of being someone the players can go to for support, while also being held

accountable for their own actions. According to Khoi Do '29, Vargas takes on these responsibilities with maturity and reliability.

"The one thing that truly stands out about Edrian [Vargas] is that he takes accountability for his mistakes. There are a lot of people who would blame other people for mistakes that happen, but he says, 'Oh, that's my bad, I'll do better next time,' and he does better," said Do.

As a Co-Captain, the push and pull of being a player but also taking on the role of a captain on the field is an arduous task. According to Aviad Awa '28, Vargas acts as a role model for the team to follow.

"[Vargas] is a very vocal captain. If there's something that he sees the team's not doing, he'll let us know. He truly cares about each person's individual growth, so as a captain, if we're slouching off in practice, he'll let us know. If we're doing good, he'll let us know that we're doing good.

He just makes his feelings known so that we can ultimately be a better, more cohesive team," said Awa.

This year, nine of the team's players are currently Juniors or Lower. Vargas strives to support younger players and lead the team to reach its best abilities. When Wyatt Oracca-Cecil '28, who is new to the team, was asked to step into a starting position, Vargas assisted Oracca-Cecil in learning the team dynamics. Vargas recalled this instance occurring during the first games of the season.

"Because of the way the team presses, I need to tell, for example, Wyatt, who plays left wing back with me, to go up and press, or whether to stay. Beforehand, I would let him know who he should be defending, what he needs to do when the ball is on a specific side. I try to communicate with him through that and cater to what he needs," said Vargas.

Co-Captain Liam Vitti '26 Brings a Fresh New Outlook to Boys Soccer

ISAAC LEEPER

Co-Captain Liam Vitti '26 has a special bond with Soccer, having played since he was three years old and club soccer since he was nine. Despite being in his Post-Graduate year, he leads the team as a co-captain, hoping to help usher a successful season with his fresh outlook.

Vitti gave insight into how he hopes to portray his captaincy throughout his year on the team, leading with composure and intelligence. He pointed out that his leadership is constructed upon helping teammates when they need support, through face to face communication.

"I'd describe my leadership style as one that's very calm and instructive. I'm not much of a shouter, I prefer to take a teammate aside and talk to them one on one if they need support. During a game, I of course have to be loud and

direct traffic on the field but I also do my best to stay calm and support my teammates around me when they make a mistake," said Vitti.

Andrew Rodriguez '27 describes Vitti as a natural leader whose honesty, approachability, and strong personal connections with teammates make him a respectable player many look up to for guidance.

"Liam Vitti is a good leader because he is very sociable on and off the pitch, especially because he's really good friends with everyone on our team. I would say that Liam makes his point very effectively. If he has to tell us something, he just tells us straight up and he's very honest with us. That's one of the most effective ways to be a leader and he really takes everyone under his wing and tells him what they can do well and what they can't do well," said Rodriguez.

Off the field, Rodriguez said that he is the emotional



COURTESY OF PHILLIPS ACADEMY

backbone of the team, making sure morale remains high despite early season struggles.

"I play right back and he plays striker, so his impact on the team is that I don't even have to think to pass him the ball, he's always just there. We play a very defensive formation,

and we expect Liam to be able to hold that ball up in the center of the field and handle three defenders, which he has been doing a great job on. As a person, he boosts our hopes up. Everyone knows we have had a tough start to the season, but he's not saying we're

done, he's saying that we move up. We push each other up and we work together to overcome our obstacles," said Rodriguez.

Despite an opening stretch of games against talented New England Preparatory School Athletic Council (NEPSAC) teams, Vitti praises the progress made by the team, not just in their play but in their ability to play as a unit. As the season progresses, he is confident that the team is ready to pick up momentum against tough opponents.

"In the short time I've been here as a PG, the team has gotten much better and closer since the start of the season. Despite facing the top six teams in the NEPSAC in our first six games, we've improved our playing system as a whole and have stuck together despite the tough start we've faced. In upcoming games, we are looking to establish a rhythm and build momentum," said Vitti.

From Ronaldo-Lover to Star Player: The Rise of Boys Soccer Co-Captain Kai Myles '27

GAURI BHAKTA

At only three years old, Boys Soccer Co-Captain Kai Myles '27 immediately fell in love with his sport after watching his role model Cristiano Ronaldo post a dominant performance. Since then, Myles, who came to Andover from Kingston, Jamaica, has emerged as a top forward and leader on the team who combines high standards and a dedication to helping his teammates succeed.

Myles, who won an All-New England Preparatory School Athletic Council (NEPSAC) Honorable Mention last season, described his leadership style as organized and goal-oriented, ensuring that everyone on the team is prepared and giving their best effort.

"My biggest strength is definitely the constant effort to be the best I can be. It sets a great example for different players to get to that level and help everyone realize it is possible," said Myles. "I try



COURTESY OF PHILLIPS ACADEMY

to be a leader that gets the best out of everyone. I want everyone to do well, so I hold everyone to a high level. I try to be the 'enforcer' captain, if that makes sense, making sure that everything is organized and all is done."

Myles' approach to his captaincy has resonated with his teammates. Defender Ar-

thur Boisvert '27 praised the Co-Captain for his ability to balance intensity during games, which reflects positively onto his teammates' morale and camaraderie off the field.

"[Kai] holds high standards and makes sure we work as hard as possible every day," said Boisvert. "In games, he

motivates us with his own motivation. He puts in a lot of effort as an example for us to do the same, and it works. Often, he [leads] the moments to press the other team."

Boisvert also highlighted how Myles's presence influences the team's cohesion and energy, emphasizing that the team naturally listens and responds to Myles without him needing to over-direct.

"I have only known Kai for a month now, and I can already say that one thing that makes him stand out is how people listen to him when he talks. He does not over-communicate like a lot of captains do, but he does not need to. The team listens when he talks. Also, when the players on the field have a [rough] time in the game, those are moments where he might become more intense to wake everyone up," said Boisvert.

Midfielder Sunny Yu '28 also highlighted Myles' role in motivating the team before games, emphasizing how Myles inspires his teammates with the pre-game ritual of

circling up to give a speech.

"We always have speeches and traditions before a game. The starters will kneel down in a huddle in the middle of the pitch and our [Co-]Captain will give speeches to motivate all of us and get us fired up," said Yu.

At the Andover/Exeter (A/E) duel match in 2023, Myles posted two goals as a Freshman, contributing to the team's 5-0 victory. Myles, reflecting on his three years with the team, mentioned the noteworthiness of that moment and also the pride he takes in his growth as both a player and a leader.

"It was the first time I experienced something like that with a crowd like that. It was extremely special to me. [I'm proud of] growing up to lead the team. Sometimes I take it for granted how far I have come as a player, but being a [Co-]Captain always makes me realize that I have come from far and I should always be proud of myself," said Myles.



GAME DAY!

A

AADOVER VS KENT

UNDER THE LIGHTS
FEATURING
DRUMLINE.

GABBY KAWOONIA '27 & NANA DAWDTEY '27
SINGING THE NATIONAL ANTHEM
&
COACH TI ANNOUNCING PLAY BY PLAY

SATURDAY OCTOBER 4, 2025
PHELPS FIELD 6:30PM

BOYS SOCCER

BOYS SOCCER

KAI MYLES '27 C KINGSTON, JM	EDRIAN VARGAS '27 C METHUEN, MA	LIAM VITTI '26 C SOMERVILLE, MA	AVIAD AWA '28 WEST ROXBURY, MA	ARTHUR BOISVERT '27 QUEBEC CITY, QC, CA
JONATHAN BU '26 ELLCOT CITY, MD	DAVID BURT '28 JONESBORO, GA	MATTEO DAMIAN '28 ANDOVER, MA	KHOI DO '29 LYNNFIELD, MA	JAEDEN MORGAN '28 KINGSTON, JM
GEORGE ELLIOT '26 WALLINGFORD, CT	TYLER GILMAN '27 DRACUT, MA	JAMES GORDON '26 ABU DHABI, AE	ANDREW RODRIGUES '27 FAIR HAVEN, NJ	REESE YORK '26 ANDOVER, MA
CHUKA ONYIMAH '26 DALLAS, GA	JEFF SHEN '26 VANCOUVER, BC, CA	ADAM SEALFON '29 SOLON, OH	TYLER TRAN '26 HERMOSA BEACH, CA	WYATT ORRACA-CECIL '28 SHERBORN, MA
MATTHEW SHAMPINE '26 WATERFORD, CT	MICHAEL STALL '27 ANDOVER, MA	BRANDON WALTON '28 TOTOWA, NJ	SUNNY YU '28 PUDONG, SHANGHAI, CN	ETHAN BROWN '27 KINGSTON, SAINT ANDREW, JM
MANAGERS:				
	MAYARI BURT '27 JONESBORO, GA	SAMUEL FRANGAKIS '27 NORTH ANDOVER, MA	MICHELLE ONYEKA '27 MAPUTO, MZ	GRACYNN HARTLY '27 HOUSTON, NH

L. HEYD/THE PHILLIPPIAN

Boys Soccer Falls Short to Taft, Stands Tall Against Bridgton

XAVIER HOWELL

SATURDAY 9/27	
Andover	0
Taft	6
WEDNESDAY 10/01	
Andover	0
Bridgton	0

Boys Soccer (0-6-1) fell to Taft, last year's victors in the New England Preparatory School Athletic School Council (NEPSAC) Class A Championships, on Saturday in a grueling match. They then battled Bridgton Academy (Bridgton) on Wednesday, which ended in a draw. Throughout both matches, key performers like Co-Captain Kai Myles '27, goalkeepers Adam Sealfon '29 and Reese York '26, and center back Tyler Tran '26 kept the team together and motivated.

In the past few weeks, chemistry has been a key focus for the team. Defender Wyatt Orraca-Cecil '28 noted the progress that the team has made in terms of working together.

“We have shown improvement in the ways we have

H. FAN/*THE PHILLIPPIAN*

After loss against Taft, Co-Captain Liam Vitti '26 dribbles the ball in “bounce-back” tie game against Bridgton.

played together and our pieces are coming together very nicely. Our team is going to have a lot of success in the remainder of this season because of the way we have been able to adapt to new formations and new situations and become a more well-rounded team," said Orraca-Cecil.

Despite the team's loss against Taft — the top team in Andover's division, Co-Cap-

tain and defender Edrian Vargas '27 mentioned how the team bounced back and maintained team morale to tie Bridgton.

“[Against] Bridgton, Adam and Tyler had really strong defensive performances and Kai had a lot of chances [to score]. He helped the team play their best and, overall, team morale was great,” said Vargas.

Matteo Damian '28 talked about how the game against Bridgton was a bounce-back game after its loss against Taft, and a much needed confidence boost for the team.

"The game against Taft was definitely a difficult one. They had a lot of talented players that at times overwhelmed us on the counter attack. Although the result was not what we wanted,

we moved on as a team and bounced back with a good performance against Bridgton. We had a lot of chances to score, but sadly, we could not finish any of them. The standouts today were everyone, with every person doing their job and competing against an older and stronger team," said Damian.

Making the NEPSAC Class A Playoff Bracket is determined not only by a team's record, but also by alternative factors. Damian spoke about the future of the season and how wins against less competitive teams in the next few weeks could make a playoff run possible.

"I personally don't know what it takes to make playoffs currently since there is a committee that selects the teams making it to playoffs based on a variety of things. The team chemistry and morale has been good all season, even though we played really good teams and didn't get the best results. But after this good performance today, the boys are ready to bounce back and win some more games against weaker opponents," said Damian.

The team will play against Choate on Saturday, October 4.

From Five-Set Win to Three-Set Loss: Girls Volleyball Stays Competitive

GAURI BHAKTA

SATURDAY 9/27	
Andover	3
Tabor	2
WEDNESDAY 10/1	
Andover	0
BB&N	3

Girls Volleyball (1-6) took on Tabor Academy (Tabor) on Saturday and Buckingham Browne & Nichols (BB&N) on Wednesday, battling through two competitive matches. The team secured a hard-fought 3-2 victory over Tabor before falling in three sets to BB&N.

According to Hailey Piascecki '26, the team was able to capitalize on key offensive plays against Tabor, with

Co-Captains Kate Rodgers '26 and Nneka Ezeike '26 providing a consistent presence on the court.

"Against Tabor, we had so many highlights. Everyone was playing so well, but the memories that are the most vivid to me were Kate's and Nneka's incredible hits that are so consistent and we can always count on to give us an energy boost," said Piasecki.

In both matchups, a major strength for the team was blocking, which in volleyball is when players jump at the net to stop or deflect an opponent's attack. Rihanna Gomez '26 emphasized that defensive communication was a turning point in maintaining momentum throughout these last two matches.

"Some of the biggest highlights from our last two games were definitely our blocking. Our middles, right side, and outside hitters have been able to communicate a lot, and it's really helped us bounce back in moments where we were down," said Gomez.

Reflecting on the matches, Piasecki highlighted the difference in how the team approached each match, noting how the group came together with high energy and strong leadership against Tabor. On the other hand, the team struggled to find that same intensity on the court against BB&N.

“Against Tabor, we really played like a team. The energy was really high and the leaders of our team really stepped up to bring everyone together. At our game today [against BB&N], our energy was pretty low, which led to a bad game that we could have won if we played like we did against Tabor. But at the end of the day, we had fun in both games,” Piasecki said.

Gomez echoed Piasecki's point, noting that despite Wednesday's loss, the team has grown noticeably since the beginning of the season.

“The games didn’t go the way that we wanted, but overall our performance has really improved since the start. All

our practice and hard work has really paid off in these last couple of games. If I were to compare our team from our very first game against Dana Hall to the game we had against BB&N, I think it's two completely different teams in a very positive way," said Gomez.

Both Piasecki and Gomez agreed that sustaining energy throughout an entire match remains one of the team's biggest challenges. Piasecki explained how the group adapted to fight through periods of low morale.

"In our game today, we had really low energy and a lack of communication, so our assistant coach suggested that we just over-communicate every little thing to bring some sort of energy and momentum to our plays. It gave us a boost and made the game much more fun," said Piasecki.

Piasecki also highlighted the contributions of Ashley Schuman '27, the team's libero — a defensive specialist — who was a vocal presence in the re-

cent games despite being sidelined by injury.

"Ashley has been so dedicated to the team from the bench, coaching our passers, giving advice, and cheering us on every chance she gets," Piascecki said.

With Rodgers and Ezeike providing consistent leadership on the court, the team is hopeful that it can use the lessons from this past week to build toward more wins.

"Our captains are just so consistent and uplifting. They've been doing such an amazing job keeping this team really connected, whether it's picking us up on the sidelines or giving great tips in practice," said Gomez.

Girls Volleyball will play Choate on Saturday.

Editor's Note: Kate Rodgers is the Executive Editor of The Phillipian.



Alistair Fritz-Gruber '28 stands on the soccer field amid the fog.

K. MA/THE PHILLIPIAN

Crossword Corner

BY ISHAAN PADMAWAR

1	2	3	4	5
6				
7				
8				
9				

ACROSS

- 1 Chihuahua neighbor
- 6 January, in Jalisco
- 7 Lost cause
- 8 Solitary, separate
- 9 Grandmothers, affectionately

DOWN

- 1 Sara's twin sister and indie singing partner
- 2 _____ Gay
- 3 Beneath Krypton
- 4 Madison Square Garden, e.g.
- 5 Massage targets

1	2	3	4	5
6				
7				
8				
9				

ACROSS

- 1 Smolders and seethes
- 6 Girl you ____ that __!!
- 7 Caesar's land
- 8 Tart part
- 9 Uses a whetstone

DOWN

- 1 Quantity of baked goods
- 2 "In ____" (Nirvana album)
- 3 Any "Seinfeld" episode, now
- 4 Hospital worker, shark variety
- 5 Gaiters, young oysters

1	2	3	4	5
6				
7				
8				
9				

ACROSS

- 1 PC problem, microorganism
- 6 Fornite dance move
- 7 1928 World Cup site
- 8 UK's largest retailer
- 9 Indian lute

DOWN

- 1 Part of SWAT gear and tuxedos
- 2 Louvre pyramid architect
- 3 Friars Club event
- 4 Phoenician city, also in N.Y.
- 5 Monsieur, across the Pyrenees

S	V	N	V	N	6
E	N	O	L	V	8
R	E	N	O	G	7
O	E	N	E	R	6
S	A	X	E	T	1
5	4	3	2	1	

S	E	N	O	H	6
T	S	U	R	C	8
V	R	R	E	T	7
A	T	E	U	P	6
S	N	R	B	U	1
5	4	3	2	1	

R	V	T	I	S	6
O	C	S	E	T	8
N	V	A	I	P	7
E	M	O	T	E	6
S	I	R	U	S	1
5	4	3	2	1	

WRITE FOR SPORTS!!!

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DSIAHAAN27@ANDOVER.EDU

Boys Water Polo Defeats Williston and St. John’s, Falls Against Greenwich CDS

AVIAD AWA

SATURDAY 9/27	
Andover	13
Williston	7
SATURDAY 9/27	
Andover	8
Greenwich CDS	15
WEDNESDAY 9/30	
Andover	18
St. Johns Prep	8

Boys Water Polo (4-2) fought strongly in their double header away at Williston Northampton (Williston), beating them before falling unfortunately to Greenwich CDS (Greenwich). Afterwards, the team bounced back with a strong scrimmage win against St. Johns Preparatory (St. Johns Prep). Some suspensions in their loss to Williston derailed the team’s progress, and raised some doubts regarding their upcoming double header against Choate and Hamden Hall.

Lincoln Tomlinson ’27 described the team’s mentality leading up to the team’s double header.

“Against Greenwich and Williston, we knew that they were gonna be a tough team, as last year, we had a rough experience with Greenwich. We took a pretty big loss. This year, we were ready to play



A. PIZZI/THE PHILLIPIAN

Nathan Egbuna ’26 prepares to throw the ball in 18-8 victory against St. Johns Prep.

them, but unfortunately, they were gonna be our second game,” said Tomlinson.

Jeffery Lim ’27 mentioned some of the struggles with playing the double header that might’ve impacted the game against Greenwich.

“It was our first double-header away game. We were already tired from playing Williston, while Greenwich came in with a fresh start. Although we knew we might lack endurance a little bit, we played Andover ball, and that’s what helped us take the lead in the first quarter,” said Lim.

He also praised Co-Captain Ethan Zhu ’26 for keeping the team together in the midst of the match against Greenwich.

“I would say our captain

Ethan Zhu, I don’t remember hearing a single kind of negative thing from him. No person should be saying a negative thing, but, you know, when it’s the heat of the game and when times are high, you tend to get annoyed at your teammates, right? I don’t remember him saying anything along those lines. Anytime anyone would make a good play, he would take the time during the game to congratulate them for making a good play, and he would just always do his job and trust his teammates and do what’s expected of him to do as a captain,” said Lim.

During the game against Greenwich, the team unfortunately had two crucial ejections which contributed to the

loss. Tomlinson talked about the upcoming double header and how these ejections could affect the outcome.

“Well, it does spell a bad omen for our next game against Choate, one of the strongest teams in the league, because two of our starters are not allowed to play in the next league game since they got ejected from our last one. It means the rest of the team is going to have to pick up the slack. I think they can do it,” said Tomlinson.

After the double header, Boys Water Polo engaged in a scrimmage game against St. Johns Prep. Andrew Cai ’27 sheds some light on the team mood before the game.

“The mood was pretty hype. We were excited be-

cause in a previous game, multiple players had been deemed unable to play due to being permanently excluded with brutality calls. But since St. Johns isn’t explicitly in our league, we were able to play with those players. So for one, we were really excited about that. Plus, we had lost to St. Johns in the past, so we were hoping to win. And like any game, we came in with very high morale,” said Cai.

Boys Water Polo will continue their season with a home double header against Choate and Hamden Hall this Saturday.

Touchdown and Turnovers: Andover Showed Fight on the Road

NICHOLAS JUNG & ALEX GODSEY

SATURDAY 9/27	
Andover	7
Salisbury	28

Boys Football (0-3) lost to Salisbury with a final score of 7–28 on its second away game this season. Despite the loss, the team was able to score a touchdown, and had some prominent defensive performances from individuals like Jake Santos ’28, Jacob Quinlan ’26, Brockton Feinburg ’26, and Co-Captain Bennett Rodgers ’26.

Co-Captain Scott Carmichael ’27 described the early stages of the game and how

Andover’s defense played well in the beginning, stopping Salisbury’s offense during the first drive. He added onto that point and talked about how the defense has often held up the offense’s poor performance throughout the season.

“Our defense looked great throughout the game. The offense once again got off to a slow start and it just took a while to get momentum. We had a lot of short drives which made the defense go back on the field very quickly [so] the defense got tired,” said Carmichael.

Specifically on Andover’s offensive end, an early substitution of the starting quarterback Nate Parker ’26 and a couple interceptions from the backup Brock Beamish ’27 caused the team to struggle. However, a burst of energy came from Cale Barker ’28, the third-string quarterback,

during the fourth quarter. Carmichael described Barker’s touchdown.

“It was [Barker’s] first time playing a varsity game. He goes in and it’s a deep pass. He sees Ollie [Velez ’26] wide open, throws it to him, it’s an 80-yard completion for a touchdown. That was our first and only touchdown of the game and ended our scoring drought. We got a lot of momentum from that and I think we found an answer to some problems, which is just to throw it deep to our receivers,” said Carmichael.

Barker’s touchdown was also the team’s second touchdown of the season which boosted team morale. Barker described his emotions during and after the touchdown.

“It was electric. I knew right when the ball came off my hand it was gonna be a

perfect pass to Ollie, and I knew Ollie was coming down with it. Ollie is one of the fastest guys on the team and he just jetted his way to the touchdown and it just felt so good. I was running down there, congratulating Ollie and the rest of the guys,” said Barker.

Other than Velez’s offensive touchdown, Carmichael pointed to Rodger’s interception at the end of the third quarter as being another notable highlight.

“The offense went three and out. Their quarterback was third and long and he tried to throw it up to one of his receivers. Bennett, using amazing technique, breaks on the ball, turns his head, and then jumps up to make a play and gets the interception. It was just fantastic defense,” said Carmichael.

Returning from the game,

Andover’s bus broke down. However, Nate Dubuc ’28 recalled that everyone safely came back to campus and that the event bonded the team even further.

“The bus turned back on for a moment and everyone started cheering, then it broke down again. Coach Brown took action and everybody called their parents. Luckily, my parents went to the game and we own a Tahoe, so we hauled six guys back to campus safely. It was good team morale, getting everyone accounted for and everyone safely back to campus,” said Dubuc.

Last year, Boys Football lost to Kent in a tight 35-34 game. This upcoming Saturday, the team will play against Kent school at home.

Field Hockey Stays Undefeated, Fights Past Tabor and Governor’s

AVIAD AWA

SATURDAY 9/27	
Andover	3
Tabor	0
WEDNESDAY 10/1	
Andover	2
Governors	1

Field Hockey (6-0) kept its undefeated streak alive with close wins against Tabor

Academy (Tabor) and Governor’s. Battling against injury, Field Hockey pushed on, showing incredible perseverance in the face of difficulty.

Before both games against Tabor and Governor’s, Vanessa Hall ’28 and Regan Driscoll ’28 described how the team’s preparation primarily focused on “outletting,” the process of transferring the ball from defense to offense, especially through the midfield. Moreover, Cat Powers ’28 explained how the team utilized “flow drills” to create good passing opportunities upfield, which in turn led to scoring opportunities.

“We have been doing a lot of flow drills, and that allowed us to have a couple of good passing sequences during the game. Those flow drills made it easier to get it up the field and score,” said Powers.

Hall praised her teammate, Co-Captain Lucy Parker ’26, for stepping up against Tabor during the tight game by keeping the team energized with her enthusiasm and goals.

“In the Tabor game, Lucy Parker kept taking shots, getting anything on net that she could, which helped us stay motivated to score and break the deadlock,” said Hall ’28.

Driscoll shouted out Lily Hall ’26, who was thrust into a new position due to another player battling injury.

“In the Governor’s game, our starting centerback got injured over the weekend, and Lily Hall stepped up and played a position that she hasn’t usually played, and she did awesome in that role,” said Driscoll.

Despite having many major successes under its belt at the beginning of the season, the team maintains its determination to improve going forward.

“These games set a tone for the rest of the season be-

cause we’ve had a lot of success... having these games that are more challenging is eye-opening. [We have] to make sure that we’re working for every pass, every goal, everything,” said Driscoll.

“We all try to be really positive and shout out players whenever they’re doing something great or including some positive movement, and just try not to cause problems,” said Powers.

Field Hockey will play Choate at home on Saturday, October 4.

Arts & Leisure

The Phillipian Co.

MAGGIE FULOP '26
(RIGHT)

“I wore a floor-length hot pink dress with gold stars and stripes, with a gold necklace. I had the dress saved on The RealReal for months [and was] waiting for it to keep getting marked down. When it came time for the senior cruise, I was talking to my friends wondering if I should buy a new dress or rewear something. I told them about this one and sent them the link, but apparently it was broken, so you couldn’t see the dress. My friends let me know, but then sent me a screenshot of this exact dress’ listing asking ‘Wait, is this the dress you were talking about?’ I saw it the other day and thought it would be so perfect for you!” I guess she assumed it was based on my description and the brand, considering she’s an avid RealReal user. I took it as a sign from the universe that I should buy the dress, also since it was 95 percent off retail price. It was really cool to see the whole grade in a setting other than school. I really enjoyed seeing everyone dress up and celebrate being seniors together. [Senior Cruise] is definitely a rite of passage.”

YUI TAKEUCHI (FAR
RIGHT) '26

“[I wore] a floor-length, dark green, off-shoulder dress, and black heels. I had the dress from going to Andover High School prom, so I reused it. I thought it was fitting because a lot of the dresses people wear for Senior Cruise are darker colors. The dress already held memories of prom, and now it holds both prom and Senior Cruise, so it’s special in that way. School-wide events are fun too, but class events feel more intimate. For Seniors, these are the people you’ve spent the last three years with, so it feels different and more meaningful. We took a photo for one of my classes, which was fun since it was just the Seniors. It also strengthened newer friendships while giving me a chance to celebrate with friends I’ve had since Freshman year. It was such a fun opportunity to dress up and take pictures with friends.”

Sea-nior Cruise: A Night of Celebration

KONNOR FORTINI & CHARLIZE SOW



During the annual Senior Cruise, the Class of 2026 transformed the boat into a celebratory space filled with friends and fashion statements alike. Some outfits carried personal memories and significance, while others were chosen to stand out or match the atmosphere of the night. Between the photos, music, and conversations, the evening highlighted how style and community came together to mark a significant milestone for the class.



ASHIQ KIBRIA (RIGHT) '26

“My outfit was black dress pants, a white dress shirt, and a red tie, along with a beige Palmer jacket. I kept looking at previous Seniors’ posts and what they were wearing. I noticed a lot of people wore something formal and a lot of times all-black, however I wanted to do something a little bit different so I wanted to wear brighter colors. Specifically, I wanted to wear a red tie as it would pop out in photos, and it’d be more noticeable. An event like this really brings the class together as it made me realize we are actually, truly, Seniors and we are about to leave campus. I feel like we connected a lot more. I complimented a lot of people I usually don’t talk to about their dress or their outfit, and it was just overall a great bonding experience. [Also,] the atmosphere was really good. Initially, everybody was kind of awestruck by the boat. We walked on and talked about how nice it is and cool it is that we were able to do something like this. Afterwards, it was just mostly a photo-taking event. Eventually, it started getting a bit tiring, a little bit past the halfway mark, but afterwards, the DJ started playing really good music, and we ended up going and listening to it together.”

SOPHIA TABIBIAN '26

“I wore a mini black dress with a silver flower design. [During] Senior Cruise, people usually wear dark colors, and I knew that I wanted a black dress, but I wanted to add a touch to it that wasn’t so basic. I decided to look for a classy black dress with a unique design, [and] I’ve always just liked classy outfits. I like things that complement people and their looks, and I thought that this dress complemented me and my personality. [Senior Cruise] was basically two hours of taking pictures, but you took pictures with your friend groups, and with people you shared activities with. It was a really great opportunity to bond with people and see everyone again. It was a shock [to see] how big our grade is, but also just really nice to have a Senior-only event where you were basically forced to talk to everyone in your grade and interact with people because you were stuck on that boat for two hours.”

SIYOON JEONG '26

“I’m wearing a Tommy Hilfiger white button-down Tee with a matching navy blue suit and pants. My shoes are Armani. I was inspired by the idea of wearing something dark to match the nighttime, but also light and breezy for being out on the water during the cruise. I wanted to make sure it was a little different from the usual suit, since men’s formal dress doesn’t allow for much creativity [and] the suit blazer was a gift from my cousin in Korea. It has special meaning because it connects me to my family, especially since I can’t see them often. [Senior Cruise was] definitely helpful during such a stressful year with college applications. It gave us time to relax and talk outside the classroom, and to be together before going through such a big transition. It was a really fun way to celebrate with everyone, especially my friends and classmates I hadn’t gotten to know as well. Dressing up in a way that felt personal and creative made it feel special.”

From the Firehouse to Ground Zero: The 9/11 Film That Was Never Meant to Be

ELIAS JEON &
HAYLEY FAN

On Friday, Andover welcomed directors Jules and Gédéon Naudet, along with the firefighters of the Andover Fire Department, for a special screening of their 9/11 documentary. What began as a quiet project capturing the life of a rookie firefighter, quickly turned into a front-row lens on history, recording raw humanity, resilience, and heroism. Now, over two decades later, Jules and [Gédéon] Naudet have come to retell their experience, leaving a lasting impression on Andover students. When Jules and Gédéon Naudet set out to film the daily life of a young New York City firefighter, they never imagined their lens would become one of the only cameras inside the World Trade Center on September 11, 2001. Gédéon Naudet spoke about how a quiet, overlooked documentary about brotherhood and bravery in the firehouse transformed into a historic, firsthand account of unimaginable tragedy and unshakable courage. “When September 11 happened, the documentary, which was supposed to show how a young rookie firefighter becomes a man in nine months, suddenly became an intense story. Here we ended up showing him becoming a man in three hours. The documentary we wanted to do was the same. We wanted to show the

courage of firefighters, to show that sense of family, to show that brotherhood. We never expected to capture [a documentary] in such a way that it was going to be watched by everyone in such a glaring example of their heroism,” said Jules Naudet. As the first plane tore into the North Tower, Gédéon Naudet lifted his camera almost by instinct, capturing a moment that was both disorienting and unforgettable. The camera became both a mental shield and responsibility, one that tasked him with recording history. “I remember when I filmed the first plane that crashed into the North Tower, I felt very nervous. I realized the loss of life was quite profound, not only in the plane, but in the tower. When I entered the World Trade Center, as far as I knew, I was safe. I’m in the lobby, the floors on fire are around the 86th floor, and I’m surrounded by hundreds of firefighters that look a little bit like the Avengers,” said Jules Naudet. Andover student Bruce Ru ’28 had the honor of accompanying the brothers on a tour of the campus ahead of the screening, sharing a meal with them as they discussed their work. Though he had previous knowledge of the 9/11 incident, the documentary evoked emotions within him unlike any text accounts before. “We will never be able to pay a full homage to the bravery and courage that was shown on that

day. But that is why the Naudet brothers and their documentary 9/11 are so valuable. They provide a bridge to us as regular people who were there. Their work breaks the barrier of impossibility around an event like 9/11 with such a large cultural influence. Reading about it in a Wikipedia article or textbook is so different from actually being there first person and looking death in the eye,” said Ru. In the days and weeks after the attacks, the Naudet brothers grappled with how to present the footage they had captured. Faced with many difficult and graphic scenes, they made the deliberate choice to exclude the most distressing images out of respect for the victims and their families. Their intention was not to sensationalize the tragedy, but to highlight the courage and humanity displayed by firefighters and civilians amid the chaos. “When I entered the North Tower, the moment I came in, there were two people who were burning alive that I saw in the doorway. When the plane crashed into the tower, the jet fuel went down the elevator shaft and created a kind of fireball in the lobby. Unfortunately, these people were caught right there in the lobby and so the jet fuel went on their clothes and they were dying in front of my eyes. It was such a horrible image. I immediately turned the camera to the side to make sure I would not film it. All throughout



C. ZHOU/THE PHILLIPIAN
Andover Fire Department posed for a picture with Jules and Gédéon Naudet. that day, we censored ourselves. We didn’t want to film all of these horrible things. We were raised with parents who always told us to respect life, but also to respect death,” said Jules Naudet. The experience of creating the 9/11 documentary has had a profound influence on the Naudet brothers’ subsequent projects. At the heart of their filmmaking is a persistent search for humanity in every story they tell. Whether exploring political figures or historical events like their documentary January 6 recording the attack on the capital, they strive to reveal the personal, human side beneath the public personas. Their work consistently seeks to break down barriers between viewers and subjects, highlighting universal emotions like doubt, joy, and fear. “What we always love is to show that humanity [and] to find a human connection between the audience and someone almost improbable. What do we know of, what do we have in common with people like the president of the United States or the director of the CIA. We’re all blinded by either a uniform or the title that these people have. But the best way to breach that is to realize and make a connection that shows the audience under the uniform and the title. There’s a human being. All of our programs do that and it is the link that comes from our original documentary,” said Jules Naudet.

Arts & Leisure

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Commons Concoctions: Unlikely Combos and Clever Creations

GEORGE RICHARDSON
'27

“On Sundays, they have Oreo crumbles. You can put Oreos and milk in a cup, heat it in the microwave, and you’ve got an Oreo mug cake. I got into baking during the pandemic, around fifth grade, but my mom didn’t really trust me in the kitchen. The mug cake was perfect, super easy and safe. It became kind of a comfort dish whenever I wanted something sweet but didn’t feel like actually baking. And now it’s just one of the easiest recipes to make on campus.”

SIMBA XIONG '28

“After practice, I make this drink I call the ‘Sparkling Pink Rehydrator.’ It’s a mix of one fourth Gatorade, then about half lemonade, and half Brisk iced tea. I top it off with a splash of the sparkling lime water and throw in some ice. It ends up this cloudy, pinkish, red gradient color, super cold, and really refreshing. It’s not too sugary. I came up with it one day when I was just dumping random drinks into a cup after Water Polo. I was thirsty and not really thinking, just grabbing whatever was nearby. But it ended up tasting actually good, so I refined it a bit, cut the sweetness, added the sparkling water, and figured out the ratios. The drink has become part of my post-practice routine, reliable, quick, and way better than chugging straight Gatorade.”

DANIEL LIU & BENJAMIN PARK

Paresky Commons (Paresky) has it all: from the daily pizza on the first floor to the rotating menus upstairs and the occasional nuggets and fries. It's the go-to spot students rush to whenever hunger strikes, whether you just want a piece of fruit or a full-course dinner. But while Paresky is convenient, the food may sometimes feel monotonous. Students often come up with ingenious and original combinations of food while experimenting. We asked students to share some of their best Paresky food hacks.



MATTHEW WEI '28

“[This is] called a sticky banana wrap. You start with a tortilla, nice and soft, and you slice up a banana into thin pieces, nothing too thick. You spread those slices in the center of the tortilla, but don’t overdo it, leave a little space. Then, you grab some sun butter and spread it over the banana slices, making sure to cover them well. You fold it up into a wrap, then throw it on the panini press. Press it down until it’s warmed through and a little crispy on the outside. Me and my friend, we’ve got this tradition of eating a lot of bananas for dinner. We each grab a few and just scarf them down. It’s silly, but it’s kind of our thing, and this wrap is just an extension of that.”

CHRISTOPHER LEE '27

“[My dish is] a homemade Chipotle. The ingredients are black beans, rice, olive oil, cheese, and pico de gallo. It tastes comforting, it’s warm, and it’s very sweet in this sense. Sometimes, when you can’t get Chipotle, you can go to Commons and grab your own Chipotle. I’m trying to make [my dish] every single meal, or at least lunch and dinner. [One advice I can give to people eating in Commons is:] use the salad bar. The salad bar is really important when you want to make personalized, good meals.”

LOTW: Jamal English Flows Through Life as He “Fashions” Resilience

BOSON BAI &
CHARLIZE SOW

Donning flowing earth-toned garments that emphasize comfort and movement, Jamal English, instructor in English, grounds his outfits in adaptability. His clothes reflect what he calls a “timeless, classic, and functional” approach to dressing, an aesthetic that he sees as both a form of self-expression and an act of resilience. Over time, English’s style has evolved with age and circumstance. While his aesthetic has remained rooted in a sense of timelessness, the pieces he chooses now are more practical, selected with comfort and care in mind. “I had a different kind of aesthetic when I was younger, because I didn’t have to consider some realistic things like an aging body. The changing seasons of life have evolved how I expressed a timeless aesthetic. An example of that is that I don’t wear wing tip dress shoes that make a loud noise on purpose. Instead, I wear Rockports or clogs because they’re

softer and gentler on my joints because I’m older, but the underlying aesthetic has not changed,” said English. Adaptability, English explained, is at the heart of his fashion style. He views clothing as more than just a way to cover the body; an outfit is a performance in itself. “My style expresses the competency of adaptation. I mean, I’m a Black man in America. The essence of that consciousness is beyond complexion, because I don’t think it has anything to do with my complexion. But the essence of that consciousness of being a Black man in America is adaptability. When I’m dressing, I’m dancing, and there’s a dance style called Capoeira, it’s a martial arts dance that is essentially practicing Tai Chi adaptation. When I’m dressing, I’m performing adaptability [and] competence,” said English. Most of English’s wardrobe comes from secondhand racks or from Goodwill. He often repeats outfits several times a week, a choice that is less about convenience and more about a sense of

resilience, memory, and gratitude for what he has. “Sometimes I remind [myself of] where I came from. Most of [the] clothes I get [are] from Goodwill or secondhand or clearance for a lot of reasons. I know there are people around the world making clothes, so when I can, I try to contribute to re-use. I grew up food insecure and everything else insecure, and sometimes it just reminds me of where I come from. I might wear the same thing three or four times a week because there was a time when that wasn’t a choice. That was what I had, and I don’t consider that a deficit. I consider that a competency in resiliency. So every now and then, I embarrass myself by wearing the same thing three or four times so that I can show that I’m not really embarrassing myself, but strengthening myself,” said English. English also connects his clothing to community, recalling the spaces where fashion served as one of the few safe outlets for expression. “I think about who I am and where I’m from, as I’m becoming who I’m gonna be next, and I know that environment influences that. I think about the limited spaces in American society where someone who is received or rejected like me can express himself authentically. I think about the Black church, I think about the barbershop, where Black men and women would go to get their hair cut, where they could experience affinity. I think about the limited spaces where you could express yourself without apology and consequence. In the community that [you] come from, the way you dress yourself is one of those ways that you can express yourself with minimal consequence. It’s all a celebration,” said English. A dancer at heart, English often turns to baggy, loose-fitting clothing that lets him move freely. House music, which he describes as life-saving, has shaped his love for outfits that give space to the body and soul.



C. ZHOU/THE PHILLIPIAN

Jamal English views fashion, not as a noun, but as a verb.

“I’m a dancer at heart. I love house music because loud house music with bass that I could dance to saved my life. It’s actually medicinal. The best way for me to be prepared to dance to house music, which is all the time, is to wear baggy, loose-fitting clothes, so that my big hips and my big bones can move freely. So I would say that [my favorite outfit is] any outfit that allows me to remain free and not constricted. There’s no outfit I’m wearing that is like a chastity belt. I’m not wearing a corset that I’m tightening up that constrains me. My dear outfit leaves my body and my soul free to breathe,” said English.

To English, fashion is not a fixed identity, but an active process. He describes it as a verb, a way to create and recreate the self each day. “Fashion is important to my lifestyle. Fashion, as I understand it, is a verb more than it is a noun. Having the freedom to fashion who I am and who I am becoming is really important to me. While I fashion myself with clothing, I’m actually embracing the noun. It’s an activity. It’s a verb. It’s important to me to be able to fashion who I am and who I’m always in the process of becoming,” said English.



C. ZHOU/THE PHILLIPIAN

To Jamal English, the symbol 有 stands for “be, have, and exist.”

Arts & Leisure

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POTW: Fall Sounds

HAYLEY FAN & ELIZABETH QIN

There’s something cinematic about fall — the way the sun softens in the afternoon, or how all the leaves change color and fall to the ground. The harvest season’s arrival ushers in a familiar era of pumpkin spiced lattes and sweaters as well as the arrival of midterms! Whether you’re out walking downtown or curled up with a good book in the library, this week’s playlist captures the autumnal ambience with every note.

EMMA HONG ’28 — BAMBI BY HIPPO CAMPUS

“Fall for me is really nostalgic. When I think back on my middle school years or just school in general, I think about Fall term a lot. A lot of the songs I’m listening to are really soft, lyrical, and poetic. I picture walking back to my dorm at night as the trees are starting to sway and the leaves are starting to fall. The campus vibes are really sentimental. ‘Bambi’ is a song that’s emotional but also hopeful, which represents Fall well. It’s about someone finding themselves and their identity, and that’s pretty personal to a lot of young people. I got into this band [Hippo Campus] because of a friend I have back home. During my freshman year, she moved away from where my family lives, which was a strange feeling for me because we both moved away so we’re no longer ever in the same space. But we’re still friends. ‘Bambi’ serves as a homage to my friendship with that friend.”

KARLA SAFARIKOVA ’27 — A NEW PERSPECTIVE BY NOAH KAHAN

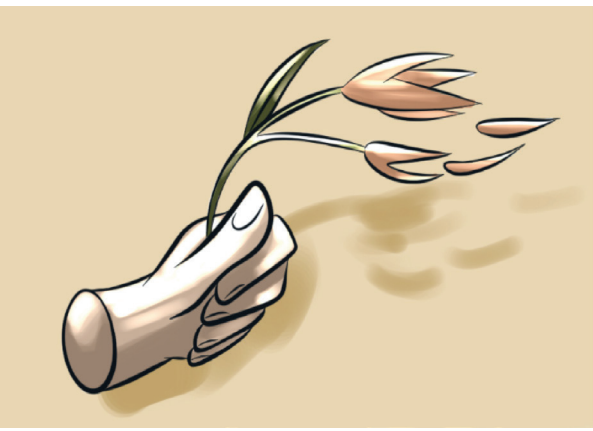
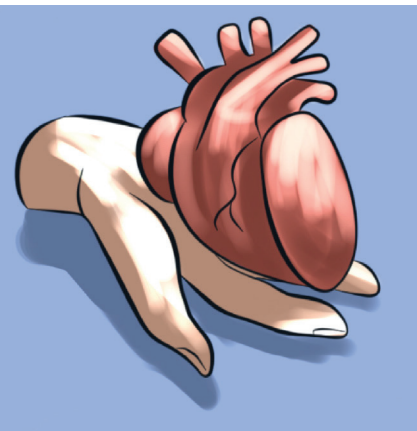
“This song just has the right vibes. It’s the right type of music that’s not too upbeat but still hopeful. The lyrics are really beautiful in the song. Noah Kahan in general has really good lyrics for songs. I also listen to the instrumentals a lot of the time and they’re just very satisfying to me. I think music is 100 percent seasonal. There are specific songs that are definitely seasonal, but it can also just depend on the weather. If it’s raining, you might listen to something slower. But if it’s sunny and nice outside, I feel like you can’t be listening to a sad song. It has to feel upbeat with a faster beat and tempo. So I do think music is seasonal.

DAISY LOPEZ ’26 — BLUE BY CHEZILE

“‘Blue’ is just a really therapeutic song. I feel like Fall is the time to be aesthetic and this song does that well. I think this song is very calming and it’s especially nice during this season when we’re doing a lot of walking around campus. My favorite thing about this song is that I can just play it at any moment. I also like to listen to this song whenever I’m studying, so it’s very nice. This song brings me back to this specific time when I was in Falls with my friend. We were listening to it after I finished playing drums, and it was pretty cool.”

FORREST WANG ’29 — DREAMS BY FLEETWOOD MAC AND RHIANNON BY FLEETWOOD MAC

“Really anything from Fleetwood Mac is good [but] ‘Dreams’ and ‘Rhiannon’ are just amazing. The instruments involved, the drums, the guitar, [are] just really chill. The first thing about Fall is that school starts. You’re settling into everything, and there’s a lot of studying and everything going on. Over the summer, I listened to a bunch of rap, rock, and more hype songs. [But] in the fall, you just need to wind down, start studying, and start locking in. These two songs, they’re good, they help me study, which is helpful.”



ERIC YANG/THE PHILLIPIAN

London Fashion Week 2025: Elegance Elevated, Excess Exposed

SEUNGMIN

After debuting in Korean boy band Stray Kids in March 2018, Seungmin made his debut as a Burberry Global Ambassador at this year’s London Fashion Show 2025. Featured in Burberry’s campaign, Seungmin made his appearance wearing a statement tapestry-inspired knit sweater, a piece of Burberry’s Summer 2026 Collection. Along with navy leather trousers, Seungmin wore a knit sweater featuring intricate tapestry-style embroidery of a medieval horse and knight. The high collar and rich detailing gave the look a regal edge, while the mix of textures brought a modern feel. It was a strong nod to Burberry’s heritage, reimagined with a fresh, contemporary twist.

RAYE

Raye stood out at London Fashion Week in a sculpted charcoal coatdress by Burberry. The dramatic piece was layered over a tonal underdress with a high slit that revealed black boots. The exaggerated collar, cinched waist, and textured wool fabric gave the look sharp architectural definition. With minimal styling, a slim belt and oversized sunglasses, the silhouette took focus and Raye allowed the design to speak for itself.



BROOKLYN BECKHAM & NICOLA PELTZ

Brooklyn Beckham and Nicola Peltz’s matching Burberry looks were one of the most disappointing moments of London Fashion Week 2025. Coordinated outfits can be fun when styled with restraint, but doubling down on the same heavy check pattern in multiple garments created visual overload rather than cohesion. Instead of highlighting individuality within a couple’s look, both outfits blended into one another, flattening any sense of personal style.



ANAÏS GALLAGHER

Anaïs Gallagher’s appearance at the Richard Quinn show also missed the mark. Her voluminous ballgown paired with stark white gloves gave off a theatrical, costume-party vibe rather than high fashion. Quinn’s aesthetic is famously dramatic, but the styling here tipped into excess without a clear focus. Instead of balancing the grandeur of the gown with equally glamorous accessories, the gloves exaggerated this sense of mismatch, making the whole look feel overwrought rather than elegant.

XU RUOHAN

Chinese actress Xu Ruohan (徐若晗) made heads turn at London Fashion Week 2025, where she attended the H&M Fashion Show. Donning Prada, she paired a flowing black overcoat with a lace-trimmed silk camisole and a sleek leather pencil skirt. Her look balanced soft femininity with a structured edge, the choice of black pointed heels and sculptural earrings elevating the look in luxury. Her appearance speaks for H&M’s growing global influence while solidifying the elegant presence of Prada.

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