

Andover Club Fair Brings Students Together

SOPHIA FANG & NICCOLO LEE-SUK

Lively chatter, colorful posters, and cheerful calls filled the Snyder Center last Friday as Andover's annual Club Fair made its return. Dozens of student organizations showcased their passions and invited peers to get involved for another year of activities and community.

Throughout the academic year, Andover hosts several club-focused events, including the CaMD Clubs Showcase earlier this term and the New Clubs Fair in the winter. Christopher Capano, Director of Student Activities, reflected on how the Club Rally has evolved over time, both in logistics and accessibility.

“Over the years, the Club Rally’s date and time has moved around. It used to be a daytime event on a Sunday afternoon, and then it was a Saturday afternoon. Hosting it on a Friday night is good because it’s the end of the week. People have had a



K.MA/THE PHILLIPIAN

Twisty Puzzle Society decorated their table with colorful rubix cubes.

long week and want to have fun and see some clubs... Adding ClubHub has [also] made it easier to sign up for clubs. That’s a new change in the last two years. It used to be just a piece of paper

and you put your name or your email address on it, and then it was up to the club to send you an email,” said Capano.

For many new students, the fair represents an entry point into Andover’s extracurricular life. Gabi Tinoco Ambriz ’28, a new Lower, described the fair as a chance to explore shared interests and discover new opportunities.

“Being a new student at Andover, I feel like I have to get involved, and going to the club fair is a way to find people who are interested in the same things as you, or similar things, and also

Continued on A5, Column 1



K.MA/THE PHILLIPIAN

Taylor Shu ’27, Ava Cai ’28, and Cat Smith ’27 promoted Students In Medicine.

Pumpkin Carving Hosted by CaMD’s Interfaith Student Council



K.MA/THE PHILLIPIAN

Many students gathered outside of Paresky Commons to carve pumpkins and eat apple cider donuts.



K.MA/THE PHILLIPIAN

Interfaith provides community for students of all religions and faith affiliations.

Falling Behind: Students and Teachers Respond to Mounting Fall Term Stress

MADDIE YANG & KRISSY ZHU

For many students, this Fall Term marks a period of transition that is often accompanied by stress. With impending college admissions, coupled with higher grading thresholds and greater workloads, students and teachers alike have noticed the rising pressures of academic life this year. Faculty and students discussed their experiences with fall term anxiety and ways by which they manage it.

Academic stress during the Fall Term is particularly overt for Seniors navigating the college process according to Ingrid Kupka, an Instructor in Mathematics. Kupka noted the increase in anxiety she has observed in her classes, as well as the different ways in which students may cope with the pressure.

“Those that are close to college and thinking about college are probably dealing with it the worst because they seem to think that every test or every assignment is going to make or break whatever comes next. During tests, you can feel their anxiety, which is horrible. With everyone it’s hard to

know to what extent they’re really stressed. Often the ones that are most stressed are the hardest to see. People that are letting it all out are sometimes more dramatic than some people that are bottling everything in,” said Kupka.

A member of the Senior class, Rania Ali-Svedsater ’26 commented on her Fall Term experience in terms of balancing her stress levels and her mindset regarding the application process.

“What’s been really helpful is to realize that I should focus on things that I can control and I can’t necessarily control the outcome of my college applications, just as long as I’m putting in my best and adding all the things that I want to be included to represent myself. It comes in waves. Sometimes, I’m more stressed because I feel I didn’t balance my courses that well this term. I would recommend taking that into consideration to your Senior Fall. It’s nice to have a little bit more freedom, as I feel you get that every year,” said Ali-Svedsater.

Cooper Simon ’28, a new

Continued on A5, Column 3

Food for Thought: Food Delivery Task Force to Be Created

KRISSY ZHU & SARAH SUN

Students expressed support for food delivery two weeks after the creation of a Food Delivery Task Force was announced in an email to the student body by the Dean of Students’ Office on October 3rd.

Three cluster deans and multiple house counselors declined to interview due to limited knowledge on the subject. On September 16, Susan Esty, Dean of Students and Residential Life, noted there was “no story” about a food delivery policy to report in an email to *The Phillipian*. This past week, Esty and David Gardner, Assistant Dean of Students and Residential Life,

did not respond to follow-up interview requests from *The Phillipian*.

In their email to the student body, Esty and Gardner noted that a “recent surge in deliveries... has raised significant concerns about student safety and wellbeing, campus traffic, and community connection.” The task force, which will be composed of students, faculty, staff, and administrators, will draft a new food delivery policy to be implemented later this year. Students must apply and be accepted in order to join the task force.

“[The task force] will assess needs, gather input, review best practices at other schools, and propose a revised policy that balances safety, health, fairness, and community connection... [and] assisting with drafting, refining, and communicating the final

policy proposal,” wrote Esty and Gardner in their email to the student body.

Ben Temple, Dean of Faculty, commented on his thoughts on the reasoning behind the task force. From his outsider perspective, he named multiple possible reasons that food delivery causes downsides to the boarding school experience.

“I am new to [Phillips Academy], so my perspective is somewhat limited. My sense is that food delivery increases traffic on campus for drivers who may be unfamiliar with the campus. While I can’t speak from my own ob-

Continued on A5, Column 1

No, They’re Not There to Take Your Phones

Librarians Conduct Headcounts in Study Spaces

FELIX BRET & CADE RUTKOSKE

Upon returning to school, some students have noticed librarians counting the amount of people in the library. As a renewed “headcounting” practice, the librarians are analyzing the quantity of people in a study space at a given time.

Mojmir Horvarth ’26 noticed librarians walking around the library to count the number of people. Horvarth detailed how librarians motion their hands, in a way that resembles how librarians confiscate students’ phones, when looking at students individually. However, Horvarth explained the merit of headcounting in the library.

“Collecting data is a good tool to address the need for bigger rooms or more chairs. Being without the data means that there’s no way to figure it out” said Horvath.

According to Camille Torres Hoven, director of the Oliver Wendell Holmes Library (OWHL), the headcounts are used as data for how study spaces are used. She explained that at the midpoint of each period (including conferences and protected time), library staff members take a count of students in each library space.

The practice is common amongst libraries, and the data will be used for various improvements such as utilizing library spaces more effectively. Torres Hoven noted that during busy times, librarians have counted upward of 400 students in the library at once.

“During finals [in the past] we doubled Garver’s space. Some kids loved that, some kids hated it. So I would love to get more accurate numbers. I wouldn’t do it this winter, but maybe next year we would have special hours where we expand,” said Torres Hoven.

She added, “There are things we could do but we’ve only been taking this data for three weeks so it’s really too early to tell. We did take headcounts in The Maker-space last year, which had limited hours. We were severely understaffed but we now have two full time people down there, and that was really influential in being able

Continued on A5, Column 4



PHOTO ILLUSTRATION BY A.HONG/THE PHILLIPIAN

Commentary, A2

“EBI Does Not Work.”

The EBI program, though well-intentioned to educate Andover students, fails to cultivate true empathy, balance, and inclusion.

Eighth Page, A8

Apple picking (up Amish baddies)

Dorms journeyed out to rural Pennsylvania to gather some apples and ended up making acquaintances with the locals. Sparks flew and butter was churned.

Sports, B1

Revenge Season

After losing last year against Suffield, Football (2-3) returns with a 35-7 victory.

Arts, B6

Andover’s Style Guide

Read about the unofficial Andover uniform, from the daily appearance of Owala water bottles to the seasonal appearance of bulky puffer jackets.

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Editorial

A Call for Communication

When school commenced on September 4, many students were not aware of the existence and purpose of a new policy requiring them to register and store all medications at the Rebecca M. Sykes Wellness Center. Students were not told about a recommended change to Andover's grading scale. And on Thursday, October 9, many didn't even realize there was an additional conference period.

A few weeks ago, many students were surprised to see scaffolding and the recent addition of safety nets as they walked into Gelb Science Center (Gelb) for class. This installation followed a student death by suicide last spring. With no official announcement from campus adults, The Phillipian sought to address confusion regarding the sudden installation.

The Dean of Students declined to interview, but later shared a statement with The Phillipian. The Deputy Head of School For Academics and Student Affairs did not respond to requests for interviews. The Head of School declined to be interviewed, emailed The Phillipian a statement on behalf of the Senior Administrative Council, and directed any follow-up questions to the Chief Communications Officer, who requested to have a conversation off the record.

Students regularly receive construction alerts about smaller campus changes. For example, on October 2, the Office of Physical Plant (OPP) sent out an email, informing students that "critical repair work on piping at the Gelb Science Center will occur on Thursday," while also providing a point of contact for any potential questions. These emails not only warn students of upcoming changes but invite discourse and offer a space to voice concerns.

Yet, when the netting installation began several weeks ago, no campus-wide notice was delivered. At the time of writing this editorial, there remains no formal announcement from the administration to the student body. Regarding the netting, Cyrus Law '27 noted, "it would have helped to know that the school is [taking] clear action to try to make the school a safer place." Similarly, Nevada Charity '26 emphasized the importance of alerting students and "making sure that the whole student body has a way of knowing about [the netting so] it's not stigmatized." These two student sentiments echo many others.

We acknowledge that the administration has a responsibility to take care of students, a job that requires them to make decisions that don't have one obvious solution. Furthermore, we wholeheartedly believe the adults on campus are committed to the well-being of the student body. However, when there isn't a proactive effort to explain these decisions, the time and attention that goes into them isn't clear to students. Each change remains a question mark.

Communication is the basis of any relationship, especially in a community that strives to be tight-knit and caring. Communication means properly framing and guiding conversations around sensitive issues. We urge senior administrators to provide active, advanced announcements about all matters that impact our community.

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

Gift Giving and Other Small Things

MEDHA KONDA



"The heavens and the planets go around." Scribbling blocky letters on a dark piece of paper, I wrote down the meaning of my friend's name on a Saturday afternoon. Cutting with scissors too small for my hands, walking to CVS to print photos at 10 a.m., pulling out exactly eight dollars and ninety-five cents for a poster, and purchasing flowery socks sometime ago with the intention of gifting one day. So many small things — but it was the lengths to which I went to put them together that made them significant. These small gifts are products of my observations and care for the people around me: visiting a friend's room to realize her walls are bare, or realizing that she seems to like Studio Ghibli movies based on her phone wallpaper. It's hard to expect a birthday gift from friends at a boarding school with the near-

est Target over an hour's walk away and enough homework to cause a laptop crash. Regardless, that's just what I do. Even in times when I've got too much on my plate, the joy that gift-giving brings me is worth the cost of time, or anything else for that matter. This gifting culture, however, isn't quite present in the same way among Andover students or many students my age at all. Expectations, commitments, homework; it's all too easy to write off putting effort into relationships for "being too busy." Why don't we consider relationships one of those commitments? Should something like a gift be considered as not worth the effort?

Gift-giving was an unofficial custom I grew up with. Whenever visiting the house of a family friend, or even someone new, it was always customary to give a gift, be it a wine bottle, a favorite food, or flowers. My parents always instilled that gifts make people feel welcome and that they convey sentiments words cannot. From that time on, nothing would ever replace the joy of seeing someone accept a gift they didn't expect. It's the magic of knowing you're cared for and the novelty of a surprise fused into one. This is why I am a gift giver — gifts of any kind are the way we give little parts of ourselves to people who give us everything. Hand-sewing a cat keychain for a feline fanat-

ic speaks much louder than a gift given from a store, because that gift won't have the same strangely appealing, uneven stitches and wonky eye.

After a day of orchestra, awkward conversations, and disappointing history grades, I find solace in seeing a knitted wide-eyed black cat, blue scarf in tow. Mio, as my friend affectionately named him, came in a recycled eBay box as a late birthday present from my friends back home. Mio is an affectionate message to me that there are always people who care for you, no matter where you are. These friends have given me warmth and affection in the midst of a fast-paced daily life. I hope to recreate that warmth for the people who receive my gifts. I want to make gifts that are significant for their sentimental value, not material worth, items forever associated with whoever gave them to you.

We must consider the gifts we have been given. The playlist your friend made for you before you moved away, the card you received from a friend 1000 miles away — these are "small things" that are valuable. As school flurries by and it becomes difficult to spare time, I use gift-making as my break. I encourage you to consider all of the gifts you've received, physical or not. A childhood toy, a new record, or a thoughtful letter, the sincerity behind them likely shone



GREER NIEWOLD/THE PHILLIPIAN

through. This is missing from many modern relationships and Andover. Effort should be put into those friendships, to those prefects who welcomed you on day one, that friend who lay in the grass with you to watch the stars, or the lower who always offered last-minute chemistry help. I implore you to participate in this — engage in the idea of giving more than just a few words of gratitude to the people who make your life at Andover special. Consider those friends at home who never forgot you, the memories they've given you, and bring that to Andover. Bring the joy of those celebrations following a competition, or the gift exchanges before the winter break here. Carry on the cycle of giving, because that's how a new culture is made.

To any gift givers out there, the effort you put into the "small things" is received and cher-

ished. To all the people who've given me gifts, the sentiment is reciprocated and passed on in the things I make for others. On busy days, let the presents and knick-knacks you've received remind you that you are noticed and cared for, and to slow down and breathe. Take a moment, as midterms have passed, to make something for that friend's birthday, which is coming sooner than you thought. Even though my friend is likely confused as to why I was so insistent on finding out the meaning of her name or going to CVS late at night, I smile as I imagine the look on her face when all the puzzle pieces click in her mind.

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CORRECTIONS:

Let the Crutches Heal

IAN KIM



N. AMIN / THE PHILLIPIAN

Grief is a journey rather than a transient feeling that comes and goes. For me, the netting installed this year was a painful reminder engraved into my brain, that I am still embarking on my journey through this grief. As I left campus after Spring Term of last year tired, exhausted, and frankly terrified, I anticipated the Academy would implement changes to address the growing concern for students’ mental health. What I did not expect was to be greeted by lifeless wires hanging on the Gelb stairs and an October 10 *Phillipian* article titled “Netting Installed On Several Campus Buildings” to notify me that more nets will be installed on different campus buildings, while the school gave no official notice. The students did not hear this from an official notice from the school itself, and we also have not been given the voice to speak on these installations. The Academy has not asked how they can better help us emotionally, so that every student feels a sense of belonging and supported mental health.

While I understand and appreciate the Academy for pro-

viding a last line of defense for all members in our community, I can’t help but feel sorrow for many of us, including myself, on campus. I have felt from the school a sense of control rather than conversation, and strict rules rather than empathy.

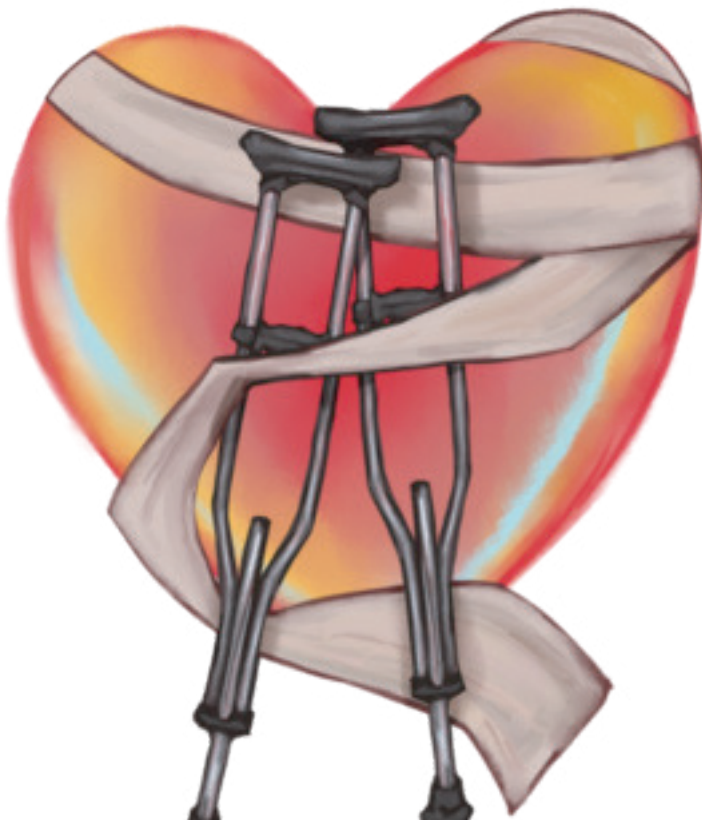
Though the process of mental recovery is not linear, just like grief itself, the community should be well-equipped with multiple alleyways of connection and support to leave no one behind.

This lack of transparency and abrupt installation of the nets feels, though physically protective, like the school is trying to find an easy means to shield its students from mental hardships rather than addressing them directly. I find it odd and shocking that the school never explicitly told us what these nets were for before *The Phillipian* published it, and I feel an increased sense of isolation from the administration. With that, I also completely agree with the points of Ellen Utley, a JED Foundation Boarding School Consultant, and their remarks about the purpose behind these installations: “It is important to see the netting as a message of hope... We’re raising the collective commitment to care and compassion in all of us. We would not ask a person with a cast on their leg to walk without crutches. Similarly, we are not asking a person who is struggling with thoughts of sui-

cide to avoid tragedy on their own.” And while we definitely should not ask a person with a cast on their legs to walk without crutches, we also should not keep them in crutches. The school and its community should provide students with a way to recover and feel better about their mental health rather than just providing prevention methods such as netting.

Though the process of mental recovery is not linear, just like grief itself, the community should be well-equipped with multiple different alleyways of connection and support to leave no one behind. However, the same story seems to be writing itself once more. In the article “On Recent Events” published on April 18 by Emily Wu ’25 and Hwapyung Song ’26, the authors note that Sykes walk-in counseling hours are limited to school hours, causing students to choose between eating lunch and getting emotional support. According to the 2025 State of the Academy, almost 60 percent of the student body still feel like the counseling services at the Sykes Wellness Center are not sufficient with the nine a.m. to five p.m. hours forcing students to give up their lunch or their athletic commitment to receive walk-in counseling. Though 24-hour on call counseling is available, physical interactions are much better to resolve emotional problems, and Sykes does not offer that flexibility.

Susan Esty, the Dean of Students, also commented in the October 10 article that alleyways for continued support and community connection are being developed. I am confused as to why the administration did not consider student voices in the event of installing



ANGELA GUO/THE PHILLIPIAN

safety measures and developing mental health strategies for them. I do not doubt the administration’s professionalism, nor do I question their motives or objectives. Rather, it is a simple fact that only students know the nitty-gritty bits of anxiety and stress of attending Andover that many adults on campus will never experience. So, while I commend the Academy for its willingness to open up for discussion, I believe that the Academy should allow students to be more involved in these conversations. I know that the school has the capacity for this, as they demonstrated in the DoorDash and Cellphone Task Forces. If given the opportunity, students can and will develop potential solutions that can truly help this community.

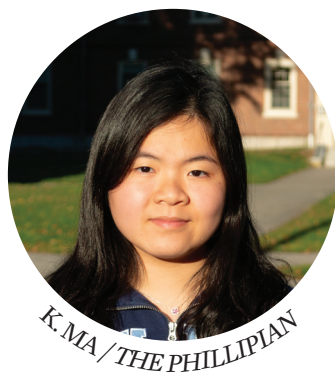
Lastly, I want to acknowl-

edge the fact that the reason for this sense of control is that the administration clearly cares about the well-being of the student body. However, this controlling and non-transparent demeanor is taking away from their good intentions. The netting that was installed is a method of deterrence, not prevention. Therefore, I hope that this is the beginning, not the end of the efforts by the administration. Grief is not a linear journey, and in order for students to heal and let go of the crutches, the Academy must listen to us, one by one and make the changes that we need.

Ian Kim is a Lower from Mc-Clean, VA. Contact the author at imkim28@andover.edu.

Here Is Why Everyone Should Watch the Identity Show

JEANNIE KANG



K. MA / THE PHILLIPIAN

“You joined Identity? Isn’t that just trauma-dumping? I don’t get why people do it,” said my classmates when I told them that I had joined the Identity Show. I realized that the Identity Show is known merely as a production in which students spill out their trauma, without further nuances on the impact of the show on the audience and the Andover community at large. Many of my classmates, with whom I spoke about the show, refused the invitation to watch it for how “cringey” the monologues are. If not the refusal, they gazed at me with pity, as though I were a clump of trauma. After months of writing monologues and sharing thoughts on our peers’ works, however, I learned that the Andover community mischaracterized the Identity Show in a way that undercuts the dedication of the ensemble. Contrary to the misconception, the Identity Show is not a “trauma-dump” but an exclusive opportunity for students to explore the intersections of their identity and learn to be vulnerable as a community.

Before the first meeting for the Identity Show, I wondered whether I could pull out a deep, meaningful monologue, since I did not consider my identity particularly interesting: Asian, international student, female, straight. Holding the same mis-

conception as most of the Andover community, I assumed that the show required the ensemble to declare their darkest trauma. I feared being forced to share emotions and memories that I have never shared before due to the fear of judgment. This fear notwithstanding, the first meeting with the ensemble completely shifted my mindset.

The Identity Show is not a “trauma-dump” but an exclusive opportunity for students to explore the intersections of their identity and learn to be vulnerable as a community.

We wrote a monologue on the prompt “Write a Theme About Your Life.” I started on the surface level, with the story of being the only one in my family to be born head-first, and how that “correct” way of birth influenced my perception of perfection. As classes passed and more prompts came rolling in, the discussions centered around the core aspects of our identity, such as gender, race, ethnicity, and familial status. I dug deeper and eventually found myself sharing stories of being raised by my grandparents, and the experiences that I never dared to write or speak about. I discovered aspects of my identity that affected me in discreet ways that I refused to acknowledge. Similarly, everyone in the ensemble learned more about themselves. As odd as it sounds, sometimes we are the most oblivious to parts of our own identity.

Likewise, the experiences that we shared during the rehearsals ought not be framed as

“trauma-dumping.” We did discuss painful memories, but we did so in a safe, supportive environment where everyone had the willingness to listen with an open mind. Everyone took individual time reflecting on their memories through writing and considered how such an experience influenced them as a person. While trauma dumping indicates excessively sharing one’s trauma when the listeners are not prepared to receive it, our ensemble courageously shared our stories in a thoughtfully restrained but creative manner.

The Identity Show does not expect pity from the audience. Rather, the ensemble asks you for empathy and self-reflection. When I responded to the prompt, “What does freedom mean to you,” I delved into the sexist traditions of Korea, in which women are told to stay in the kitchen during holidays, and the word “feminism” prompts mocking voices. I did not ask the ensemble to weep for and cuddle me for living in a country with such traditions. Rather, what empowered me the most was the actors’ ability to empa-

thize with my story and explain how my narrative reminded them of the injustices in their hometowns. When you meet the actors after the show, we don’t want to hear “I am sorry,” but “I have been there too.” To make people feel heard is perhaps the greatest joy an actor can ever feel.

I discovered aspects of my identity that affected me in discreet ways that I refused to acknowledge.

Looking forward to the first Identity Show coming up in about a month, I can confidently say that everyone in this community has a lot to take away from this show. The show aims at not merely sharing personal narratives but also at encouraging the audience to recall their memories and

aspects of identities that were hiding deep inside themselves. Especially in a community as diverse as Andover, where students are constantly exposed to people of all races, genders, and beliefs, it can be ironically difficult to appreciate our own identity as something special and worth speaking about. Here is where the Identity Show comes in. Widen your mind and lean into your vulnerability before you watch the Identity Show. You would be surprised at how much you gain from the experience. I am incredibly honored to partake in a show that can touch students’ hearts and to witness the growth they undergo from the experience, so long as they are willing to be present for its power.

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GEMMA PARK/THE PHILLIPIAN

Burning Melting Pot



In 1961, President John F. Kennedy signed an executive order that implemented affirmative action, which prevents mistreatment of workers based on their race, color, or origin, specifically targeted towards government contractor companies. In the 2003 Grutter v. Bollinger case that labeled affirmative action as constitutional, Justice O'Connor proposed that in 25 years, racial biases wouldn't be necessary anymore due to the policy's societal effects and the fear of unintended consequences. Fast forward to 2023, before that 25-year mark, the Supreme Court overturned affirmative action in college admissions, arguing that race-conscious policies violate the Equal Protection Clause. And while this policy has indeed bolstered diverse communities and allowed certain minority groups to be given equal opportunities, affirmative action is still a form of discrimination. Not only does it imply that some ethnic minority groups are incapable of having enough intellectual capability to succeed without the dependence on a wealthier, whiter hand, but it also boxes other minority groups into its own special category, which heightens competition amongst people of that race.

Affirmative action is differ-



GEMMA PARK/THE PHILLIPIAN

ent from other governmental programs, such as Supplemental Nutrition Assistance Program (SNAP) food stamps and SSI (Supplemental Security Income), because the latter programs benefit members of our society based on income, not race. This safety net, as well as other welfare programs, is a means to tilt the playing field by giving underprivileged students a sturdier foundation to stand on. Addressing imbalances shouldn't be taken so far as post-secondary education, but when income-dynamics can be addressed further into its roots, such as primary education, with funding for Summer/after-school programs. Yes, Latino and African communities are generally less wealthy than white communities, but generalizing that all African-American and Latino applications are poor isn't true. Instead of adding a variable of race, colleges can look directly at someone's financial situation and availability for opportunities to provide

equity. There's always a balance between equity and equality, but I believe that this form of equity, with the factor of wealth, is bet-

Hard work and passion won't always guarantee anyone a position or role, but it's undeniable that a desire to pursue knowledge and contribute to society, regardless of your race, salary, or sex, will form a solid foundation for anyone.

ter than the form of equity with the factor of race.

Acceptance to Ivy League schools requires "Asian-Americans [to] score 140 points higher

on their SATs than white students, 270 points higher than Hispanic students, and 450 points higher than black students," according to an NLM study. South Asian students with similar extracurricular and academic qualifications showed 49 percent lower odds of acceptance to an Ivy League than white students. In an Andover faculty member's Commencement *Phillipian* article for Asian self-empowerment, she states, "The vast majority of you are high-achieving and hard-working—just look at the make-up of our high-level (STEM) classes and orchestra." Although the model minority myth harms the way some groups are conceptualized, some traits, such as the "hard-working" Asian, are so prevalent that they become inherent traits in the United States. But even with a large trend of sought-after traits, Asian-American students' college applications are overlooked because of the way they look.

However, it is not just Asian

Americans who have been harmed by affirmative action. In the words of Inaya Folarin Imaan, "Affirmative action betrayed Black America, [and] far from addressing long-standing structural inequalities, it institutionalized the deeply racist idea that Black people were incapable of attaining positions of excellence and high achievement on merit alone." Having other students wondering whether someone received acceptance due to a diversity card harms the perception of others and oneself.

This is not to say that you should presume anything about anyone in correlation with the way they look, but rather that we should look at the wider picture of general academic or extracurricular achievements, race, and acceptance rates. Of course, hard work and passion won't always guarantee anyone a position or role, but it's undeniable that a desire to pursue knowledge and contribute to society, regardless of your race, salary, or sex, will form a solid foundation for anyone. Separating people by race is fundamentally wrong, but when it's presented as needed progress for the greater good, we forget that raising one side of this admission process's seesaw lowers the other into a void of quiet obedience. Melting pots become inedible when some portions are cooked to a crisp under pressure and intense heat, while others float on light, undercooked simmers, questioning whether we are assembling brochures, not building a future.

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EBI Does Not Work



During my Empathy, Balance, and Inclusion (EBI) session last Sunday, Lowers were asked to explain their "boundaries" for the third time this term, and everyone repeated nearly identical responses: "Don't steal people's things." "Knock before entering someone's dorm." The answers weren't born out of reflection but routine, rehearsed lines delivered just to move the class forward. EBI fails to teach any of these three essential qualities. What was meant to create understanding has become another box to check, a ritual of forced reflection that leaves students more dejected than compassionate. While the intention behind the program is noteworthy, at its core, it accomplishes the opposite of its purpose.

EBI classes strive to teach self-awareness and compassion. At its current state, it teaches performance; we recycle buzzwords such as empathy, allyship, and inclusivity until they lose meaning. No one questioned why these ideas kept repeating or what deeper meaning they might hold. With one eye on the clock, we nod, affirm, and move on. It's not that we don't care; it's that the structure leaves no room for caring to be real. Compounded with the promise that we "can leave if two more peo-

ple participate," EBI becomes a place of senseless jargon. You learn quickly what to say to be done as fast as possible, which defeats the purpose entirely.

The balance of EBI encourages us to prioritize self-care and stress management. Yet Andover is an environment where students often measure their own worth by exhaustion, driven not by institutional mandates but by personal ambition, peer comparison, and the looming weight of college admissions. EBI aims to address these concerns and help educate to find this balance in the midst of obligations; however, "how to be mindful" does not address any of the real concerns students have. For example, in one session, students were asked to create skits of what they would do if they caught their friends using AI, an activity so detached from the most pressing stresses of student life that it felt more performative than restorative. While another ideal EBI attempt to address is communicating Andover's expectations to new students, it is ineffective, as seen in *The Phillipian's* State of the Academy (SOTA) survey, detailing that more than half of lowerclassmen have used AI without permission.

The inclusion aspect of EBI is likewise flawed: it pretends to engender open exchange, but really reproduces a culture of polite avoidance. Inclusion means pushing boundaries, which only exists with tension and disagreement. The nature of EBI and our school ensures that every conversation is carefully curated to be comfortable, which in turn avoids the very sort of candor the program attempts to impart.

EBI runs inadvertently under the assumption that it can effectively cover the complexity of topics like privilege and mental health within a 60-min-

ute period. Time limits force the oversimplification of issues that require lived experience, not lesson plans. Genuine empathy, balance, and inclusion grow through conflict, discomfort, and self-confrontation. They don't emerge from mindless agreement but from the friction of understanding someone else's pain or perspective when it challenges your own. Yet EBI treats empathy as a formula: share, affirm, conclude. The class fails not because students are apathetic, but because the environment refuses to tolerate the vulnerability it demands. Thus, most EBI sessions are dominated by awkward silence, making students even less likely to share.

In an effort to combat the differing attitudes around values such as empathy and balance of our diverse campus, EBI teaches students an objective

You cannot choreograph humanity. Empathy can't be legislated, inclusion can't be imposed, and balance can't be instructed in PowerPoint presentations.

way to care for others. Empathy is industrialized, becoming less a natural pull and more something you are told to do. As a result, Andover students simply accept this notion as a way to keep EBI moving, and by the end of that period, whatever moment of sincerity might have existed has already been forgotten.

Nevertheless, EBI's intention isn't pointless. In an environment as rigorous and relentless as Andover, the concept of



CARINA PAIK/THE PHILLIPIAN

finding time for introspection is commendable. Where EBI falters is not in its mission but in its approach. You cannot choreograph humanity. Empathy can't be legislated, inclusion can't be imposed, and balance can't be instructed in PowerPoint presentations. While it can be argued that Andover's diversity necessitates some standardization of topics such as empathy, balance, and inclusion, EBI's attempt to standardize the communication of these issues is unnatural.

If Andover truly wants to teach empathy, it should stop institutionalizing it. No longer should we have EBI forced upon us, as doing so defeats its purpose of wholeheartedly valuing compassion. A study published by Harvard University reported empirical evidence for why programs like EBI don't work: "We expect that two common features of diversity training — mandatory participation and legal curriculum — will make participants feel that an external power is trying to control their behavior." Harvard found that programs like EBI can promote "hostility and resistance, and trainees often leave 'confused, angry, or with

more animosity toward' other groups," completely defeating the purpose of EBI.

Genuine empathy occurs in Commons, on the walk back from practice, or in the quiet after a bad day when someone simply chooses to listen. Until Andover learns that empathy is lived, not lectured, EBI will continue producing experts in surface-level discussion but amateurs in understanding. To foster the essential values that EBI aims to instill, one idea is for the school to encourage mixed-grade mentorship, building relationships on experience rather than instruction, where empathy develops through guidance, balance is achieved through example, and inclusion is promoted through genuine connection. The most empathetic, balanced, and inclusive approach the school could take is to stop lecturing us on these values through abstract scenarios and instead model them in our day-to-day lives.

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Club Fair Allows Students to Explore New Interests

Continued from A1, Column 3

try new things. I've never done Model UN, but I really wanted to try it this year, so I wanted to learn more information about it," said Ambriz.

Ava Robinson '29 enjoyed the fair and appreciated the opportunity to visit and learn about a variety of clubs, from long-standing organizations to new student initiatives. While she valued the excitement and community atmosphere, she also noticed several aspects of the event that could be improved to make the experience more welcoming and less overwhelming for participants.

"It was a bit overwhelming. There were a lot of people who came up to you and asked you [to join their club] a lot of times you felt very peer pressured, and it was a little awkward. I feel like if Snyder had allowed people to

bring food, that would've been a much better experience," said Robinson.

For returning students like Ethan Liu '26, the Club Fair was both a chance to recruit and a reminder of what inspired him to lead.

"A lot of how I present myself as a leader has come from me learning from observing and interacting with older students when I was a lower-classman. A lot of the older seniors and uppers that I looked up to at different clubs I went to showed a certain level of confidence, humility, and care, and made me feel heard and seen. It's applicable not just to the clubs but to the rest of the school life and being a better person. Managing and planning for meetings is fulfilling to me when I find out that the hard work my board and I put in brings happiness and joy to the Andover community," said Liu.

Students Adapt to Many Time Commitments

Continued from A1, Column 2

Lower, reflected on the increased workload and stress he has experienced since arriving at Andover. He also highlighted the resources he has utilized to relieve this increased stress.

"This year, there's definitely a lot more homework than anywhere else I've ever been, but they give you a lot of time and resources, which is nice. It's helpful to take a break whenever you are stressed out and divert your focus and do whatever makes you happy. For me, it's just sitting and doomscrolling for a little bit. The Writing Center in the Math Study Centers are pretty good. In the future, I wish I had more time to go to conference. Being able to have more time to ask questions or not being afraid to would be really helpful," said Simon.

Students have also observed

that assignments and assessments began to increase near the midterm, often coinciding with one another. New Junior Sarah Sun '29 pointed out the various academic and extracurricular activities she has to keep track of, which has caused a lot of her stress and sleep deprivation.

"Usually the stress is from academic classes because we've been having a lot of tests and quizzes recently. There's just a lot of stress for studying for those, because a lot of the time they're overlapping or they're all together in one specific time. Clubs and sports take up quite a lot of time, probably two hours a day. If you have to go to those commitments alongside doing your homework and studying, it's basically like you don't have time to do anything else, and this can be stressful," said Sun.

Constantly working and completing assignments can often lead to burnout. Eugene

Hughes, Instructor in the French Department, described how he deals with burnout and offered advice to Andover students and faculty about establishing a work-life balance.

"I have a hard time avoiding [burnout] myself, but some of what I tell students and myself and other people, [is] no matter whether they're new, but especially new people: Sometimes you just say, 'I can't do that today,' or 'I need to prioritize my sleep or proper nutrition and my health.' Check in with someone and say, 'Maybe I just need a bit of a reprieve from whatever's going on.' Take breaks, sleep properly, but also try to use any free time that you have to get ahead of things. It is a busy place. We have a lot of different things on our plates to do, and there are only so many hours in the day," said Hughes.

Students Have Mixed Opinions on Looming Food Delivery Policy

Continued from A1, Column 5

servations, my sense is that food delivery has the effect of decreasing the centrality of a common dining experience for students. My understanding is that other schools might have central delivery locations on their campuses, which would allow students to order food for delivery but address some of the traffic concerns. I am not on the food delivery task force and am not aware of the group's conversations or process," wrote Temple in an email to *The Phillipian*.

As reported previously by *The Phillipian*, many students have mixed feelings about having restrictions for food delivery. As a boarder, Teddy Blum '29 uses DoorDash once a week. Referring to concerns of how food delivery can impede community connection, Blum suggested that the school instead focus on ways to improve the dining experience at Paresky Commons.

"Sometimes [Paresky]

Commons food is unhealthy, and there isn't another option, so I usually DoorDash then... I don't think there needs to be restrictions, but maybe more encouragement to eat at [Paresky] Commons. I know they have a survey, but maybe they can have a more interactive survey, that's easier for people to access and say what they would like to eat," said Blum.

To some students with various commitments, such as sports or clubs, food delivery is essential to ensuring they can make it to all their commitments. Murewa Biyi-Olaoye '27 explained her schedule in the prior year, noting that particular days became tough for her.

"Last year, I would order every Thursday because I had some commitments. I'd have musical practice, then I'd have voice lessons and then I'd have meetings. I'd always be done at seven when [Paresky] Commons [dinner] ended. I'd have to order every Thursday. This year, I don't have as many commitments, but I still do order once a week or once every two weeks," said

Biyi-Olaoye.

Edward Kim '29 further expressed how, as an international student from Korea, ordering Korean food allows him to retain part of his own culture and a sense of comfort. He noted some things that he would like the task force to consider.

"Another reason [I order] is to feel back at home, because I'm Korean and there's not that much Korean food served at Paresky, so I sometimes order Korean food... You want to have your hometown food," said Kim. "My general opinion is that we are high schoolers and we should be responsible enough to not have a policy regarding delivery ... If there is a new policy, my hope is that it doesn't restrict too much. There should be flexibility in terms of what you can order and when you can order."

Librarians Gather Data on Student Habits

Continued from A1, Column 5

to expand The Makerspace hours. So it makes a huge difference."

Emily Goss, associate director of the OWHL, is one librarian who frequently conducts the headcounts, often multiple times per day. She detailed her experience in gathering data and the rhythm that she's adopted.

"[I use] the clicker which I'm sure lots of students have noticed. I just want to have a flow. I go a different path so I come through

Garver, and then go upstairs and then try being a bit more efficient. It's good to try to get a flow to make it easier and then you kind of just do a loop around each floor," said Goss. "It's kind of just a snapshot in time of how many people are in the building."

She continued, "[It takes] just a couple minutes. Again if it's busier like last Thursday during department meeting time...There were over a hundred people on this floor alone, so that's gonna take longer. But if it's a quieter time, I've never actually timed it but it feels like 5 minutes."



A.BAETEN-RUFFO/THE PHILLIPIAN

Students utilize the Oliver Wendell Holmes Library for many purposes.

Assessing ASM: Student Reactions to a Changing Format

JOHN KIM & DINA NAMJOO

Lately, students have noticed changes to the structure of All-School Meeting (ASM), such as Q&A sessions moved to after meetings and an emphasis on meaningful student engagement. These adjustments are in addition to last year's return to bi-weekly ASMs.

On weeks when there is no ASM, blocks are allocated for protected time or community-building initiatives, including class and cluster meetings. Henry Zimmerman '27 noted that many students appreciate the additional free time, and expressed how less ASM events could lead to better speakers.

"I don't think many students are complaining about [having] more free time. Fewer All-School Meetings means that we get to hear from fewer speakers. Hopefully, that would mean that since fewer speakers are being

selected, the quality of the speakers would increase and speakers would be coming in with presentations specifically designed to be given to Andover," said Zimmerman.

This year, most Q&A sessions for guest speakers have been restructured to occur separately from ASM. Zimmerman acknowledged the benefits of this change while expressing concerns about accessibility and reach.

"It allows students to opt in to going deeper into the topic, and it gives presenters more time to share their insights, but it also removes the opportunity for all students to hear the answers to important questions at the moment," said Zimmerman.

According to Gina Finocchiaro, All School Meeting Coordinator, before the bi-weekly schedule was adopted last year, it was last used in the 2021-2022 school year. She emphasized the importance of ASM in giving students a "shared experience," yet acknowledged how it can be diffi-

cult to keep students engaged in the programming.

"Holding the attention of a chapel full of students (and some campus adults) can be a steep challenge," Finocchiaro wrote in an email to *The Phillipian*. "Every year, school administrators do their very best to carve out a schedule that balances the different ways we want to gather formally in community by class, by cluster, as a whole school but also in advisory and in dorms."

She added, "[Linda Carter Griffith, Associate Head of School for Equity, Inclusion and Wellness,] and I hosted a few listening sessions on ASM last year, and we met with student and cluster co-presidents this fall to gather more. We are always open to feedback and perspectives from students."

As stated by Finocchiaro, the ASM schedule is set for the following year by spring term, and that "all suggestions for ASM speakers need to come through a campus adult, as there is a process and protocol for bringing

guest speakers to campus."

Vivien Valckx '28 reflected on the selection process for ASM speakers. She highlighted a level of transparency in the administration, yet explained how making student input and requests more accessible could lead to better student engagement.

"The administration has been pretty honest about [ASM]. They tell us that if we have anyone we want to see at ASM that we can go to specific people and reach out. I'm not really sure how they go through the selection process, but they have in the past told us that if you're interested in having someone speak or if you have an idea for ASM, there are people you can talk to," said Valckx.

"The topics that are covered in ASM are important and are interesting and helpful and they're also related to Andover," said Valckx. "At the same time I wish that students had more of an input into the speakers brought into the school. I'm not sure exactly how that could be executed, but if students had more

of an input, maybe there would be more interest shown in the ASM."

While some students appreciated the restructuring of ASM, others felt that its logistics could have been better communicated. Ashiq Kibria '26 reflected on the biweekly format of ASM and expressed a lack of clarity regarding its plans.

"With [my] schedule [this year], I have a commitment that's revolving around ASM or cluster meetings. It just feels like so much," said Kibria. "The administration really has not been transparent about what's happening with ASM, what's going on, and how exactly it works. I remember for Grasshopper, as I'm a producer as well, it was a whole confusing situation. They haven't been very clear about how ASM works."

Write for News!!!

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10 Questions with Ei Smith

REPORTING BY RIAANA BAJAJ & KONNOR FORTINI

Ei Smith is an Instructor in History and Social Science and a House Counselor in Fuess House. As a current National Geographic explorer, she has conducted field research along the Thai-Burma border and taught at York University in Toronto. Beyond the classroom, Smith is a fan of the Toronto Blue Jays and the Girls JV Hockey and Crew coach.

Why did you decide to teach History?

I like to call myself someone who discovered this path through being inspired by people I’ve met in my other work. I completed my doctoral degree in Toronto. That’s when I was given the chance to go into the field. [I conducted] my research along the Thai-Burma border and I worked with a feminist group there. I was inspired by the scholarship, but mostly I was inspired by the people who work there day-to-day in those refugee camps, [especially] the historians who really documented why a lot of these groups were coming to this particular refugee camp. There is a long history as to why people are displaced and why they choose to remain and the future that they seek. I chose to teach history because I want to ensure that within the classroom, students are getting a glimpse of the past, but also how it’s ever-present in what is possible.

How did your time with refugee and immigrant communities shape your thinking and teaching?

When I first began as a graduate student my mentors would say, “What’s at stake? So what?” Of course refugees have agency, they’re human beings, [and] human beings have agency. But how do they actually negotiate all these governmental powers that are trying to manage their day-to-day from their food, access to homes, and education? How do they negotiate that in nuanced ways? Working with those communities, when I read scholarly texts or when I teach it within the classroom, I’m always remembering not just the dehumanization, but the actual human agency that has molded much of this discourse that we’re discussing.

How did you become a National Geographic Explorer, and what has it added to your work as both a researcher and a teacher?

I was thinking about... the questions that I didn’t get a chance to delve into in my dissertation. During that year, I applied for grants, and National Geographic generously enabled me to go back to Myanmar at a very important time before the more authoritarian regime came back in. It was very much economically, socially, and politically a little bit more open. I got to get a glimpse of that political transformation before it shifted again. It also allowed me to present at conferences and start to disseminate my work a bit more. It was a really good reminder that even when students finish papers, if you still have questions, I’m sure your instructor would love to discuss them with you. There’s always another avenue for you to explore them, whether that’s through The Phillipian or blog posts or even academic journals.



E. LIU/THE PHILLIPIAN

As the course head of History 200, what do you hope Lowers gain from the course that’s different from History 100?

For History 100 and 200, we as a team take pride in the fact that we get to work with students who are entering Andover with lots of different experience with history. They might have certain mentors who have shaped their thinking, but now they’re entering this environment where we shape each other. Every instructor in the 200 level, I’m proud to say, [is] cognizant of the fact that the classroom community is shaped by the knowledge within the room and the histories that each and every student brings to the table. I believe the focus on 1400 to 1800, a very seismic time in the age of human history where there’s greater cosmopolitanism, but also problematic labor systems and dehumanization, [is] a very sensitive topic matter that you have to have a very strong classroom culture to really engage with respectfully.

How does the History of Asia elective you teach tie into your past experiences?

When I inherited this course last year, it was beautifully created [with] these roundtable discussions where students would bring in parts of their research, and would ask the classroom community to read them, and then we would discuss

them together. In the summer, I was inspired to include more scholarship from South Asia and Southeast Asia, because the other course was understandably very much focused on East Asia. I felt it was important for students to explore how modernization very much impacted the region, and it wasn’t just based on certain key players. When I’m teaching it this fall, I appreciate that we do look at Singapore, and we are actually going to read a chapter from a historian who wrote about Hong Kong, and have a Zoom call with her later that week.

What do you enjoy most about coaching JV Hockey?

I love hockey. I’m from Toronto, so hockey, to me, represents something more than just a sport. It’s a way in which [my family] felt included in this Canadian culture in a very important way. My dad would watch games, and it was something that I shared with him. My sons play and my husband plays, so [I love] being a part of that, especially with the girls’ team too. We’re tough, but also we’re a family. We have this circle that we complete at the beginning of each practice where we share something, whether it’s a favorite Disney movie or some other part of what our day has been like.

What is your favorite place on campus?

My favorite place on campus is the department office in [Samuel Phillips Hall.] I have my little corral, it’s decorated, and all my favorite books are there. Sometimes a colleague will come in and will ask me an important question about their course, or they’ll suggest a reading that just really landed in their own class. I appreciate that I never feel alone, and that we create this environment where people feel that the department space is always one in which you can connect with your colleagues.

What is your favorite book?

I would say my favorite book is “Intimacies” by Katie Kitamura. It’s one that I read in my History of Asia class. For all of my Senior electives, we read a novel along with the historical work. I believe with the humanities, it’s a really important way to get a composition of the social landscape, and also allow for difficult stories to be told in a multiple set of ways. [Kitamura] was recently nominated for the Booker Prize for her latest book, “Audition.” [“Intimacies”] is incredibly spare. If you have a break and you want to really get into [reading] a little bit, it’s very accessible, but it’s rich in how she describes her characters. You don’t know the name of the protagonist. You don’t know their identity or the position-

ality, but you don’t need to because all you know is how she’s feeling uprooted from her sense of self, and that she’s living in the Netherlands. She’s an interpreter for the Hague, so she’s grappling with all these different parts of her career, and also what that means in a more global context.

You’re a fan of the Toronto Blue Jays. What aspects of the baseball team do you admire most?

My family would say that I’m someone who gets nervous for these types of [baseball] games. I find it hard to even watch my kids play sports. The Blue Jays, I’m a fan because they are [a] pure joy [to watch]. [If] you watch the Maple Leafs compete, it’s gritty, it’s intense, and it has a different feel to the Blue Jays, who honestly look like little league kids playing for fun. That requires, first of all, an actual true love of baseball and [knowledge of] why they started to play in the first place, which is something I want to encourage Andover students to remember. They seem to understand that, yes, this is my life’s work, but I’m beyond that. I admire the team culture. It is something that I want to cultivate in my own life.

If you weren’t teaching or researching, what other passion or career path might you have pursued?

I always wanted to be a diplomat, and I actually took the Canadian examination and got a ways in, but we had moved to Andover already, and it was just a road that I wasn’t going to go down. A lesson about life is that trust the timing of your life, because if I hadn’t had that realization, I wouldn’t have started my own sort of path towards Andover. This is probably the first place in my life where I fully feel that intellectually, and with regard to my soul, I’m completely nourished.

HERE AND THERE: THE WORLD RIGHT NOW

COLLECTED BY KAI OBATA

Climate: United States Faces Extreme Climate Events

A powerful nor’easter storm is hammering the U.S. East Coast, causing heavy rainfall, fast winds, and coastal flooding. A nor’easter storm is a large-scale extra-tropical cyclone in the western North Atlantic Ocean. According to “The Associated Press,” South Carolina was hit hard, with high tides and an estimated 7 inches of rainfall, leading to flooded streets and emergency water rescues. Delaware experienced similar flooding, with the state National Guard being called in for disaster management. New Jersey and certain parts of New York declared emergency states as heavy rain and strong winds pounded the region and caused floods, as reported by “CNN.” According to “The Weather Channel,” emergency officials are now attempting to clear out families and evaluate the damage.

Government: Madagascar Struggles with Coup Attempt and Political Turmoil

Madagascar is facing a severe political crisis as CAPSAT, an elite military unit which helped bring President Andry Rajoelina to power in 2009, recently took control of the armed forces. Capsat took control after joining youth-led protests demanding the president’s resignation and reforms during a time of water and power shortages, and large amounts of corruption. Rajoelina has resisted calls to resign and announced that he has gone into hiding, according to “The New York Times,” and condemned the “attempt to seize power illegally and by force,” reports “The Guardian.” The UN reports the protests’ death toll to be estimated around twenty, although Rajoelina has disputed these numbers. According to “BBC,” the African Union — a continental coalition of 55 African countries — has urged restraint, while Air France suspended flights to Madagascar due to the ongoing instability. The situation is ongoing, and fear of further escalation is prevalent among civilians.

Public Services: Smithsonian Museums Close With Government Shut-down

As the federal government shutdown stretches into its third week, Washington, D.C.’s governmentally funded cultural heart has faded away. All 21 Smithsonian museums, as well as Smithsonian-sponsored research centers and the National Zoo, are now closed to the public, according to “Axios” and “The Washington Post.” Visitors arriving at the Smithsonian National Museum of Natural History were surprised by locked doors and a notice citing the lapse in funding. Families and school groups have found their visits to the nation’s capital cut short due to the lack of forewarning. The National Gallery of Art, although independently run, has also shut down due to similar pressures. While animal care at the zoo continues, public access, from visits to live cams, have been suspended, causing a blow to tourism in the area.

Culture: Actress Diane Keaton, Famous for “Annie Hall” and “The Godfather,” Dies at Age 79

Oscar-winning actress Diane Keaton passed away on October 11 at age 79 in Los Angeles. According to “Reuters,” her five-decade career included an Academy Award for Best Actress for “Annie Hall” (1977) and memorable roles in “The Godfather” trilogy, “Father of the Bride,” and “The First Wives Club.” Beyond acting, Keaton also was a director, producer, writer, and photographer. Keaton was known for her signature fashion style, often sporting neckties and hats, and wrote books and memoirs on fashion, art, and architecture, according to “The New York Times.” Keaton’s death inspired tributes from figures across the entertainment industry, as fellow actress Goldie Hawn wrote in an Instagram caption of a photo with Keaton, “Diane, we aren’t ready to lose you... You stole the hearts of the world and shared your genius with millions, making films that made us laugh and cry in ways only you could,” per “ABC News.”

Politics: Israel, Hamas Move Forward on Cease-fire and Hostage Deal

As part of their negotiated agreement moving towards an end to the war in Gaza, the remaining 20 living Hamas-held Israeli hostages have returned home, and 2,000 Palestinian prisoners have been released, some of whom were held without charges, according to “The Associated Press” and “The New York Times,” while a ceasefire in Gaza has also begun. According to “Reuters,” the agreement also entails steps to increase humanitarian aid to Gaza, with up to 600 trucks of supplies expected to enter daily. An international working group will assist in locating the bodies of missing individuals believed to be in inaccessible areas. The agreement was negotiated with the help of Egypt, Qatar, and the United States. President Donald Trump, who set off for Israel for the negotiation, declared the war to be over, according to “BBC.” However, “The Associated Press” notes that the ceasefire agreement is unfinished, key components of the future of Hamas and Gaza have yet to be decided upon.

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Religious Phanatics

Dorm Apple Picking...and How I Discovered My Type is Agricultural

By: Amara Muller & Chanel Martin

Okay so boom, Johnson Hall decides we're doing this "wholesome fall bonding" trip to go apple picking. Adorable concept, sure...if you ignore the fact that we're all basically feral from midterms and cafeteria food. So we hopped on the bus which was already an episode of The Real Housewives of Dorm Life. Someone was doing eyeliner with the bus mirror, someone else was eating Takis at 9 a.m., and I... I was looking out the window seat with matcha in hand, Clairó in my wired earphones, reminiscing with full main character energy. So we pull up to this orchard in the middle of nowhere. Stepped off the bus. Everyone's screaming, fighting over who gets to sit with who on the hayride, and I'm just tryna look mysterious in my hoodie and lip gloss. I turn to my roommate Sophia and I'm like, "What are we hitting up first?" She goes, "the hayride." We dap each other up like we just made a million dollar deal. And. Here. He. Comes. This Amish man walks out from behind a tractor looking like he was carved by God and a Pinterest board. Pilgrim hat standing tall. Rolled-up sleeves. Hands that looked like they could fix a fence and my entire life. He's got that quiet, dangerous charm...the kind that doesn't need to speak to ruin your GPA. Jawline sharp enough to cut through my common sense. Brown eyes warm like golden honey. Forearms flexed just right to make me question my morals. This is fine shyt. He walks up to the group and goes, "Howdy ladies! I'm Jebidiah, I'll be y'all's instructor for the day..." Time. Stops. I swear I could hear a faint guitar in the wind. I turn to Sophia and whisper, "Girl. I can tell his hat isn't the only thing that's long." She immediately starts choking on her cider. I'm trying to act normal, but I'm over here having a spiritual awakening. Jacob keeps talking about the activities: the pumpkin patch, cider tasting, apple picking, and I'm just blinking slowly like I understand any of it. Then I ask, "And which station will you be working?" He laughs cutely. I melt on sight. My delusion? Louder than my intuition. "I'll be at the apple-picking station," he says. "I hope to see you there." "Oh don't worry, you will." I'm naming our future cows at this point. I turn to Sophia, "And judging by the size of this orchard," I whisper, "I know he's got stamina." Sophia: "Girl, you're crazy." So obviously, I convince her we're definitely doing apple picking instead of the hayride. By this time, my dormmates are doing TikToks and screaming "JOHNSON HALL FALL VIBES!!" Meanwhile, I'm playing eye tag with Jebidiah, sitting there staring at him like he's yummier than these apples. We start talking. He's like, "You ever been on a farm before?" And I'm like, "No, but I've seen Little House on the Prairie, does that count?" He laughs again. I've mentally bought us matching overalls already. Then he goes, "Wanna see the stables?" and I'm like—ohhh okay farmer boy. But nah, he meant actual horses. Hay everywhere. I sit down trying to flirt, and a horse sneezes on me. Instant aura loss. Negative rizz. So I'm like, "Maybe we should, uh, check out somewhere less... barn-y." So instead we go to the back of his carriage. And...let's just say we had a good time. It was quite the stroke of fate. My curls were slightly frizzier afterward. On the bus ride home, everyone's bragging about how many apples they picked—and I——about how I cracked Amish fine shyt. Anyway, the moral of the story: stay in school, not on farms.



Jebidiah posed for a picture for *The Phillipian*.

K.MA/THE PHILLIPIAN



K.MA/THE PHILLIPIAN

Overheard On The Paths

- "You wanna come over and 67?"
- "Andover is acquiring DoorDash?"
- "Watch out, the Phone Snatcher is approaching."
- "Your girl picks you up in a pickup truck, takes you to OTTOs and pays, who's the girl now?"
- "I'm gonna crack the hell out of that pumpkin."
- "No Protected classes!"
- "Yo, you coming to the 'No Kings' protests?"
- "No more stroganoff today guys, Daddy lost his money betting against football."
- "Yo you going to the Swan and Fawn performance in the den? Heard they are pretty sick."
- "Chill with da microaggressions, I'm reading feminist literature."

write for the eighth page

doneill26, plasater26,
gchen27, gthatcher27, tjollon27

Midterm Comments Gone Wrong By Sean Flynn

Jim's reinterpretation of Little Red Riding Hood has permanently altered how I view children's literature and possibly humanity. While most students focused on the obvious moral about stranger danger, Jim interpreted and wrote a new ending to the classic story. Their essay proposed that the wolf and Red weren't enemies at all, but co-conspirators working to reclaim inheritance money Grandma had secretly diverted to, as the student so eloquently phrased it, "a chain of entrepreneurial forest prostitutes." The plot thickened when Grandma was revealed to be the story's true villain—a manipulative matriarch whose psychological control over the family symbolized generational trauma and the corruption of power. It was not, I repeat not, the assigned essay question, but it moved me to actual tears. Never in my career have I witnessed a student turn a fairy tale into a Marxist psychological thriller with a side of tax fraud. Complete brilliance.

Tyler has been a delight to teach and occasionally capable of insight so sharp it could cut glass. Unfortunately, he also emits a smell that could melt glass. At first, I assumed it was a one-time problem, but by Midterm, students began voluntarily entering class wearing masks again. I once brought in a therapy parrot borrowed from the local rehabilitation center, a retired narcotics detection bird named Selena. Selena was calm and affectionate with everyone... until Tyler walked in. At that moment, the parrot screeched derogatory words in Spanish and bolted out the open window, never to be seen again. I privately emailed Tyler politely asking if he had access to a shower at home. In one sentence, he responded with, "Why are you all up in my business?" and signed off with "67" followed by some hand gestures that don't relate to the topic. Despite the smell, his work is well written, and I look forward to grading his next assignment from a safe and ventilated distance.

Carl submitted a love essay so passionate, so vividly descriptive, capturing all the different mood swings when in love. Upon closer inspection, some of the wording sounded familiar, and I noticed that significant portions were lifted verbatim from a video titled "The Art of Human Connection: A Private Tutorial. I will refrain from elaborating on the blank and yellow source, but I will mention that plagiarism is never the answer; cite it next time.



The Phillippian SPORTS

Volume CXLVIII | Number 22

*we are never
tired and
uninspired!*

October 17, 2025

Girls Volleyball Secures First Win Over Exeter Since 2015

ISAAC LEEPER

After hearing the final whistle of the game on Wednesday, Girls Volleyball (3-8) defeated Phillips Exeter Academy (Exeter) for the first time in a decade and started their first win streak of the season. This past week, the team played one home and one away match, defeating St. Paul's 3-1 away and Exeter 3-1 on home ground. Despite a rocky start to their season, the team looks to have found a groove, winning back to back games.

Emma Webber '28 described how the team per-

formed between both games. She emphasized the qualities that led the team to victory and how their mentality has evolved since the start of the season.

"Our overall performance in the last two games has been really great. We've been playing confidently and with aggression. There's definitely been noticeable improvement since the beginning of our season," said Webber. "[We] have been connecting more as a team [to] execute skills really well."

Energy can elevate both a team's confidence and play. According to Hailey Piasecki '26, despite coming into Wednesday with less energy

due to school being busy, the game against Exeter boosted the team's energy immeasurably.

"The energy was insane by the end of [the game]. The student section was really great. Everyone was cheering so loud. It was just such a fun game overall," said Piasecki.

Zoë Gilbertson '27 shouted out players Rihana Gomez '26, Gracie Aziabor '26 and Jacqueline Li '27, who made key defensive contributions to the win.

"We had a ton of blocks... Early in the second set, when it was only three or four points in, [Gomez] got a huge block against [Exeter's] outside. It really set the tone for the rest of the game," said Gilbertson.

The team's win against St. Paul's last week helped the team improve their mindsets against Exeter. Webber explained how the team was able to play at their best and maintain focus even when things did not go their way.

"Although we won both games, today we definitely played with a lot more confidence and positivity. We really wanted to win and that determination to win helped us to push forward," said Webber. "[Against St. Paul's], whenever we would get down a point, we would struggle to bounce back from it. But against Exeter, we were able to bounce back easily and didn't let ourselves get stuck



E.ANDREDE/THE PHILLIPIAN

Kaliah Fortune '26 serves the ball in historic game against Exeter.

in a rut," said Webber.

Even as mistakes inevitably happened, not only did the team bounce back quickly, but the bench also made sure positivity remained intact. Gilbertson applauded the infectious energy from her teammates.

"The whole bench kept up really impressive energy the entire time. Everyone was cheering. There was never a moment of silence. That energy really carried through the court," said Gilbertson.

Despite starting the season with five losses, Gilbertson believes that these two wins will be something they will look back on at the end of a successful season.

"Beating Exeter was a huge win for us. To carry that momentum we just need to play the way we played today, with that kind of tenacity and a goldfish mindset throughout the rest of our games, especially when we play them again during Andover/Exeter weekend," said Gilbertson.

Girls Volleyball will compete against Northfield Mount Hermon on Saturday at home.

Editor's Note: Gracie Aziabor is a Layout Editor and Zoë Gilbertson is an Associate Layout Editor for The Phillippian.



E.ANDREDE/THE PHILLIPIAN

Members of Girls Volleyball huddle between sets.

Playing for Pink: Andover Teams Unite for Breast Cancer Awareness

STAFF REPORT

Throughout October, the Girls Soccer (GVS), Girls Volleyball (GVB), and Boys Soccer (BVS) traded their usual blue for pink uniforms in honor of Breast Cancer Awareness Month. The tradition began in 2015, when the Girls Field Hockey team hosted its first annual "Plays for Pink" game against Middlesex, inspired by former Andover and Middlesex faculty member Olivia Atchtmeyer. With about one in eight women getting diagnosed with breast cancer in their lifetime, these games aim to raise awareness and continue the fight against the disease.

The Breast Cancer Awareness jerseys not only raise awareness for the cause, but extend support for individuals who have been personally affected by the disease, whether it be themselves personally or loved ones. Lisa Joel, Athletic Director and Head Coach of GVS, commented on how many teams have created platforms of support.

"It has been my experience that while there are so many important things you can raise awareness for, [breast] cancer seems to touch a lot of people... Breast Cancer Awareness Month for sports in October is a very visible thing out there in society at the professional and collegiate level," said Joel. "It is very likely that all of us will have a woman in our world that has been impacted by breast cancer. So we engage in the conversation, some of this is awareness raising and some is also fundraising because the way we are going to cure cancer is by making sure that there's enough money for research."



C.ZHOU/THE PHILLIPIAN

Isabel Park '28, member of Girls Soccer, fights for the ball.

"It's always an honor to play for GVS and to play for a team, but also, with that movement, you play for everyone. You play for yourself, you play for the team, you play for the coaches, you play for your families. Especially if you have family members or anyone who's been affected by this, you do feel a bigger weight personally... There are certain schools that would only care about the wins, the losses, et cetera. It's a good movement that shows that it's more than a game and a team. We're all humans at the end of the day."

- Isabel Park '28.

"As a team, we feel really proud to be part of something bigger than ourselves. October is Breast Cancer Awareness Month, and wearing pink or taking part in events like this helps us show support for people who are fighting or have fought breast cancer," said Arias. "The jerseys are a visual reminder of why we were doing it, and it brought a positive energy to the team...When people come to our games and see the pink jerseys, it starts conversations and reminds everyone that we're all in this together. It's a tradition that connects us to something larger than athletics."

- Alexis Arias '28



COURTESY OF PHILLIPS ACADEMY

Selene Xu '27 serves the ball in Girls Volleyball game against Choate.



L.BORJAS/THE PHILLIPIAN

Co-Captain Edrian M. Vargas '26 wears pink in Boys Soccer game.

"Breast cancer awareness is something Andover strives to promote, and BVS is no different... We have only lost one game of our four in October, and though the jerseys don't give us a physical advantage, we'd like to think they give us a little more fight."

- Mathew Shampine '26

FOOTBALL

More Than a Player: Ollie Velez '26 Silent Leadership Shines

EVA JACKSON & LUCY VINNAKOTA

Football Co-Captain Ollie Velez '26 has been playing football for five years, starting in middle school. Velez came to Andover as a new Lower when his brother, Diego Velez '24 was a Co-Captain. Right away, Velez found community within the team. Having played basketball growing up, Velez was fairly new to football when he first arrived at Andover. When describing his experience on the team, Velez noted how his brother and the team welcomed him from the moment he stepped onto the field. "I was mainly a basketball player growing up, so once I came to Andover, it was a little bit new to me. Then, I came in as a [Lower], played football that year as well [as basketball]. My brother was on the team. We had a great group of guys," said Velez. Velez works to motivate and inspire the team. Hoping to act as a role model for



M. STOUT/THE PHILLIPIAN

younger players to look up to, he shared that he strives to demonstrate to the team what it takes to be a leader. "I want to be somebody that the younger guys look up to, and some of those guys who want to be a leader on

this team can model their leadership after. That's how I present myself, [as someone who doesn't get] frustrated when things are tough, and then on the field, [as someone who tries] to play my best and show guys that this is what it

takes. This is the work I put into practice to demonstrate how to be a leader to some of those younger guys and the rest of the team, even if they're Seniors," said Velez. Velez's idea of leading throughout practice and being someone people look up to has been instilled within the players, as the team relies on him and looks to him for leadership. Jake Santos '28 described Velez as a quiet yet impactful leadership style. "I would describe him as a silent leader, he leads by example. I know, as a player, I can always rely on him. He's always there when the team needs him, he's always doing his job. He's a great leader by setting a great example," said Santos. According to his teammates, Velez is extremely versatile both on and off the field, as he holds various qualities that benefit the team in many ways. Peter Silvernail '26 commented on the attributes Velez has as a Co-Captain. "He's a good mix of leading by example with his play

and his character, and also leading by being the first guy out of the tunnel. He's a good leader in many different ways, not this one stagnant way. He's like a warrior. He's the guy who's always gonna be there to pull everybody up, put somebody on his back, and keep going," said Silvernail. Every leader has their strengths that set them apart uniquely as a captain. Santos noted that Velez's strengths lie in his physicality on the field and how he motivates the team. "He's always positive. When he does get everyone's attention and talks to the team, he's always saying something positive. He's trying to get everyone in the right headspace. He's a great leader, and he definitely tries. In the middle of games, he's always talking to the team, saying 'games not over, games not over,'" said Santos.

Co-Captain Scott Carmichael '27 Invests in the Future of Big Blue Football

ALEX GODSEY

After transferring to Andover as a new Lower, Scott Carmichael '27 quickly made his presence felt on the football field. Carmichael began his football journey at age six, falling in love with the sport's physicality before discovering a deeper appreciation for its technical and mental demands. Now serving as a Co-Captain, he brings years of experience in the game and maturity to guide Football through its season. As the only Upper captain on the team, Carmichael approaches leadership with a focus on accountability and mentorship. He prioritizes setting the standard through his actions, emphasizing attention to detail and long-term growth for the program. "I try to lead by example and have integrity in everything I do. I try to lead by showing people the correct technique, fixing form, fixing bad habits, and trying to develop the current guys we have for the program's future. Being a [Co-]Captain as an [Upper] gives me an even greater stake in the team and the Seniors because I'll be here for another year. For

the seniors, after they graduate, this is no longer their team. But it will be my team. It's my team this year. It'll be my team next year," says Carmichael. Ben Kazlouski '28 praised Carmichael's attention to detail and humility, noting that his leadership shines through small, thoughtful actions. "He goes out of his way to do that one extra thing everyone can benefit from. He also brings his speaker that the whole team uses. It's one of those things he doesn't have to do but does anyway for the whole team. He understands that, even though he's our captain, he also makes mistakes, so if anyone else makes a mistake, he would rather pick a brother up than put him down," says Kalouski. Carmichael's leadership style also focuses on the team's actions off the field. He takes pride in instilling a culture of respect and responsibility within the community, even in the most minute actions. "I try to help the other players with everything. Andover is hard. Boarding school is really hard. I've been going to boarding school for four years, and I try to show maturity in everything I do,



M. STOUT/THE PHILLIPIAN

whether it be in the classroom, in the dining hall, telling kids to pick up plates after they finish meals, or even pressing the button when we cross the road. I'm really trying to build the culture for Football," says Carmichael. Brock Feinberg '26 elaborated on Carmichael's welcoming nature off the field and desire to build a positive team culture. He recalled how Carmichael reached out before the season

began to help him adjust to a new environment. "Because I'm a Post-Graduate, I didn't know anyone, and I didn't know anything about the north since I've lived down south my whole life. Scott was the first one on the team to text me. When I came up here, I stayed at his house for a week before I moved in. That was huge, building a relationship with someone before coming to a new school," said

Feinberg. Nicholas Marini '28 noted how Carmichael also brings the technical expertise to lead at a high level, using every opportunity to guide his teammates towards success. "Scott came from a really strong program before Andover, and he knows what he's talking about. We go at it in practice, and even in the summer, we trained together. He'll beat me on some reps, I'll beat him on some, and even when I lose, he'll tell me what I did wrong, or what I should keep doing. It's mutual respect, and he's helped me so much," says Marini. Carmichael's journey hasn't been without setbacks. After suffering a season-ending injury this season in the team's game against Salisbury, he remains determined to keep pursuing his dream of playing at the collegiate level. "My injury really changed my football trajectory. I hope not for the worse. The whole reason why I came to Andover was to play football in college, I know I can still do that. Hopefully, by this spring or next fall, I'll be committed somewhere, " says Carmichael.

A Little Bundle of Joy: Co-Captain Bennett Rodgers '26 Gives Hard Hits and High-Fives to Everyone

AVIAD AWA

Football Co-Captain Bennett Rodgers '26, originally from Texas, has been playing the sport since elementary school, beginning with flag football. In middle school, he progressed to tackle football and has since stuck with the sport. A four-year Senior and defensive back on the team, Rodgers has become a key player on the defensive side and seeks to guide the team to its most successful season to date. Upon arriving at Andover, Rodgers instantly found a home on the team, building strong relationships and enjoying every moment with his teammates. "I love the team aspect of football and I love playing with my friends, and then eventually, they just became my family. Playing for Andover has definitely been a great experience for me, and I really look forward to the season. I look forward to every practice, just being able to play with my brothers, and it's just really fun," said Rodgers. A newcomer to the team, linebacker Nate Dubuc '28 praised Rodgers' ability to be a welcoming presence on and off the field.



M. STOUT/THE PHILLIPIAN

Regardless of the environment, Rodgers leads with a smile and positive words to say. "Bennett is a great leader, always pumped up, always just putting on some great music in the locker room. And during warm-ups, he's giving everyone high fives. [He's a] great leader on and off the field too. When you see him outside of football, walking on the paths, he's always

saying 'what's up' and always has a positive attitude," said Dubuc. Throughout his captainship, Rodgers has noticed himself growing in terms of his leadership, being more vocal with his teammates and uplifting them during practices or in games. Rodgers echoed Dubuc's sentiments about his positive attitude by recalling the team's most recent game against Suffield.

"Just in the last game, there was a pivotal moment where, on the offensive side, something bad happened. I told my defense that it's important for us to set the tone and make sure we can bounce back. So I told my team, we can't let this one play get us down. We've got to stay up, and we've got to keep moving. Ultimately, that let us win the game. On the defensive side, we were able to get a shutout, and we didn't let them score," said Rodgers. Rodgers' vocal leadership can be seen in the way he inspires his teammates. Isaac Leeper '27 shared the biggest piece of advice he received from the Co-Captain, which lies in thinking in the present rather than dwelling on past mistakes. "Everybody makes mistakes, and Bennett sets an example of thinking like a goldfish. You don't want to get down, because it's just gonna go downhill for you. You can't change the past, and you've gotta really hunker down for the next play because you never know when the next big play is gonna happen. If you're too busy worrying about what happened on the last play, you're not going to make the next one. So if you move on, better things

are going to come," said Leeper. Starting the season 0-3, Bennett was able to keep team morale up and instill hope in the team's future throughout the whole squad, helping them bounce back. Looking ahead, he hopes to capitalize on the team's recent success by qualifying for one of the Bowl Games, which requires the team to win at least five games, and triumphing against longtime rival Phillips Exeter Academy (Exeter). "One of the main things is you just have to stay optimistic and tell your team that we have to bounce back from this. We know how we can play. We know that we're good. And that's really translated into our last few games because now we've won two in a row and we're looking to win our third game," said Rodgers. Rodgers continued, "I know in the past we haven't had as much success, but I feel that this year, we really have a good chance of winning games and making the Bowl Games. That is one of my main goals. Another goal for me would be to beat Exeter. I've marked that down on my calendar, and that's going to be the most important game, at least for me."



Phillips Academy Football
Family Weekend 2025

GAME TIME!

ANDOVER VS BRUNSWICK
18 OCTOBER 2025 • 4:00 PM
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DRUM LINE
GABBY KAWOOYA '27 & NANA DAMPTEY '27 SINGING
THE NATIONAL ANTHEM
COACH KEVIN "KG" GRABER ANNOUNCING PLAY BY PLAY



Football Co-Captain Elan Shetty '26 Sets the Standard On and Off the Field

STAFF REPORT

Beginning the sport at just seven years old, wide receiver Elan Shetty '26 has always loved football, admiring the players he saw on TV. He began playing football as a Junior and has since risen up in the ranks, displaying strong leadership as a Co-Captain this season.

According to Shetty, he and his Co-Captains strive to set a higher standard for the forty players on the varsity roster. They aim to enforce a positive precedent for the team built on accountability, effort, and respect.

“It goes beyond just football itself. It goes into the community, into school. It’s about how you handle yourself as an individual and not just a football player. You’re an important person within the Phillips community,” said Shetty.

This standard is shown throughout campus and through everyday actions that may often go unrecognized. Shetty emphasized that this leadership style serves as an extension of the team’s culture, making compounding impact even off the field.

“I can see [our standards]



M. STOUT/THE PHILLIPIAN

in a lot of different ways. In All-School Meeting, a lot of people usually talk and go on their phones. Usually we’ll get good feedback, from some other people, about football players that put their phone away and listened. If we’re in Commons [Paresky], and there’s dirty plates out, instead of leaving it to the cafeteria [staff] to clean up, we will go and pick up those plates. It’s the small things like that,” said Shetty.

In addition to his positive mindset, Shetty is seen as a

symbol of strength and hard work among the players. Giovanni Rosenfeld '27, an Upper on the team and fellow wide receiver, highlighted this quality.

“Grit, man. When [Shetty] gets hit, he just gets up. No emotion, no sign of pain. He’s tough, and that toughness rubs off on everyone else... In the [game against Williston on September 20 (0-27)], he got a screen, but the blocking didn’t go too well. He got tackled in the backfield and took a brutal hit, but he

just got up like nothing happened,” said Rosenfeld.

In addition, Shetty hopes to instill similar lessons in all of his teammates, regardless of age and experience. For new players specifically, he helps them to adjust to the football expectations along with the school culture.

“When you come to a school like Phillips, it’s a lot different than anything you’ve seen before. The most important thing, whether you’re a new [Junior], [Lower], [Upper], or even a [Post-Graduate], is trying to get them up to speed on what it means to not only be a Phillips Andover football player, but to be a Phillips student. How you’re supposed to act in the classroom, how you’re supposed to act on the paths, it’s a lot different than what you might see at a normal high school or your old high school that you might be coming from,” said Shetty.

According to Rosenfeld, Shetty stands out for his calm and steady leadership, supporting the team consistently. He doesn’t command or raise his voice, his actions draw the team together and remind them of the importance of teamwork.

“He’s incredibly humble. His highs aren’t too high, and his lows aren’t too low.

He’s steady, composed, and just a genuinely great person. During winter lifts last year, we had some rough moments. He brought everyone together, no one took all the blame. It was more like, ‘We’re in this together.’ That really bonded us as a team,” said Rosenfeld.

Tyler Baty '27 elaborated on how Shetty instills confidence in his teammates. Baty highlighted Shetty’s ability to motivate through words rather than size or strength.

“Words are power. He’s one of those guys that are always telling us to keep our heads up. He’s not the biggest, he’s not the tallest, and he’s not the strongest guy out there. But out on the football field, I’d say especially with young receivers, he teaches them the ropes about different catching techniques and whatnot. And off the field, he gives advice on just how to manage Andover in terms of the workload and what types of help you can get around campus. As a [Co-]Captain, that’s a really big help, especially for people who are new, not just Freshmen, but even PG’s. So knowing that and him doing these things are really motivational to keep the team going,” said Baty.

FOOTBALL

FOOTBALL

ELAN SHETTY '26 C
ANDOVER, MA

BENNETT RODGERS '26 C
DALLAS, TX

OLLIE VELEZ '26 C
IRVINGTON, NY

SCOTT CARMICHAEL '27 C
CHARLOTTESVILLE, VA

MATTHEW SALEH '26
MONTREAL, QC, CA

CALE BARKER '28
CONCORD, MA

WILLIAM MASCENA '27
N KINGSTOWN, RI

EDWARD GINTY '26
BERNARDSVILLE, NJ

JAKE SANTOS '28
METHUEN, MA

BASIL KINGTON '27
ANDOVER, MA

YITZCHAK INGRAM '26
SPENCERVILLE, MD

NATE PARKER '26
LADERA RANCH, CA

BROCKTON FEINBERG '26
MT PLEASANT, SC

BENJAMIN IGLESIAS '26
NORTH ANDOVER, MA

NATE DUBUC '28
MATTAPoisETT, MA

TREVOR MORASSE '29
ANDOVER, MA

ELIZANDRO PEREIRA '27
DORCHESTER, MA

NICHOLAS MARINI '28
LYNNFIELD, MA

MARK GAINES '26
INDIANAPOLIS, IN

GIOVANNI ROSENFELD '27
STOW, MA

JIMMY LI '27
QINGDAO, SHANDONG, CN

RICHARD INDRESANO '26
GEORGETOWN, MA

JACOB QUINLAN '26
BENSALEM, PA

ZACHARY TAYLOR '28
E GREENWICH, RI

GEZA LABANCZ '26
BUDAPEST, HU

THANE MCCORMICK '27
SHIRLEY, MA

BROCK BEAMISH '27
NANTUCKET, MA

TYLER BATY '27
OAKLAND, CA

JACOB HONOR '27
WINDHAM, NH

ISAAC LEEPER '27
LONDONDERRY, NH

MICHAEL VALLARELLI '27
ANDOVER, MA

DANIEL RHEE '29
SEOUL, KR

PETER SILVERNAIL '26
NORTH TRURO, MA

JUN AN '27
NEW YORK, NY

QUENTIN NICOLAISEN '27
WESTON, MA

BENJAMIN KAZLOUSKI '28
LYNNFIELD, MA

KADEN MCNEICE '28
READING, MA

MICHAEL BRIA '27
WILTON, CT

ENZO PESCE '27
METHUEN, MA

MANAGERS:

ANDREW PIZZI '27
LONDONDERRY, NH

MARISOL TANG '26
ALBUQUERQUE, NM

BRINLEY DAVIS '27
GARDEN CITY, NY

MICHAEL STOUT '27
ANDOVER, MA

L. HEYD/THE PHILLIPIAN

Comeback Season: Football Turns the Tables on Suffield

ALEX GODSEY
& SARAH WANG

SATURDAY 10/11	
Andover	35
Suffield	7

Football (2-3) beat Suffield 35-7, who it lost to last season 43-7, in a dominant display on Saturday. Led by quarterback Cale Barker '28, who threw 363 yards and four touchdowns, the team is now on a two-game winning streak and an offensive scoring spree. The defense also matched that intensity and caused four turnovers with three interceptions by Tyler Baty '27, Co-Captain Bennett Rodgers '26, and Edward (Tommy) Ginty '26, and a fumble forced by Nathaniel McCormick '27 and recovered by Richie Indresano '26.

In response to its previous loss against Suffield, the team brought the momen-

tum of last week’s win versus Kent to Suffield’s home arena. Co-Captain Scott Carmichael '27 described the energy of the team in the early game.

“We started the game off super fast. We were doing great, the offense was rolling, the defense was rolling. Just everything seemed to click. We had juice. As soon as we got to Suffield and got on the field. We were feeling the energy. We really wanted to prove Suffield wrong and rewrite history,” said Carmichael.

Early in the game, Barker threw an interception that was returned for a touchdown. With the momentum of the game at risk, the entire team understood the importance of the following drive. Barker discussed the bounce-back play and all of the factors that contributed to it.

“We got right back out there and I threw a strike to Ollie Velez [’26]. He ran down the field for a 62-yard touchdown, it just pumped us. Michael Valerelli [’27] set a pick, which allowed Ollie to run

free and through all of this, the [offensive]-line had perfect protection, just holding the pocket and just being the centerpiece of that play,” said Barker.

Not only did the team’s offense execute efficiently, Andover’s defense held Suffield, a team that scored 43 points in its last meeting, to just a single touchdown. Brock Feinberg '26 zoomed in on a crucial play, in which Rodgers made an interception that encapsulated the defense’s strong performance.

“[Suffield’s offense] were starting to move towards the end zone and [were] getting close to scoring. But the quarterback threw an interception towards Bennett Rodgers and he picked it off in the end zone. It was a huge defensive play, totally flipped the momentum... we just played tremendous defense and that’s what got us the win,” said Feinberg.

Midway in the third quarter, during which Suffield’s offense struggled to move the ball and score, the defense

needed to rally for and put the momentum back in the team’s hands. Following a few lucky third-down conversions, Suffield was in scoring position. Carmichael highlighted a momentum changing play that both prevented a Suffield score and set the offense up with great field position.

“It’s first-and-fifteen, we break up two pass plays in a row. Now, it’s third-and-15 and [Suffield’s] like, you know what, we’ll do it one more time. Suffield drops back and looks to pass deep. Then, McCormick gets past the offensive tackle, hits the quarterback and strips the ball free. And Indresano picks it up and puts our offense at midfield, just giving us a great opportunity to score and giving our team the momentum when needed to finish the second half super strong,” said Carmichael.

As Football adds to its record, claiming back-to-back wins, the team feels the culmination of six weeks of dedicated practices and hard-fought games. Ben Kazlouski

'28 detailed the team’s noteworthy growth and praised Barker for his strong performances as quarterback.

“The momentum is at an all-time high right now. It’s been years since Andover Football has won two games in a row, even just winning an away game was pretty huge and we’re trying to just ride the high from this big win far into further weeks. The offense is finally clicking the way it’s supposed to, and that’s obviously with huge help from our new quarterback and the great work of our receivers. He makes big passes and big plays in big moments,” said Kazlouski.

Looking to carry its momentum, Feinberg has a message for future opponents.

“Teams need to look out for us, we’re rolling now, we’re ready,” said Feinberg.

Football will play Brunswick School at home on Saturday.

Boys Soccer Finally Wins With Late Surge Against St. Paul’s

ALEX GODSEY

WEDNESDAY 10/11	
Andover	3
St. Paul’s	0

Boys Soccer (1-7-2) beat St. Paul’s 3-0 in an outstanding performance. With a shutout on defense and three goals on the offensive end, two from Co-Captain Kai Myles ’27 and a free kick from Co-Captain Liam Vitti ’26, Andover was able to claim its first win of the season.

The first 75 minutes remained competitive as neither team could get the ball in the back of the net. Defender Ethan Brown ’27 discussed the morale of the team even through those tough moments.

“We didn’t score until the last 15 minutes. But the fact that we kept persisting and still kept our hopes up, trying to really grind out the win, showed that our morale did not drop. Despite us not winning for the past nine games, that didn’t carry over into the tenth game. The fact that we’re still able to fight and get the win that we very much deserve was great to see,” said

Brown.

Despite the slow start, the team began finding great scoring opportunities, largely due to Arthur Boisvert ’27’s passes on attack. Myles applauded Boisvert for creating those chances throughout the St. Paul’s game, even if the team was unable to capitalize off these passes.

“His passes into the final third created some great opportunities. There was one in the game where I could have scored. It was the first proper chance that we got, maybe the first all season. I should have scored it, but it was unfortunate. He did well to keep on playing me through and giving me that support and the final ball that was necessary. He did it again for my second goal. His balls into the final third were amazing and his effort was just brilliant,” said Myles.

Boys Soccer has been on the edge of a victory for the past few games, specifically against Bridgeton and Brooks where Andover tied both games 0-0. Following some early opportunities, the game felt like it was slipping away, set to be yet another draw. Myles reflected on the feeling of his two goals, noting the relief for not only himself but the team as a whole.

“I honestly felt really re-



A. WANG/THE PHILLIPIAN

Wyatt Orraca-Cecil ’28 takes a corner kick in Boys Soccer first victory of the season.

lied because I missed two chances before that, and I was really flustered and stressed out. I felt like that would have been my chance for the game, and we would have drawn again, and it would have just been another down for the team. The first goal definitely felt like a relief.

As soon as that first goal went in, it opened the floodgates for the whole team,” said

Myles.

Co-Captain Edrian Vargas ’27 elaborated further on Myles’ goals. He described the crucial “floodgate opening” plays that came in the final fifteen minutes of the game.

“For the first goal, Kai got a through ball over the top on the left side of the field. Then, he took a player on, and the kid fell, so he was one-on-one with a defender and the

goalkeeper. He shot it to the left of the defender, it hit off the defender, and spun into the bottom left corner of the goal. For Kai’s second [goal], it was a through ball. I don’t know who won it, but it was played through to Kai, and he beat his defender one-on-one and found a small angle and slotted it in bottom left,” said Vargas.

In addition to a brilliant offensive performance, the team’s foundation was the defense. They controlled the game, keeping the team out of difficult situations and holding St. Paul’s to a shut-out. Kai Myles applauded key defensive players Vargas and Michael Staii ’27 for their win-catalyzing play.

“Michael was coming off an ankle injury, but he did very well commanding the center spot. He’s definitely found a spot there. Then, Edrian Vargas always does a great job. He also leads the back line with Michael. He provides a sort of safety net if needed whenever the ball is on his side. You have full confidence in him and his ability to get to the ball,” said Myles.

Boys Soccer will play Northfield Mount Hernon on Saturday.

Boys Cross Country Blazes to Second at Quad Meet with Spirit and Swagger

EMILY NEY

Over 30 runners from Andover competed at the St. Paul’s quad meet this past Saturday, placing it in second with 45 points. Traversing rocky paths and woody trails, the 5-Kilometer trail ended at a grass field, challenging the runners with a diverse set of terrain. Nine Andover runners placed in the top 20 finishers, displaying times that spanned from about 16 and a half minutes to just over 18.

The boys modeled their Friday psych on Steve Prefontaine, an iconic runner known for his relentless racing style. In 1972, his fans showed up to his race wearing a shirt that read, “Stop Pre,” joking that he was too fast for the competition. Similarly, Boys Cross Country wrote “stop” with a team member’s name on a shirt and wore them for their psych photo. Co-Captain Rob-

ert Budzinski ’26 explained how this psych encouraged runners to embrace Prefontaine’s unrelenting spirit.

“Before the race, we did our team model. I talked to the guys about embracing the gift of being able to run. Just when talking to other people, that got some people fired up because we did our Prefontaine psych, with his famous quote, ‘To give anything but your best is to sacrifice the gift.’ A lot of people were fired up to work really hard and that showed because we had a lot of people PR-ing and running some pretty gutsy races, going out faster than they ever had and then surprising themselves by being able to hold it,” said Budzinski.

After the first mile marker, Andover Cross Country alumnus Max Langhorst ’25 stood and cheered his former teammates on. Henry Zimmerman ’27 described how Langhorst’s surprise appearance galvanized runners on challenging

parts of the course.

“When you [get] to that point where it starts feeling pretty hard. That extra bit of encouragement right before we went up the hill into the woods loop, I don’t want to speculate, but I’d say the impact on the entire team of Max’s presence probably took a couple of minutes off of our collective times. It was amazing to have a teammate who’s home from college come to a meet and cheer us on,” said Zimmerman.

The boys’ race started soon after the girls, about 10 minutes later. Each team put their warm-up or cool-down on hold to cheer on their teammates. Aaron Blanchard ’28 described this element of team culture that emphasizes support in competition.

“I love the team spirit. The boys team showed up for the girls team. When we could, we showed up for the girls team. The girls team, even though they were tired after their

race, they did the same. I remember every corner, every hill, every straight shot, there was a member of the girls team there to cheer on the boys team,” said Blanchard.

With roots and rocks lining the ground, the course presented a challenge, especially in the final mile. Blanchard highlighted the efforts of Alfonso Gonzalez-Cano ’27 who, despite a physical setback, still finished in eighteenth place.

“I’m gonna give a shout out to Alfonso because he took a tumble down a hill and he still got up and kept going. I remember he looked very attacked at the end of the meet. But he stayed strong and he finished that race,” said Blanchard.

Budzinski noted how mid-season training focuses on strong practice every day. During the race, higher intensity, faster workouts allowed runners to begin their race comfortably at faster paces.

“The two weeks before,

we started doing some faster pieces in training, some hill reps. We actually got on the track the first time and when the course would open up, I could feel just feeling more comfortable and running faster,” said Budzinski.

Zimmerman noted the team’s growth over the season, culminating in the improvement of times, or PR’s, of many runners. The flatter terrain of the course allowed lots of younger runners to translate their training into speed.

“We saw a lot of young guys, a lot of young runners, really improve their times by significant amounts. That reflects the amount of work they put into their training,” said Zimmerman.

Cross Country will race against Phillips Exeter Academy on November 1.

No Heartbreak This Time: Girls Cross Country Finds Its Stride against St. Paul’s and Austin Prep

GAURI BHAKTA

Girls Cross Country secured an impressive victory in its meet at St. Paul’s 5-Kilometer course on Saturday, competing against both St. Paul’s and Austin Preparatory School (Austin Prep). Among Andover’s top runners, Amelia Alvazzi ’26 emerged victorious in 18:45.9 and Anya Budzinski ’26 finished third in 19:10.7. Newcomers Sophie Stetson ’29 and Mad-die Marshall ’29 placed fourth and fifth in 20:08.8 and 20:17.4, respectively. Running under clear skies and ideal fall weather, the team’s collective energy and determination were evident from the starting line to the final sprint.

St. Paul’s course, composed primarily of small, manageable hills, provided a refreshing contrast to Andover’s home course, known for its notoriously difficult climb that is dubbed “Heartbreak Hill.” Hannah Jung ’28, who earned tenth place overall in 20:31.8, elaborated on this matter.

“St. Paul’s’ course was really pretty because of the fall foliage, and it was different from ours



COURTESY OF PHILLIPS ACADEMY

Anya Budzinski ’26 finished third in Cross Country meet at 5-Kilometer race at St. Paul’s.

in that they don’t have any major hills. It’s more rolling hills throughout, which really helped a lot of people because you’re not dreading one giant hill, you’re taking on the next small one in front of you,” said Jung.

At this meet, 22 of the team’s athletes ran personal records

It was a great day for the team. My teammate Kareena Kapoor got a PR, improving by two minutes, which was really amazing. Many people on the team performed really well that day,” said Xu.

Unlike the team’s most recent home meet, during which the temperature reached 80°F, the meet at St. Paul’s showcased cooler weather. Nishi Amin ’28 elaborated on the favorable conditions and the less challenging course.

“I really enjoyed this course and the race in general because the weather was really nice on Saturday and the course was a lot easier and less boring than the end of our course, which is what I’m used to,” said Amin.

Team morale was especially pronounced in this meet, shown through applause of each other following teammates’ races. Not only was team camaraderie high, Jung explained, but St. Paul’s athletes were also good-natured, congratulating Andover athletes following their races.

“Our team’s spirit and support for each other really showed through in this away meet. After we finished, I just felt so good, and there were a lot of congratulations

within the team, but also the St. Paul’s girls were really friendly and they approached us and gave us high fives,” said Jung.

Beyond the race itself, Xu emphasized the importance of the team’s leadership and long-standing traditions in fostering unity and motivation. She noted how the Co-Captains’ dedication and the group’s pre-meet rituals have become a defining part of its team culture, helping runners stay confident and connected heading into competition.

“The [Co-]Captains are really amazing. They serve as role models. Chloe [Song ’26] couldn’t make it but Zoe [von Eckartsberg ’26] was there, and they lead warm-ups every day, and also have captains’ practices. We also have team traditions, like our chant in front of [Samuel Phillips Hall] the day before the meet, and mindfulness moments together. Those really help bring everyone closer,” said Xu.

Girls Cross Country will travel to Deerfield on October 25 for its next meet.

Stellar Defense Fuels Girls Soccer Winning Streak

ISAAC LEEPER

This past week, Girls Soccer (7-3-2) played away against both St. Paul’s and Governor’s, winning 5-0 and 2-1 respectively. According to Adele Russell ’27, the teams showcased a great defensive effort, particularly shown in the strong performances of Elizabeth Wodarski ’27 and Keaghan Murphy ’27 against Governor’s.

“Elizabeth and Keaghan did a really amazing job at just tracking back and defending 1v1 against a very strong Governor’s forward. Their perseverance really stood out... In both games and in between the games, we really empha-

sized on counter transitions, getting back numbers behind the ball, on defense, and making sure we’re communicating and talking about who we’re defending,” said Russell.

Russell observed that the team’s practice and new defensive standards have paid off, only letting in a single goal in two games. With this two-game winning streak, the team believed that it can carry the momentum forward to the next couple of weeks.

Girls Soccer will play against Northfield Mount Hermon on Saturday at home.

SATURDAY 10/11	
Andover	5
St. Paul’s	0

WEDNESDAY 10/15	
Andover	2
Governor’s	1

Undefeated and Unstoppable: Field Hockey Shuts Out St. Paul’s

GAURI BHAKTA & NICHOLAS JUNG

Field Hockey (9-0) remains undefeated after back-to-back shutouts against St. Paul’s and Middlesex. Through the optimistic energy and vigorous spirit from all the players, the team displayed exceptional teamwork on the field, which contributed to its victories. Additionally, goals from key players like Co-Captain Maren Boyle ’26 and newcomer Meredith Southard Pan-

tano ’27 drove the team’s offense against St. Pauls. Along with these offensive goals, the team’s ability, in both matchups, to position itself favorably during the game and score off of penalty corners were crucial to its wins.

Catherine Powers ’28 reflected on some factors that contributed to the team’s victory against St. Paul’s. She emphasized its ability to stay coordinated despite the weather.

“Even though it was really cold, everybody was positive and being really

loud on the sidelines and on the field. [We] scored a goal in a corner and our corners [in general] just looked really nice. We were doing a really good job being where we [needed] to be,” said Powers.

Following its shutout win against Middlesex, Powers remarked on how the team hoped to continue its strong win-streak deep into the season.

Field Hockey will go against Northfield Mount Hermon on Friday at Home.

FRIDAY 10/10	
Andover	4
St. Paul’s	0

WEDNESDAY 10/15	
Andover	8
Milton	0

Water Polo Makes Waves against Loomis, Brunswick and Suffield

AVIAD AWA & WYATT ORRACA-CECIL

SATURDAY 10/11	
Andover	7
Brunswick	17

SATURDAY 10/11	
Andover	7
Loomis	6

WEDNESDAY 10/15	
Andover	15
Suffield	5

Boys Water Polo (8-4) traveled to Loomis Chaffee (Loomis) for a doubleheader against Loomis and Brunswick on

October 11. Following a tough defeat to Brunswick, the team rebounded with a decisive win over Loomis. A strong defensive effort gave the team confidence heading into the game against Suffield Academy (Suffield) on Wednesday, where they emerged victorious again.

Lincoln Tomlinson ’27 reflected on the practices leading up to the doubleheader. The team targeted specific training strategies to prepare for playing in smaller pools at other schools.

“We spent the week before spending a lot of time practicing our 6-on-5, where we try to convert a 6-on-5 advantage into a point. We also spent a lot of time swimming up and down in a more cramped space, because Brunswick and Loomis have a smaller pool,” said Tomlinson.

With Brunswick being a notoriously competitive opponent, energy levels were high. Tomlinson described the team’s fo-

cus and emotions building up prior to the game, which it expected to be a fierce matchup.

“Some of us were looking forward to this game. We knew that was Brunswick’s second game. Some of us dreading it, hoping there’d be a little bit more time before we played them but we knew it was going to come. We were excited, though. We were on deck, we were ready,” said Tomlinson.

Leading up to the game against Brunswick, the team also worked to develop tactics to defend against and minimize the impact of Brunswick’s experienced players. Andrew Cai ’27 shared insights into a practice.

“There were two players on the Brunswick team who were particularly experienced, so we thought about how to play a drop defense effectively, which is basically guarding the center player more. Some of their other players just weren’t as confident [in] shooting and such,” Cai said.

Victor Hillier ’28 praised his teammates during the games. He highlighted Tomlinson’s defense against Brunswick.

“In both games [on Saturday], we really tried to have good defensive matchups. We put our best defensive players on theirs. Lincoln [Tomlinson ’27] was outstanding, especially against Loomis, shutting down their best player throughout the entire game,” said Hillier.

During Wednesday’s matchup against Suffield, the team’s offensive chemistry was on full display, with quick passes and confident finishes driving a strong game. Tomlinson shouted out how Co-Captain Oliver Stabach ’26 bypassed their opponents’ defense.

“One really memorable moment was when the ball was lobbed to our captain, Oliver Stabach. He made a gorgeous pick, spun around a defender to get closer, and ended up one-on-one with the goalie. And he

made it happen,” said Tomlinson.

After a packed week of games against several tough opponents, the team emerged victorious and energized. Fueled by the momentum built throughout this week, Tomlinson expressed that the team now set its sights on securing a playoff spot.

“This makes our record 7 and 4 going forward. It improves our playoff hopes, and we’re definitely looking forward to it because there were some teams that we launched over. Today was a big win for both Varsity and JV, and I know we’re going to have a lot more energy, especially going into the St. John’s [Prep] game,” said Tomlinson.

The team will continue its season at home against St. John’s Prep at home on Friday, October 17.

Crossword Corner

BY ISHAAN PADMAWAR

1	2	3	4	5
6				
7				
8				
9				

ACROSS

- 1 Specific weight, specific heat ratio, and shear rate
- 6 Economic bloc HQ'd in Indonesia
- 7 2007 Michael Moore documentary
- 8 Set the tempo
- 9 Kind of drum, hoodwink

DOWN

- 1 Sounds of disbelief
- 2 Type of pear, like some elephants
- 3 Hajji's destination
- 4 Adjective for someone who spends a lot of time in the Makerspace
- 5 Oxidation occurs at the

Arts & Leisure

The Phillipian Co.

The Unspoken Uniform: Andover's Style Guide

CHARLIZE SOW & MADDIE SOONG

Across campus, certain staples have become part of a shared campus style, pieces that blend practicality and polish all while surviving the chaos of classes, midterms, and New England weather. This “unspoken uniform” isn’t about trends or labels, but about function made fashionable: the tote that carries the excessive textbooks, the puffer that appears at the first hint of cold, and the Apple Watch that replaces a banned phone. Together, these everyday essentials form the quiet aesthetic that defines Andover’s style.

ONITSUKA TIGER SNEAKERS:

The Onitsuka Tiger sneakers have been a long-time classic, and in the remaining time before rain and snow starts to set in, they are prevalent as ever. In colorways ranging from universal, understated creams and browns to bold Kill Bill yellows, any outfit can be easily elevated by whichever pair you prefer. While individual students’ preferences may vary between the classic, textured Mexico 66 and the smooth Tokuten, the Tiger stripes are here to stay, at least until the paths start getting slushy.

TOTE BAGS:

Tote bags have become a quiet staple on campus. You’ll see them everywhere, whether tucked under desks in class, slung over shoulders on the path to Paresky Commons (Paresky), or resting beside a chair at the library. Unlike plain square canvas totes, Andover favorites lean a little more towards the polished side with structured leather, sturdy nylon, or neatly stitched canvas bags that hold their shape. Some students opt for the recognizable Longchamp bag, while others find their own version in simpler designs that still feel refined. What makes the tote so enduring is its balance of function and ease: it fits a laptop, a notebook, and the chaos of papers, cables, and stationary without losing its shape. For anyone who wants to look put together without trying too hard, a tote is your best bet.



BAGGY JEANS:

Baggy jeans are a universal piece, requiring no overthinking in the mornings as students get ready. They work for nearly every occasion, from classes to semi-casual dinners, fitting easily into the background of an Andover student’s daily life. Some students wear light, low-rise pairs that feel relaxed, while others prefer darker, structured denim that looks a bit sharper. They’re also easy to layer as the weather cools, fitting over leggings or under long coats without losing shape. Comfortable, versatile, and unfailingly reliable, baggy jeans have become a true Andover staple.

MARY LI/THE PHILLIPIAN

APPLE WATCHES:

With the new Cell Phone Policy, Apple Watches have become an important accessory on campus with students relying on their watches to stay on schedule, check notifications, and sneak glances at the time between classes. Beyond practicality, the Apple Watch has turned into a small canvas for self-expression, from pastel silicone bands to metal loops and customized backgrounds. Some students coordinate theirs with outfits, while others wear the same one, a core part of their everyday outfits.

PUFFER JACKET:

As the cool weather settles in, puffer jackets become a familiar sight on campus. Students pull them out as soon as the mornings turn cold, reaching for whatever keeps them warm, from North Face Nuptse’s, Arizia Super Puffs, or a well-worn thrift find. The styles differ, but the purpose stays the same: to survive Andover’s unpredictable weather and still look put together. Some layer them over hoodies, others zip them up neatly for class, but almost everyone has one in rotation. The puffer jacket fits Andover perfectly, a fashion staple practical and ready for whatever the next day’s weather brings.

OWALA WATER BOTTLES:

No matter what time of year, it’s always important to stay hydrated, especially as on-the-go Andover students. The smooth lines and colors of the Owala water bottle match practically any style, grounding an outfit while not drawing too much attention away from centerpieces. With a special patented “FreeSip” top consisting of a straw and an open mouthpiece, drinking your water or Paresky juice concoction is easy for students, whether they’re hustling towards Siberia for sports or sitting stationary in class.

¡Carnaval Comes Alive!: A Celebration Reborn

AUTUMN XIA & RAMSEY SARKISIAN

Festivity pulsed through the Flagstaff courtyard as students milled around a game of musical chairs, laughter filling the night air. The smell of empanadas and tres leches cake wafted through the crowd while friendship bracelets, coloring stations, and a piñata brought bursts of energy to every corner. This was the Fiesta de Carnaval: a celebration that marked the end of Latinx Heritage Month at Andover. Organized by Af-Lat-Am, Alianza Latina, and Caribbean Club, the event took place on Saturday night. The Carnaval was created with the intention of bringing students together to celebrate Latinx culture through food, music, and community. After taking a hiatus last year, Carnaval made a highly anticipated return to Andover, reviving one of the school’s most anticipated affinity events. Philip Molina ’28, a board member of Alianza Latina, explained the importance of the event to the student body. For Molina, the night was

more than just festivity, it was a space for recognition and pride, and a reminder of how cultural expression strengthens community ties. “This event is important to have because the Latin American community on campus is one that wants to be expressed. Latinx people have a really rich heritage, background and culture. We have a lot of connection through our people, our music, our food. [Our culture] is something that represents us and brings people together [which is] something we want to share with the rest of Andover,” said Molina. For Natalie Rodriguez-Vasquez ’27, a board member of Af-Lat-Am and Alianza Latina, this year’s Carnaval represented not only a revival but also a new chapter. It was the first time the three cultural clubs collaborated on the event, bringing excitement but also challenges. Budget limitations, coordination between groups, and more, made the planning process more demanding than in past years. “Communication between all three clubs to make sure everyone was on the same

page was really challenging. But, it was a good challenge to help us really get to know each other. There was [also] a restriction in budget, which made it difficult to make sure that we had all our food and games. [Overall,] we could have done a little bit better job of organizing just to be more prepared,” said Rodriguez-Vasquez. Despite these challenges, participants still found joy in the celebration. For Shiloh Sharma ’29, the highlight of her night was the sense of community that came with every bite of food and burst of laughter. Sharma said the Carnaval left her eager for more opportunities to celebrate and learn about different cultures. “I got really good empanadas and tres leches cake. I’m really excited to learn about new cultures through food and events. The music was also really good. Everyone was super nice, the activities were pretty fun. And overall, it was because of the community who [were] friendly and nice,” said Sharma. Olivia Davis ’29 shared the same sentiments, emphasizing how the Carnaval cap-



COURTESY OF ASHIQ KIBRIA

Liliana Franco '29 receives face paint at the Fiesta de Carnaval.

tured the welcoming spirit of Andover’s Latinx community and brought students together in an atmosphere of warmth and joy. The lively music, colorful decorations, and shared laughter made the night feel like a true celebration of culture and connection. The festivities were an inspiring reminder of how meaningful cultural events can be, leaving Davis excited to attend more in the future. “I would describe [the Car-

naval] as very friendly, and a good vibe. Everybody’s just super kind and welcoming. [Events like this really highlight Andover’s] diversity, because students can learn more about different cultures here. I’m definitely [inspired to] go to more [because] there’s a wide variety of people at [Carnaval,]” said Davis.

Arts & Leisure

The Phillipian Co.

LOTW Karen Douyon: Your Own Validation is The Best Validation

COLIN LEE & CHARLIZE SOW

Fashion, for Karen Douyon, Teaching Fellow in the Theatre and Dance Department, is an act of confidence, a daily choice to show up as herself. Her style is bold yet thoughtful, shaped by her culture, her mood, and her refusal to chase trends. Each outfit tells a story of growth, self-acceptance, and joy in being unapologetically herself.

She attributes her sense of style to the people, places and culture that she was surrounded with during her impressionable years, whose style shaped her beyond just how she dresses. Growing up, she found inspiration in the women around her. Their influence taught her that style could be a form of representation, a way to take up space and express identity without words.

“[I draw inspiration from] my mom and the shows I watched as a kid: ‘Moesha,’ ‘The Cheetah Girls,’ ‘In Living Color,’ ‘Living Single.’ I got inspiration from Black women who were unapologetic about what they wore... but it is not about dressing like them. It is about seeing women who give me permission to express myself,” said Douyon.

Douyon credits her mother for shaping how she approaches her wardrobe. Her mom’s emphasis on timelessness and quality continue to guide how she shops today, lessons first learned through weekends spent thrifting together. Long before it became mainstream, Douyon’s mom taught her

that secondhand shopping was about patience, creativity, and the joy of discovery.

“My mom [got me into thrifting]. This was back when thrifting was just going to Goodwill, Salvation Army, estate sales, or garage sales. When I started shopping for myself, I could never shop online. I love looking through every rack, picking things up, and trying them on. I will go to the fitting room with 20 things and end up liking three... I love the little fashion show of it all because I did it with my mom. It takes patience. You have to go thrifting expecting not to find anything. That is when you find stuff. You have to be okay with looking and not finding anything,” said Douyon.

Having learned patience and creativity through thrifting, Douyon now channels those same values into what she calls her “playing around era.” She experiments freely, layering denim over jumpsuits and pairing dresses with boots or sneakers. Her style is about mixing textures and colors to create outfits that feel spontaneous and joyful.

“I like quirky pieces. I have thrifted pants with a zipper down the leg and I think that is cool. I figure out how to fit different clothes together. I am not a two piece set type of girl. I like to mix and match and see what works. I will wear a cute dress with cowboy boots or Doc Martens or sneakers, and sometimes heels,” Douyon explained. “You have to be okay with trying things. Life is too short to say, ‘I do not know.’ Wear the thing. It’s fun.”



I. PADMAWAR/THE PHILLIPIAN



I. PADMAWAR/THE PHILLIPIAN

Douyon draws inspiration from “Moesha,” “In Living Color,” “Living Single,” and “The Cheetah Girls.”

Karen Douyon, Teaching Fellow in the Theatre and Dance Department, is in her stylistic “playing around era.”

Part of dressing freely is learning how to weave facets of identity into your personal style. Douyon found this outlet for expression critical towards developing how she views herself as an individual. She talks about how the complexities of fashion and identity have developed the way she views herself as a member of her communities.

“I used to show off my body for validation. Now I validate myself. I love myself. I do not need anyone to validate me. I feel confident in what I wear, so others end up validating it because I already have,” said Douyon.

Douyon continued, “My mom taught me to present myself when I leave the house. ‘Do not look raggedy because people are already going to judge you as a woman of color. Do not give them another reason.’ Hair is part of my style too. I want to be an example

[that] you can wear your natural hair. You do not have to slick your edges or hair back. You can wear twists or your hair as it grows and it is beautiful and worth it. It is not about others. It is about confidence. If I walk out and feel like I am that girl, people will see it. It is in the mind.”

Consistent with her statements about the importance of fashion in expression and self discovery, Douyon hopes to continue dressing vibrantly in ways that encourage individuality. She aims to model authenticity for her students, reminding them that confidence grows from curiosity and self-acceptance rather than from trends or approval.

“I hope to keep exploring and be an old lady who is not afraid to try things. I love being in a space where I can model how to be fully yourself. You are the only you that will ever exist. In spaces like

[Andover] and other boarding schools, with proximity to young women, I want to show them you can be whoever you want. You can dress how you want... It starts with loving yourself. Once you love yourself it does not matter what you put on... Feeling liberated and fully expressing who you are when you get dressed is the real thing,” said Douyon.



A Storm of Stories: THD 911’s Sometimes the Rain, Sometimes the Sea

DANIEL LIU & BOSON BAI

A chorus of laughter echoed through Tang Theatre last Wednesday evening as a student acting as a cow let out a series of exaggerated moos, each one immediately translated by a robotic, Siri-like voice. The absurd yet unexpectedly moving moment captured the playful, layered tone of Sometimes the Rain, Sometimes the Sea, the first staged reading of the term by the THD 911 class.

Built around exploring multiple texts in one term, THD911 opts for multiple staged readings rather than fully-fleshed-out productions. Performer Marti Wong ’28 explained the fast paced nature of the class and how it grants creative freedom to its students.

“A staged reading is where we take a play and don’t fully stage it like a typical theater production. Instead, we

deliver a vocal performance without many of the physical aspects and read out the stage directions for what we would have done. This allows us to do multiple productions within the term and broadens the outlook for the course,” said Wong.

He added, “It was very student-led, but Mr. Grimm was always there to support us. During our first read-throughs, it’s an open dialogue where we stop and ask each other questions, which allows us to gain a deeper understanding of the text,” said Wong.

Performer Allison Lee ’28 explained how the class allowed them to explore different areas of theater performance, experimenting with a variety of characters and roles.

“I came into theater with a background in tech, so I really enjoyed working on that aspect, even though it was basic by necessity. But my favorite part was definitely the preliminary reading process. It’s so fun to just pick up a

scene and read it, choosing whichever character seems fun. We had the chance to experiment with different interpretations, and each person could portray the same character in unique ways. I got to read almost every character in the play, even though I only played Rommel,” said Lee.

Rehearsals for the production began roughly three weeks before the performance. During this time, students worked through the script together in class, taking on both acting and technical responsibilities. Benedict Dwyer ’28, who played Dolan, reflected on the intensity of preparing the show in such a short period.

“It’s a kind of experimental format for a class at Andover. It’s halfway between a literary interpretation and play-reading course and a full-fledged performance course. We get together, read through a bunch of material at breakneck pace, and talk about it. It’s really dependent on the group you get, and everyone in THD 911 this term

was just so good to work with. The one word I’d use to describe the rehearsal process is hectic. We were working on it until about 30 minutes before the show. That kind of structure is scary and exhausting, but it also gives you so much adrenaline,” said Dwyer.

The audience responded warmly throughout the evening, laughing at recurring jokes and leaning in as the play’s narrative unfolded. Alex Lin ’28, who attended the performance, shared the important role the audience holds for theatre.

“The main thing [for the audience] is to pay attention and react to what’s happening. The cast mentioned afterward how nice it was to hear people laughing at the comedic moments. I guess that’s the role of any audience, not just for stage readings, providing that comedic support and helping the performers feel like they’re connecting with the audience,” said Lin.

“A lot of people came, but the theater wasn’t full, which is probably because this is a new

class, something experimental. It was an amazing experience though, so much fun. I’d recommend others check out the second show later in the term.”

Despite the fast pace, the cast collaborated closely to make the performance a reality. Performer Hannah Jung ’28 emphasized how each member contributed to different elements of the performance.

“Each of us took on different roles based on our individual backgrounds and experiences,” said Jung. “Allison [Lee ’28] worked a lot on the lighting, and I was the one handling the Bessie cow translations, which took several hours. Bonding with this small group of people has made the experience really special.”

THD 911 will present another staged reading on October 29, continuing its fast-paced, experimental approach to theater this term.

Arts & Leisure

The Phillipian Co.

When Code Paints a New Kind of Art

ELIAS JEON &
BENJAMIN PARK

From the invention of oil paint to the arrival of photography and digital tools, every major innovation has reshaped how art is created and perceived. Today, artificial intelligence (AI) is the newest force changing the landscape. AI-generated art is no longer a niche experiment. It has entered the mainstream, influencing exhibitions, transforming creative workflows, and challenging long-standing ideas about creativity. Looking into the future, AI will fundamentally reshape what it means to be an artist and require us to seek more meaningful experiences from all modes of arts.

In recent years, AI tools have become widely accessible. Platforms such as DALL-E, Midjourney, and Veo now allow anyone to generate images, animations, and even videos using a few lines of text. What once took days of manual work can now be done in minutes. This has opened the door for more people to express themselves visually, regardless of their background or training. At the same time, professional artists are using AI to expand their creative process. Some use it to brainstorm ideas or generate drafts, while others build entire installations using AI-generated data and visuals.

Even here at Andover, the unlimited possibility of AI art offers exciting opportunities. Imagine classes where students learn how to use AI to compose symphonies and generate stunning paintings. What about courses that blend technology with traditional art to prepare students for the role of technology in the endlessly evolving future? These classes would not

replace or threaten traditional arts education, but they would enhance it, providing students the tools to create and innovate the way of art.

Established galleries are beginning to showcase AI-assisted art as well. For example, the Erb Memorial Union gallery showcased the exhibition From My Fingertips, displaying images generated by an AI model from text prompts. New exhibitions are focusing on the interaction between human creativity and machine learning. Artists treat AI as a collaborator, feeding it data and interpreting the results as part of their vision. The outcome is not just about saving time or increasing productivity. It is about discovering new forms of expression that might not be possible through traditional methods.

However, this rapid integration also brings significant challenges. One of the biggest debates is about originality. If an AI system is trained on thousands of existing artworks, is its output truly new? What happens when it mimics the style of a living artist, or borrows elements from cultural traditions without understanding them? These are difficult questions, and they strike at the heart of what people value in art, such as authenticity, intent, and emotional depth.

Legal and ethical concerns are growing as well. Artists are becoming increasingly concerned about how their work is being used to train AI systems, often without their knowledge or permission. According to a survey done by students of the University of Vermont, nearly 62 percent of artists out of 459 viewed AI as a threat to art workers. At the same time, clients and companies are turning to AI tools rather than paying for original artwork. This threatens

both individual careers and the creative industries more broadly. If everything can be made instantly by a machine, there is a risk that people will stop valuing the effort, care, and emotion behind handcrafted work.

Despite these concerns, AI is not the enemy of art. It is a new tool, powerful and flexible, but ultimately dependent on human input and direction. Like all tools, its impact will depend on how it is used. The most compelling art of the future will come from people who treat AI as a partner, not a substitute. These artists will use AI to explore new directions, test possibilities, and take creative risks that they may not have attempted otherwise. But it will remain their vision guiding the process.

Indeed, there are challenges

that need to be acknowledged. For instance, AI-generated art may begin to look repetitive. When millions of users rely on the same systems trained on similar data, the results become predictable. Thus, without conscious effort to experiment and push boundaries, originality suffers.

Still, AI offers real opportunities. By lowering technical barriers, it allows more people to explore visual creativity. Someone who never considered themselves an artist might discover new ways to express ideas and emotions. This kind of access has the potential to lead to more diverse perspectives, fresh voices, and innovative forms of art.

Looking to the future, the key question is not whether ma-

MIA WALKER/THE PHILLIPIAN

chines can make art. The question is how humans will choose to use them. Artists, educators, and institutions all have a role to play in shaping a creative culture where AI is used responsibly and meaningfully. We need to protect the value of human insight, emotion, and experience while embracing the new possibilities these tools offer.

AI is here to stay. But that does not mean the role of the artist is disappearing. In fact, it may be more important than ever. Machines can generate images, but they cannot tell human stories or reflect the complexity of life with the same depth. As long as artists continue to lead with intention and imagination, the future of art will remain in human hands.



Stay Posted: Eye-Catching Posters at Club Fair

HENRY HE '26 - CHESS CLUB

“Our poster really embodies what we’re trying to do. We’re not a super serious club. We don’t have a whole lot of time commitments. It’s really just a space for people to hang out with their friends and to destress from school, and I think it’s a very fitting place to do that... As for poster making, it’s very fun. Especially for the newer members, it’s a great way for them to immediately feel like they are a part of the board and to see behind the scenes of what it takes to run a club. In that sense, it is a tradition.”

CAROLINE WEIN-
MANN '27 - ROCKETRY CLUB

“We’re the PA Rocketry Club, or the Big Blue Boom Crew. Aurelia Zhang ’27 did the initial draft of our poster, but I colored it. This is mainly marker and acrylic, and most of the coloring is done in acrylic paint. The main thing is that we had to do the lettering first, but then we realized we didn’t like the background so we had to paint over it and redo the lettering. Our club designs and makes rockets for Rocketry Challenge, and we’re the only club on campus licensed to use explosives. We’ve got a pretty explosive vibe and the paint expresses that. We hope they feel excited and hyped up by all of the rockets and the fire we’re able to blaze in their hearts!”

HAYLEY FAN & ELIZABETH QIN

On Friday, Snyder Center came to life as the student body gathered for Andover’s annual club fair. Amongst the enthusiastic pitches and rhetorical questions trying to entice new students into joining clubs, another form of advertisement caught the eyes of many — posters. Here are some of the unique posters that captured our attention last Friday.



ERIN LEE '27 - THE PHILOMATHEAN SOCIETY

“We wanted to be very creative and eye-catching, but also very appealing as a club. We have a lot of pride in our history and the things we do, as well as the work we’ve upheld over all these years. [To create our poster,] Yara [Handschin ’27] and I sat down for a brainstorming session and we bounced around a bunch of ideas and drew a few drafts. Then we kind of settled on the framework structure of how we wanted it to look like. We added the key information for example, what we do, which is debating, and that we’re open to everyone, all levels, no previous experience required. We were just trying to communicate that as a club, we have a lot of fun and we work hard and that we’re a very strong Phamily!”

MADALENA FERNAN-
DEZ '26 - ROBOTICS CLUB (PARC)

“We wanted to have a very bluish theme that relates with our club and that shows robotics over the years. It took around two days to make our poster. We used mostly cardboard, and then we ended up using a bit of watercolor plus paint and markers. Someone from our club also 3D printed a gear that could spin which took a couple of hours, but overall, it was a pretty fast process. We really wanted to capture this idea of robotics, so we have a lot of pictures. We wanted something very welcoming and also something very engaging so that people could understand that we are a very hands-on club. I hope students were captivated by our poster, and that they got interested in joining our club.”

Lillian Montalto

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