

Softball (9-0) Extends Winning Streak With Three Wins This Week



SPORTS

Read full game coverage on B1

AUDREY BAETEN-RUFFO/THE PHILLIPIAN

Sydney Moore '28 (left) and Karen Douyon (right) cheerily high-five. After triple wins against Noble and Greenough, Choate, and Concord Carlisle, Softball extended its undefeated season to nine games.

Springing into Upper Carnival

JUDY LIU & WINSTON WU

This year's Upper Carnival, though falling on a rainy day, featured beloved carnival staples such as fried dough, popcorn, an ice cream truck, face paint, and a woman on stilts. Students snacked on treats and even had the opportunity to learn how to juggle. For many, this tradition was a way to spend quality time with friends in the midst of a busy Spring Term.

Taylor Ware, Associate Director of College Counseling and Upper and Senior Empathy, Balance, and Inclusion (EBI) Course head, has run the Upper Carnival since 2023, establishing it as a staple event in Upper Spring. Ware explained that the event is designed to give Uppers the chance to unwind and have fun during a particularly busy time of their Andover experience.

"This is the fourth year now that we've done an Upper carnival, and it's very intentionally placed in the middle of Upper Spring, which is notoriously a pretty challenging and demanding stretch of time for Uppers on campus. A big reason we do it is because it's really important for the school to model for our students how important it is to find moments of joy and fun," said Ware.

Ware highlighted the science driving the inspiration for the Upper Carnival. She emphasized that the Upper Carnival is not only about fun, but also about supporting students' mental health through play and hands-on activities.

"There's a lot of data out there about how taking time to play is really good for your mental health. In addition to that, activities like learning how to juggle are kinesthetic skills, and taking time to use your body to learn something new is really important to get a break from all the reading, screens and the time sitting that our kids spend so much time doing for their classwork," said Ware.

Jonathan Oh '27, a class representative, noted that despite its short notice, the Upper Carnival drew a large crowd due to its prime location, with many Uppers and Seniors stopping by right after an Empathy, Balance, and Inclusion (EBI) meeting in Cochran Chapel on their way to Paresky Commons (Paresky).

"[The carnival's announcement] was on pretty short notice. [The class representatives] got an email earlier this week that this was happening. So we posted it to our Instagrams. At the start of the carnival, right after [EBI], a lot of people showed up because it is on the way to [Paresky]. It was really packed," said Oh.

Tyler Gilman '27 agreed with

Ware's sentiment, noting that the Upper Carnival was helpful in relieving his stress during his Upper Spring. However, Gilman also noted that better organization and earlier promotion of these events could make them more effective.

"At the mid-term already, [Upper year] is flying by. As my first year at Andover, I'd say it's the hardest academic-wise, but it's also the quickest at the same time... I think [these events] definitely help. They could get more organized. They could send out an email maybe a week or two weeks before, [as] advertising [was] a little bit on the low," said Gilman.

Charlie Domina '27 questioned whether events like this address what students actually need.

"Instead [of these carnivals,] teachers should be more understanding and the school should make real efforts to improve the gym hours and the Paresky food. I think that I love fun food and games, but that's not what makes kids feel at home and happy. It's supplemental, right? It's not the meat and bones of the Andover experience," said Domina.

Domina also noted that despite being an Upper-only event, the event drew other students from across grades.

"I saw some sneaky seniors, some sneaky lowers, maybe a couple sneaky freshmen. Sneaky sneaky," said Domina.

Students Discuss Perceived Social Divides

ANGELA GUO & CAMILLE DAVIS

Are we an institution divided? When individuals gravitate toward similar people, it can create divides along identity-based lines. Data from the annual State of the Academy (SOTA) survey show that students consistently perceive social divides across nearly every measured category.

In particular, in 2026, 53.2% of respondents identified race as a source of social division, down from 73.0% in 2023, but it remained the most-cited category. In 2026, socioeconomic status followed at 32.5%; political belief stood at 32.5%, having declined from a high of 65.6% in 2021. Neurodivergence, a category added in the 2022 SOTA, stood at 12.3% in

2026. Though percentages have declined over the years, students continue to describe these divides from their own experiences.

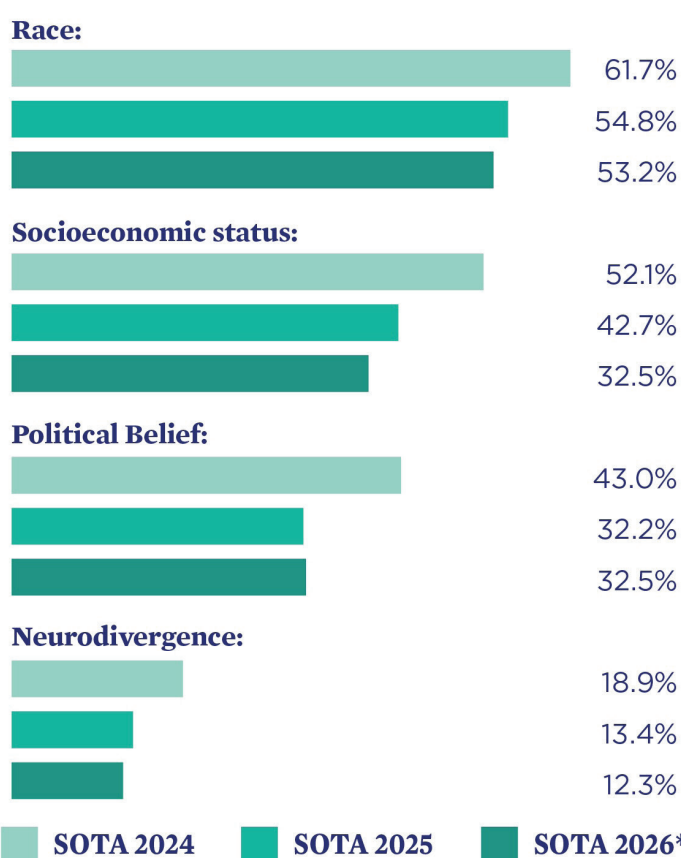
George Richardson '27 pointed to race in particular as a defining and observable pattern in Andover's social life.

"The biggest social divide that I see in my day-to-day life is the divide between races. I think it's quite common for friend groups to be initiated solely based on sharing [a] common background. I know it can be sensitive to talk about, but honestly, if you look at a lot of friend groups, they tend to revolve more so around race... Despite our efforts to mitigate it with our residential system of having

Continued on A5, Column 1

SOCIAL DIVIDES

Percent of respondents that feel there is a social divide between students of different ____



*Editors Note: The full SOTA 2026 data will release on May 8, 2026.

KELVIN MA/THE PHILLIPIAN

Reframing Boundaries: Educator Justine Ang Fonte Expands Conversations on Power and Consent



CINDY ZHOU/THE PHILLIPIAN

Justine Ang Fonte delivered her talk to Uppers and Seniors by beginning with a scenario activity.

DINA NAMJOO & RIAANA BAJAJ

As part of the Empathy, Balance, and Inclusion (EBI) curriculum, upperclassmen gathered in the Cochran Chapel (Chapel) for a talk by Justine Ang Fonte, sex educator and adjunct professor at the University of Michigan. Titled "Power, People-Pleasing, and Pleasure," Fonte's presentation focused on navigating power dynamics and the creation of safe, authentic relationships.

Fonte began with an activity in which she presented multiple scenarios, prompting the audi-

ence to clap for each one they experienced. She explained how their response drew attention to a common trend with consent.

"The reason that we have a consent problem is because of two types of people that perpetuate this problem together as a team... People-pleasers. As we people-please, we enable entitled people to then expect to get what they want when they want it. It causes people-pleasers to not want to pay the punishment for dealing with entitled people, so that they keep people-pleasing, so that the entitled people keep getting what they want when they want it, and the circle keeps building and building," said Fonte.

Quin Langham '26 expressed appreciation for the talk's coverage of nuanced topics. She highlighted how the talk encouraged her to consider the importance of power dynamics in consensual exchange.

"For the most part, especially during the beginning of the whole consent conversation getting more popular, people were just like, no means no. Of course, it does, but they've been building on that since then. I really like the way that she talked about how power dynamics can influence the ways that consent is actually given and telling people that we need to pay attention to all of the aspects of that," said Langham.

Similarly, Ayush Gupta '26 described how the talk reinforced his beliefs while also expanding his understanding of consent. He mentioned the extension of consent beyond romantic relationships to normal, day-to-day interactions.

"It reinforced the way I think about consent and boundaries, but it distinguished itself from EBI in the way that it wasn't just relationships with a partner, which EBI talks about so often. It was relationships with friends, with everyone around [us]. It reinforced a lot of my understanding, but it also added some new perspectives," said Gupta.

Continued on A5, Column 1

Andover Launches Pilot of Khanmigo in Classes

SAKETH LINGISETTY

Andover has officially introduced Khanmigo to all students near the beginning of this April. The pilot includes instructions for setting up an account for Khanmigo and navigating the resources available for each class.

Patrick O'Connor, Chief Information Technology Officer, announced the offering of Khanmigo in an email to the student body on behalf of Raynard Kington, Head of School, explaining their intentions.

"Khanmigo is an AI [Artificial Intelligence]-powered tutoring tool that provides personalized, subject-specific support. It promotes learning by asking guiding questions and fostering critical thinking rather than supplying direct answers, helping students build skills while using AI responsibly... Khanmigo is intended to supplement—not replace—classroom instruction or traditional tutoring, and its use is optional. Students should consult their instructors to discuss any planned use of the tool to ensure it is appropriate for their course and discipline," wrote O'Connor.

Although many students have not interacted with Khanmigo, some have considered integrating it into their study habits. Russ McLaren '27 explained how his experience with AI drew him to try using Khanmigo to aid his learning.

"AI will always be there as a tutor if you need it. That's what is compelling me to use Khanmigo further... Khan Academy itself is already a really reliable source. So I figured Khanmigo would work really well. I've tried it multiple

times other than Math 580. It does a pretty good job. For example, I tried to send an image of my notes and then [it creates] conceptual questions or create example problems based [on] my notes," said McLaren.

Henry Zimmerman '27 tested Khanmigo to gauge its performance with topics beyond the scope of its syllabus. Noting its limitations, he explained how Khanmigo does not serve as a reliable tutor at the moment.

"Socratic learning means that you attempt to truly understand a topic. By interrogating someone else about that topic in the form of questions and doing that until you've reached some new truth. It seems like Khanmigo attempts to promote this. However, it's unclear [whether] Khanmigo is sufficiently receptive to both student understanding and student needs to be able to effectively take on that role," said Zimmerman.

Reflecting on his experience, McLaren emphasized the advantages of Khanmigo over commonly used AI tools. He noted its potential for conducive learning that is otherwise offered by humans.

"Based on what it gave back to me, I feel like you're actually going to learn something. When ChatGPT gives you the answer right away, you're not really learning anything. But when Khanmigo works with you step-by-step like a teacher would, you're learning why you need to do something," said McLaren.

One of the main purposes of Khanmigo is to provide an alternative for students who are unable to

Continued on A5, Column 4

Commentary, A2

We're Just Chameleons

If we are derivatives of the people around us, how do we become ourselves?

Eighth Page, A8

Marathon

Greek tradition takes a turn in Boston.

Sports, B1

Girls Tennis 9-0 Against Choate

Girls Tennis (5-0) continued its undefeated streak, sweeping its fourth game in-a-row.

Arts, B7

Coachella Weekend 2

Read about student's opinions on the infamous desert festival.

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Editorial

You Da Real Addison

For many, the first time the Addison Gallery of American Art (Addison) came up in conversation was when discussing Zendaya and Robert Pattinson's little moment on one of its desks in *The Drama*. But the Addison didn't begin existing in April.

The gallery was built in 1931, funded by Andover alumnus Thomas Cochran. Since then, the Addison has amassed over 29,000 pieces spanning the 18th century to the present. Maybe you've been there for an art class or in search of a more niche place to study. If so, you've likely noticed the beautiful architecture (that's American architect Charles A. Platt at work) and the unique collections of paintings, photographs, prints, sculptures, and more. Notably, the Addison is currently engaging with the question "What is America?" by understanding American history through art. Such initiatives, as well as the Addison's breadth of exceptional pieces, beg the question: Why don't more people go? Not just for a study break or because their teacher asked them to, but to simply look at the art. Like most issues with Andover student turnout, the answer is time.

Many of us make time to look at social media. It serves as an escape and a way to connect with friends amid our lives of sports, homework, and tests. Allow us to create an unexpected connection: social media platforms are similar to museums in that they hold collections of curated content. Indeed, their differences lie primarily in the level of engagement they demand out of

us. The short-form content that we choose to consume tethers our brains to a constant desire for instant gratification, leading to the notorious "doom-scroll." A museum, in contrast, requires us to move more slowly as we engage with nuanced content. They ask us to look closely at pieces with complex ideas and histories behind them. Museums challenge us to not only appreciate the distinctiveness of beauty within various paintings and photographs, but also to question an artist's intent and ponder the history behind their work. The thirty minutes you might spend scrolling through TikTok for a quick rush of dopamine could instead be spent in front of a canvas, giving yourself the time to slow down and appreciate years of work. You might argue that social media is more quickly accessible. While this holds merit, Andover is one of the rare schools where a museum is not a long drive away, but sits directly on our campus. That five minute walk could make the difference between your next doom-scroll and your next creative inspiration. The opportunity seems obvious; the Addison is calling.

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

What is the Point of Student-Elected Positions?

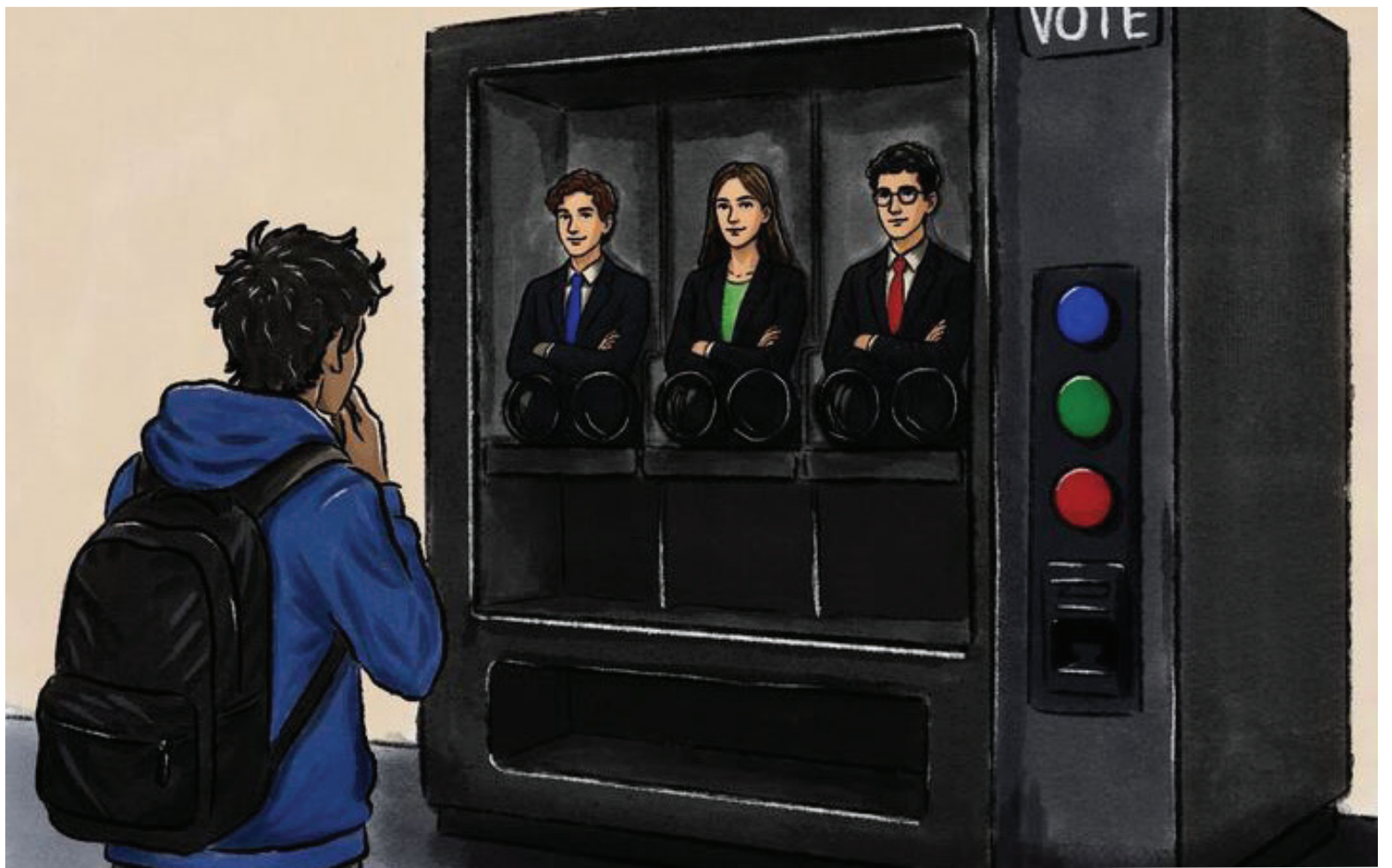
COLIN LEE



When you vote someone into a position like school Co-President or cluster council, are you voting for them or their policies? Do you know their competition? And most importantly, will it even matter who you pick? The point of this piece is to have you question the respective weights of the various factors in student elections, their consequences, and whether you are happy with them. And if you aren't, then to have you consider changing the process by which we choose our leadership.

There are countless different criteria voters follow when voting. The main two being the candidate's policies or personal connection to a candidate. For all student elections, there is a limit on policies, and they must be cleared with the administration. Afterwards, they generally don't get cleared for many changes besides the policies they ran on. They do, however, get to give speeches at various significant events and serve as a representation of the school. So if you want to vote for them for those reasons, that's understandable.

Alternatively, you could vote for their policies; by the time they present them, they are supposedly already approved by the administration and limited in number so voters can easily understand them. Yet at the same time, they often seem to fall through—so often that people expect them to. Additionally, it seems many people don't bother to research the candidates' poli-



HARRY ZHOU / THE PHILLIPIAN

cies beyond the speeches they are required to listen to. So then, what is the point of their policies? To give insight into who the candidates are, I suppose. But the fact that people present policies that the student body expects to fail seems strange and borderline dishonest. It muddies the waters of what people are meant to vote on. I would accept it if the election was acknowledged as a popularity competition, but instead the candidates jump through many hoops to create a

Many of the elected positions appear to me as both powerless in enacting their policies and elected on a somewhat disingenuous premise.

campaign just for it to get discounted on presentation, perhaps to superficially legitimize the election process.

My first complaint is that many of the elected positions appear to me as both powerless in enacting their policies and elected on a somewhat disingenuous premise. I would then argue that the elected positions should be granted greater authority; or, the administration should be more critical of their policies prior to their presentation, because what is the point of presenting policies that won't end up happening?

My second complaint is that Andover students aren't good voters. I say not because they are unintelligent, but because not only do they not research the candidates, they don't even pay the bare minimum attention for an informed decision. If you asked students coming out of the copresidential debate All-School Meeting what the eight policies presented were, I bet that less than 20% could name them all, myself among the majority.

I previously wrote a commentary piece complimenting democracy at Andover, due to its simplified design for consumption. However I have

come to the conclusion that it is still not enough. It will likely never be enough; people who don't care can't be forced to care.

Not only do [Andover students] not research the candidates, they don't even pay the bare minimum attention for an informed decision.

Many people, myself included, just vote based on the person they know better or like more, disregarding nearly all information provided by the election process. Again, I would accept it if the election was acknowledged as a popularity contest, but we are currently sitting in an ambiguous halfway point with other factors that are supposedly doing something.

My solution would be a democratic republic where people give their votes to someone who is willing to research the election with genuine depth.

Every ten people would give their vote to one person, who goes and talks to each candidate and learns about them and their policies. The researcher would get some kind of verification that they attended at least one talk by each candidate to validate their vote. Then you can talk amongst yourselves as groups and hopefully reach an agreement.

These might not be perfect or perhaps even accurate analyses or improvements, but I want to draw attention to the topic. These student-elected positions both hold authority over us, but are also one of our main ways to create the change and policies we want. If we don't want to prioritize this policy making opportunity in favor of popularity or representation that is perfectly acceptable, but at that point we should create new pathways for change. Any plans for the future rest on one

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CORRECTIONS:

We Are Just Chameleons

MEDHA KONDA



A. LEE / THE PHILLIPIAN

It's an Andover rite of passage to watch as a flood of people drift towards the chapel every Friday — some yawning, others laughing, but all carrying themselves to the same location. As I exited Spanish class last term to head to All-School Meeting (ASM), I would zip up my black North Face jacket — also known as the quintessential, copy-paste academy attire, because any other color makes you stand out too much. A sea of diverse students that have somehow boiled down to be represented through the same black winter coats, use of slang words like “low-key,” and hairstyles. In an effort to conform, we often go too far. We filter ourselves to be more palatable; for women, more feminine-presenting in formal settings, calm and friendly around those of “higher social standing,” but loud and unafraid among friends. There's a certain group of people around whom you express your latest hyper-fixation, and others whom you wouldn't dare bring it up around. Is that inherently wrong? Not at all, we have friendship circles for that very reason: some friends are meant to be the kind bonded by mutual waves on the paths. However, is it really that Netflix show you enjoy, or is it the gratification you get from assimilating with someone who likes it too? When someone you admire has a catchphrase, why is it that our friends sud-



CARINA PAIK / THE PHILLIPIAN

denly comment on its entrance into our vocabulary? How do I know if people are seeing my true self, and not the amalgamation of twenty personalities and interests I've been influenced by? Have we become reduced to human shells, with chameleons living inside?

In elementary school, mimicking was in our nature. If a cool or popular kid came around and asked to be our friend, we would pick up all of what made them so likeable. Once someone decided their favorite color was blue in elementary school, yours was too. Your mom or dad knew it too; they likely didn't want you hanging around with “that crowd.” There's resounding evidence that when your friends are smokers or don't care much about school, that's who you eventually become. In fact, entrepreneur Jim Rohn said that “You are the average of the five people you spend the most time with.” Interestingly, his purpose in saying that was for personal betterment, because the best gift you can give to yourself is surrounding yourself with people who help make you better. That type of reasoning in particular is frequently used by Andover students, especially when asked why we subject ourselves

to difficult courses and a host of extracurriculars. But maybe betterment has devolved into chameleonic behaviors. There's not a single set of five people who influence our behaviors, but instead every slightly different friend circle we're a part of. Besides our friends who pour their hearts into music, I have to falsely present myself as someone who can sit down with my instrument longer than two hours at a time. When going to campus events, it's imperative to present yourself as more feminine to distract from the way having such short hair stands out. Suddenly, you realize your favorite color wasn't blue after all, but now the color's presence is permanent in

There's not a set of five people who influence our behaviors, but instead every slightly different friend circle we're a part of.

your life. This “good” influence has developed into conforming to our surroundings, like a circular block melting to fit into the rectangular hole.

We're around friends and peers each minute of Andover, no doubt. But we don't have to be chameleons for every moment of it either. The biggest factor of being a chameleon is the preceding fear of situations. A friend might invite you out to that movie you've been waiting to see on a Saturday night with a group of people who are socially in touch: more conventionally attractive, trend observant, and palatable to society. In that situation, will you give up on that movie you've been waiting for? Or can you let your guard down and stop conforming to your surroundings? Consider more of what we'll actually feel in these situations. It's certainly tiring to filter every word you say, or hide that you still love that cringy TV show everyone dropped in seventh grade. Focus more on the initial gratification of getting to finally see that movie, because the main event is not following the unspoken dress code of gray sweats and a hoodie. It's difficult to decenter our inner chameleon in these moments, but what will you miss out on if you let it win?

When we're uncertain, we tend to return to our shells. That chameleon self shows everyone just what they want to

see: a social butterfly, a fashion trend follower, or a trashy reality TV enthusiast. While chameleonic behaviors are inevitable, there comes a time when we're forced to stop and notice

While chameleonic behaviors are inevitable, there comes a time when we're forced to stop and notice them.

them. When the way you talk comes before the enjoyment of the hangout, or the makeup you aren't wearing comes to matter more than the conversation itself, it's gone too far. But more than that, what we don't realize is the number of chameleons who live among us. The people whom you're molding your actions around? They're looking back at you with that same inquisitiveness. Wondering — no, waiting — to see how best they can fit in.

Medha Konda is a Junior from Tallahassee, Fla. Contact the author at mkonda29@andover.edu.

SOTA Matters to Us

WOJIN OH



J. NUÑEZ / THE PHILLIPIAN

The recently published 2026 State of the Academy (SOTA) survey was delayed twice, due to the lack of participation from the student body. It could have been that the link to the SOTA had gotten lost in some students' inbox. It is also true that the SOTA survey requires some level of dedication, as it often asks an extensive list of questions, taking around fifteen to twenty minutes to fill out. Regardless of whether the barrier was the time commitment or a simple forgetfulness, the choice to opt out matters more than it seems. At Andover, where self-advocacy is a core value, skipping SOTA is not just to avoid a survey; it is to pass up one of the few opportunities students have to shape their upcoming years by making their experience visible.

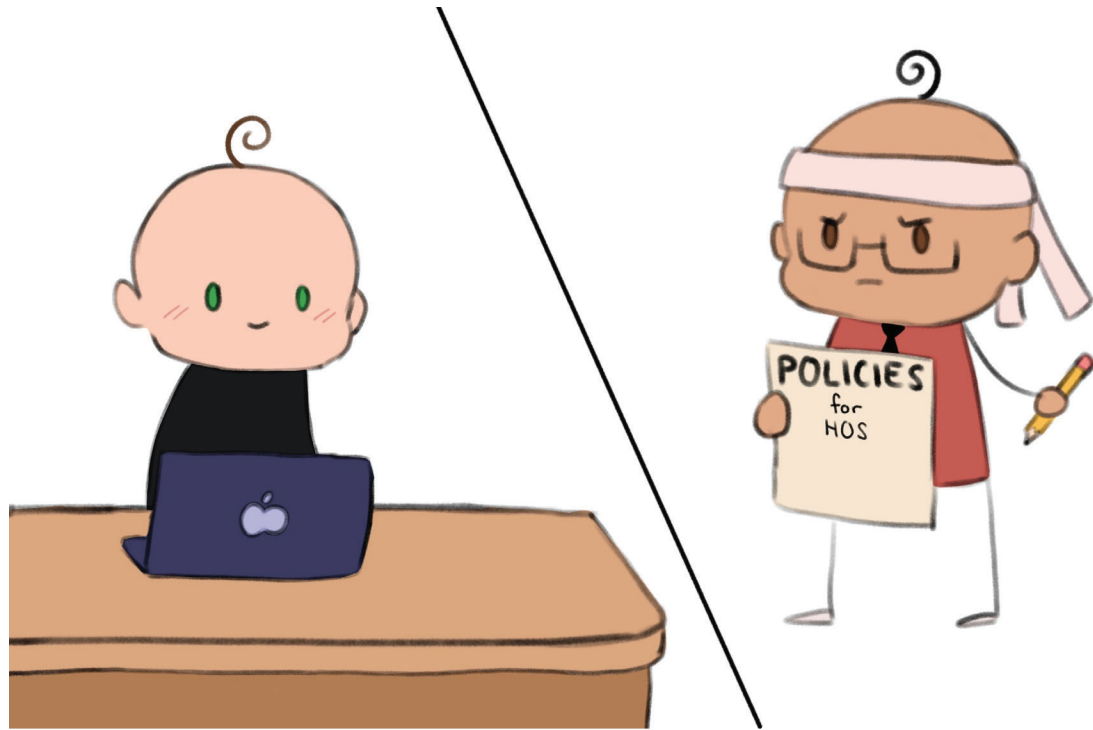
The SOTA is an optional and anonymous survey meant to give a realistic view into the student life at Andover. Several aspects about this survey make it an important opportunity. As a student, there's not many ways to reflect personal opinions or experiences into Andover's op-

eration. However, the SOTA gives students an opportunity to turn their daily experiences into data that guides the school's trajectory and influences its policies. Led by *The Phillipian*, the survey remains independent from administrative interference, serving a purpose to encourage utmost honesty, even on the more sensitive topics, mitigating the pressure to give “ideal” answers. In cumulation, the SOTA becomes a way for uniting thousands of distinct, personal experiences into a collective perspective that cannot be easily ignored.

Beyond its role as a source of data, the SOTA is a direct venue for self-advocacy. Self-advoc-

The SOTA gives students a way to turn their experience into numerical evidence that eventually becomes our source of influence.

cacy, as one of Andover's most important qualities, is often framed as speaking up in visible or immediate situations, but it can also take different forms. By taking the time to reflect on and share their experiences through the SOTA, students are actively representing their needs, concerns, and perspectives. For example, if a vast majority of students answer on the survey that grading disparity is severe in certain subjects, the institution can reflect on this student response and look to solve this



TIFFANIE AN / THE PHILLIPIAN

issue. Completing the survey is an intentional choice that contributes to how the institution understands and responds to its students. Especially in a large community where individual voices can feel negligible, the SOTA offers a structured way for those wandering voices to be recognized and shape a larger system. As such, choosing not to complete SOTA also means giving up an opportunity to influence how the school reflects on and responds to student life.

Because students may not always be able to see how or where the collected data from SOTA is ultimately used, the survey can feel disconnected from immediate outcomes, making participation seem less urgent. However, without physical data like the SOTA, the amount of records of student

experiences that the administration can draw from shrinks. In that absence, even widespread issues that students or administrators feel uncomfort-

In cumulation, the SOTA becomes a way for uniting thousands of distinct, personal experiences into a collective perspective that cannot be easily ignored.

able mentioning risk remaining unseen because there is no way for them to be communicated.

This is why we must rethink

what the SOTA means to us as students. The SOTA gives students a way to turn their experience into numerical evidence that eventually becomes our source of influence. If we choose not to participate, the impacts extend far more than just skipping a survey; we end up sacrificing one of the clearest opportunities we have to shape how Andover understands itself. We can't change what's already happened this year, but we can change what happens in the future. When self-advocacy is at stake, we must at least show dedication by spending fifteen minutes to support our community.

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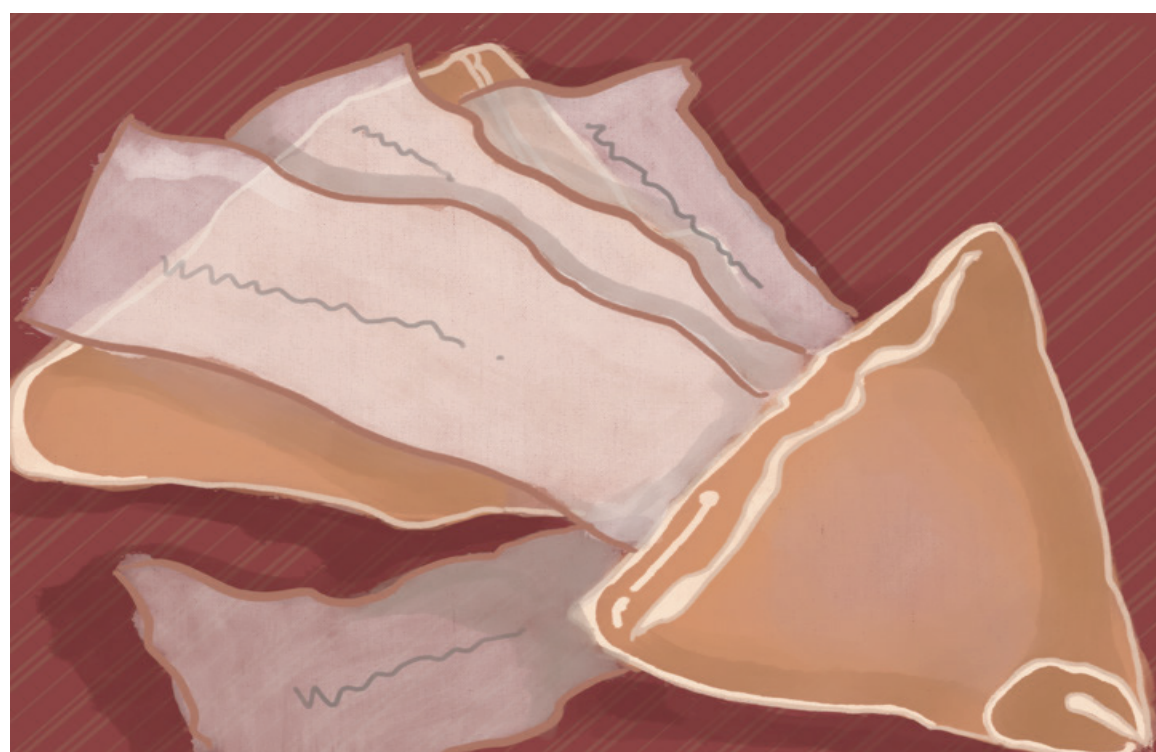
The Unwanted Fortune Cookie

SAMIHA TASNIM



A. BAETEN-RUFFO / THE PHILLIPIAN

On a windy, gentle night of the fall term, I opened three fortune cookies. My stomach rumbled and raged, prompting an impulsive Uber Eats order of pad thai and crab rangoons. I was standing up at my desk and taking the contents out of the paper bag, and there they were: three generous fortune cookies, individually wrapped in crinkly plastic. Three pronunciations of my future, three determinations of fate, or so I believed. They sat at the bottom of that paper bag, and later on my desk. The cookies whispered to each other excitedly as they watched me eat my meal, daring me to open them. The three cookies shone and looked at me with doe eyes while I finished eating. I picked the first one up, opened it hesitantly, and read its contents: “Faith is knowing there is an ocean when you can only see the stream.” The next one read “Spend some time to search within yourself.” Licking my fingers from the previous two crunchy, thin, sweet cookies, I took a deep breath as I opened the third one. It was something I did not like. Something I did not want my future to hold. I ripped the small piece of paper into two and placed them in their final resting place: the trash. Yet now, the entity of this



CAMILA CHEN / THE PHILLIPIAN

fortune comes back to haunt me months later as a reminder of what could have been, and whether my refusal had any influence over my fate.

It may sound easy and intuitive to think that in that moment when I ripped the fortune in two, I chose my future by re-

I began to wonder whether this action was truly me exercising agency over my fate or rather a futile attempt at control.

jecting one message and holding the other two close to me. I believed that by doing this, I had thrown the third fate away for eternity, and what the future holds is what I chose to keep. Yet, something about this felt wrong. It felt wrong how the discarded fortune still lingered

in my thoughts and ran through my mind. I began to wonder whether this action was truly me exercising agency over my fate or rather a futile attempt at control. Forces of randomness, chance, and circumstance shape my fate as much as my decisions, so was it possible for me to truly avoid certain fortunes?

A few days ago, I looked at and thought about the remaining two fortunes, now taped above my desk with an array of other prints, drawings, and memories. And I thought to myself, even though I did not remember what the third fortune said, it still lingered on in my mind months later. I still think about the refusal I made that day, and what impact it indirectly had on my life today. This feeling can be compared to an everyday decision, such as trying a new coffee shop. When you analyze the menu and pick a coffee over the other, you keep a mental note of the sweet caramel taste of the one you chose, and it is likely that you will have forgotten most of the

details about the drink you did not order, while the affectionate, sugary taste of the one you purchased and drank lingers in your mouth. However, you also might wonder what it would be like if you ordered the other one at that moment. We make intentional choices constantly, which also means that we make intentional refusals that leave us wondering what could have been.

This story about my three fortune cookies taught me that maybe I am not as in control of my life as I thought I was. I thought that I could just rip up the fortune, throw it away, and never think about it ever again. But now, months later, this fortune persists in my mind, whispering what could have been, though I cannot put a face or name to this fortune. The fortune made me realize that I was not really controlling fate by throwing out something so awful away, but I was instead avoiding a harsh reality. For a while, I felt stuck in the borderlands of a fortune that

could have been proved wrong, could have been remembered, or could have told me a reality about myself. But I soon realized that feeling trapped in those borderlands and longing for an escape itself is me longing for control I cannot have. I have realized that sitting with uncertainty and the unknown instead of hiding behind the facade of false control is more beneficial to my mind and soul, no matter how scary it may seem. I used to constantly idealize a perfect day every morning in which everything goes according to plan, but I have now realized I will never be fulfilled at the end of each day with this mentality. On that “perfect” day that follows the circumstances of life, I used to imagine everything unfolding in the exact lines and verses I wrote in my head. Yet, as much as I follow the day I wrote, there still exists that thought of what if I would have liked another movie better than the one I chose, or what if I would have enjoyed the cafe’s matcha more than the caramel frappuccino. And on this perfect day, it is impossible that everything will happen as I want, and I cannot just tear up and toss things that do not go according to plan. By freeing myself from such a restrictive mindset based on perfection and the desire for control and by trusting my own decisions, I feel content with letting life choose for me sometimes. Not knowing what hides behind the door of refusal is not meant to make me toss and turn at night, but is instead a reminder that life will run and skip along the spontaneous path it is meant to.

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A Noteworthy Bell Tower

GIOVANNI ROSENFELD



COURTESY OF GIOVANNI ROSENFELD

During my time at Andover, I’ve witnessed countless times the indifferent nature of students toward the campus and its structures. I admit, for a time, I was guilty of this common theme, of being detached from the rich history that rests upon every building I take lessons in. Too many times have I been more focused on making it to class on time, unaware of the beautiful campus and timeless structures I have the privilege of encountering every day.

One such structure is the clock tower, a structure whose significance I’ve only recently come to understand upon the conclusion of my winter term history paper, which concerned the tower’s completion during the post-World War I era. Since then, I’ve realized that few are educated on its relation to Andover’s effort during the war. Many merely see it as a landmark, unaware that the tower was built as a memorial for the Andover alumni who sacrificed themselves on the front lines. By becoming aware of the history of this structure, I believe that the student body would better understand the significance of our school’s values.

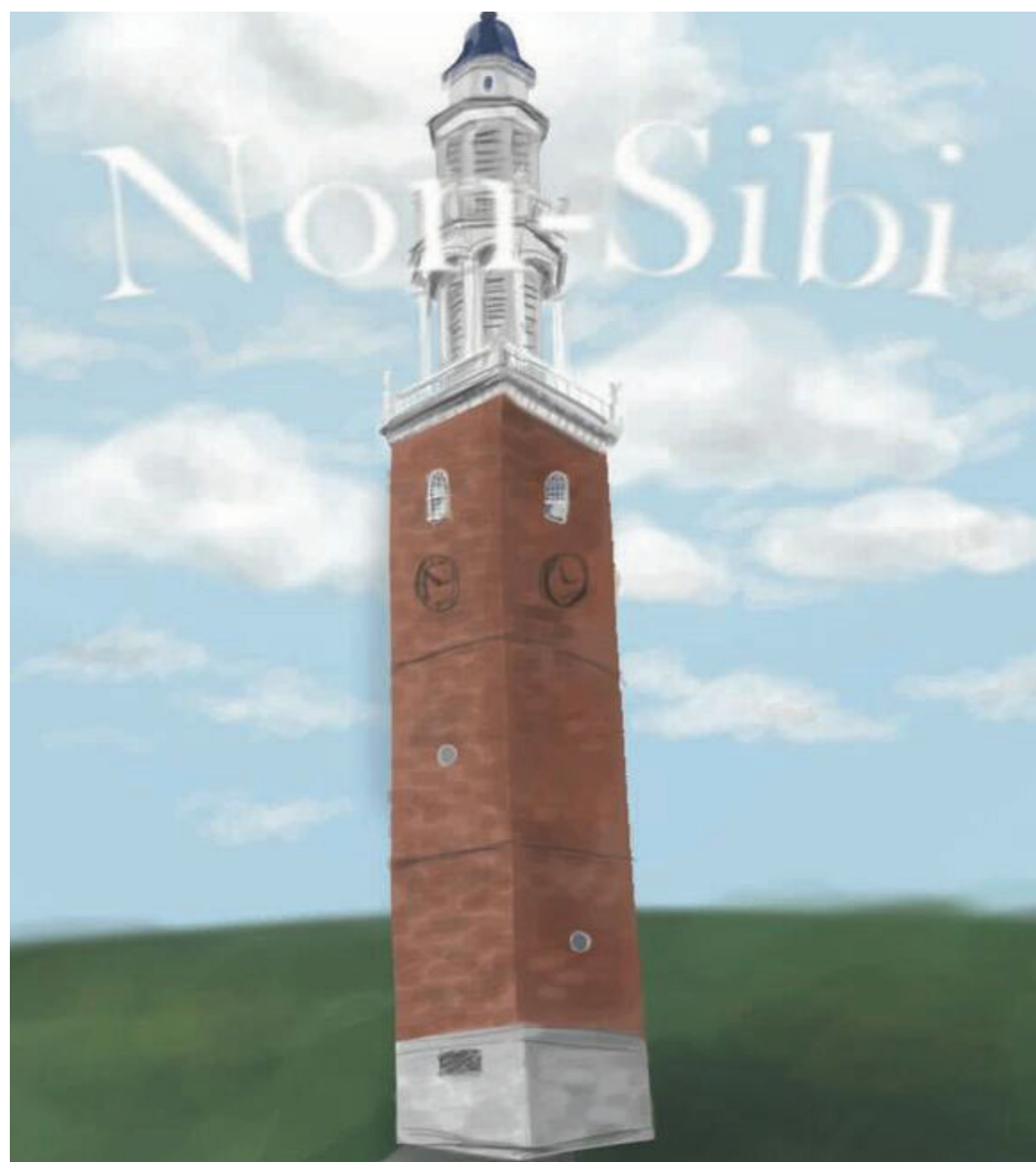
During the peak of the conflict of WWI, *The Phillipian* recounted the effort and impact

the institution had on the war, how Andover swiftly created numerous training programs, and sent the Andover Ambulance Unit to France within weeks of U.S. entry into the war. In the aftermath of World War I, Andover emerged as an institution physically and spiritually reshaped by sacrifice, patriotism, and the phrase *non sibi*, a phrase crystallized by those whose lives were lost. The school expanded and developed physically, adding hundreds of extra acres, a direct result of the war and the school’s prominence following it. But most notably, the construction of the campus bell tower became a result of the war, a result of the sacrifice of the school.

The tower, constructed in 1923 and designed by architect Gus Lowell, stands 159 feet tall and is dedicated to the 87 alumni killed in the war. Mr. Fuller, a 1894 graduate who donated \$75,000 for the construction of the tower, states in Mr. Fuller’s Address that “This Tower shall rise...as a sign to the many Phillips boys to come of the heroism and idealism of those other Phillips graduates and undergraduates who made the supreme sacrifice in order that the ideals and teachings of this school should live. May the

The construction of the campus bell tower became a result of the war, a result of sacrifice of the school.

chimes that will each day peel forth this Tower repeat forever those sacred principles...for which our school has always stood and shall forever stand” (Fuess, *The Phillipian* Bulletin, p. 274). Today, the tower does just



SOPHIA ZHANG / THE PHILLIPIAN

that. The tower is often the first structure visible upon entering campus, a symbol to new students of the sacrifices that were made, sacrifices that so deeply shaped the school. As Mr. Fuller states, the tower stands to “Pay honor to those many sons of Phillips who laid down their lives in the Great War” (Fuess, *The Phillipian* Bulletin, p. 274).

It is also worth noting the tower’s placement on the old training grounds. In the context of its placement, the tower is

both a monument to those who died, Andover’s past dedication in serving the country, and a daily reminder of the war’s cost. Most importantly, it is a physical embodiment of the phrase *non sibi*. The tower represents the supreme sacrifice made by countless alumni in the war, whose lives were lost for the good of millions. What greater embodiment of not-for-self than this?

The tower is one of many examples of the rich history that is

present on the 250-year-old Andover grounds. What I hope for the future is for students to be mindful of the history of this astounding campus. The tower is proof that a better understanding of history is a better understanding of the school’s values, and therefore a better understanding of the school itself.

Giovanni Rosenfeld is an Upper from Stow, Mass. Contact the author at grosefeld27@andover.edu.

Students Reflect on Values of Consent and Respect After Fonte's Talk

Continued from A1, Column 3

Linda de Boer '27 noted the importance of such conversations for upperclassmen. She noted how the talk helped clarify the role of consent and challenge common misconceptions spread by the media.

"We're getting to that age where we're talking about sex. It's important for us to know about consent. A lot of media portraying intimate relationships doesn't really talk about consent and almost romanticizes not having consent, which is very bad. As young people, we internalize the things that we see and we learn from the world around us. When we interact with media that makes a lack of consent something to be desired, then even if we don't agree intellectually, we can internalize that kind of thinking. It's really good that we are having these conversations and we can learn that consent is great and consent is what we want," said de Boer.

Sebastián Vermut '27 mentioned Fonte's distinction between actions done from love and for love. He elaborated on how this

idea compelled students to reflect on the intentions behind their actions and behaviors.

"One of the things I thought of was if your parents ask you to do the dishes. You say yes because that's coming from a place of from love. You love your parents, you respect them, and of course you'll do the dishes for them. It's just the right thing to do versus in a scenario where you're doing something to try and receive love. When put so simply, you can see how it's toxic. In specific scenarios, it's a little more nuanced. It's important just to be able to recognize why you are doing these things. There's motivations and reasons behind everything, and being able to put specific words to it is really important," said Vermut.

To conclude her talk, Fonte encouraged students to break free from the polarity of consent by acknowledging each other's values. She explained how this mutual respect can lead to positive cultural change.

"The cycle of consent occurs because of people-pleasers and entitled people. Supporting each other over and over. What you could choose is being someone that asserts value. Be the person [who] honors people's values. But

that choice is up to you. It's going to take a big cultural shift for everyone to buy into that idea of asserting values is a good thing. Honoring other people's values is a really good thing. If you were to normalize those two things, we would be in a place that would be having less guilt, less shame, and less displeasure," said Fonte.

Reflecting on the talk, Langham shared her observations with student perspectives on EBI. She mentioned the necessity for students to engage with certain talks they find meaningful in order to shift its reputation.

"A lot of it is that students have to take the responsibility to be curious and to actually care about these things. The school can only do so much when the students don't really care. So it's like a mindset on both sides. The general culture [surrounding EBI] has shifted [from] where we were actually making constructive criticism to that just being a sentiment. Even if the actual speaker or the talk itself is good and impactful, it's just about how much the student body is willing to receive it. That affects whenever there is a good lesson to be learned here," said Langham.

Continued from A1, Column 5

access private tutoring. Zimmermann mentioned the implications of Khanmigo and similar tools for expanding accessibility.

"The way to combat [the prevalent usage of private tutoring] is not necessarily to provide a less capable version that students can use. It is to critically evaluate the school's academic integrity, the academic integrity policies, and think about both AI tutoring and private tutoring in the context of that... The solution there isn't necessarily introducing a tightly monitored method with limited capabilities. It is either drawing specific lines on private tutoring or advocating for expanded access to the much cheaper and more equitable forms of tutoring that can work for students," said Zimmermann.

Keri Lambert, Chair of the History and Social Science Department, shared her thoughts on the utility of Khanmigo. She explained how her department has aimed to avoid the usage of AI tools for humanities classes.

"I have... been able to see a couple of brief demonstrations of

some of its Humanities-oriented features, which gave me serious reservations about how much it could help students in their History coursework. History and Social Science instructors want our students to make use of other excellent resources available here, such as the Writing Center, conference periods, OWHL reference appointments, and more, rather than resorting to using artificial intelligence tools, including Khanmigo," wrote Lambert in an email to *The Phillipian*.

Acknowledging that Khanmigo is in its early stages, McLaren offered suggestions for promoting the use of Khanmigo. He explained how Khanmigo can become a viable alternative to traditional AI usage over time.

"I feel like it can do a really good job at creating some conceptual questions for you. But it's new. It's still improving. It's going to make mistakes... People are already using ChatGPT and other sources of AI because that's been around for a while. Khanmigo is new, so we're not used to it yet. If we give it a few months or a year or two, and teachers encourage or advertise it more, then students might start using it," said McLaren.

Race, Class, Politics, and Neurodivergence Remain Sources of Division, Students Reflect

Continued from A1, Column 5

dorms that are intentionally diverse, I think that a lot of times, friend groups more often than not lend themselves towards race," said Richardson.

On the other hand, Nafi Diagne '26 described racial solidarity as an often inadvertent starting point for friendship at Andover.

"I do think a lot of my close friends are Black, but also a lot of them aren't. It might have to do with activities we both like to do. Some of my close friends [are Black] because I ran with them in Cross Country, or because I was on the [African Student Association (ASA)] board with them," said Diagne.

Christian Robinson '28 described the evolution of his friend group at Andover, particularly in regard to race.

"When I first came in here, I felt like I had a diverse friend group, but especially with white students... [I had] a lot more white friends than I have now. I feel, as time progressed, and I'm not saying every person is like this... it turned out a lot of people were inconsiderate or acted a certain way that I just couldn't get behind. So I tended to join more groups with my friends who are Black or my friends who are [Latine], my friends who are Asian," said Robinson.

Robinson mentioned his mixed-race background and how mixed-race students may find fitting in more difficult.

He continued, "For my background personally, I don't know if people really talk about this, but I am part white. That's a thing that, [when I tell] my friends, there were a lot of jokes and backlash and stuff from that... I feel [mixed] students who are coming here, especially Black and white mixed for sure, are having a hard time fitting in... like fitting in on one side, 'am I supposed to act this way, supposed to act that way?' And then students end up changing what they actually want to be."

2025-26 Junior Class Representative Chance Hernandez '29 reflected on how being white-passing has shaped how others perceive him and the spaces he can navigate.

"I'm Hispanic [but] white-passing... Most of the time, I have to explain that my dad is from Mexico... When I was in a majority Hispanic community, I had to explain that I was indeed Mexican a lot more than I do here. It seems that people are equipped with more nuance and maybe tact in some regards to understand that. There are people of all different ethnic backgrounds. I think that's a strength," said Hernandez.

He continued, "I don't think people have viewed me negatively because of the way in which I look. I also understand that it is because, not specific to Andover, but

to some people, I don't look Hispanic. So I get the benefit of being white-passing... it allows me to be in certain circles without other prejudices at play."

Additionally, Robinson expressed surprise that, in 2026, only 12.3% of students reported a social divide related to neurodivergence. He pointed to experiences he has heard from peers that suggest otherwise.

"I have a lot of friends who are neurodivergent. Hearing their experience, it might not be othering as in completely pointing it out, but othering as in, 'Why are you doing this?' Like, harsh reactions to [how] they think or act... What I've heard a lot of, too, is R-word usage... I feel even [after] talking to them, people have still continued to abuse that word, and also abuse the way we judge intelligence. There's a lot of [using] 'slow,' 'sped,' words like that thrown around in a playful context, but [for] some people, it might not come off as playful, and it can develop into other things and insecurities," said Robinson.

Sami Tokat '26, an Empathy, Balance, and Inclusion (EBI) Senior who recently led a session for Lower on identity and resource access, stated that many social divides originate from resource disparities in students before Andover.

"You see a lot of social divide among the students by different identity markers. Race, socioeconomic background, the city that kids are from. In different environments, it manifests differently. But you can see it from even the sports that certain kids end up taking up. For example, our Crew team has different identity marker demographics compared to some of the other sports, because of barriers [to] entry and other means... Access to resources before coming into Andover shapes how you interact with the resources here at Andover," said Tokat.

Destiny Covington '26, 2025-26 Co-President of Classism at Phillips Academy (CAPA), discussed Andover's Community and Multicultural Development (CaMD) space, stating that while it fosters diversity within its doors, the rest of campus may resist that culture.

"If you think about any sort of conversations around diversity or just inclusion, it sort of all gets filtered through CaMD. But all these other spaces at Andover... there's a sort of fundamental culture of assimilation and whiteness, and I think that that's something that should be addressed, but I don't really know how," said Covington.

She continued, "There was this one interesting concept that a teacher introduced me to, [Instructor in English Thomas] Kane... in [English 517, 'Last Acts: Remember Me?']. We were talking about the politics of recognition and what it means to be an intentionally diverse community,

as Andover identifies. When we have spaces like CaMD, it seems like the fact that we're trying to fight so hard for those spaces of inclusivity just illustrates how, [fundamentally,] Andover is not integrating those things yet if we have to push so hard for it to be recognized in the first place."

Mia Isacson '26, an Editor on Andover's global affairs newspaper "The Revere," thought that boarding school can intensify social divides by separating many students from their familiar communities.

"I think that at other public schools or even other private day schools, it just isn't the same divide because you have a family to come back to, your neighbors to come back to who are very familiar to you, and that isn't the case at Andover... [People are] away from their families and away from things that are familiar to them. And of course, people are going to be closer to people who are similar to them. I am friends with a lot of people who are from New York or Europe... But I do think that it's sort of avoiding the whole Andover purpose because people who should be having conversations, people who are of different classes, of different races, aren't," said Isacson.

Isacson voiced that socioeconomic class can influence relationships, but often changes as students form connections beyond those initial similarities.

"Can you go to dinner downtown? Do you [want to] go shopping together? I think that impacts a lot of relationships. But be open-minded. I think that there is a class divide, but I also think that people are going to try finding new things to connect," said Isacson.

Tokat asserted that race and socioeconomic background are closely connected, pointing to Chimamanda Ngozi Adichie's novel "Americanah" as a framework for understanding this relationship.

"[Americanah] really got me thinking about this. The concept that after... [a] certain socioeconomic level... the differences between racial experience are still there, but they're so minimized, in an interesting way. Because people actually have a lot of the same experiences after [a] certain socioeconomic background," said Tokat.

Speaking to the political divide among Andover students, Maddie Shin '27, Co-President and Founder of the Independent Party Club, noticed a lack of political discussion on campus.

"Politically opinions aren't necessarily talked about that much on campus, just because, well, one, it's a sensitive topic. Two, you don't know if the person you're talking to about it is going to either refute you or just agree. I feel like political opinions are mostly talked about among close friends, people you're comfortable with," said Shin.

Tokat reflected that political differences at Andover have become increasingly polarized, influencing how students engage with opposing views.

"I think we've gotten politically more polarized. I think that's also manifested, especially with the current administration and current politics. I think students have been less and less tolerant of other opposing views on identity as well. And I think that that's also manifested within hate speech culture at our school," said Tokat.

He discussed how students can make assumptions based on others' outward appearance, intensifying social divides.

"People definitely create an expectation for you depending on what they can see on the outside. For example, clothes are a big deal. How you present yourself with the clothes that you wear, people kind of think that your whole identity is based on that... it's definitely shaped my experience with people a lot. They expect things about me that aren't true. I think [at] a lot of schools, it's like, oh, designer this, designer that. It's not even that here at Andover. It's just like, you wear a collared shirt and all of a sudden you're a descendant of Da Vinci," said Tokat.

Diagne commented on why she believes social divides at Andover are an issue.

"If your friend group is just an echo chamber of your beliefs and experiences, then you become really narrow-minded, and it's difficult for you to understand where other people are coming from and to understand how certain things affect them that may have never affected you... you've never had to consider them in your life," said Diagne.

Several students evaluated solutions. As part of the Afro-Latine American Society (AfLatAm) and AfLatAm Mentorship Program (AMP), Richardson resisted the idea that affinity groups should be responsible for addressing social divides.

"I don't think we address social divides, but I don't think we need to. I think sometimes just the idea of having a community around you and empowering what you already have is more beneficial than focusing on the negatives of Andover social life. There is certainly merit in addressing those tough conversations, but for clubs like AfLatAm, Alianza Latina, or MOSAIC, I think it's better to foster a community before you get to those conversations," said Richardson.

Isacson encouraged students to explore new teams and clubs, and noted certain administrative policies as means to ease social divides.

"I think sports teams. I mean, I'm not in one, but I know from all my friends who are in sports teams, you meet so many people who aren't like yourself... so goes the same for debate [clubs] or

Mock Trial or *The Phillipian*, which push you to make new friends," said Isacson.

She continued, "People aren't going to like [what I'm saying], but the phone policy, not having kids on their phones. If they don't want to be seen sitting alone at a table instead of pulling up their phone or their laptop, they actually go sit next to someone whom they wouldn't have originally."

Tokat stated that Andover should work to counter polarization by reducing the idea that students are competing along lines of identity, especially in college admissions.

"If we pit people against each other in places where we don't need to, especially different groups of different identity markers, then we're just going to have a more polarized society... Andover is a preparatory school, so [it is] preparing students to apply to colleges. And obviously, college is another dimension of American society where people think that they're pitted against each other due to identity markers. So I think Andover should think about that and try to foster an environment where communication about college applications and etcetera is communicated clearly," said Tokat.

Hernandez recognized that while the administration has taken steps toward easing social divides, the rest of the work lies in individual student effort.

"There's a large amount of work that has been done in decreasing the presence and feeling of a social divide here... Andover's work in need-blind admissions and their proactive measures in that regard. Just recently, in my dorm, we had the Dean of CaMD [Aquita Winslow] come and speak about... showing grace toward others and calling them in rather than calling out," said Hernandez.

He continued, "The institution is attempting, rightfully so, to just curb [discriminatory] behavior... Now it's just having humility and authenticity and recognizing where you can improve upon your previous behavior... [that's] what would allow you to connect with more people on campus. Since we all make mistakes and all of us are imperfect people living within imperfect systems, it's not a moral failing to exist and do wrong. But we should seek to amend those wrongs and to care about the people we've hurt."

Diagne shared a similar philosophy.

"I don't think it's something that would be addressed on a school-wide scale. I think the way it's changed is by an individual making active efforts to be friends with people who are different from them and taking advantage of the fact that at Andover, you'll meet someone from Colorado if you're like me from Massachusetts... you have to take initiative to do that as an individual," said Diagne.

10 Questions with Chris Capano

REPORTING BY SARAH SUN & NICCOLO LEE-SUK

Chris Capano (he/him) has been the Director of Student Activities since 2010. He is also an Assistant Coach for the Baseball and Complement House Counselor in Newman House. In his free time, Capano enjoys reading, traveling, and watching baseball.

Prior to coming to Andover, you attended Northern Essex Community College and UMass Lowell. How did your experiences at those schools differ from one another?

A lot of community college [students] are folks that are a year or two older or even 10 or 20 years older who are going back to college. Your average freshman in college, you're all 18-19 years old, all doing the same thing, just finishing high school. Community college, it's more non-traditional. I had classmates who were in their 30s and 40s, going home to take care of kids and families, had full-time jobs, but they wanted to get their college degree. It was really cool to meet people who had a much different perspective on college and why they were going to do it. It showed me the importance of getting an education. It allowed me to do bigger and better things.

Why did you originally decide to join Andover?

I'm from the town. I lived in Andover growing up, my whole life, or almost my whole life. I always knew of [Phillips Academy], and it always seemed like a really cool place. I could tell it was a really fun, interesting place, [with] really cool employees. I didn't know any students when I first got the job; it was mostly the other adults. Folks like Mrs. Feck worked here back then, and [Paul Murphy, Instructor in Mathematics] were some of the first people I met. And they were just so welcoming and fun and friendly.

Have you always been the Director of Student Activities, or have you had other roles?

So I have had other roles here. I started working here as a part-time employee in the technology department. I used to help keep track of the language learning center in [Samuel Phillips Hall]. And then I started doing student activities during the summer program. I liked it a lot, and the person that was doing the student activities job year-round moved on, and I ended up doing that job starting in 2010. So this is my 16th year.

What's been your favorite part of your job?

Specifically, the Blue Key Heads. Those ten Seniors are so much fun [and] so positive. They bring so much energy. We just did the changeovers. I got to meet a new group of 2027s. Most of those kids, I didn't really know very well before Thursday. The 2026s this year, I meet with them at



CINDY ZHOU/THE PHILLIPIAN

least once a week, if not multiple times. We plan the pep rallies and all that stuff that goes on, and it's so much fun. They help make the campus fun and lively. But just the students in general, I get to meet kids from around the world that do so many cool, amazing things. Watching our talent shows or open mic nights and seeing kids that can play instruments that are amazing or sing in amazing ways or do any one of a million other things. When kids walk in my office, I make them tell me their story before we get to talk about whatever club thing they want to talk about. I love getting to meet kids from around the world and [learn] how they found this little place.

What was your experience like as the House Counselor of Burt House?

I loved it. I actually was just texting with a group of boys today who lived there, who graduated in 2022. The small dorm experience is a lot of work because you're the only person that's there every night, but you get to know those five boys so well. You see them almost every single day. You are their point

person, you're the guy they talk to when they have a good day or a bad day. You're probably the first adult they see at the end of the day. It's a great connection and a great experience of learning people. I was in Burt House for 12 years, and I keep in touch with almost every group of kids that were from there. It's long enough ago that some guys now have kids, are married, and have lives, and I get to hear their stories and they send me baby pictures, which is so cool. It's like being an extra uncle, which is great.

You also coach baseball. So, what got you into baseball and why do you enjoy coaching it?

I've loved baseball my whole life, but I realized really early on in my life [that] I was never gonna be good enough to play at a very high level. I started coaching as a community engagement project thing when I was in high school. I helped a Little League team. I have younger brothers who played baseball, and a couple of their teams needed a coach, and I was old enough that they let me be in charge of those of high school-age teams. And when

I got to Andover, [Michael] Kuta, who just retired, was the Athletic Director at the time, and asked if I could help out with the baseball program here. I said yes. I've helped out since 2007 and then 2010, regularly. It is a great way to watch the guys connect, see how hard they work, and they have great goals and aspirations. Most of the guys on the team want to play college baseball. They're looking to win a championship... Being a supportive adult [there] to make that happen is great. I'm not an X's and O's guy about making them better technically, but just being there, I want to be their biggest cheerleader. I want to root for them and watch them do amazing things.

Last year, you taught a history class for the first time. What was that experience like?

It was one of the most fun and hardest things I ever did. Dr. [Christopher] Jones was [the Chair in History and Social Sciences] last year and asked if I could help out. I'm a huge history nerd, and I was a history major in college. So it was something I loved. I

loved to read about history anyway. I got to teach History-100. I was lucky enough to have folks like Ms. [Marcelle] Doheny, Mr. [Matt] Hession, and Ms. [Emma] Frey, and Dr. Jones help me out with how to lesson plan. I'd never had to grade a paper in my life before, so I had to kind of work on how to do that. And then trying to find ways to keep the class interesting and fun. I really enjoyed the class. It was fun to see students in a different setting than the dorm, or student activities, or baseball. I knew teachers worked really hard, but I didn't realize how hard. It was a lot. Grading takes a lot of time, lesson planning takes a lot of time, and then being in front of the room and lecturing can be a lot of work.

Outside of Andover, what other hobbies do you have?

I am a huge reader. I love to read. My goal is to read 26 books this year for 2026. I'm a little behind. I'm up to six books so far this year, but I need to do more. I [also] love to travel. I went to Alaska last summer, which was super. My goal is to see all 50 states before I turn 50. I'm 48 right now. I've been to 45 of the 50 states so I got five more to go in the next two years. I like to travel around, see new places.

Which states have you not been to yet? What's been your favorite state to visit so far?

Arkansas, Hawaii, Kentucky, Michigan and Oregon. I've changed planes in Michigan a couple of times, but I've never gotten off the plane and done stuff there. I need to go see Detroit. Alaska was really cool. The scenery and the wildlife was something I've never seen before, and was just so amazing. And then my favorite place to travel to is New Orleans, Louisiana. Amazing food. The music is spectacular. It's got great history.

If you had one piece of advice for the Andover students, what would you say?

Be willing to try new things as much as you can. You're at this really amazing school that has really amazing resources. Go see things that maybe aren't in your wheelhouse and learn about new people. Last year, I went to a senior recital of a girl that played the harp. I'd never seen a harp concert before, and it was amazing. It was not something she'd done before she got to Andover, but she took it up when she came to school here and she became really good at it. And I was blown away. It's something I'd never even imagined.

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The History of the History-300 Paper

JOHN KIM & SOPHIA TOLOKH

In the early 1930s, Andover Headmaster Claude Fuess created the course “The United States” in the History Department. Currently known as History-300, the course aims, according to the Course of Study, to develop “criti-

cal thinking and writing, research, and informed and engaged discussion” skills. A key component of the course’s spring term is the History-300 Research Paper.

Keri Lambert, Chair in History and Social Science, gave an overview of the assignment, noting that the paper has changed significantly over the years.

“During the Spring term of History 300, students complete a

major research project that culminates in a 9-11 page argumentative research paper. While the exact details—from the length of the paper to the technology used to produce it—have changed over time, this project has been a staple of the Andover student experience for decades,” wrote Lambert in an email to *The Phillipian*.

In the 1930s, according to archival reports, Andover shifted from a classics-based education to a more history-focused one in response to widely held public beliefs that schools like Andover were overly insulated. In a 2003 speech, Vic Henningsen ’70 noted that history classes were initially test-based; however, the paper evolved in response to the need to prepare students for writing in college. Smaller papers beyond the History-300 capstone were subsequently introduced.

“The American history course focused exclusively on timed tests and examinations and demanded no analytical or research essays, with the result that Andover students were caught highly off guard when asked to undertake such assignments in college. Not until the 1970s was a required research paper added to this course; not until the 1980s would the assignment of out-of-class analytical essays become routine,” said Henningsen, cited from the archived transcript of the speech.

Rather than an abrupt shift from tests to papers, there came a period where both were incorporated into the curriculum. The 1968-69 Course of Study reveals that students were allowed to write a final paper in place of a final test if they were doing well

enough in the class. However, by the 1974-75 school year, an extensive paper was standard for all sections of U.S. History. The 1974-75 Course Catalog emphasized the importance of drawing upon primary sources in this paper, and hints that students had significant freedom in deciding their topic.

“[Students] are encouraged to use the raw materials of history – newspapers, letters, diaries, interviews. One student wrote a paper on the attitude of the New York Times toward the Russian revolution; another edited the diary his great grandfather wrote while on a voyage to Zanzibar,” writes the Course of Study.

Kaya Mangani ’27, currently working on her History-300 research paper, said that she enjoys the process and values its student-centered approach.

“I’ve always liked research. I really like finding a bunch of stuff, reading all of it, and taking notes on it. It’s been a lot of work, I would say, especially because now is the main ‘finding’ stage,” said Mangani. “It’s been an interesting process because I like the topic that I chose. The beauty of it is you can pick whatever you want, so if you pick something you’re really interested in, it doesn’t feel tedious or like a lot of work. It just feels like exploring something you’re really passionate about.”

Last year, Hillary Tufino ’26 received the History and Social Science Department’s Marshall Kates Prize for the strongest History-300C paper. Tufino explained how she landed on and researched the topic of the AIDS crisis, and encouraged current students to choose a media form

that is interesting for them to explore.

“I’m looking to go pre-med, so I was initially really interested in the medical journal side of it, and that’s what got me into AIDS as a topic. I did a lot of work with the world’s journals. Because I was already so interested in the medical aspect of it, that helped me dive deeper into the actual systemic and political aspects of what was going on. I know a lot of kids in my class were pulling from videos and movies that were from the time,” said Tufino. “Finding the type of source that you like to read or the type of writing or media that you’d like to actually explore is really important, just so that you don’t drain yourself during the process.”

Lambert reflected on the many purposes of the essay: mainly as a culmination of the three years of work students have done in the History Department, as well as giving students the freedom to think critically and independently.

“It’s significant for many reasons beyond its iconic intergenerational reputation, though. In many ways, a research paper presents an opportunity for a student to synthesize and showcase the skills that they’ve worked so hard to build in Sam[uel] Phil[lips] Hall classrooms from term to term and year to year. As the saying goes, Humanities teachers don’t want to teach a student what to think, but rather how to think, and that ethos is perfectly encapsulated in a research assignment,” wrote Lambert in an email to *The Phillipian*.

The Changing History Requirement 1933-2003 (For Four Year Students)		
1933-1950	Ancient History (2 hrs)	Grade 9
	European (French) History (2 hrs)	Grade 10
	English History (3 hrs)	Grade 11
	United States History (5 hrs)	Grade 12
1951-1972	The United States (5 hrs)	Grade 12
[Note: Abbot Academy diploma requirement 1933-72: One year of American History ordinarily taken in the twelfth grade]		
1973-1985	The United States (4 hrs)	Grade 11 or 12
	One Elective Term (4 hrs)	Grade 11 or 12
1985-1989	American History (4 hrs) (now includes colonial period)	Grade 11 or 12
	One Elective Term of Nonwestern History or Social Science (4 hrs)	Grade 11 or 12
1990-1999	Introduction to Social Science (3 hrs)	Grade 9
	American History (4 hrs)	Grade 11 or 12
	One Elective Term of Nonwestern History or Social Science (4 hrs)	Grade 11 or 12
2000-	World History (600-1500) (4 hrs)	Grade 9
	World History (1500-1750) (4 hrs) (A one term writing course. Students also take English and Philosophy and Religious Studies emphasizing expository writing)	Grade 10
	American History (4 hrs)	Grade 11 or 12

COURTESY OF PHILLIPS ACADEMY ARCHIVES

An overview of the changes in History requirements at Andover from 1933-2003.

Students Enjoy the Long Weekend

REPORTING BY JUNIPER KLOCK & HELEN XIONG

Coinciding with Patriots’ Day and the Boston Marathon, Andover students enjoyed a three-day weekend this week. From spectating a national cheer competition to horseback riding, students utilized their extended break in a variety of ways, resting and recharging before heading into mid-terms.

Ashley Zhu ’29

“A few of my friends and I went to play tennis down at the Rockwell Courts during the sunset, and the lighting was really nice. On Sunday, I went to campus and hung out with a few friends. There weren’t a lot of people on campus because of the long weekend, so we had some fun downtown. We got lunch at Shoyu, then we went to Nan’s Kitchen and Market to study and get drinks. [The weekend] felt relaxed and restful because I had a lot more time to sleep in, get work done, and hang out with other people.”



COURTESY OF KATE MCENROE



COURTESY OF ASHLEY ZHU

Kate McEnroe ’28

“Over the long weekend, I went to Ironstone Farm. I do competitive horseback riding and have done it since I was six. Over the weekend I spent all my time at the barn. I spent most of my time with my barn friends, and we did a lot of chores around the farm. My favorite memory was going to the corner store with my friends and getting food. The entire weekend I just felt really happy, joyous even. I really like horseback riding and all my friends there and I feel happiest when I am there.”

Jay Turner ’28

“For context, my older sister won this cheer competition in Daytona Beach, FL and won National Grand Champions. And so, this weekend, she had a showcase for cheering before she goes off to Worlds, which is in Orlando, Florida, in Disney at ESPN. I attended her showcase and I saw her compete and she did really well. My favorite memory from the entire weekend was seeing her compete, and I was very proud of my sister. She’s been doing so well at cheering and she’s working very hard and it is nice to see her hard work paying off.”



COURTESY OF JAY TURNER

Abigail Wang ’27

“On Saturday, I went to Boston with my friends. Then, Monday and Sunday were mostly spent catching up on work. While we were walking through Boston, we found a small playground with a bunch of swings and other spinny things that we had a lot of fun with. I felt really relaxed and happy on Saturday, since going to Boston helped me forget about school for a day and just enjoy life. I felt quite busy on Sunday and Monday, because I had a lot of work due this week.”



COURTESY OF ABIGAIL WANG

Sammy Donovan ’28

“Over the long weekend, I made bread. It’s a family recipe, so it was super nice and chill. I also hung out with my friend that I haven’t seen in a while. So that was a blast. I baked with my family, but it was mostly me, and they supervised. I also spent a lot of time with my friend, we hung out at my house and we yapped for hours, which was great. My favorite memory was me and my friend were just sitting and gabbing and we were playing with our Needohs and throwing them at each other. My Needoh did break because of that actually. This weekend I felt super rejuvenated and I was really calm. And it felt way longer than three days, which was phenomenal.”



COURTESY OF SAMMY DONOVAN

Philes, In Them I Am

Couch to Boston Marathon

Thiago Jollon & Gentry Thatcher



3/24/26: A letter arrives in the mail, screeching through the George Washington Hall mail slide. It reads: "You have been accepted. Be at the cemetery at 1 a.m. tomorrow morning."

What was this mysterious letter about? Keeping with Andover's shift away from interscholastic sports to life sports, a special life sport has been created for the spring term. Couch to Boston Marathon aims to completely transform 10 students from Dean weight to Classics (yes, it is a Varsity sport) weight. More of a social experiment than a sport, the coaches, Corey and Randy, started searching for suitable students. Poaching students from Stearns, Photon, and Lawrence, Massachusetts, the coaches assembled an All-Star squad.

Couch to Boston Marathon 2026 had begun. Featuring a class of '28 chud among others, the goal is to see: Can a Math-650 Student run a Marathon with a month of prep?

Training is intense.

Week one: Our subject dies trying to run 2 miles.

Week two: He is resuscitated in the hospital and makes a full recovery. To get time back, a terrorist threat is made.

Week 1 (2.0): He runs 2 miles.

Week 2: He runs 5.

Week 3: He hits 7. Three days before the marathon, his final training session takes place. 8 Miles (Eminem reference because he is fat as shit and he thought it was the candy). He is ready.

Some astute readers may be wondering why he only ran 8 Miles. On the 20th of April, in Hopkinton, he jets out of the starting line, running, setting a new PR in the 8-mile (sub 2 hours). Eight miles out, he sees the finish line: The Framingham T stop. He hops over the barrier and onto the T, and takes it into Boston. At Kenmore Square, he hops out, hoping he kept up with the pack. He didn't. Walking is faster than the T, but he runs the last mile through the heart of Boston, dodging home runs hit off of newly-awful Garret Crochet, under the snipers guarding the finish line from above. Four weeks after his journey began, he finishes the Boston Marathon... wheelchair race.

Highlights from a Perfect Celebration of Patriots' Day (4/20)

Claire Bancroft

8:00 a.m.: Wake up bright and early!! Prepare for a sit-in in front of Sam Phil for 4/20 Day On.

8:30 a.m.: Sneak out of Paul Revere and pass by George Washington Hall to admire the country's greatest minds. Then, get picked up by your carriage to Boston.

10 a.m.: Make some new friends in an alleyway! As they topple over each other, you notice that they are having an awesome time celebrating 4/20.

2 p.m.: Head over to the Boston Marathon with your new friends. Make sure to give Ms. Murata a Big Blue Gratitude Gatorade to thank her for cheering on all the Andover Alum runners.

7 p.m.: After returning to campus, find some awesome scenery in the sanctuary; be secretive so you don't get sanc-ed in the sanc...

9:31 p.m.: Sneak to the Borden rooftop for some festivities and beverages: red, white, and blue flavored.

To: Student Leader Applicant...



Dean of Students

(By Konnor Fortini)

Dear Applicant,

We appreciate the time you invested in applying to be a student leader. We are sorry to let you know you were not selected to be one for next year.

Simply put, you were not good enough. We spoke with your current mentor, expecting a glowing recommendation, and what we found was that they were locked in Sykes, whispering your name repeatedly. Even your advisor warned us about you, saying you were the emergency that the emergency drill a few weeks ago was for.

But nothing compares to what you did to Dean Gardner. He caught you on your phone, and he tried to take it away, and you yelled, "No!" How dare you! How dare you suck the joy out of the only part of the job he loves? After that occurrence, there is no way we were going to let you have even the slightest bit of power. With enough underlings, you could start a riot against the Dean of Students, going cluster to cluster and trying to give us GAPs instead. To be honest, you would've lost in every cluster but Pine Knoll (sadly, they do not have fearless cluster reps to protect them) and WQN (there are too many of y'all there).

In our rejection emails, we usually say, "Please know that making a positive difference in the community does not require an official title or position; our community depends on all its members and their daily good actions." However, we have never once seen you do something good on campus. Thus, I think it would be better for all of us if you just take an indefinite leave of absence.

Leaders are meant to be the relevant ones on campus; the people who uplift the rest! Yet you have failed in that regard. I strip you of your current housing status and must now live in the Rockwell basement, where the dorm will take turns feeding you like baby birds do.

Life is like a box of chocolates; you never know what you're gonna get. Except in this case, as it was certain you were NOT going to get a leadership position. Save your time and do anything else, as long as it's not on this campus. I would just like to point out that one of your answers to the application questions involved teaching your mentee how to "get with the freshmen." Everyone knows we now call them the "fruzz." You would be teaching your mentee outdated language, which is extremely irresponsible. Also, you are not getting the fruzz by asking, "Where's my hug at?"

I resent the time and effort you wasted on the application process.

Sincerely,

The Dean of Students

Hacky Sack Rankings

Grace Chen

As you're reading this, chud, you may be asking yourself, 'What could the boys be ripping now?' Let me give you a hint. It's not corners. It's not bag. It's not each other's pants. It's the sack.

In need of a new community on campus not centered around a spikeball net (got reverse-gentrified), the boys have finally found their calling in a knit bag filled with sand. One Ole Miss '33 Commit spoke on re-finding his spark off the ice (though still on the snow); "Ripping the bag and feeling that sand between my toes has really given me a chance to connect with my Jamaican Heritage, duo mi stil a wok pahn di langwij."

As Andover begins to build its own squad, the selection process has become a contentious topic across stacks and dorms alike. Eaton and America House were recently relegated to Bouse status after a less-than positive showing within the confines of the Garden. (5 were hospitalized due to thorns in the feet). Tucker and Stimson were set to face off on Wednesday, but one of their best players, a call in from an established North Korean team, forgot to roll out beforehand. Stuart responded by exclusively recruiting guys who can rip top ched in Birks. Foxcroft declined to comment but was seen constructing "the Eiffel Tower of sacks" on the Great Lawn.

The culture on campus was challenged even more this week, as a representative from Bertha Bailey, fed up with his perpetual status as a Bouse mogger, decided to take an NIL deal from the great big Exeter Sacks.

Though originally satisfied by the money, the Bouse Mogger realized that the money didn't exactly make up for the living situations, as living in Exeter's Touse, Zuckerberg Hall, requires weekly Elephant Walks.

Spread sack, not hate.

Week's Top Headlines

- *Former Eighth Page Editor Announced as ASM Speaker*
- *Suspicious Polymarket Bet on Head of School Change Placed Days Before Kington Email*
- *Bartlet Freshman Rushed to Hospital After Horrific Misunderstanding on "Game of Sack"*

Overheard on the Paths

- *"You know what happens to nice guys like me in prison?"*
- *"One more enchilada and OPP is not going to be happy."*
- *"It's the cold weather, usually it's a little bigger!"*
- *"WWCMD? What would Charlie Mayhew do?"*
- *"Shooters shoot, always aim for the houseplant."*



The Phillippian SPORTS

let's sack.

Volume CXLIX | Number 10

April 24, 2026

Girls Tennis Cruises Past Choate with Aggressive Doubles Play

ATHREYA YEGNESWARAN

SATURDAY 4/18

Andover 9

Choate 0

Girls Tennis (5-0) delivered a dominant performance against Choate, winning all matches for a 9-0 victory. The team controlled its matches with confident doubles play and carried that momentum into singles, showcasing both depth and consistency across the lineup.

Michelle Oh '29 recounted that, going into the match, the team focused on improving its offense and consistency, particularly in doubles.

"I think that this was a match that we could practice a lot of the things that we've been working on in practice, like being aggressive, focusing, and going for shots... Our coach yesterday had us say what we especially wanted to work on together as a doubles team. And me and my doubles partner said we wanted to especially work on being aggressive and also consistent," said Oh.



Michelle Oh '29 tosses the ball and brings her racket back to serve.

CINDY ZHOU/THE PHILLIPIAN

Oh continued, "Whenever we see a high ball in the middle of the court, we want to poach and go for it. We just want to

stay consistent at the baseline until my partner can get a chance to poach."

Beyond technical execu-

tion, the team's supportive culture played a major role in its success. Players consistently encouraged one another

and maintained their focus throughout their matches.

"We're all really supportive of each other. Although we don't cheer the loudest out of all the other teams, we practice every day together, and we kind of all support each other whenever we come out. If we see someone play a good point, then we just cheer for them. A big strength is that we all work towards a specific goal that the coach plans for us after watching us play, and we're all focused on self-improvement, and our mentality is pretty good," said Oh.

According to Angelina Zhang '27, looking ahead, Girls Tennis aims to build on this performance by maintaining focus and refining its aggressive style of play in both singles and doubles.

"For the next game, I think that we'll focus on not losing focus and being confident in our shots," said Zhang.

Girls Tennis will face Phillips Exeter Academy (Exeter) on Saturday, BB&N on Monday, and Northfield Mount Hermon (NMH) on Wednesday.

Softball Extends Undefeated Season with Three Wins

WYATT ORRACA-CECIL

FRIDAY 4/17

Andover 6

Nobles 3

SATURDAY 4/18

Andover 3

Choate 1

WEDNESDAY 4/22

Andover 14

Concord Carlisle 0

Softball (9-0) closed out another strong week, extending its undefeated streak to nine games with wins over Noble and Greenough (Nobles), Choate, and Concord Carlisle. The week was punctuated by a comeback victory, standout pitching, and a continued focus on discipline and preparation.

Reflecting on Friday's game at Nobles, Maddie Marshall '29

emphasized the thrilling atmosphere of Softball's close win.

"We were actually losing for a while. We were down for almost all the innings, and then we had one good inning where we finally started putting bat on ball. It was an away game, and there weren't too many people, but it was really exciting to play in a tight game where, going in, we didn't necessarily know if it would be close or possible to win," said Marshall.

Marshall also highlighted the team's resilience in the back-and-forth game that extended into extra innings. After taking an early lead, Andover fell behind before a late-game home run forced extras. The team capitalized in the eighth, stringing together timely hits to secure the win.

"Morgan McDonough [29] pitched really well. She pitched for the first four innings, and then I came in to pitch for three, then got hurt, and then she came back in for the eighth inning. She had a good hit in the eighth, so she really helped our team stay in it, especially coming in unannounced to pitch the last inning. And then, of course, [Co-Captain] Rihana

[Gomez '26] tied the game to bring us into the eighth inning with the home run," said Marshall.

In the team's 3-1 win over Choate, Ashley Schuman '27 dominated in the circle with 18 strikeouts over seven innings. Myla Mexico '27 delivered an important Run Batted In (RBI) single, recording a hit that allowed a teammate to score and extend Andover's lead. Audrey Gotha '28 discussed the team's consistently focused preparation in practices.

"I think that even though we've had this awesome winning streak, we always prioritize never underestimating our next opponent because we never know. It's a new day, a new game, a new team. Every team that plays other schools is getting better each time. So we like to practice being fast to first base, so we do running drills and different things. We practice stealing and sliding to bases to steal that base. We do a lot of offense and defense work split, so the offense will work on specific things. The infield will work on things happening in the dirt, and the outfield works with the coaches on other things. We're always priori-



AUDREY BAETEN-RUFFO/THE PHILLIPIAN

Catcher Gaby Potter '27 throws the ball from behind home plate.

tizing hitting," said Gotha.

In Wednesday's game against Concord Carlisle, Gotha led the team from the circle. Teammate Louisa Aleman '28 highlighted a key defensive moment that showcased Gotha's composure under pressure.

"Our pitcher, Audrey Gotha, really stood out because she made an amazing play. When the ball got hit straight to her,

she barely caught it before it hit her. So it was a little scary, but she got it just in time," said Aleman.

Softball looks forward to its doubleheader against Austin Preparatory School (Austin Prep) this Saturday and will face Phillips Exeter Academy (Exeter) on Wednesday.

Golf Shows Up in Clutch Moments to Overcome Proctor

TIGER WANG

WEDNESDAY 4/22

Andover 6.5

Proctor 2.5

Golf (8-2-1) faced off against Proctor Academy (Proctor) on Wednesday. Despite the course's technicality and an initial struggle that the team faced, it was able to overcome these obstacles for a dominant win over Proctor. Now extending its early season winning streak to six games, Andover hopes to capitalize on this momentum for

steady growth and improvement as the season progresses.

A highlight of the match was the successful comeback of Kevin Zheng '26 after an early mistake put him in a high-pressure situation. Zheng elaborated on his commitment to persevering.

"On the first hole, I duck-hooked my driver 150 yards left. I ended up crossing the second fairway and landing on the third fairway. From there, I hit a beautiful four-iron 220 yards to about ten feet, and then two-putted for the save," said Zheng.

Alongside Zheng's save, the team showed off the depth in its roster with strong performances across the board.

Zorah Williams PG'26 and several other teammates were key contributors in anchoring this strong win, according to Zheng.

"I'd like to shout out the rest of the team. Rocco Fawcett [28], Ian Kim [28], Sebastian Montemayor [27], Zorah Williams, and Eddy Zhang [28]. It was an absolutely phenomenal performance. Zorah hit her shot from roughly 140 yards [away from the hole] to about 4 feet [away from the hole]. It was definitely a highlight of the day. I also think Eddy's clutch ten-foot slider that secured a par was crucial," said Zheng.

Along these individual performances, the collaboration was also evident in the joint

matches. Fawcett and Montemayor worked together to navigate the technical course, and Fawcett emphasized the importance of this partnership in their successes.

"The greens were a bit bumpy, but the course was in good shape otherwise. Playing a joint match, you do a lot of things together, like reading putts. Sebastian and I played well as a pair. We helped each other out on almost every hole, and both won," said Fawcett.

For Kim, the win showed the team's consistency, the key factor that led to the team's collective score. Yet, with the Andover Invitational this Saturday, this success doesn't defer the players' fo-

cus on fine-tuning their game as the season continues.

"Our performance today was really good. We shot a 202, and I just focused on keeping my drives straight and trying to make birdies. That was our strength, and looking into the future, we're going to keep pushing harder and keep our heads up. We have a big season ahead, including a nice two-day match and the Newport Invitational this Saturday. We're going to practice our hardest in the next couple of days," said Kim.

Golf played against Brooks on Thursday, winning 7.5-0.5; the team will host the Andover Invitational on Saturday.

Sophia You '26 Defines Grit and Adaptability for Girls Water Polo

JULIEN REQUA

A long-time swimmer, Girls Water Polo Co-Captain Sophia You '26 swam competitively at the club level since she was eight and eventually swam at the high school level. She first began playing the sport in ninth grade after encouragement from older teammates. Now a four-year member and Co-Captain of Girls Water Polo, You aims to lead with enthusiasm, support her teammates, and maintain strong team morale through consistent encouragement and guidance.

You reflected on how her journey through water polo has been hit with multiple setbacks, but her determination, grit, and love for the sport kept her coming back.

"I didn't play water polo before high school... I started playing water polo because one of the Seniors on [Girls Swimming and Diving] told my friends and me it would be fun. I played as a field player during my [Junior and Lower years]. Then, in my [Lower] year, I dislocated my shoulder twice in games. So in eleventh



AUDREY BAETEN-RUFFO/THE PHILLIPIAN

grade, I decided to transition from field player to goalie. Now it's my second year being a goalie," said You.

As Co-Captain, You strives to lift team morale during games and to help support newer players as they transition. Teammate Mary Li '29 described You's influence on the team.

"Sophia has great team spirit. She cheers the whole team up, and she rallies them very well. She's really fun and nice to every single one of our players, and there's a lot of humor, too. She was one of the few people whom I got to know really well when I first joined the team. And she was kind of my introduction, partially

to the other members of this team, and she's the one who brings us all together," said Li.

Audrey Baeten-Ruffo '28 noted the tight bond that she has with You, her fellow goalie.

"Whenever I have a question, even if I'm across the pool, I'll mouth it to her like 'how do I do this?' and even if she can't hear me, she somehow explains it. She's miraculous. Every day I show up at the pool, and she's there. My day is better because of it. She's a Senior, and I'm a Lower, and she gives me advice even outside of practice, like during Add/Drop period, and how to approach things. She's always a wealth of information. She's always there for you, and I love getting to train with her," said Baeten-Ruffo.

For You, a key value that Girls Water Polo holds is having fun. Considering that many players joining the team have little to no experience in water polo, You said that having an uplifting environment is imperative to the team's success.

"The first two years I was on the team, we had so much fun together, and we didn't have the best winning record. But we were

just having a lot of fun. Then last year we actually did better: we qualified for the tournament for the first time, which I definitely did not think we could do my Junior year, and we ended up placing second. So we got a lot better ranking-wise, but we still wanted to enjoy water polo as a sport and have fun as a team, especially because it's a sport so many people start in high school and have no experience with," said You.

You continued, "So being open to learning and having fun is something I value as captain. And for roles, as captains, we lead everyone through warmups each day. At meets, we have a pre-game talk from our coaches, then we all huddle up. My Co-Captain, Addison [Deng '26], and I break it down, then we go play. We also try to relay messages from coaches to the team and make sure everyone is on the same page."

You hopes to continue playing water polo at the club or intramural level at Northwestern University.

Editor's Note: Audrey Baeten-Ruffo is a Photo Editor for The Phillipian.

Addison Deng '26 Fuels Girls Water Polo in the Pool

SARAH WANG

Girls Water Polo Co-Captain Addison Deng '26 gravitated towards the sport during the spring of her Junior year at Andover. Also a Co-Captain of Girls Swimming and Diving, she loves the opportunity to stay in the water even after her winter season has finished. Finding Water Polo to be the answer to her drive to stay competitive in the pool year-round, she has grown to love the sport and now leads the team as a Co-Captain.

Deng shared the importance of being vocal during games to ensure the team knows what it's doing.

"Sophia [You '26] and I are the two Captains of the team, and we really focus on communication during a game, being loud and vocal. When you're in the pool, it's hard to hear your coach yelling from the stands. It's really up to

[Sophia] and [me] as captains to get the team going and have the team know what they're doing. During every time-out and before every quarter, we also do a cheer, and we're sure to keep it loud and keep it going, even if we're kind of behind, like at our Exeter game," said Deng.

One of the new players on the team, Helen McNeely '29, also described Deng's leadership style as something to look up to. McNeely shared Deng works to boost team morale.

"She always leads by example by putting in the work during practice. She also always has a good attitude, during, before, and after games. Her best quality is her encouragement. [She's] a positive person in general, always trying to help people and make the team morale more positive. [She] helps when we're talking about strategy, and also with pregame talks and team hype," said McNeely. Additionally, Djenabou Bah



AUDREY BAETEN-RUFFO/THE PHILLIPIAN

'28 mentioned how Deng mentored a player completely new to the sport, supporting this teammate greatly throughout the first days of practice.

"We have a person that's completely new to water polo

this season, and we really have to rush into how to play because our first game was a week into practice. [Deng] really helped her out and taught her the place, and she's improving really quickly," said

Bah.

According to Bah, Deng mentors the team individually, often providing tips on technique and strategy.

"Her best quality is how she will stay focused, but she's also someone you can always laugh with. She always has energy in the locker room, so it's never really quiet and everyone's friends with each other. She's good at putting everyone together and making everyone feel included," said Bah.

Deng shared a piece of advice for next year's Co-Captains.

"Don't be frustrated. Always have a positive mindset and be very loud. Water polo is one of the sports where you can't hear much because of the waves, other people shouting, and the coaches shouting. Having a loud voice in the pool is really reassuring for the rest of your team," said Deng.

GIRLS WATER POLO

ADDISON DENG '26 **G**
SHANGHAI, CN

SOPHIA YOU '26 **G**
NAPERVILLE, IL

AUDREY BAETEN-RUFFO '28
SAN FRANCISCO, CA

SAHANA MANIKANDAN '26
PRINCETON, NJ

MADelyn ESPOSITO '27
ANDOVER, MA

DJENABOU BAH '28
DHAHRAN, SA

HELEN MCNEELY '29
MALVERN, PA

MARY LI '29
SAN MARINO, CA

SARAH SAMOLUK '26
ANDOVER, MA

ANNA TINKOVA '26
SIVICE, CZ

CAMDEN SCHOPLER '27
SAN DIEGO, CA

SLOANE WILLIAMS '28
CORONA DEL MAR, CA

MANAGERS:

NATHAN EGBUNA '26
EL PASO, TX

HUGO APPEN '27
NEW YORK, NY

ANDREW CAI '27
FORT WASHINGTON, PA

VICTOR HILLIER '28
KIRKLAND, QC, CA

GIRLSSOFTBALL

Rihana Gomez '26 Sets the Tone for Softball with Leadership and Big Hits

OLIVIA WANG

Co-Captain Rihana Gomez '26 has played softball all four years at Andover, growing both as a player and a leader. Gomez was unable to provide comments for *The Phillipian*, but her teammates gave input on her leadership as captain and notable play during games.

Gaby Potter '27 emphasized Gomez's resilience and ability to push through difficulties, a quality that she constantly models for her teammates.

"Rihana is very much of a lead-by-example type of teammate and captain. She's always ensuring that everyone's doing their best, trying their best, and staying calm when they make mistakes. If she makes a mistake, she recovers really quickly and lets it go in



AUDREY BAETEN-RUFFO/THE PHILLIPIAN

through one ear out the other ear. That's a really commendable trait of hers," said Potter.

Morgan McDonough '29 reflected on Gomez's contribution to Softball's success, noting Gomez's several home runs throughout the season, which helped the team rebound in demanding games.

"The big thing that stands out is her hitting. For five or six games, she had a home run in each of them, or sometimes two. She gave us a lot of runs. We played [Noble and Greenough] the other day. We were down by one run, and it was almost the end of the game. She had a home run, which put us into extra innings and we won. She's

helped us get us on the board constantly. She's making awesome plays, [she is] super smart, and [has a] high IQ in the field," McDonough said.

Potter shared that Gomez is a supportive leader who proactively communicates with the team and showcases her dedication to the sport by working her hardest no matter what.

"During practice, [Gomez is] definitely trying her best on every single one of our drills, or if we're doing infield drills, she's always very communicative [and] always performing like we're in [a] game situation, which is really appreciative to me as a catcher, knowing that my first baseman is always going to be there doing exactly what she needs to do. For games as well, [Rihana is] just sorting that press, asserting that precedence [that] you're more than

just a mistake, [to] always keep cheering on your teammates, [and that] we are a team. Through her behavior and how she carries herself, you can definitely see that she is a very humble person and is extremely influential to our team," said Potter.

McDonough highlighted how Gomez contributes to team spirit at practices and games.

"She gets such a good vibe going. She's always hyping everybody up and keeping everybody happy, and doing what needs to be done as a leader and as a player on a team. It makes the vibe on the team and especially on game days and during practices so much better, and it really makes everybody around her happier. She just gets everybody hyped. She plays awesome music, which is fun. She's just awesome," said McDonough.

Ashley Schuman '27 Anchors Softball with Steady Leadership

WYATT ORRACA-CECIL

Softball Co-Captain Ashley Schuman '27, who started playing the sport early in her childhood, has grown into her leadership role with her keen and observant attitude and care for her teammates.

Schuman recounted her beginnings in softball, tracing back to her family's history with the sport.

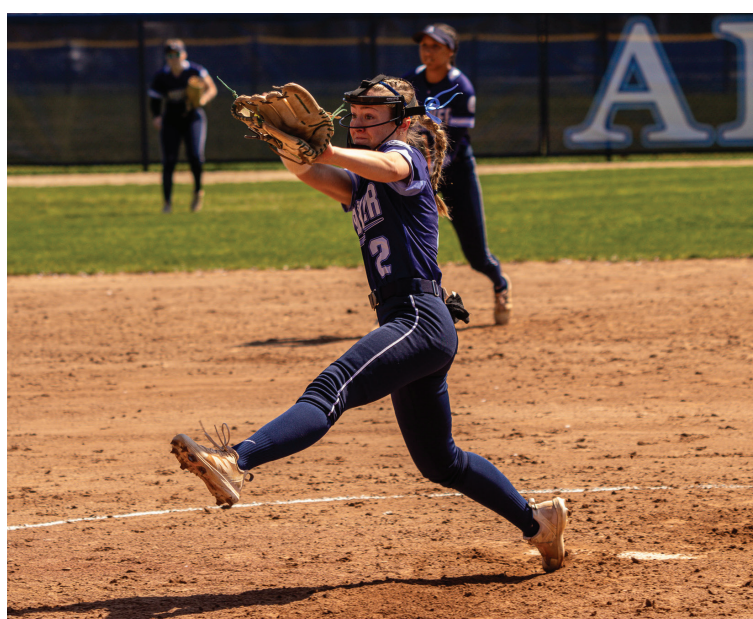
"I started playing softball when I was really young, like I was probably almost 2. My older sister played, and my dad played baseball in college and started a really strong program in my town with girls in my grade and my sister's grade. So I just kind of grew up around the sport. As I got older, I started practicing more, playing with higher-level teams, and I just kind of stuck with it," said Schuman.

Schuman reflected on how that early exposure shaped both her playing ability and her understanding of teamwork and leadership.

"Watching my older sister and other leaders on my teams growing up and playing on a national team in the summers, you see how different people contribute to a team. I kind of took a little bit from everyone and looked inward at how I wanted to act as a leader. I don't really want to talk for myself. I want to be the person that other people talk for. I want to be someone people look up to because of how I act and how I play. I think that's kind of my main thing. Let others speak for me through my actions. Beyond that, I just try to be there for my team and tailor what I do to what each person needs," said Schuman.

Kamryn Cabrera '28, who joined the team with limited experience, described how Schuman's leadership has personally impacted her.

"Ashley's very sweet and supportive. I haven't had the best experience with sports here, but from the moment I met her, she was very kind. She's always included me and made me feel wel-



AUDREY BAETEN-RUFFO/THE PHILLIPIAN

come on the team. Even though I'm new and not very experienced, she's never treated me as less than. She's always trying to help me improve instead of judging me, which is hard to come by. She's really shown me the importance of supporting teammates and being a light for others," said

Cabrera.

As Co-Captain, Schuman is also focused on creating strong connections. She noted team activities that contribute to building those bonds.

"We have a really strong group of lowerclassmen, and just being able to celebrate each other

makes the game more fun. We'll go to dinner after practices, have team breakfasts, and most of us are friends outside of softball, too. Building those connections really translates to how we play on the field. It's important to make everyone feel included," said Schuman.

Sydney Moore '28 emphasized how Schuman is both approachable and knowledgeable, creating a team environment where players feel comfortable seeking guidance, even beyond the sport itself.

"She's always there for everyone and really knowledgeable about the game. Anyone can go up to her and ask for help. She's very vocal on the field. If she sees something, she'll say it and help us fix it. And off the field, she's just as involved. She's always at team dinners, talking with everyone, and even helps tutor people in math and science. She's a leader in academics as well as athletics," said Moore.

Looking ahead, Schuman is committed to playing Division I Softball at Boston University.

SOFTBALL

LOUISA ALEMAN '28
HOUSTON, TX

RIHANA GOMEZ '26 **C**
SALEM, NH

ASHLEY SCHUMAN '27 **C**
BEDFORM, MA

SIERRA LEE '28
HONG KONG, HK

SYDNEY MOORE '28
LYNNFIELD, MA

SARAH-ALYSSE WILLIAMS '28
WEST ROXBURY, MA

KAMRYN CABRERA '28
PATERSON, NJ

KALIAH FORTUNE '26
BRAMPTON, ON

MARIE LEE '28
ANDOVER, MA

MADISON MARSHALL '29
LOWELL, MA

GABBY GILLETTE '28
MERRIMACK, NH

GABY POTTER '27
LAWRENCE, MA

MORGAN MCDONOUGH '29
LOWELL, MA

VICTORIA MACKENZIE '28
NORTH ANDOVER, MA

MYLA MEXICO '27
BALDWINVILLE, MA

ANAYA QAMAR '26
COSTA MESA, CA

AUDREY GOTHA '28
SACRAMENTO, CA

MILA FAN '28
KOWLOON, HK

MANAGERS:

AMINA GORMAN '26
CHICAGO, IL

ROSIE TABUKE '26
NAIROBI, KE

Boys and Girls Track & Field

Emerge Victorious in Quint-Meet Amid Harsh Midweek Conditions

ALEX GODSEY

In a strong showing coming off the long weekend, Boys and Girls Track & Field dominated this Wednesday in a quint-meet against Austin Preparatory School, North Reading High School, Marian High School, and Landmark School. Girls Track & Field emerged victorious with 63 total points, and Boys Track & Field won with 53 total points. Andover saw excellent performances across the team and across the events, with athletes winning first place in nine out of 17 boys events and eleven out of 17 girls events.

The conditions of this Wednesday's meeting were difficult and adverse, with a sitting temperature of 46°F, a harsh shift from the past week's warm weather. The harsh temperatures combined with strong winds limited the pos-

sibilities of posting quick times, according to Michelle Onyeka '27. She recounted her personal struggles with the conditions, commenting on its influence on the overall meet's times.

"I actually wasn't feeling great at the beginning of the meet. I wore a bunch of layers and literally had my puffer out. I wasn't feeling great about the race, mainly because I was really worried that, no matter how much I warmed up and stayed in my layers, I would immediately start feeling cold again. So my running partner and I went into our races feeling rushed and not as prepared. There was also a headwind, so we were running against the wind, and the overall conditions made it really frustrating because it felt like we were running well, but when we got to the end of the finish line, our times just didn't reflect what we could do," said Onyeka.

Despite the weather, Zoe von

Eckartsberg '26 set a personal best of 2:30.57 and a first-place finish in the 800-Meter Race. Aaron Blanchard '28 praised her grit.

"Zoe von [Eckartsberg] ran the 800[-Meter Race], and she ran a [personal record] by two or three seconds. The entire race was really impressive. She started off really strong. She was leading her group with Chloe Song [26] and through the first 400 meters, she really kept up an amazing pace, and even though you could tell that she was getting a little tired, she kept pushing through, and then she had a good burst of speed through the line in the last 50 meters," said Blanchard.

The team created an exciting atmosphere in the face of adversity, bringing energy to every event. Reviving a tradition started by former Co-Captain Naima Reid '25, on the sidelines of the 4 x 400 race, Andover athletes cheered on their teammates by

barking and engaging in the sea lion dance, a move popularized on TikTok. Sean Kim '26, who ran in the 4x400-Meter Relay, relayed his experience as the anchor of that race, recounting the energy boost he felt coming down the home stretch. Ultimately, Andover placed first in 3:41.33 in the 4x400-Meter Relay.

"At the end of the [4x400-Meter Relay], I remember we had a good lead, and when I was going around, coming down the home stretch, I saw the crowd get really hype. People were barking at me, and then people were hitting the sea lion, if you've seen that on TikTok. I looked over my shoulder, and people were cheering me on and displaying the team culture. I think that it was great to see everyone out there and hit the sea lion and exemplify that energy," Kim.

As the season hits its halfway point and with the New England

Preparatory School Track Association (NEPSTA) Championships looming less than one month away, Caitlin Ly '27, who placed first in the Girls 100-Meter Race, commented on the team's outlook for the rest of the season.

"[The NEPSTA Championships are] less than a month away, and right now, we're just working on tapering and focusing on the technical stuff, as we've already built our base from the indoor season and the beginning of the season. I think we should be in a really good place when the time comes," said Ly.

Boys and Girls Track & Field will host Northfield Mount Hermon (NMH), Loomis Chaffee (Loomis), and Avon Old Farms on Saturday, May 2.

Boys Tennis Powers Through Concord, Falls to Deerfield

XAVIER HOWELL

This past Saturday, Boys Tennis (2-6) traveled to Deerfield for its first away game of the season, falling short in an incredibly close match. On Wednesday, the team bounced back, besting Concord 4-2. With the win against Concord, Boys Tennis broke its five-game losing streak.

Although the Deerfield match was a loss, the games themselves were filled with comebacks and consistent play. Tomas Tejapaibul '27 recounted the matches, highlighting in particular George Richardson '27's comeback from being a set down.

"It was a Saturday game, and it was far away. We left around ten and had a slow start. We started with doubles. We unfortunately lost all three doubles [games], but it is only worth one point. So we needed to win three singles. I only saw [Co-Captain] Ben Shin [26]'s and George Richardson's courts. I lost 2-6, and George lost 2-6 in the first set. We held on, and George started a comeback and won his second set 6-2. In the ten-point tiebreak, he won 10-4. He

came back and fought hard," said Tejapaibul.

He continued, "In the second set [of my game], [my opponent and I] went toe to toe. I was serving 4-5. It was an important hold because if I were broken, I would have lost the set. Then I won three in a row and won the set 7-5. I was scared because [my opponent] was a very strong player, but at that point, I was able to outplay and overpower him," said Tejapaibul.

The atmosphere was particularly electric as it was Deerfield's family weekend. Co-Captain Jeff Shen '26 noted how the atmosphere generated a particular energy.

"First away game of the season. It has a completely different atmosphere and is a bit more intimidating. It was Deerfield's family weekend, so there were a lot of opponents on the other side, which is always good because we got some energy from that. We played really well and really hard, and despite the close loss, we learned to adapt after a long bus ride and to be ready for situations you might not have accounted for," said Shen.



AUDREY BAETEN-RUFFO/THE PHILLIPIAN

Tomas Tejapaibul '27, who won his singles match in 6-1, 6-2, serves against an opponent from Concord.

At the beginning of its match against Concord, Boys Tennis took a commanding start by winning all the doubles matches. Despite Shen, the second seed, coming down with an injury, Tejapaibul noted that the team continued its momentum into the singles matches.

"Jeff was injured during the Concord match. We fought in doubles and swept them. It gave

us momentum to play singles. The first four got onto their courts. I was playing fourth. My match had a great start because I won my first set 6-1. I won the second 6-2. It was another point for Andover, and the other three were still fighting. George and Ben both fell in two sets. Nick Nawracaj [28] is on the second set. We were winning 3-2. Sean Liu [28] and William Chu [26] were our remaining

players. Sean won 6-2 and 6-0, so that was a really rewarding win this season," said Tejapaibul.

Boys Tennis consists of two newcomers to Andover and four newcomers to the team. Shen noted the importance of building and sustaining the team's chemistry and mentality.

"A lot of the issues we have to overcome aren't necessarily technique or level of tennis. Everyone is a great player with a strong foundation. We are more concerned about chemistry. In our practices, this means playing in doubles and understanding each other's rhythms. Even though Ben and I are Seniors, we want to leave a mark on this young team and leave a legacy. Tennis is more mental than physical, so emphasizing building others up rather than breaking them down is really important. Our training centers around the emotional and mental aspects of the game," said Shen.

Boys Tennis will face Noble and Greenough (Nobles) on Monday and Phillips Exeter Academy (Exeter) on Wednesday.

First Home Race on the River: Girls Crew Rallies Against CRI After Falling to Deerfield

BENJAMIN KAZLOUSKI

Girls Crew hosted races against Deerfield and the Boston club team, Community Rowing, Inc. (CRI) this past Saturday. Although Andover fell short to Deerfield across all boats, the team rebounded to best CRI in every race later that afternoon.

As only select boats travel to away races, the team's first home race gave all boats the opportunity to compete. For newer rowers, the experience can be nerve-wracking, especially for coxswains, who are responsible for steering the boat and motivating the rowers. Co-Captain Willow Wright '26 shouted the coxswains for their determination and preparation throughout the week.

"They had done a lot of training and practice early in the week, making sure they knew what to

focus on for which direction to point in and where the parts of the river with the strongest current are, so we make sure we stay there and have the fastest trajectory. And then the whole time while we're rowing as well, they have to consistently be saying something, so it's not just our thoughts," said Wright.

With a large roster and frequent turnover year to year, Girls Crew entered the race unsure of what to expect against either opponent, both of whom had historically yielded close matchups. Wright elaborated on her boat's mentality heading into its race against Deerfield, and how that shifted before facing CRI.

"In past years, Deerfield and CRI have been very competitive with each other as well. All three teams have come in really close, with [Deerfield] edging us out by a little bit. We went into the Deerfield race feeling strong, but

ultimately fell short with all of our boats. They write down the times on the board from the other races, so we saw the Deerfield and CRI results, and we saw that CRI had also fallen short to Deerfield. Going into our races against CRI, we had a lot more confidence in our abilities because we saw how they compared to Deerfield, and then all of our boats beat CRI," said Wright.

Despite the team's loss to Deerfield, Wright emphasized on the motivation boost her boat gained during the race and the energy of competing on the home course.

"There was a lot of confidence and enthusiasm going into that race. When we pulled ahead of them from the start, within our first minute and saw them behind us, it made you want to push more because you can see how many meters you can get ahead, how much space you can create between us. My favorite part of our

home course is when we get past the island during our final sprint, and you hear all the parents on the shore screaming. You can't really tell what they're saying, but you hear a lot of noise, so those last 300 meters of the day are always exciting," said Wright.

After an intense first race, recovering in time for the second can be both physically and mentally challenging. Nishi Amin '28 described her boat's routine to stay energized throughout the long day.

"Right after we finished our first race, our coaches made sure that we all had food in the boat for us to start eating. Then, when we got back on land, we were eating sandwiches and a lot of foods with carbs in them to make sure that we were fueling ourselves properly. Because we had around two hours [until the second race], we were all walking around a little bit to move our bodies. Then after

sitting and resting, we were ready for the second race. We also did a good warm-up and stretch, so I didn't really feel that tired by the time we raced CRI," said Amin.

The team's camaraderie shone through its pre-race rituals. Eloise Malle '27 shared a tradition her boat performs at the start line before difficult races.

"On the water, most boats take lemon slices. Basically, the coxswain will take nine slices of lemon, and right as we're getting pulled up to the start line, everyone will take a piece and bite into the lemon at the same time, or go down the boat saying our names and bite into the lemon," said Malle.

Girls Crew will host Hingham High School on Saturday.

Boys Crew Shows Improvement in Home Opener Against Deerfield, BC High, and St. John's

NICHOLAS JUNG

Boys Crew hosted Deerfield, Boston College High School (BC High), and St. John's Prep (St. John's) for its first full team home opener. Andover's first (B1), second (B2), and third (B3) Varsity boats, respectively, had times of 4:38.6, 4:58.5, and 5:11.1. B1 beat BC High in the morning, losing to Deerfield in an afternoon race.

Andretti Candelario '28 elaborated on the team's performance. In spite of difficult matchups against Deerfield, BC High, and St. John's, who were ranked first, fifth, and seventh, respectively, based on 2025 rankings, Boys Crew swept BC High in the first race of the day.

"We got off to a really good start, and [BC High] tried to stay with us, but they couldn't quite do it. That set the pacing for the rest of the race. They kept trying to bring it back to us, but we weren't going to let them have that. The most crucial moment is when one of the kids over on the other boat caught a crab, which is when your oar gets stuck in the water, and then you have to stop rowing almost. [It] ruins the whole motion of the bow because you're supposed to be in one stable rhythm. But crabs destroy that rhythm. When they caught that crab, it was smooth sailing. We beat them by like five boat lengths, which is a lot," said Candelario.

Sebastián Vermut '27 provided a description of the B2 race against BC High. Vermut com-

mended the boat's coxswain, Chloe Park '27, for a crucial push early in the race that led to a lead that Andover did not relinquish for the rest of the race.

Vermut said, "Rowing starts and sometimes feels a little chaotic. In our race against [BC] High for the B2 [race], it was pretty close between the two boats for the first third of the race. Then, we made a move. We went up a length, we kept that distance, and we stayed up. That was the difference maker. That one moment, you had to be a little courageous, a little bold. Making that choice to move earlier than you usually would, just to get away from the crew and put yourself in a strong spot. Mentally ready for the sprint. That was really, really cool to see. Props to my coxswain

Chloe Park for that move."

However, facing Deerfield proved challenging. The team got swept on all boats it raced against Deerfield, except for B4, where it beat Deerfield and St. John's. Oliver Rogers '28 described the difficulty in racing Deerfield.

"The first 40 strokes, Deerfield got up on us. It was really hard, just like telling ourselves to just keep rowing as hard as possible and to not fall behind. After the start, it was hard to properly continue after the start. We were a little demoralized, because the start wasn't very good," said Rogers.

Vermut emphasized that one learning experience was the team's strength and practice that the team has been putting in for its upcoming races.

"A lot of takeaways [is that] we're a strong crew and a fit team. Looking in the long run, when we see these teams again," said Vermut. "How can we surprise them next time and do even better than we did this time? So that looks like getting fitter this year. We did an erg on Tuesday, really focusing on technique based on what we thought we were lacking on Saturday, and applying that in the short term, getting better a little bit every day. Before you know it, by the end of the season, you'll have improved a lot."

Boys Crew will race against Hanover High School this Saturday.

Resilience on the Speedway: Cycling Pushes Through Setbacks to Success

JOHN LEW

On Wednesday, at the New Hampshire Motor Speedway (Speedway), Cycling faced strong competition from Phillips Exeter Academy (Exeter), Portsmouth High School, Holderness, and Proctor Academy (Proctor). Through crashes, cold weather, and mechanical issues, riders supported one another and continued to push forward. In the Boys A race, David Porto '26 finished 10th, and Matt Robinson '27 finished 7th, capping off strong individual performances within a highly competitive race.

Porto described the race as both physically and mentally demanding, especially with the cold weather adding another layer of difficulty. Despite this, the team maintained its energy through the day.

"It was surprisingly cold, around 40 degrees. But everybody was outside cheering for each other during each other's races, moving around to make sure riders were cheered on at the hardest parts of the race. That made all the difference," said Porto.

The race proved challenging early on, as crashes affected several riders. Robinson described one of the most significant set-

backs early in the opening race, where two teammates were involved in a crash.

"In the first race of the day, two of our racers, Henry Wall [27] and Elliot Chai [28], crashed. Neither were seriously injured, but both were scratched up and unable to continue. Yet, they stayed positive and focused on cheering on their teammates despite their bad fortune," said Robinson.

Porto also reflected on the crashes, emphasizing how the team responded with support and unity.

"The team showed a lot of humility and camaraderie during those crashes since it was two of our riders," said Porto.

Both Porto and Arden Quan '29 highlighted Robinson for maintaining his position in the event after facing a mechanical issue mid-race, eventually finishing seventh in the Boys A Race.

"One person that stood out was Matt Robinson, who had a pretty great race and he kept with the pack of riders until the end even with a chain drop in the middle," said Quan.

Beyond individual performances, the team's overall energy played a key role in its success. Even with nerves about the cold conditions, riders were able to push past hesitation once the race began.

"Many racers felt nervous that

they were going to be too cold... nonetheless, when we got to the line, everybody put away their nervousness and performed super well," said Robinson.

Quan also pointed to the challenge posed by the course's unfamiliar layout.

"Attempting the new course was especially difficult because it had hills which we hadn't done before this year, said Quan.

Cycling will return to the Speedway on Wednesday to participate in the Circuit Race.

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Boys Lacrosse Falls to Choate and Holderness in First Losses of the Season

EVA JACKSON

SATURDAY 4/18	
Andover	9
Choate	12
WEDNESDAY 4/22	
Andover	5
Holderness	19

Boys Lacrosse (6-2) was handed its first losses of the season in its matchup against Choate last Saturday and against Holderness on Wednesday.

Defender Jeffrey Lim '27 commented on Choate's fast start and its level of play during



An Andover athlete, cradling the ball, attempts to pass a Choate defender.

CINDY ZHOU/THE PHILLIPIAN

the game. Despite this, Andover made adjustments accordingly to keep pace with its opponent.

“Choate's a very strong team, so they came up hot at the start. They were a little more experienced than us when it came to playing a team that's pretty solid, a team that's pretty good. I would say we didn't have the best start or the start that we're used to having. After a few minutes, we adjusted quickly, and that helped us stay in the game,” said Lim.

Though the team lost to Choate, it showed to the team what it will need to work on for the rest of the season. Lim described how the team fought throughout the game and how the team is learning from the game.

“We definitely hung with them, when it came to the level of play and the level of lacrosse we played, and a loss is still a

loss. So, I think this is kind of a wake up call for us... because Choate was the first challenging team we faced recently.

So going forward, we're going to be facing a lot of harder opponents, and I think Choate was a great opponent for us to get ready with. Although it was a loss, it showed us who we are and what we kind of need to fix, and that's going to help us in the long run,” said Lim.

The team lost its second game of the season against Holderness on Wednesday, losing by a margin of 14 goals.

Boys Lacrosse will face Deerfield on Saturday.

Girls Lacrosse Beats Choate and NMH to Extend Win Streak

LUCY VINNAKOTA

SATURDAY 4/18	
Andover	10
Choate	5
WEDNESDAY 4/22	
Andover	20
Northfield Mount Hermon	4

Girls Lacrosse (9-0) extended its season-long win streak against Choate this past Saturday, followed by another win against Northfield Mount Hermon (NMH) on

Wednesday.

Andover's ability to adjust to officiating and defensive pressure played a key role in Saturday's victory. Sophie Stetson '29 noted that the team responded effectively after referees repeatedly called 8-meter fouls, a defensive infraction that results in free-position scoring opportunities for the opponent.

“We definitely executed our ball movement well. On defense, the [referees] were calling a lot of [eight-meter fouls] on us, which we had to kind of bounce back from that, and we did really well. Understanding what they are calling and what they are looking for, and changing and adjusting based on that, we did that really well on defense, which helped us a lot to learn their

scoring [tendencies],” said Stetson.

For Andover, Choate's constant determination was extremely difficult to play against. Reflecting on the game, Aubrey Orraca-Cecil '29 explained how the team adapted.

“They probably just wanted it a little bit more than we did, because we are a good team, and I think they knew that, so they were really hungry for a win. So that definitely impacted how close the game was because we only won by four, which is not expected,” said Orraca-Cecil.

Going into its game on Saturday, the team focused mainly on technical aspects rather than mentality. Stetson further elaborated on how the team specifically prepared for

Choate, emphasizing offensive execution and ball movement, specifically around the eight-meter arc, a key scoring area directly in front of the goal.

“We mostly prepared by perfecting our plays, which has been giving us a lot of opportunities in this game. We also prepared by working on our movement of the ball during practice, making sure we were moving the ball quickly. On Thursday, [April 16,] we went to see the BC [Boston College] game. We learned from that game that moving the ball quickly around the eight-meter [arc] gives you a lot of opportunities, so that is something we definitely wanted to work on for Choate,” said Stetson.

On Wednesday, the team

secured a dominant win over NMH by a margin of 16 goals. Lauren Kennedy '28 reflected on how the win will impact the team moving forward.

“It was a good game where everyone played, and our freshman players played well. It was a confidence-boosting game and helped the team have a good vibe going into our match against Dexter [Southfield (Southfield)] on Friday, which is a really good team. Not forcing the ball when we are on attack and just looking for the right opportunities could be something we work on,” said Kennedy.

Girls Lacrosse will face Southfield away at 5:15 p.m. today.

Baseball Rebounds Against Governor's Following Losses to Worcester

ALEX GODSEY

SATURDAY 4/18	
Andover	3
Worcester	5
SATURDAY 4/18	
Andover	5
Worcester	6
TUESDAY 4/21	
Andover	8
Governor's	3

Baseball (6-5) played Worcester Academy (Worcester) twice this Saturday in back-to-back league games. Despite finding early leads in both games, Andover fell in two close losses primarily caused by errors and incon-

sistency. Against Governor's, Andover put up an encouraging performance on both sides of the ball. With this win, Baseball reclaimed momentum heading into a weekend in which it will play Stony Brook — the fourth ranked team in the nation — twice.

This weekend versus Worcester, Andover took early leads in both games, but errors from the defense allowed Worcester to claw back, allowing it to take the upperhand and sneak out wins. Matt Shampine PG'26 recounted Andover's shortcomings against Worcester on Saturday, emphasizing the lapses that ultimately cost Andover the game but also expressing confidence in the team's ability to manage those mistakes in the future.

“The Worcester losses were pretty tragic. We were up three to nothing in both games, and we ended up losing 5-3 and 6-5, respectively. The big thing that we're taking away is that we just can't take our foot off the gas

pedal, we can't fall asleep. On defense, we fell asleep a couple of times and gave up a few runs. Then on offense, we scored three runs early in both games. When we got the offense going, we got it going fast and we scored a lot of runs at once. But on the contrary, we also have strings of innings where we just don't score, like we didn't score from the second to the fifth in the second game. That just killed our momentum on Saturday, and we can't let that happen,” said Shampine.

Following the two tough losses, Kaden McNeice '28 reiterated his confidence in the team. Andover is extremely tight-knit, and McNeice stated his hopes for the team to respond and regain its momentum and confidence.

“What happens with a lot of teams is that after a few tough losses, they get on each other, start to blame certain players for different plays and all of that stuff, but that's just not the team we have. We have such good chemistry and such

strong bonds that we have nothing but high heads right now and confidence in our players to bounce back and take the next game. We're all going into this next game against Governor's like we're all good. Let's go win a ball game,” said McNeice.

On Tuesday, Baseball responded with exactly what it needed: a win against Governor's. Both Andover's defense and offense played with energy, taking the momentum and lead early. Co-Captain Owen Callahan '26 recounted Mikah Krystofolski '27 on the mound and Miles O'Neil '28's outing with the bat as two strong performances.

“Mikah Krystofolski had an excellent pitching game for us. He pitched five innings and held the Governor's offense to very minimal damage, which was awesome. That gave us the opportunity for our offense to take the lead and take charge of the game. That momentum shift came from Miles O'Neil, who really capitalized for us. He

had an inside the park home run, which got everyone super pumped up and everyone that was watching on the edge of their seats. It really started the scoring run for us,” said Callahan.

Krystofolski expressed his confidence in the team as it looks to put itself in contention as playoffs approach.

“I don't think we're the underdog. If we play the way we can, we have the right guys to really give them a run for their money. It'll be a good game. Our practices have been good, we're showing some good improvements. So I really do think we've got a good chance to go out there and come away with a victory,” said Krystofolski.

Baseball will play Winchendon away on Friday; it will subsequently host Stony Brook for two games.

Boys Ultimate Topples Harvard High, Falls to St. John's

ALEX GODSEY

Boys Ultimate Frisbee (6-2) resumed its season after a strong showing at the Jamboree, defeating Harvard HS 12-10 in a close game before falling to St. John's Prep (St. John's) 14-9. Strong performances in practice helped get the team ready.

Paxton Auguste '28 summarized the game against Harvard High School. Using practice as a testing ground, the team was able to roll into that game feeling prepared.

“We were just going over

things we thought we should work on based on how we played in the previous games. Even though we've had a pretty good record, there's still stuff we could have done better when we conceded points. We were focusing on areas where we could come together as a team more. It's awesome,” said Auguste.

Going into the game, the team devised a strategy based on the circumstances regarding players. Able to rotate, the team cruised to victory.

“They started with fewer players because a lot of them hadn't shown up on time. It's usually 7-on-7, but instead

we played 6-on-6 in the first 30 minutes since they were missing players. I think we were mostly focused on being good opponents because they agreed to play with fewer players. We wanted to make sure we weren't trying to cheat the rules or have bad spirit. We also wanted to follow a plan so we wouldn't get tired, and we knew that since they had fewer players, they'd get tired faster. That was kind of our strategy,” said Auguste.

Auguste described the match against St. John's, citing the strong defence but pointing out small errors that led to the eventual loss.

“They were definitely one of the harder teams this season when we lost 14-9. We always schedule games that are supposed to challenge us, and even though we had a pretty good record before, this was one of the more challenging teams. We played really well. There were points where things we worked on in practice showed and paid off. We were really shutting down the other team in certain areas. It was just small errors, like losing track of a player or randomly dropping it, that cost us points,” said Auguste.

Auguste reflected on the team's performance and how

it can be built upon.

“It tells us we need to focus on the basics more. When we're on offense, we need to make the defense run and get tired out. We need to keep the disc moving. We can't just stand there thinking, because that's how they get into our heads. We have to keep it going, stay organized, and do what we practiced,” said Auguste.

Boys Ultimate will continue its season at home in a Jamboree against PA Round Robin on Saturday.



ARTS & LEISURE

The Phillipian, VOL. CXLIX



Epilogue in Motion: ART600 Behind the Scenes

CHARLIZE SOW + SOOHAN CHO

Throughout the year, Art 600 students have been pushing creative boundaries, confronting artistic challenges, and transforming abstract topics into concrete works. Now, their labor culminates in a showcase that reveals personal growth and discovered identity.

The exhibition, titled “Epilogue,” features work from students who have devoted the entire academic year to developing independent studio projects. Junko Pinkowski, Instructor in Art and of Art 600, explains that each student’s unique background in medium and skill set leads them to present individualized interpretations of the exhibition’s theme.

“The approach is different [for each Art 600 exhibition and] the concept is different. They come up with their own exhibition title, which this year’s title is called ‘Epilogue.’ Everybody has such a different translation of ‘Epilogue.’ So that itself is really fun to see, how students develop their own work through the word,” said Pinkowski.

Pinkowski continued, “The uniqueness of it is its students coming in from many different courses. So I have artists, I have photographers, I have painters, illustrators, filmmakers, sculptors, and ceramicists.

We have a really wide range of students with different skills, but they are all independently extremely creative... The uniqueness is the skill sets that people have, and they’re great creative thinkers. They would take the given theme or even my little suggestion, and they have the ability to take it to the next level, which is probably one of the most exciting parts for me teaching this course.”

For Aeva Cleare ’26, “Epilogue” inspired her to root their work in her heritage and culture. Cleare spent the first day of the project cutting newspaper into scaled shapes to visualize the structure before moving into cardboard construction across the Winter term.

“[My piece] is a cardboard headpiece with papier-mâché, and I’ve painted it and I’m currently rhinestoning part of it. I’ll be adding other ornamental stuff, like feathers and strings and beads. It’s all supposed to be a headpiece from my country’s celebratory fest, like a carnival. It happens the day after Christmas. It’s called Junkanoo, [and it’s] a whole lot of fun and it’s part of my culture, so I really wanted to integrate that... And then as for my other piece, I tried to emulate a rising sun. It’s part of the Bahamian National Anthem, and I also think it fits the theme of epilogue really well,” said Cleare.

Photographer and filmmaker Ethan Liu ’26 has spent more than two years documenting



Aeva Cleare '26 working on her headpiece for the upcoming exhibition “Epilogue.”

COURTESY OF JUNKO PINKOWSKI

strangers in Boston’s Back Bay during Saturday trips for jazz rehearsals at the New England Conservatory. His exhibition piece transforms the ongoing practice into a three-dimensional map of the same route he takes, placing photographs at the exact spot where they were taken.

“I think this project made

me put meaning to what I was doing through art. Putting an end, perhaps, to something that has been constant in my life, putting some sort of artificial barrier to that makes me able to categorize and understand what it was. For street photography, this project is a way of me putting a cover on what has happened in the past years, and I’m able to look back, understand things that have happened, why they’ve happened, and how that’s shaped me over the years,” said Liu.

For River Borroel ’26, the exhibition became an opportunity for introspection through sequential art. Their series of comics explores death, transition, and reflection on their time at Andover, along with a custom shelf that ties into the epilogue theme.

“This piece is both a bit of myself and also an invitation for others to look at themselves as well. Every time I do more introspective work, that’s the goal that I try and go for is to get other people to maybe start thinking about the ways that they interact with themselves and the ways that they understand their being... I would maybe like to encourage other people to think about that themselves, just because I think it is providing me with

a lot of perspective about how I spend my time and how I’ve begun to value different things as I’ve gotten older,” said Borroel.

Working at this scale across an entire year has also pushed students to confront the less visible parts of the art process, from long stretches of revision to technical work and moments of stalled progress. Cleare reflected on what the process has taught her about pacing and self-discipline.

“Art is a lot of trial and error. I’ve had to redo a lot of things in the process. Something I should probably take more care to do in the future is properly researching. There are people who have done what I’m doing in the past, and surely there’s advice somewhere on the internet, and a lot of the time I just dive straight into the project. Which means, of course, along the way I’ll make mistakes and have to end up redoing them. So I’ve learned to have a little bit more patience with myself on that sort of thing and not just give up on a project, and actually finish the thing,” said Cleare.



The Art 600 class visits instructor in art Renée Silva’s exhibit for inspiration for their upcoming exhibit.

COURTESY OF JUNKO PINKOWSKI



Ethan Liu ’26’s piece featuring acrylic paint splatters over a model of the Boston skyline.

KELVIN MA/THE PHILLIPIAN



The interior of Maggie Agosto ’26’s dollhouse.

KELVIN MA/THE PHILLIPIAN

WRITE FOR ARTS!

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April Showers and Flowers: Andover Students and Spring Nature

JIA-YI ZHI + HAYLEY FAN

The growth embodied by spring has already become apparent on our campus, such as in the beautiful cherry trees or bright yellow tulips recently planted outside of Community and Multicultural Development (CaMD). *The Phillipian* interviewed Andover students for their thoughts on the effects of spring nature.

PHILIP MOLINA '28

"My favorite spot on campus is going to have to be the Great Lawn. I live in Bartlet, and it's right outside my window every afternoon. I can see people playing spikeball and being outside. It's just so beautiful and nice. It motivates me to go outside and lawn with my friends as well. So, I think right now the Great Lawn is my favorite place because of the good vibes... I think that at Andover, so much of the school year is winter, cold, and kind of gloomy. When we do have the nicer months, it is so nice to be able to spend them outside, and not just on pavement. I am very grateful to be surrounded by nature. My family likes to garden a lot. That's a really special tradition in my family. Personally, I know that my mom planted two magnolia trees for my sister and [me] when we were younger. It's beautiful to see them grow when I go back home for every break. I'd say nature is a huge part of who I am."



PHILIP JEONG '27

"My favorite spot on campus right now is the library, because it's where a lot of people are gathered, and the view is always nice with the trees going into the library. You can see a bunch of awesome cherry blossom trees and when you walk to the left, you can see the orchards in front of [Samuel Phillips Hall (Sam Phil)], which I think is very pretty. I think the blooming trees and flowers in nature are a sign of transition from the cold winter to a warmer spring and summer, so it makes me feel more happy. Also, I know a lot of people enjoy the warmer weather, and flowers are a sign of that. Whenever I see flowers, I think of warmth, and it brings me joy."



GEMMI HARIPOTTAWEKUL '28

"My favorite spot on campus right now is around the Flagstaff yard. I like going on walks in the morning, so I like walking around and seeing all the flowers and all the nature, they're really pretty... having all the pink flowers, the white flowers, and all the grass and the green starting to come back. It makes everything feel a lot more lively, and it makes me look forward to summer. Earlier this week, there were people passing out Oreos under a cherry blossom tree. It's an annual Andover tradition, and it really motivated me to keep on going. Having those small, little moments of joy just to slow down and reflect is really nice, especially with friends and when the weather's nice."

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Coachella 2026: A Collaboration Between Beliebers and Carpenters

ELIZABETH QIN

Every April, the California desert transforms into a loud and vibrant festival as thousands of fans gather for Coachella. This year, Coachella had over 180 artists across two weekends, with Sabrina Carpenter, Justin Bieber, and Karol G as headliners. Other well-known artists performing include BIGBANG, KATSEYE, Laufey, PinkPantheress, Sombri, and Young Thug.

Coachella saw contrasting performances as Justin Bieber and Sabrina Carpenter took the role of headliner very differently. As I watched these performances, the artists did not disappoint, performing as their authentic selves. Each artist brought their own unique energy and talent to their set.

Out of all the performances I watched, BIGBANG immediately stood out from the beginning with their high energy, red strobe lights, and iconic intro to their famous song “Bang Bang Bang.” Even though only three out of the five original members performed at Coachella, G-Dragon, Taeyang, and Daesang went all in with their setlist. It was as if I could feel the stage shake through the screen.

Many people say this year’s Coachella had a 2016 theme, which I think is incredibly on-brand, since this year’s pop music scene feels like we’re back in 2016. Especially with Justin Bieber’s older songs being played, Coachella felt like a hot summer night right from my room. Takunda Basvi ’28 shared her thoughts about her overall impression of Coachella.

“I got a really good impres-



SHANNON CHISHOLM/THE PHILLIPIAN

sion of Coachella, especially the lineup, [which] was huge, and the one sentiment that I’ve seen publicly is people saying that it’s giving 2016, and it’s taking us back to 2016,” said Basvi.

For sure, the most hyped up performance at Coachella was Justin Bieber’s, but it came with a couple of controversies. Bieber showed up with a plain set, no backup dancers, and a hoodie. I didn’t mind the simplicity of his performance. In fact, I thought it helped bring out his authentic self.

Many people thought the second half of Justin Bieber’s performance, which included him scrolling through his old music videos and memes on YouTube, to be an under-

whelming disappointment. After all, he was headlining Coachella, and the cheapest tickets were over 500 dollars. Ioanna Gianoukos ’29 and I agreed that the simplicity of Justin Bieber’s set choices were ultimately not detrimental to his performance.

“I thought his set was hilarious, and it really emphasized that even though it’s Coachella and it’s such a big event, you don’t need to go all out and do all these crazy sets. You just have to make sure the crowd is engaged and just have fun with it,” said Gianoukos.

As someone who has listened to Justin Bieber since childhood, I thought his scroll-back portion of his concert ignited something in my younger

self. Especially during “Beauty and a Beat” when Justin Bieber switched to his widely recognized youth voice mid-lyric. Basvi also commented on the controversy and added her own thoughts to highlight Justin Bieber’s past, as he was diagnosed with Ramsay Hunt Syndrome and was on a hiatus before performing at Coachella.

“I thought his performance was really good, but then there’s also been a controversy about him putting the ‘Baby’ video at the back. But honestly, especially with everything that Justin Bieber’s gone through, I think it’s an honor to get up on this stage and perform after such a long while... Personally, I love Justin Bieber’s music, so

it wasn’t as destructive to my own perception. But a bunch of people, regarding the fact that he got paid 10 million plus to go perform, and just to put a video, think that’s kind of disrespectful,” said Basvi.

Besides Justin Bieber’s performance, Sabrina Carpenter’s set was full of creative concepts and guest artists, including Madonna as her “Juno pose” for the second weekend. Her set design was significantly more complex than Justin’s, featuring multi-level platforms, scenes, and backup dancers. She created both intimate atmospheres and lively performances.

My favorite part of her performance was her intro to “House Tour.” I thought the moment she walked up the hall-of-fame-like catwalk created a built-up suspense before she settled into the song. All of Sabrina Carpenter’s costumes and set design exceeded expectations and paired well with all of her songs. From a car seat fountain to a sign that read “Sabrinawood,” every song turned into its own music video.

The only part I did not like about Sabrina Carpenter was “Espresso.” Sabrina’s performance itself was very creative, and she had many interactions with her backup dancers, but she blended in with the chaotic set, and it was hard to distinguish her from everyone else unless you were following her with your eyes. Overall, there was a little too much going on, which took away from Sabrina’s spotlight and made it seem more like a high school musical production than a Coachella performance.

Petals and Polish: Spring Nails Bloom Across Campus

DYLAN KANG + HAYLEY FAN

As the weather transitions to spring, campus’s color palette transforms from icy whites to rich greens and pinks. This shift is starting to show up in smaller details too, as students trade darker tones for lighter, more playful nail designs. For these students, nails are a unique way of showing personality, each opting for a design that suits them best and cheers them up for spring.

NISHI AMIN ’28

“I got gel nails, and I got a teal color on my thumb, pointer finger, middle finger, and pinky finger. On my ring finger, I got some clear polish, and then a little teal heart that’s the same color as my other nails.”



SIONA CHAN ’26

“The nail design in the picture was for a girls trip I had over spring break in Miami. I wanted to do something fun with a lot of color that looked like the ocean. I have a couple of starfish on my nails because we were going to the beach. I really wanted to do something pink because I feel like pink is very spring. I think my nails reflect my personality. I get to experiment with different colors and shades, things that don’t always match my outfits but really pop and make a statement. I change my nails based on the seasons. I usually do them every two to three weeks, and I pick colors depending on the season.”

ISABELLE WELENC ’28

“My nails are Coraline themed, the 2009 movie from Laika Studios. The star pattern on my nails is themed after her sweater, on one of them there are the eyes of the children that are disguised as a ball from the circus and a key. Coraline is one of my favorite movies and I watch it once a term. With spring term coming,

I thought I would rewatch the movie and do my nails to go with it. I associate it with spring rain because of the movie itself. In the movie it’s raining and it goes from the winter all the way to the summer, so there’s a spring component of the spring showers. It makes me really happy to express myself through a form of art because I need art to function and it’s a good way to get it in without spending too much time in Elson.”



KATHERINE FENG ’27

“I have a nude, pinkish base with sprinkles, and on two of my nails, I have gem flowers. Since spring is coming and the weather is getting brighter, I thought it would be nice to have brighter nails. I feel like the lighter colors and floral details just match the season more, and it’s a nice change from the darker tones I usually go for in the winter. [Getting your nails done is like] when you’ve had a long week and take a nice shower, you feel clean and pampered afterward.”

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