

First Community Supper Forges Connections in Commons

SAYA OISHI &
MING-YI TANG

Students and faculty gathered in Upper Left of Paresky Commons (Paresky) to engage in Andover's first-ever Community Supper. Hosted by Andover's 2026-2027 Student Body Co-Presidents David Siahaan '27 and Minnie Kim '27, the event intended to build community through a semi-formal environment and randomly assigned seating for students and faculty.

Reflecting on his and Kim's presidential campaign, Siahaan noted strengthening the Andover community as an objective central to their initiatives. He explained how their research into other preparatory schools like Deerfield Academy and Choate Rosemary Hall motivated the idea of a community supper as part of their campaign.

"Our platform [last year] re-

ally centered around building a series of community events. Minnie and I thought that we wanted to bring some spirit back to Andover. So we looked around us to different schools and other places... [that also have] similar kinds of community supper programs," said Siahaan. "It was something that was always kind of in the cards, but we never really could figure out. So, when we decided to run together, that was something that we really wanted to get done."

Kim elaborated on the value of communal dining in cultivating connection between students in different grades.

"As much as I love having a large school, it can be quite tough to build connections, inter-grade wise... Food is one of the biggest connectors, and

Continued on A5, Column 1



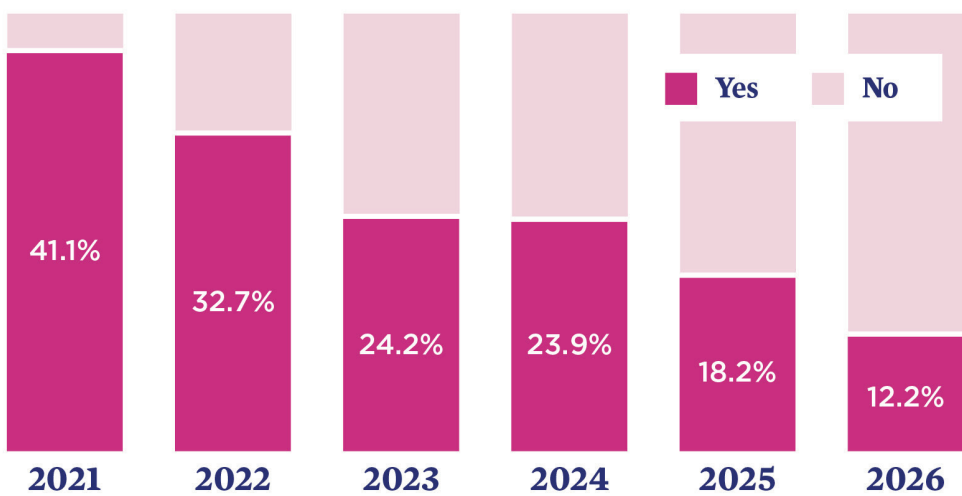
JEREMIAH NUÑEZ/THE PHILLIPIAN

Henry Werner '30 (far left), Genie Han '27 (center left), Carina Paik '28 (center right), and Assistant Dean of Students Aya Murata (far right) converse over supper.

Campus Reacts to Sexual Assault Lawsuit at Cornell University

RAPE CULTURE

PERCENTAGE OF RESPONDENTS
THAT PERCEIVED A RAPE CULTURE
AT ANDOVER OVER THE YEARS



Data taken from the 2021, 2022, 2023, 2024, 2025, and 2026 State of the Academy.

KELVIN MA/THE PHILLIPIAN

STELLA SEONG

Following a civil lawsuit alleging sexual assault against seven Cornell University students, members of the Andover community are re-evaluating campus culture and institutional responses to gender-based violence. In the two weeks since *The Cornell Daily Sun* published an editorial addressing the lawsuit, national media coverage has prompted discussions on consent, rape culture, and support systems amongst Andover students and faculty. At time of publication, official, school-sponsored programming in response to the case has yet to be announced.

A community discussion was provisionally scheduled for Tuesday on the Brace Center for Gender Studies (Brace Center)'s website. Patricia Har, Director of the Brace Center, stated that the event has since been postponed to allow for additional planning. According to Har, opt-in community conversations will likely

be officially implemented by the end of Fall Term.

"Ideally, first conversations may be separated by gender and gender expansive folks would have the opportunity to [attend]... wherever they feel most comfortable. Opening a space for this conversation is important because it can signal to everyone that this is a school where we're going to talk about the realities of sexual assault and sexual misconduct because it's important to train ourselves to have a vocabulary to support anyone who experiences sexual violence, and also to educate folks before something happens," said Har.

The current lack of scheduled school programming has drawn concerns from students seeking immediate engagement with the case. This week, a scheduled discussion for Junior advisories regarding consent was postponed due to conversations surrounding the Cornell case. Anina Buck-Thompson '30 expressed her thoughts on this pause in programming.

"I have not had any discussions in any of my classes or in

basically anything sponsored by the school. I did hear from my advisor that they were supposed to, in advisory earlier this week, discuss things related to consent, but that they ended up postponing it because of the Cornell case, because it might be a difficult time for people. That's really counterproductive, because if you're in a moment where people are suddenly discussing sexual assault, which is a really huge issue for a lot of institutions and Andover, I don't think avoiding it because now it's public is a good strategy," said Buck-Thompson.

In solidarity with the anonymous plaintiff, survivors of sexual violence have begun sharing their stories on social media, with some choosing to start videos by stating "I am Jane Doe." The online movement prompted alumna Cate Cummings '26 to speak out publicly regarding her own experience at Andover.

Continued on A5, Column 1

Student and Faculty Respond to SOTA Findings on Political Awareness at Andover

HELEN XIONG &
MING-YI TANG

At a school that emphasizes knowledge and 'youth from every quarter,' the 2026 State of the Academy (SOTA) showed that 46% of respondents felt the need to censor their political beliefs and only 26% of respondents felt very or extremely informed on current events. Members of the Andover community reflected on civic awareness at Andover and how to augment it.

Sebastian Djerejian '28, a board member of the Andover Political Union (APU), discussed the challenges of balancing the busyness of Andover student life with staying informed.

"There is not a lot of time to read the news just because we're always so busy with homework. There's not very much a culture here of staying informed, so there's a little bit of an Andover bubble, where the outside world doesn't really affect you while you're in school," said Djerejian.

Ashley Zhu '29 rated her awareness of current events a three out of ten, noting that she rarely actively seeks out news.

"I don't actively follow the news or search up current events," said Zhu. "Many of the current events occurring are not near Andover, and everyone would live just pretty similarly if they don't know what's going on."

Benjamin Levchin '28, board member of APU and member of the Current Events Club, expressed concern about whether sharing his political

beliefs could affect his academic performance.

"In recent years, I didn't [hesitate to share an opinion about politics or issues at Andover], but recently I have because I realized that it either was affecting my grade, and whether that worry is rational or not, I would prefer to have peace of mind on it, but I think it says something about Andover that you can't be certain whether it is," said Levchin.

Anastasia Sycheva '29 also described hesitating to express her political beliefs, citing concerns regarding interpersonal relations.

"If I'm speaking to someone who I know has opinions politically that are very different from mine, I wouldn't

want to share too many of my left-leaning political opinions with them because I wouldn't want to offend them in any way or make the conversation uncomfortable," said Sycheva.

Nicholas Zufelt, Instructor in Mathematics, Statistics, and Computer Science, observed that a lack of civil disagreement can cause individuals to refrain from expressing their beliefs for fear of what the reaction might be.

"As a society, we are struggling with assuming the best faith in the person you disagree with. That's a skill that

Continued on A7, Column 1

CENSORSHIP

While at Andover, have you ever felt the need to censor yourself due to your political leaning?

Yes: 46.0%



Data taken from the 2026 State of the Academy.

Andover's Recent History of Feminist Activism and Gender-Based Violence Prevention

ANGELA GUO &
CAMILLE DAVIS

In 2015, the Brace Center for Gender Studies (Brace Center) held the Secondary School Conference on Gender-Based Harassment and Violence. Today, some recommended initiatives and changes from the Conference's report have not fully manifested at Andover, while others have lost participation or stopped. Faculty and students reflected on the school's past and current education, prevention, and support efforts.

Student Activism and Institutional Reform

Jennifer Karlen Elliott '94, former Dean of Students and Assistant Head of School for Residential Life at Andover, as well as current Principal of Phillips Exeter Academy, recalled the response in Nathan Hale House when a Prefect lost the 2012 school presidential election. She shared the student's years serving on student council and beloved presence on campus.

"When she lost the election, ninth graders in the dorm declared, if she can't win, we would never have a chance!" wrote Elliott in an email to *The Phillipian*. "From there, we launched a working group to redesign the student leadership structure and shifted to the co-president model."

Student Council voted 20-3 to adopt the co-presidency model in January 2013. The first pair elected that spring were both male-identifying. 12 Seniors promptly organized Feminism=Equality (F=E), a student-led movement advocating for gender equality at Andover. Elliott recalled students in Stowe House pursuing the movement.

"They were deeply interest-

ed in exploring and discussing intersectionality, power, gender studies, and justice-oriented coalition-building. They were effective and compelling organizers, and they pulled in fellow students, allies, and faculty supporters," wrote Elliott.

On April 10, 2015, the Brace Center hosted a conference on gender-based harassment and violence attended by more than 100 educators. The conference's report, titled "Secondary School Conference on Gender-Based Harassment and Violence: Report Out & Key Recommendations," recommended nine areas of action, including education, survivor support, student activism, and policy reform.

"The Brace Center outlined a set of explicit recommendations that established Andover as a leader in these efforts among our peer schools," wrote Elliott.

According to the 2019 summary provided by Elliott, "Promoting a Culture of Consent and Combatting Gender-Based Sexual Violence at Phillips Academy," Andover's efforts to address gender-based sexual violence included YES+ peer educators, Mentors in Violence Prevention bystander training, annual dormitory and advisory conversations about healthy relationships, Take Back the Night marches, and RAINN (Rape, Abuse & Incest National Network) community listening sessions. Policy and resource changes included a Support Resources Flow Chart updated in 2016 and an Affirmative Consent Document of Understanding introduced in September 2018.

Continued on A5, Column 1

Commentary, A2

"Soldier, You Don't Know Anything"

Medha Konda discusses the importance of humility as a hallmark of intelligence.

Eighth Page, A8

Yo Big Harv

All the Ivies will accept us after this one...

Sports, B1

Girls Soccer Continues Dominant Performance

Despite falling to Austin Prep in its first loss of the season, Girls Soccer maintained strong play throughout a busy week.

Arts, B7

Scootering Around

Read about the scooters students are riding across campus and what makes each one their own.

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Editorial

Keep Me Posted

“It’s SA, not essay.”

Over the past few weeks, these words have accompanied other condemnations across social media platforms commenting on the resurfaced Cornell 7 case. According to The New York Times, on September 16, 2026, a former Cornell student identifying as Jane Doe filed a lawsuit against the university, the Chi Phi fraternity, and seven men who she alleges assaulted her in 2024. The increased visibility of Jane Doe’s story through social media reposts and media coverage has reminded us of the importance of informed discourse in creating social change.

Reposting an article or sharing a post is perhaps the most accessible way to engage with a topic. It is fast and among the most wide-reaching acts in our grasp as high school students. And when we are aware that our classmates care about an issue, at least enough to share it with their entire online network, we may feel empowered. Perhaps we now feel that if we bring up the issue, there are people who care, who would like to talk about it, who are eager to make change.

If we’d like to take advantage of the widespread awareness that social media enables, we should endeavor to make deliberate efforts toward small-scale conversation. Through these conversations, we enrich Andover’s culture with more discourse, and hopefully make more students feel that they belong and can advocate for issues they care about.

Primarily, we have a responsibility to be educated about what we share and discuss. Social media makes it incredibly easy to repost something without substantial context. Many social media posts are oversimplified to be catchier and thus generate more interactions. We can and should bolster our conversations by taking the time to look at reliable sources and try our best to understand the nuances of topics we care about.

From there, even casual conversations with our friends make a difference. Having these conversations shows that we are interacting with the world beyond our immediate schoolwork and academic obligations. Engaging in productive dialogue with faculty can also act as impetus for institutional changes. Student opinions have led to campus protests, initiatives such as the recent “First Votes,” and in past years, several panels hosted by Andover faculty to discuss current events and politics. These organized panels are one way for Andover to facilitate student discourse and for us to learn from one another. But outside of structured events, we should remember that approaching adults we trust with questions about current events can provide spaces for them to offer us their wisdom and support.

Importantly, we should not feel pressured to enter conversations that appear as activism, and there is never one standard way to discuss issues that we care about. However, allowing for natural discussion, questions, and the sharing of personal feelings on topics can leverage our awareness to create a heightened sensibility about difficult topics, and a culture of caring. We should be aware of low-stakes opportunities: asking a friend or family member what they think about an issue, adding a contemporary perspective to a history discussion, sharing a full news article that we found informative. Oftentimes, these natural opportunities allow us to be more vulnerable, and leave a deeper imprint on both the person we’re talking to and ourselves.

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

Hatred, Love, and You



Have you ever started to randomly hate the person you love? It can be scary at first to suddenly feel so negatively of someone you love. We, as people, have an intricate relationship with hatred, often tying into how we process things that may happen to us, how we think, and our biases against or for other people. Hatred and love function like a circular spectrum with both of them at the extremes, at times combining together.

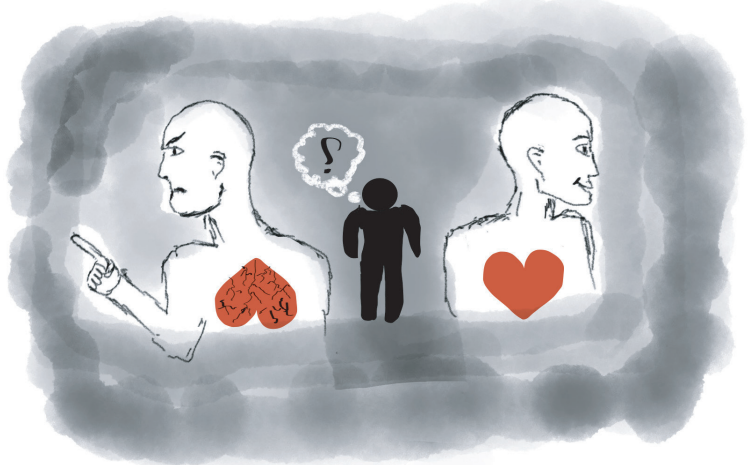
a more romantic standpoint, however, attributing most feelings of hatred in relationships to lies and distrust among partners. Yet, the more love and attraction felt towards the person lying, the worse the hate for them was, and the hate typically appeared on par with, or even stronger than, the love.

What is the cause of such emotional fluctuation in your relationships? A study by Yale University argues that low self-esteem may be the cause. People with lower self-esteem view emotions as a binary between positive and negative, instead of viewing them as a range with more than just black and white. This causes them to see much more of the negatives as just negatives, without any positive aspects at all, making hate

hate. The real challenge is figuring out where that point lies.

According to a study conducted by Wang Jin, Yanhui Xiang, and Mo Lei, the co-existence of love and hate in relationships has psychological roots. Their study is from

Hatred and love function like a circular spectrum with both of them at the extremes, at times combining together.



so much stronger. More so, this comes down to the way that you see and depict yourself.

This all ties together in your self-perception. The hate you

The hate you feel for others is likely not true hate, but instead a projection of your poor self-esteem upon others.

feel for others is likely not true hate, but instead a projection of your poor self-esteem upon others. The worse you see yourself, the more likely you are to see someone you shouldn’t in a negative manner. That makes you reflect your self-doubt onto others. In this manner, you can become aware that your low

self-esteem affects more than just you, but the people around you that you love, whether a lover or just a close friend. In reality, the lack of love you feel for yourself, and the more of that you pour into others, the greater the overall hate. So, what is the solution?

According to a book by psychotherapist Peter Michaelson, curing your own self-esteem is extremely complicated; it has to do with how you respect yourself. Having everything in the world doesn’t necessarily mean you will have high self-esteem, especially if you find yourself unable to have fun, to see value within yourself, and to see really anything good in yourself. Improving your self-esteem is eventually coming to love most things about yourself, and if possible, maybe even everything about yourself. To improve

it, you must try to remove all negativity from yourself. Doing so would include giving yourself affirmations or choosing to spend time with people who support you more. Self-esteem still must be built up over time. It is a good investment for all of your relationships now and in the future. It takes a lot of will, hope, and overall work to make a genuine change.

I’m sure you’ve heard of a love-hate relationship before. That could sum all of this up pretty well. However, you might not have heard how the love-hate you feel could be tied into your self-esteem. Now is the time to implement that. You are filled with self doubt reflected as hatred. Over time, you learn to let go of some of that self doubt. Whether it is seeing yourself as a better person, or fixing flaws you see within yourself. Eventually, that hate is completely gone, considering that your self doubt is as well. When you repair your self-esteem, you still will feel hatred towards things, however, you can be sure that it isn’t just a reflection of the flaws you see in yourself, and instead something you can be sure of.

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Soldier, You Don't Know Anything.

MEDHA KONDA



The worst thing to discover as you're relating your solution to a math problem to a peer is the teacher letting you know you've done it wrong. Similarly, I recall leaving my friends in uncomfortable silence with such a callout. For minutes, they were harping and pecking at the foolishness of a plant-based diet, and more specifically, their distaste for another student's avid promotion of it. I continued to nibble on my meatless meal, uninterested, until one of them lamented that eating plant-based is "too expensive." I immediately responded with, "That's not true." What irritated me about their silence wasn't her rejection of the diet, but instead the confidence she had to speak with no knowledge of the subject at all. With one Google search, the University of Oxford can tell you a sustainable diet can cut costs by up to a third. I have heard iterations of this type of conversation time and again: about politics, social issues, or even my own personal life. Why is it that we're so ready to comment when we're not familiar

with a subject at all? Being an adolescent comes with a tendency to overestimate our knowledge, and dismiss those who don't agree with us. My own mom is unimpressed by the numerous times I have told her that "she doesn't understand anything," particularly when it comes to my personal decisions. Yet when it comes to important, real-world matters, adolescents speak before even fleshing out their thoughts. The uninformed political takes, half-baked reasoning, and lack of understanding of systems like classism shouldn't be shared at the dinner table. Blanket, overconfident statements breed misinformation. Like the campus cold, misconceptions about the political and

The most dangerous thing that lies among us is quite possibly those who are unaware of what they do not know.

economic state of the world can spread throughout your friend circle. And once you're proven false, you'll realize that you've only embarrassed yourself. The most dangerous thing that lies among us is quite possibly those who are unaware of what they do not know. In this case, we are falling victim to the Dunning-Kruger effect, where humans tend to overestimate their knowledge in an area where they have little expertise. The study involved students at an elite university who earned low



SOPHIA ZHANG / THE PHILLIPIAN

test scores, but predicted their results to be higher than they truly were. The study reads like a version of Andover, yet instead of test scores, it's surface-level conversations about meaningful subjects, turned obsolete because of a lack of knowledge. When brought to a space like Andover, where each student is of exceptional caliber, it's natural that serious topics come up in conversation. But, Andover also asks students to perform to fit in; to pretend they've researched, or are prepared to commentate on a serious issue, even when they're not. If everyone around presents a fountain

of knowledge on politics, you'll feel pressured to contribute. Humility is the genius' weapon, not their weakness. The smartest minds at Andover will approach a subject ready to absorb the knowledge, unashamed of not knowing. Drop your defenses to your shaky position, and admit you do not know. Socrates himself famously declared, "I know that I know nothing," an antithesis to that oracle's purpose of depicting him as the smartest man in Athens. Though we mere high schoolers are not near the depth of knowledge that Socrates may have had, we can share some of

his humility. As adolescents, we are certainly afflicted by cognitive bias, yes; we feed ourselves words that affirm our viewpoints and self-esteem, rather than ones that negate them. But, as Julia Galef puts it, we need to flip our mindset from soldier to scout. Galef claims that the soldier mentality is egotistical and driven by the belief that being wrong is a personal concession of power. Yet, the scout seeks out to survey the terrain, drawing a map despite knowing that the lines are subject to change. To obtain this scout mentality, we need to retain impermanence in our thought processes. Notice what factors change your mindset and what affirms it. Contradictions should strike your curiosity, not stave it. Perhaps it is naive to expect adolescents to dive into a conversation and admit they know nothing. Living among the brightest, we feel even more pressured to present that we know 100 percent, when it is truly 50, at best. Yet, when making dramatic statements to affirm our beliefs, we need to step back and recognize our role. Are we acting as brash, overconfident, but underlearned soldiers? Or perhaps the resourceful scout, building knowledge through others' words? If these words paint you as a soldier, I can be the first to tell you that you don't know anything.

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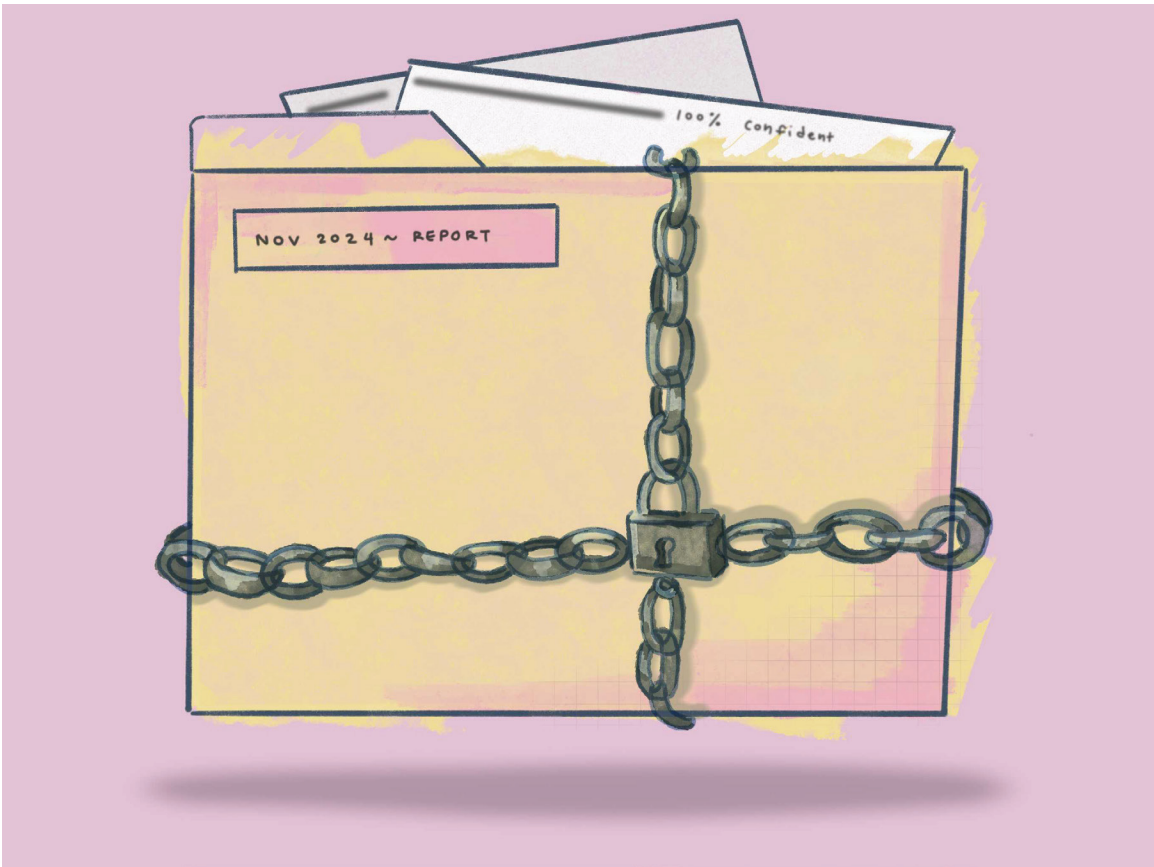
The Institutional Betrayal of Jane Doe

ANDREW PARK



On September 16, 2026, a former Cornell University student filed a civil lawsuit under the pseudonym Jane Doe against Cornell, several Chi Phi fraternity organizations, multiple students, and others seeking compensatory and punitive damages for an alleged 2024 gang rape. According to the complaint, Doe, on the night of the alleged rape, drank intoxication-level amounts of alcohol at her Tri-Delta Sorority and went to Chi Phi, a fraternity of a male friend. The complaint claimed that by 11 P.M., she was visibly intoxicated, then offered and pressured into taking ketamine by frat members as they engaged in sexual activity. Over the course of nearly six hours of subsequent assault, Doe "felt like [she] was unable to make any decisions because of how intoxicated [she] was" After Doe initially reported the incident in November 2024, the Cornell University Police Department (CUPD) and the local District Attorney's office (DA) declined to bring criminal charges due to supposed contradictions and lack of legal proof of "rape." As this case resurfaced onto the national stage, shock and outrage from both Cornell students and the broader populace have restarted the conversation about sexual assault on college campuses. While the case has, of course, focused on the male students' individual faults, it also exposes systemic failures beyond the per-

petrators. In fact, the institutions of fraternities and sororities, local law enforcement, and the broader Cornell Administration created the conditions that exacerbated the horrors that Jane Doe went through. The first system that created the conditions for the horrors Jane Doe experienced was the fraternity and sorority she was associated with. As previously mentioned, both the fraternity and sorority had access to alcohol, with the fraternity also having ketamine—neither of which is legal for recreational use in New York for anyone under 21. 20 years old at the time, Jane Doe was underage for both. While it may seem like the presence of illicit substances reflects individuals' bad decisions, the underlying structures of Greek Life organizations encourage this behavior. Patricia Yancey Martin & Robert A. Hummer's 1989 "Fraternities and Rape on Campus" study lays out the details. The authors argue that fraternity norms — such as an emphasis on narrow masculinity; loyalty and secrecy; the use of alcohol as a weapon; and commodification of women — make rape especially probable and unreported. When the fraternity normalizes extreme intoxication and shields illegal drug proliferation behind loyalty, the resulting assault becomes connected to the institutionalized system and is no longer just a random occurrence. In the case of her own sorority, Jane Doe was in a space that normalized heavy drinking and underage drinking, leading to her drinking an amount of alcohol equal to 10 standard 12-ounce cans of beer in one sitting, potentially setting off the instability that led to the rest of the night. Ultimately, the system didn't perpetrate the rape — that's the fault of individuals — but it did worsen situations by bringing in drugs, alcohol, and harmful norms into the equation. The second institution of fault is the local law enforcement and judicial system, which failed to serve, in a breakdown between themselves. Originally, the DA's office chose not to convict, as



CAMILA CHEN / THE PHILLIPIAN

Doe's sworn statement in November of 2024 "did not allege that she was drugged against her will or gang raped." Later, it was revealed that the later transcript of the CUPD interview of Doe included her saying, "I can say with 100 percent confidence I was raped," contradicting the claim from the DA's office, that they never received such transcript. The cracks here are with the CUPD's institution. When an independent police force, like CUPD, operates as the main handlers of information, with clear control by a partial university, the vital information can be mishandled. Therefore, as the police institution at Cornell mishandled the information the plaintiff clearly laid out, the plaintiff was left with the less punitive Title IX policies or civil courts, blocked from criminal lawsuits she will now likely receive, as a special prosecutor has been appointed to the case. Finally, the broader Cornell Administration's reaction to the recent revival of the alleged rape has been lukewarm at best, showing their consistent overall apathy. Recently, Cornell released a FAQ page regarding the incident amid

campus shock, but the university's newspaper found that there were major inconsistencies between the administration and the DA, including the level of initial cooperation and details of punishment against perpetrators, among other confusions. The official video of Cornell President Michael Kotlikoff addressing the backlash, while voicing concerns and aspirations for the broader Cornell community, and saying "we owe it to Jane Doe," in enhancing visibility for rape incidents, ultimately falls short of a direct apology. This address also feels half-hearted because it is unclear where President Kotlikoff wants progress. How does the community know it has been "doing more" and where the threshold is? Additionally, the video does not specify a clear entity that ought to take responsibility, despite the broader Cornell organization's mishandling of the incident. Ultimately, Kotlikoff, by not naming internal factors like the CUPD that had faults in handling Doe's incident, comes across as a bit suppressive and too risk-averse. Jane Doe's case opens the nation's eyes to the handling of rape

on university campuses and seemingly ambivalent reactions by the one of the best universities. Her story shows us that while perpetrators are the one who does the heinous act of sexual assault, the fault doesn't stop there. They extend beyond that: to the police who misunderstand the incidents, to the social circles that perpetuate rape culture, and to the schools that give minimal punishment and visibility until public opinion notices it. For those who want to change the status quo of rape in higher education, I urge you to look beyond the obvious offenders. The actions of the individuals may have ignited the anguish Doe received since September 2024, but it is the structure of institutions that pours gasoline on the forest floor, allowing the fire to spread unchecked. Ultimately, systemic crises demand a systemic cure, and that starts by holding fraternities, campus police, and university administrations accountable.

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How College Admissions Artificialize Students

SEBASTIAN SERIZAWA



If you went up to any typical student on campus today and asked them what their biggest worry for their future is, chances are that they'll say college. And who can blame them? Time after time, students are told that education is one of the most powerful tools you can have to help pave your future, and while it might be true, hearing about it so much turns college into a “make or break” deal. Nowadays, from nearly every conversation I've had concerning colleges, I get an impression that ending up in an institution that's not nationally recognized for prestige and academics is considered a failure, rather than an opportunity to get into higher education and to build a career out of it. Following this notion, students begin to think of college admissions less as a means for schools to take a look into the real you, but they begin to treat it as a test to see if they can become what a university might want them to be.

As they begin to mold their lives to best suit what they hear schools might want, they believe that every move they make academically or in their extracurriculars will be critiqued piece by piece by col-

leges to decide whether to let them onto their campus, or slam the doors shut and cut them off from a pathway into future careers. With this in mind, students do their best to observe their lives through the eyes of an admissions officer, questioning whether how they present themselves would make them stand out amongst thousands of other applicants. Due to this pressure, activities that are meant for exploration and fun turn into boosters on a resume while genuine interests are pushed aside out of fear that they don't look good enough for college, ultimately, shaping students into manufactured versions of themselves.

To start, because of the constant pressure students feel to get into top colleges and universities, they often warp the actions they take or how they act solely to try to construct a “strong” application, with disregard for their true feelings. Time and time again, I've had friends complain to me about activities that they do outside of the

Students go as far as to not pursue passions, concerned that they might become less defined applicants.

classroom. A few years ago, when I was picking up trash around Lake Mead in Nevada in Boy Scouts, a friend of mine complained, “This makes nearly no sense, we're breaking our backs to help a miniscule amount.”

I replied, “If you truly believe that, why do you do it?”

“To build up my resume for college,” he answered with an



SOPHIA KIM / THE PHILLIPIAN

honest and neutral tone.

It's in conversations like these that I realize that the students around me don't do what they do because it's what their heart says, and in a study by the SheKnows Teen Council, this pattern is found to be persistent among many students. Surveying many teens between the ages of 16-18, it was found that nearly 45% of teens admitted that they do some activities for the sole purpose of putting them in college applications. This emphasizes that in reality, teens often feel forced to put on a show for universities and colleges, who would decide whether their choreography was an acceptable performance or if it wasn't a “compelling” act. Either way, people who are true to themselves and really feel what they display shine brighter than the individuals in which their passions are fake and

“acted out,” directly translating to the idea that a genuine and authentic applicant who's true to himself is better than one who contrives who they are.

Even then, people might be inclined to think that colleges push students to be ambitious and to strive for more in what

When students are taught to view every quality, achievement, and activity of theirs in the eyes of an admissions officer, they stop asking themselves, “What do I actually want to do?”

they do, but in truth, that's not the case. In a study mentioned by Writer Derek Newton, ad-

missions rates drop rapidly as students' extracurriculars exceed four, with students with four having a 30 percent acceptance rate at an unnamed university, and students with six dropping down to 7 percent, less than 25 percent of the original four number. As students begin to hear about intimidating statistics such as this, they begin to question if they do too much and begin to cut down their extracurriculars. Most of the time, students go as far as to not pursue passions, concerned that they might become less defined applicants. In all, this directly kills and crushes curiosity and takes away from what students could become.

In the end, college admissions are actually meant to identify students who will contribute to the university community, yet the process ironically discourages the very qualities that make people interesting in the first place. When students are taught to view every quality, achievement, and activity of theirs in the eyes of an admissions officer, they stop asking themselves, “What do I actually wanna do?” and begin to ask, “What would look best?” While students can't control whether their qualities are “college-worthy,” they can be aware that college admissions indirectly push them to try to be “college-worthy,” incurious, and overall artificial versions of themselves.

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The Case for Sleepovers

DYLAN BYINGTON



How many times have you slept over at a friend's house? Of those nights, how many did you feel happy, safe, and at peace? From my many experiences in the activity, every time I enjoyed the presence of staying over at another's home, the stress of the outside world washed away and provided me with a feeling of contentment seldom known. Sleepovers between friends are one of the best bonding activities between friends seeking to deepen their friendship. In particular for our generation, which is still recovering from the social chasm of the pandemic, sleepovers stand as a great tool for sourcing social connection and belonging. Sleepovers serve as a new social environment, while having the supervision of parents, guardians, or trusted adults, which can foster more open connection. Throughout our school's history, we have established and removed sleepover policies a few times, but in an environment with high academic pressures, it is now more vital than ever to reenact it.

Two people may hang out three or four times a week and become great friends. For some, it takes far less time, and some far more. However, regarding sleepovers, for many, myself

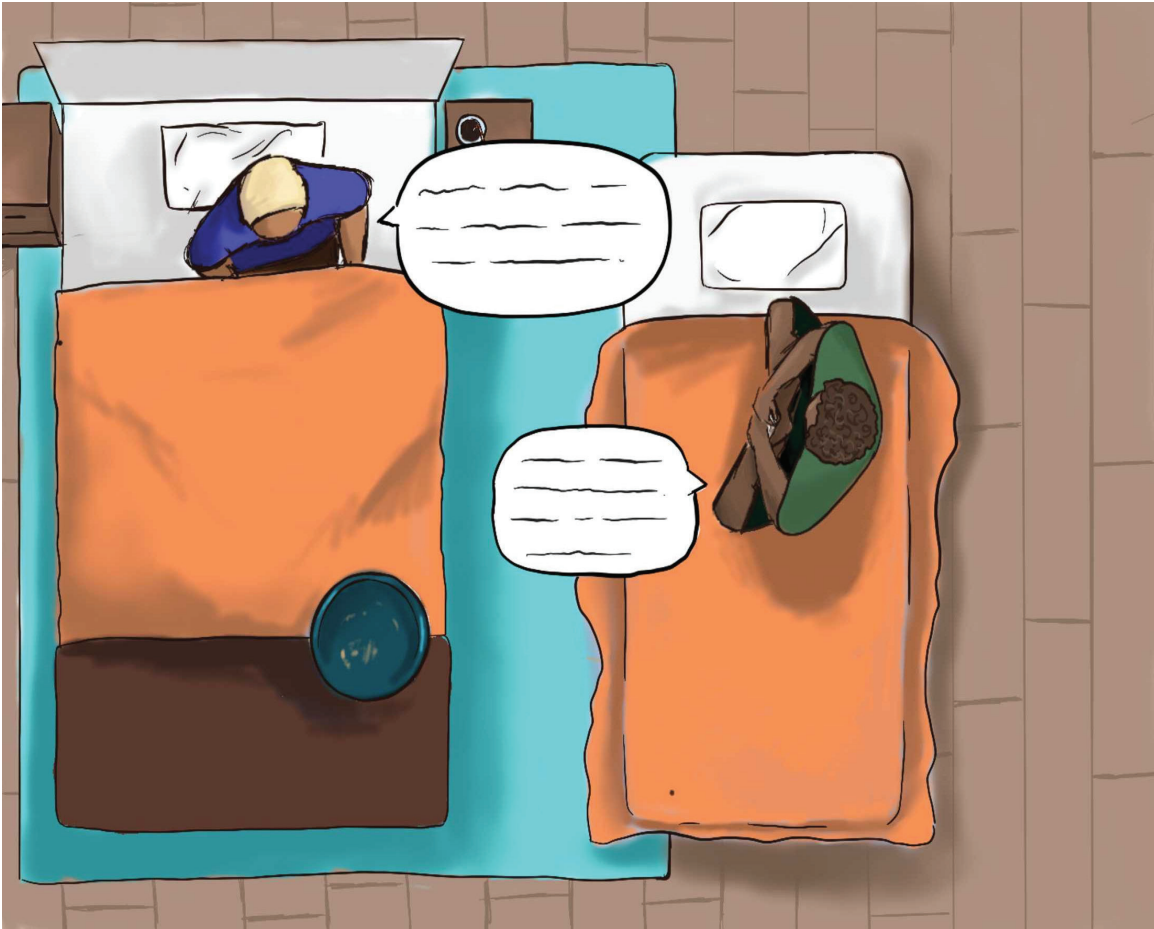
included, the drowsiness of spending the night with someone can lead to deep and authentic conversations. People discuss their issues more openly amidst the drowsiness of the night, providing a space for vulnerability. For instance, the year proceeding the pandemic's lockdown, I had sleepovers with one of my friends and his brother once a week. Though he has long since departed the U.S., we have since then become each other's constant presence in life.

Sleepovers serve as a low-stakes way to open students to the different dormitory customs and dynamics, which break the predictability of our own routines; exposure to varying dorm sizes and hall cultures, even for a night, compels us to exercise adaptability, an important skill set for managing unusual situations in the future. However, there

People discuss their issues more openly amidst the drowsiness of the night, providing a space for vulnerability.

are certain precautions that should be taken. The adults present at homes or dorms should take the initiative to ensure the children's safety; if a child sleeps over in a space where they are uncomfortable or can be harmed, that can irreversibly harm the minor's ability to feel safe in new environments. If handled correctly though, the new found independence opens up many new doors to children, such as sleep-away-camps, independent travel, and, of course, boarding school.

Flexibility and compromise



DAR ASSAF / THE PHILLIPIAN

are two of the most important social skills to develop, and sleepovers present an optimal strategy to learn those skills. Who gets the bed, what to eat for dinner, or what are the social boundaries in one's dorm. At Andover especially, we need to constantly adapt to changing schedules, friends, environments, and opportunities at all times. The disagreements, negotiations, and flexibility that inevitably arrive when sleeping over with a friend can teach those skills to someone who had never experienced them before.

Sleepovers hold some of my most cherished memories, one of my favorites including watching horror movies, such as the Conjuring Series, with around five other people clumped together. Sleepovers provide the opportunity to

destress and spend quality time with friends that uplift and

Sleepovers provide the opportunity to destress and spend quality time with friends that uplift and support us.

support us. At Andover especially, those types of occasions are very precious, especially as a method of soothing the ever-present anxiety regarding social standing, clubs, sports, and academics. Of course, regulation is imperative as, if handled unwisely, sleepovers that extend long into the night could potentially harm one's mental strength due to lack of sleep. Overall though, the memories

forged by sleepovers can boost someone's mood considerably and dampen the stress pressed upon them.

From my experience at Andover, the social life, mental-wellbeing, and self-confidence of students often comes second to grades and academic expectations. Sleepovers are a low-stake method to shake off some of that stress. The prospect of the experience is not unheard of at boarding schools either, with PA itself adopting and rejecting the policy throughout its history, according to Dr. Merrilee Mardon. Sleepovers can promote joy and foster community at Andover.

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Students Call for Structured Institutional Programming in Response to Cornell Sexual Assault Case

Continued from A1, Column 5

“With the media attention on the Cornell case, I thought that this would actually be a perfect opportunity for me to come out with my story in solidarity of Cornell, but also of all of the survivors... Because of my Jane Doe video, past Andover [alumni] have reached out to me, letting me know that they have experienced something similar... I’m glad that it’s collectivizing and almost inspiring others to share their own stories,” said Cummings.

Susan Esty, Dean of Students and Residential Life, noted that administrative planning thus far has focused on tailoring support within established spheres of student life.

“We are meeting to think about a broad response, but being sensitive to the fact that... it’s an issue that different people experience differently. In a community our size, it’s hard to address things en masse. It’s really nice to create [opt-in] spaces with adults where people can process in a group that already feels safe to them, whether that’s [the] classroom or advisory or dorm,” said Esty.

The Intersectional Feminist Forum (IFFo), a student-led club, organized a meeting to discuss the Cornell case on Thursday. Anastasia Sycheva ’29, a board member of IFFo, observed that, while social

media posts have been circulating widely, structured dialogue on campus remains sparse.

“I’ve seen a lot about it on social media. Everyone’s been posting it on their Instagram stories, but I haven’t actually seen... too many people actually take action. I haven’t really heard of anyone or any groups particularly trying to... address if something like that happens here at [Andover], which we know now that it has in recent years,” said Sycheva.

She continued, “It’d be great if [IFFo] had more attendance and more people coming. We’ll be discussing how to deal with something like this if it happens at [Andover], and how this impacts society. So what students can do is just engage in these conversations and work to really foster an environment at Andover where it’s a normal thing to talk about cases like this. That way, it becomes more acceptable and easier to fight issues like this.”

According to the 2026 State of the Academy survey, 12.2 percent of respondents perceived a rape culture, defined by the Oxford English Dictionary as “a society or environment whose prevailing social attitudes have the effect of normalizing or trivializing sexual assault and abuse,” at Andover. This marks a significant decrease from the 2021 survey, in which 41.1 percent of respondents affirmed its existence. Cummings emphasized that addressing rape culture requires a comprehensive education, something that she be-

lieves Andover currently lacks.

“In [Physical Education] and in biology, we learn about sexual assault. But are we actually being trained in what to do when this happens? At least for me as a student, I never got any sort of proper training. I don’t think Andover gave any sort of education to the student body that even brushes the surface of what this rape culture is. The first thing Andover and any institution should do is build into the curriculum a course on rape culture. That needs to be very heavily embedded, especially since we are teaching teenagers who are growing to be adults,” said Cummings.

Eric Nie ’26, an alumnus who is currently a freshman at Cornell, reflected on the extent of his consent education at Andover.

“I don’t think we had a lot of conversations about [sexual assault] at Andover. In EBI once there was the talk about consent. Every school talks about consent culture... but the lessons that you learn inside the classroom don’t necessarily apply that well. It would have been good to have more discussions at Andover about these kinds of things,” said Nie.

Buck-Thompson urged for greater guidance from the school as students navigate the Cornell case and its implications.

“It would be great if they could open up more of a school-sponsored discussion. This is happening in clubs, so those are more student-funded. The school should

work on having discussions about both the Cornell case [and] just sexual assault in general. It’s a huge moment where a lot of people are opening up about a lot of their own experiences, and a little bit of support with that would be helpful,” said Buck-Thompson.

Eric Denby, Instructor in History and Social Science, emphasized the responsibility he feels to utilize Andover’s training and provide support for students.

“I think many campus adults will address this in some way, whether in small-group discussions, one-on-one talks, or even larger gatherings. I’m willing to do so with anyone who wants to talk about this topic. I believe it is my duty to provide support and guidance to my students... I do think Andover does a good job of providing training and resources to campus adults. Every year, we receive training on boundaries, consent, and our legal duty as mandatory reporters... Could we have more? Of course. Maybe a town hall forum or another open talk format would help address this moment specifically,” wrote Denby in an email to *The Phillipian*.

When considering both institutional and student-led programming, Jason Cai ’28 highlighted the importance of reaching broad engagement across demographics.

“It is shocking because in [IFFo] there are usually no guys that show up. And the one time I went, there were two out of 20 people. It’s just a little sad, be-

cause... we really need to have more people involved in this, because otherwise, it’s just a bunch of people talking to themselves over and over, and the message doesn’t really get too far. When you have more diversity within the listening body, the ideas that you’re trying to spread will reach a broader audience,” said Cai.

As students and faculty navigate discussions on campus culture and support systems, Har noted that several centers and offices are coordinating an institutional response.

“We have the Dean of Students, we have [the Rebecca M. Sykes Wellness Center], we have the Brace Center, all working together to use our spheres of influence to respond to this moment in time. If something is systemic, we’ve got to use the system to respond to it. We’ve got to use the institution, all the force of it, the power of it, to respond,” said Har.

For Nie, ongoing demonstrations at Cornell have underscored the crucial role of student advocacy across school campuses.

“We have this ability and this responsibility to do our part in taking action. Some coverage, or too much coverage, is better than no coverage at all. It’s important [to have] people be aware of this and do what they can, even if they’re not at the place where it physically happened,” said Nie.

Sex Education and Violence Prevention at Andover: Evaluating Progress a Decade After the 2015 Brace Center Conference Report

Continued from A1, Column 5

Sex Education and EBI

The 2015 Brace Center Conference Report called for a “comprehensive four-year curriculum in sex education that includes violence prevention and provides students with the tools, strategies, and vocabulary to discuss consent, power dynamics, and healthy relationships.” Patricia Har, Director of the Brace Center, said this proposed curriculum had not taken shape.

“The ask here was a four-year curriculum. It didn’t quite happen, but that’s not to say that it won’t,” said Har. “But it’s important, too, that we have... experts in that field design the program. And that it be inclusive and relevant... to the lives of adolescents today.”

Har continued, “The needs of a residential school and the needs of a public school are really different and that’s where it’s hard to navigate where that education happens.”

In May 2025, weekly lunch-period EBI classes for Juniors and Lower were replaced with six sessions per term across advising, dorms, and class meetings. Susan Esty, Dean of Students and Residential Life, discussed EBI’s curriculum and how student input shapes EBI.

“You can imagine the difference of having a class with mostly the same people from

September to May... It’s been harder for us,” said Esty. “It’s felt more like delivering a series of programs instead of having a class that you have all year.”

Esty continued, “The EBI Seniors really have a lot of say... it does vary year to year because they decide within the framework which topics and which resources they want to use... We were able to have some really interesting conversations about gender as a core identifier, but gender also as a social identity within the context of societal power, access, opportunity, empowerment, and oppression.”

Esty also recalled helping establish Youth Educators for Sex Positivity (YES+), Andover’s peer sex education program.

“YES+ is another group that we started about a decade ago that was, again, for us trying to build critical thinking about gender inclusion and healthy relationships. It was intended to broaden people’s understanding of sex education,” said Esty.

Jason Cai ’28 recalled a peer’s response during an EBI consent exercise in his dorm, when students were asked what additional information they needed to understand a hypothetical scenario.

“And one of the guys asks ‘Is she hot?’” said Cai.

Prevention and Survivor Support

The 2015 Brace Center Conference Report recommended bystander training as a collective approach to

preventing gender-based harassment and violence. In September 2015, 54 Lower volunteers began Mentors in Violence Prevention (MVP) training with mentors from Northeastern University’s MVP program, supported by an Abbot Grant. The summary of efforts provided by Elliott listed it as ongoing in 2019, but Har described declining participation and redirected resources.

“For a long time, we did have a really active bystander training program through MVP, and that was run through the Dean of Students Office. Decline in numbers meant that we had to kind of channel resources elsewhere, but hopefully people will be interested again in bystander training,” said Har.

From 2016 to 2023, Andover held annual Take Back the Night marches, bringing community members together for a march and vigil honoring survivors of sexual assault and gender-based violence. Har described reasons organizers moved away from it.

“It seemed like there was declining interest and the Seniors on the [Brace Center advisory] board, I think, were in many ways interested in doing some other things,” said Har. “We are not a college campus. We have students who are 13 and 14 and 15. And the public discussion of sexual assault can be... triggering, can be traumatic for anyone... but for our younger friends on campus, it can be even more challenging,” said Har.

After Take Back the Night did not take place in 2024,

students and faculty attended the Boston Area Rape Crisis Center’s Walk for Change as an alternative that April. Har also recalled a self-defense workshop attended by about a dozen students roughly two years ago and distributing teal-ribbon pins for Sexual Assault Awareness Month in April.

Har clarified that the Brace Center maintains one director role to focus on gender studies education and programming, and is not intended to be a student support resource.

“On college campuses, you often have 24-hour counseling services, and we’re just not set up that way. We do have a 24-hour person who’s on call for crisis. And college wellness centers are just bigger and often have different staffing,” said Har. “Often too with college campuses, you have a Title IX office or you have a gender and sexuality resource center, like a women’s center. And those will include people who are trained counselors and therapists... And some of us, myself included, have been trained in trauma informed responses. We don’t have anyone in the Brace Center who is a counselor. We only have one person and it’s me.”

The 2015 Brace Center Conference Report called for mandatory first-responder training for faculty and staff who work closely with students, also adapted and provided for student leaders.

For students themselves, Esty described efforts to publicize reporting pathways through posters, QR codes, PANet, and Core Blue.

“We’ve tried really hard to make reporting processes clear. We don’t ever want someone to feel like, ‘I wanted to report, but I just didn’t know what to do,’” said Esty. “We have a flowchart of what happens next. And it is supportive. It moves as quickly as we can. It’s confidential, all of that, to the extent that we can be confidential.”

Campus Culture and Further Work

Philip Molina ’28 said he was unsure where students interested in activism could turn for help.

“If I as a student right now wanted to create a non-violent form of mobilization, I wouldn’t know how. It doesn’t seem to me like there’s a club or an exact handbook that students can look for when they want to speak up about causes like these,” said Molina.

Madelyn Esposito ’27 said YES+ helped her understand consent and recognize disrespect. She also called for Andover to act when behavior conflicts with its stated values.

“I do think it is helpful to have something, because it gives you the tools to point out when you’re being disrespected. I think especially in terms of consent, it’s very important,” said Esposito.

She continued, “If Andover as an institution believes that it should be respecting all members of its community, then it should actually be taking initiative in enforcing our Core Blue values of respect for ourselves and others.”

High Demand for Seats at Community Supper Demonstrates Interest in Community Building Opportunities

Continued from A1, Column 2

so that’s why, you know, we can have class meetings, we can have All-School Meetings, but in comparison to sharing [an] intimate meal with people you’ve never met before, that’s what really brings people together,” said Kim.

The menu for the dinner originally included salads, pasta, and steak, though students came to find out that the steak had been replaced with salmon. Dina Namjoo ’28 commented on this change.

“The one thing that was different was they didn’t have the steak, which is a little bit upsetting. So the one thing that I wasn’t really expecting was the salmon. I think it was [replaced] for the steak, which is upsetting” said Namjoo.

On the other hand, Namjoo appreciated the format of the

dinner as it made it easier for her to connect with more people she hadn’t known as well.

“I understand where [Kim and Siahaan are] coming from. Sometimes it’s hard to get to know people, especially, even if it’s in the middle of the year, or you’ve been at the school for more than your freshman year. It’s just nice to sit down on a table with people you really don’t know, get to know them and just make some natural conversation,” said Namjoo.

An absence of variety in food options during the dinner also impacted students with dietary restrictions, including Anastasia Sycheva ’29.

“We went to go get food, which was pretty good... [but] what I would change is that there weren’t that many food options. I personally have dietary restrictions, and there weren’t too many options for me, at least, that were sufficient for nutrition” said Sy-

cheva.

Drawing from her own experiences with boarding schools, Aya Murata, Assistant Dean of Students, reflected on the importance of navigating discomfort and uncertainty to build relationships with peers.

“I’m always thinking about how we can cross-pollinate in ways that give students opportunities to build connections, to meet new people... Everybody is going to maybe be a little bit uncomfortable because they’re sitting with people that they might not know, but now you know a few more people that you’re going to say hello to on the path,” said Murata.

Celeste Hung ’30 shared her experience from the dinner, noting the advice and wisdom she received from others at her table.

“The upperclassmen reflected back what they learned through their time here at An-

dover and the question was then flipped for us juniors [being.] ‘What are you hoping to achieve in your four years here?’ Being able to listen to all these Seniors and Upperclassmen reflect on their time here... gave me some insight on what I should do differently or what I should expect or even just, what not to expect, and [to] just put myself out there. That was very, very cool,” said Hung.

Catherine Carter, Instructor in Latin and an attendee, highlighted the supper as an opportunity to connect with students outside of their academic commitments and encouraged its continuation.

“I liked talking to students and hearing about their experiences, but not in the context of a classroom or an advising meeting. I liked that it was a diverse group of kids from all corners of campus... It sounds like there was a lot of demand [to attend], and if students are

really interested in doing it and if the school is willing to support it, it’s a great opportunity,” said Carter.

Raynard Kington, Head of School, expressed his takeaways from the event. Reflecting on the high level of engagement, he noted the value of diversifying Andover’s approach to building community.

“There were far more students than we had positions for. That suggests there’s a real desire to have lots of different ways of building community. For some people, munches work great. For other students, having these types of dinners works better. So we just have to look at the whole portfolio of things that we do to build community and allow enough opportunities so every student can figure out a way they feel comfortable with, trying as much as possible to have some things like this,” said Kington.

10 Questions with Christopher Seeley

REPORTING BY SARAH SUN & ALEXANDRA NATAN

Christopher Seeley (he/him) is the Interim Assistant Dean of Students for Residential Life. Before coming to Andover, he worked at institutions including Groton School, Saint Thomas Choir School, Church Farm School, and Cambridge School of Weston. Seeley attended boarding school himself and has now spent 33 years working as an educator. In his free time, he enjoys cooking, watching and playing sports, and listening to jazz music.

You’ve worked in education for much of your career, but your undergraduate degree was in Religion and Spanish. What originally made you interested in education? What has kept you in the field for so long?

There are a number of educators in my family, and my wife’s as well. It’s a little bit of the family business. Before that, I can attribute my wanting to teach to the time that I spent in boarding school. I was able to establish really close connections to faculty, and there are some really close connections that I maintain with some of the people who taught me. I was inspired by the work that they do. I had a great experience when I went off to school, and I thought, if there was a way to offer the same experience to other students, to do a lot of the things that I enjoy, not just teaching, but also living in dorms and coaching, that would be a great thing. I started in education right out of college, and 33 years later, here I am.

Prior to coming to Andover, you worked at many different schools with different backgrounds. What have these different communities taught you about education?

The fundamental truth of education is that it’s all about relationships and building close relationships where people are free to be who they are. They can bring their full selves to the experience, and they can offer their perspectives and learn from one another. Those are the things that underscore the strength of a vibrant learning community, which is to say, everyone’s a learner. Teachers continue to learn and to grow, while students are clearly there to learn and to grow. They come together, both individually and collectively. That’s really the strength of what schools are about. I’ve been at small schools for the most part. [In smaller schools] the strength of community, as the foundation of the experience, has been easier. But even in a place that’s large like Andover, community remains important. It may not be possible for everyone to know everyone else. People build communities within the school.

You’ve worked in schools with different sizes, structures. What’s something you’ve learned about students that you think is true regardless of whatever school that you’re at?

Finding ways to engage students in their learning and to help them understand that they are in charge of their experience is really important. School isn’t about what people do to you. It’s about what you do for yourself and with other people. One of the things that I’ve really tried to focus on is enhancing the adult understanding of how we can help students understand their agency, which is to say what they can do is the most important thing. What they learn and what they know matters, but building experiences where students can become more aware of the



CINDY ZHOU/THE PHILLIPIAN

power of their potential, and engage in that as a joyful experience, has been really important.

You previously worked in New York City. Is it any different working in a smaller suburb town like Andover?

Yes and no. School is school. It all depends upon the ways in which a school intentionally connects itself to its community. So, living and working at a school in New York City was great, because we had access to all the resources that were available in New York. You could use museums and different neighborhoods as extensions of the walls of the classroom. That’s true in a place like Andover also. The more that we can bring the world to our campus and take our campus to the world, enhances the experience and the converse is true. If you don’t do that, then you become this insular experience whether you’re on a rural campus or a suburban campus or an urban setting. It’s all about intention.

At Saint Thomas Choir School, you were leading a unique community where students balanced school life with a choir program. What did that experience teach you?

It goes back to what I was saying before about the age of student agency. The most compelling element of choir school in my mind was that it created an experience for young boys to realize that they could do hard things, and they could do them at a level of excellence and with a great amount of joy. For students

who were in grades three through eight, to be able to understand that about themselves, and if they could do those things there at choir school, then it also gave them the ability to understand what they could do in the larger world as well. It was a great way to prove that education can be about helping students understand the power of their potential.

You’ve served in roles with the Association of Boarding Schools. What do you think is different or important about a student’s experience boarding?

I’m a big believer in boarding schools as someone for whom this was not a family tradition at all. I’m from the Bronx, and I went to boarding school, and I’ve worked in boarding schools for most of my career. My kids went to boarding school as well. I’ve lived the boarding school experience from different perspectives. There’s something about the building of community in boarding schools and having, essentially, all the things under one roof that allows students to explore, to grow, to learn, to become more of who they might be. We have real meaningful connections with students in the classroom, in the studios, on stage, on athletic fields, in the dormitory, in all these different areas of life. That immersive experience allows students to get to know adults really well, and adults get to know students well.

In your position at Andover, you work closely with Dean Esty, working to maintain a safe and inclu-

sive campus. What’s one thing you’ve seen another school do well and hope to change or add to the Andover experience?

One of the things that works to great effect is when students really take a sense of responsibility for building the kind of community that we envision and that we say matters to us. When students lead in not just espousing, but living out the values of the institution, that’s so much more effective than what adults might be able to say. Not to say that adults don’t have a role in a place, and a certain degree of responsibility for student experience, but positive peer leadership matters a ton. And whether it’s affirming values of inclusion or stating clearly [what] we won’t tolerate in our school community, when students are able to do that and to support one another and [be] their best selves, that really is effective. Supporting student leaders is a significant part of what we can do because healthy student leadership is a sure sign of the health of an institution.

You’ve worked in admissions, academics, residential life, and leadership, which role do you think has taught you the most?

That’s hard to answer, because they’ve all been so important, and I can’t really easily disaggregate them. I guess my work in academics has been the element of the work that’s taught me the most, because I’ve had to look at the school program through the academic lens, as it relates to faculty and their designing a pro-

gram and their preparation to deliver it well. To look at it from the perspective of students, which is, what [do] students need, and how can we stretch and challenge students and enable them to grow, as best we can? How can we support both students and faculty? That looks different in different places, and different communities have different needs in terms of their ability to design and grow and be supported in that work. What I’ve learned most is that my role as a school leader is to ensure that people have the resources they need in order to do the work that’s in front of them, and to do it well, successfully, and to do it with a sense of joy.

Outside of your professional life, what do you enjoy doing in your free time?

I like to cook. I especially like cooking with fire, grilling and smoking, food that’s a lot of fun to me. I’m a terrible baker, because I don’t follow instructions. I don’t follow recipes. I like to make things up as I go and cooking allows me to do that. I love sports. I love watching sports, baseball especially. Go Yankees. I’m a diehard Yankees fan. If you saw me yesterday, the day after the Yankees beat the Red Sox in the 1st round of the playoffs, I wore my Yankees jersey to school. I know that’s a little bold and a little annoying, but that’s who I am. And I like playing sports in my old age. I’ve shifted from the sports that I played as a younger person. I play squash as much as I can, and that’s a lot of fun. Spending time outdoors, hiking is something that I haven’t done as much of that I typically enjoy doing. One of the things that’s more passive, but I really enjoy listening to jazz.

Do you have any advice for aspiring students at Andover who hope to pursue an educational career?

One of the things that I have found most striking in my experience is that I’m not always aware of the ways in which I have an impact on students. As teachers, we know that we have the opportunity to have an impact on students’ lives. But especially in a boarding school, where there’s so many points of contact, and there’s so many different interactions that we have, we’re not necessarily aware of how or when those opportunities might arise. Because we have this opportunity to interact with students at such a formative time in their lives, we should be really mindful of the power of those interactions and the effect of those interactions. It’s a great privilege and it’s one not to be taken lightly. The work of educators is not work. It’s a vocation. If people are interested in doing this vocation, I’d encourage them to do it.

Campus Calls for More Frequent Discussions on Current Events and Politics

Continued from A1, Column 3

takes real work, and we haven’t cultivated it. That causes people to feel like they might get attacked if they share their opinion, so we all need to have better discourse around how we politely disagree,” said Zufelt.

Isaac Owodunni ’27, co-president of The Current Events Club, said that the administration’s efforts to educate students on current events is inadequate. However, he cited a panel discussion held last winter as a step forward.

“On campus, there is not an administrative push to keep our students involved or develop our skills of being citizens. Something that was a good example of this was last year, when the History Department held a talk about ICE. They kept it strictly information-based to inform our student body of what was going on in the country and to answer any questions. It

should happen more often,” said Owodunni.

He continued, “The way we become more comfortable discussing these issues is by discussing these issues. Students right now have had to form spaces and lead initiatives for these discussions to be had on campus, outside of what one might say with their friends. This school, Andover’s administration, should do more things like the History [panel], or maybe it’s hosting public forums or small discussion groups in history classes, where students can be encouraged to reflect on their views and learn how to substantiate them.”

To Camille Torres Hoven, Director of the Oliver Wendell Holmes Library (OWHL), students ought to be more informed than they are currently. She highlighted the school’s collection of resources related to current events.

“There’s many opportunities, even if it’s not taught in class, for students to get informed. Particularly, all students have access to [The] New York Times, The Econ-

omist, The Financial Times,” said Torres Hoven. “We have databases, and you can get The New Yorker, you can get conservative outlets, you can get liberal outlets. So [the lack of informed students] is a shame and maybe the library should push those resources out more,” said Torres Hoven.

Colin Phelan, Instructor in History and Social Science and faculty advisor to the Current Events Club, explained his perspective on the virtues and challenges that come with the integration of current events into the classroom.

“Instructors aspire for their learning, for their lessons and their units, to have applications in the world outside Andover. I know that instructors do consider how the lessons they’re leading can be extrapolated beyond the classroom, whether that means directly talking about a topic or exposing students to a framework or an idea that can apply to the modern day. I think we all try to do this. It also can be tricky by virtue of timing,” said Phelan.

Phelan continued, “I try and bake it into my classroom as best as I can for my elective [History 522] and then also with [History] 300, but there are also other pressures which challenge the incorporation of a current events structure into the classroom. For instance, I have to make sure there’s enough time for assessment.”

According to the SOTA, around 20% of Andover students are unsure about their political leaning. Jonah Malvey ’29, a board member of APU, commented on the importance of exploring different perspectives amid a polarized media landscape.

“What people are seeing right now is [that there’s] two extremes and no middle ground. I believe that most of the people at Andover and in the country in general are more centrist, and it tends to be the more hardline people that dominate the news and the masses. People do a good job at Andover exploring all perspectives, talking to different people, and then forming opinions and beliefs from

that,” said Malvey.

Torres Hoven said she welcomes the uncertainty, describing her own experience of changing beliefs.

“20% unsure seems great, actually. More people should be unsure, like, ‘sometimes I feel this way and sometimes I feel this way.’ I had radically different ideas when I was younger. Part of that was my upbringing. And then I grew and I changed my mind several times throughout my life. And that’s okay. We’re all growing, we’re all learning. People switch parties all the time, people have different views about different things, different historical events when they learn more about it,” said Torres Hoven.

Annual Club Rally Showcases Diverse Clubs and Student Passion

CAITLIN MA & TEDDY STEINERT

House music, loud vibrant posters, endless shouting, people carrying ‘Debate Me’ signs, jump ropes slapping the floor. The annual Club Rally brought students together in the Snyder Center (Snyder) to explore and sign up for Andover’s hundred-so diverse student organizations.

Tue Linh Nguyen ’29 said she attended hoping to find clubs that matched her interests and signed up for The Revere, The Courant, and Philomathean Society. She said the energy of club members and the appearance of the tables influenced which clubs caught her attention.

“The amount of enthusiasm that someone had about their club is really evident about what kind of group it was and what kind of people were in there. If they had no enthusiasm and they were just sitting there, not a lot of people would join their club,” said Nguyen.

Club leaders similarly faced difficulties communicating their organizations’ goals in a crowd-

ed environment. Jonathan Oh ’27 — co-president of Mock Trial, editor of the Phillips Academy Innocence Club, co-head of Eco Action, and board member of Andover Korean Society — said his clubs prepared by assigning members responsibilities for posters, schedules and table shifts.

“During the fair it’s pretty overstimulating. There’s so much going on and there’s so many different stands and people yelling. It’s hard to grab someone’s attention for a long period of time. So being able to convey the mission of the club or what the club does in such a short amount of time [is important],” said Oh.

Oh added that beyond the crowded environment, the rally gives clubs a recruiting opportunity that is difficult to replicate during the school year. He said the event allows clubs to directly reach students who may be unfamiliar with their organizations rather than depending on existing members to spread information.

“Club Rally is kind of the only time where it’s designated to recruiting compared to without Club Rally it’s a lot of word of mouth. So instead of that, at the Club Rally, you get to have direct

interaction with people you don’t know who might be interested in your club. I think it’s a good place where people, like newer students who don’t know about your club can learn more,” said Oh.

For younger students, the large number of organizations also made deciding which clubs to join challenging. Cyrus Shah ’30 said he attended hoping to find new clubs and ultimately planned to attend meetings before deciding which organizations he would continue with.

“Deciding which clubs I wanted to do was probably the biggest challenge. I decided I’ll just join a bunch of clubs and go to one meeting, and then if I don’t like them, I’ll just never go again. There were so many clubs that it was hard to decide which ones I actually wanted to try. I figured it would be easier to try them out first and then decide which ones I wanted to continue with,” said Shah.

The competition for student signups also led some clubs to focus on creating memorable experiences rather than relying solely on information about their organizations. Andover Economics Society co-president Henry Zimmerman ’27 said his club considered

its recruitment experience from the perspective of new students and encouraged clubs to develop distinct identities especially at the rally.

“I think if clubs went a little bit more out of their way to make the experience really memorable, thinking of whatever gimmicky thing you could do to promote your club, that’s a really valuable experience,” said Zimmerman.

Other clubs focused on creating a more approachable atmosphere. Mwaita Nyakujarah ’27, co-president of Women in Business and Finance and a board member of International Club, said her club prepared a poster and custom stickers in the Maker-space and emphasized making its table welcoming to students.

“The biggest challenge was making sure that everyone who was at my table was approachable and was not necessarily [crowding] the [Juniors]. We wanted to make sure that we brought a calm energy to the environment,” said Nyakujarah.

The rally’s organization has changed over time as the number of participating clubs and students has grown. Chris Capano, Director of Student Activities, said the

event was previously held outdoors during the daytime but was moved to the Snyder Center, providing a larger indoor space.

“It’s gotten more organized. A long time ago, it used to be outdoors during the daytime, which was difficult when the weather wasn’t good and made it harder for day students to come. Now we use the Snyder Center, which is a huge, open space. Everyone has plenty of room to set up without having to squeeze together,” said Capano.

Some clubs still had to share tables due to limited availability. Despite the open location of Snyder, some students noted that the space could be utilized better.

“If I could change one thing, [I would] space [the tables] out a bit more. I think it would help with [the problem of] people getting bunched together and also the sound traveling. I understand the gym was used for SAT [the next day], so I understand why they didn’t [fully utilize the space],” said Nguyen.

Athletics Department Surveys Students as Part of Comprehensive Review

JOHN KIM & VICTORIA CEN

Last week, the Athletics department administered a survey to gauge student satisfaction in both recreational and competitive sports. The survey is part of a comprehensive review meant to improve the athletic experience for students and faculty, according to Merrilee Mardon, Deputy Head of School for Academics and Student Affairs.

The committee for the review is headed by Mardon and consists of numerous faculty members involved in athletics at Andover. Heidi Wall, Assistant Chair in Mathematics, Statistics, and Computer Science and Head Coach of Girls Varsity Lacrosse, described the purpose behind the review and its timing.

“All of the [academic] departments have been going through a review over the last several years. In a similar fashion, we’re looking to do a broad overview of athletics and take stock of where we’re at as a department. [We want to] see where we’re doing well and where we might need to improve, and make sure that the experience for our students is a good one,” said Wall.

Among the topics covered by the athletics survey is the range of LIFE, or recreational sports offered at Andover. Jaewon Choi ’28, who has participated in LIFE sports for every term of his time at Andover, discussed

potential areas for improvement in the program.

“We need greater support for our coaches. Due to changing Academy policies, and how many courses faculty should teach, there’s a greater pressure among instructors to stop coaching their LIFE sport because of the high number of campus commitments they have. Certain LIFE sports, even though they are very popular, there aren’t many seats in them. [They should] consider additional coaches or additional offerings of a particular LIFE sport,” said Jaewon.

Serafina Luk ’30, who is participating in Chamber Music as a sport this term, commented on the benefits of having sport offerings that do not fall under the typical image of athletics.

“I don’t enjoy sports that much, so that way of sports is pretty good. For people who are not that athletic, it’s a good activity for them to do that still gives them the physical benefits. It forces you to do something meaningful in a way... I don’t think LIFE sports are useless or worse [than normal sports]. Even if some people are captains of [their] varsity team, they might still do LIFE sports because they want to try something new,” said Luk.

Mardon shared that an objective of the review is to provide an athletics experience that matches the needs of all students.

“Depending on who you ask,

ANDOVER

Athletics Experience Survey

Your feedback is important to us.

Do you agree that your sport ties into Andover’s mission?

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

you’ll get a different answer about what the school should do. For college recruitment, sometimes a club sport is more important than the Andover version. Sometimes, the opposite is true... So the purpose of the review is to see if we can’t come up with an answer,” said Mardon.

She continued, “Maybe it’s different sport by sport, given the realities are different sport by sport. But I know, for example, we have students on campus for whom the Andover experience isn’t exactly what they hoped for. They’re relying on their club experience. That can be really draining on a student.”

Melina Binieris ’30 shared that the ambiguity of the survey may have contributed to less transparency in responses. She

offered alternatives for gathering student feedback on athletics at Andover.

“If [students] have a problem with something, they might not want to say it directly in a survey because they don’t want their information to be leaked or something bad happening because they say something negative. They might not feel like they want to express their problems,” said Binieris.

She continued, “[Another option could be] maybe having a conversation with [students] individually. Maybe the coach selects a few people, or someone selects a few people, and just asks, ‘How’s your experience going?’ Because I feel like in person, and not written down, that would make it better for people.”

Mardon explained the role of

AGLAIA HONG/THE PHILLIPIAN

surveys in the review’s current stage, expanding on her plans for the Fall Term.

“[The committee is] doing self-study right now. We’ve been doing it actually since the spring. So the survey is just one way to get data. We’re going to have some open sessions for students towards the end of October and early November to do focus groups to get feedback that way. The survey itself was based on the structure of the review,” said Mardon. “The survey information is one part of a bigger data set that we’re collecting. We surveyed and interviewed coaches [last] spring. We did a lot of document collection. We surveyed students and families.”

Buh Buh Buggin

Apply to Harvard University

Preview

Harvard Essay Application

Devin Akyali

Harvard has long recognized the importance of enrolling a student body with a diversity of perspectives and experiences. How will the life experiences that shaped who you are today enable you to contribute to Harvard?*

B

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U

□

Yo big harv, get ready for this. I'm about to tell you a story like you've never seen before. I come from a community built on resilience (my dad worked for Lehman Brothers), which helped me face huge challenges in my life. I'm nothing like all those rich privileged kids applying. I had to carry my own golf clubs while all my friends had a caddy, I had to drive my ferrari to school until i was 21 instead of my chauffeur doing it for me, and i had to go to restaurants to get my michelin star food instead of having our private chef make it for me.

My life is defined by struggles like these. This will help me offer a unique viewpoint in all my classes at harv, that will challenge everything those sheltered kids think they know about the world.

Additionally, I am an extremely diverse person, not just in terms of my stock portfolio (expertly managed by Nancy Pelosi). My Argentinian cousin's new dog is a german shepherd, adding diversity to my identity, and making me a diversifying pick for the diversification of the diverse college campus. Also I am extremely conservative which would put me in the 1% on campus, yet somehow in the 90% in locker rooms.

Also, I visited Saudi Arabia for the Riyadh comedy festival, which is close to Syria, which is currently at war (I think). This experience was painful for me and everyone else at the saudi cup horse race, causing me to learn perseverance in the face of extreme hardship

So now u see harv, i am the best applicant u will get this yr. Accept me, or not i dont rlly care, ill buy my way in.

Community Supper Menu

Ian Min

APPETIZERS

Artisanal Bread Selection

A hand-selected assortment of the finest Restaurant Depot bread we had left over from last week

Pommes de Terre Frites

Thinly sliced potato strips fried French-style and salted with salt

Crispy Potato Croquettes

Delicately fried orbs of potato with a crunchy exterior and a soft interior (a sprinkle of parmesan cheese can be added on request).

Hand-prepped Crudités

Individually prepared seasonal variety of fresh vegetables soaked in acqua del rubinetto.

ENTREES

Turkey with Chimichurri Sauce

A household classic, our world-famous turkey is now paired with chimichurri sauce made in-house by the barrel.

Turkey with Barbecue Sauce

A nostalgic and definitively Paresky take on a backyard barbecue now served under a fake chandelier.

Cod with Tartar Sauce

As one of the most overused combos in New England, the hand-battered white fish is prepared with a side of a creamy caper-and-cornichon emulsion.

Cod Confit

We don't know what confit means (and you don't either), but it sounds fancy. Very confitting.

DESSERT

The Heavenly Goo We Call Pudding

This perennial tradition hailing from Abbot Academy confuses Andover students to this day due to its mysterious and ominous origin of the "goo."

Gluten Free Vanilla Bean Ice Cream

It was always gluten-free, but everything sells much better when you clarify that.

Locally Sourced Fruit Collection

A beautifully cut collection of fresh, vibrant flavors from across the globe.

DRINKS

Dihydrogen Monoxide

A liquid masterpiece that when guzzled promotes the creation of H-bonds that form the interactions that lead to protein folding.

Matcha Latte

Green liquid we dubbed matcha.

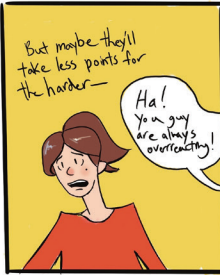
The Final Hoorah

A fine mocktail made with the last drop of apple concentrate from our in-house juice machine.

Week's Top Headlines

- Student Delivers 2½ Gallons of Milk to GW
- Claude Named Valedictorian Just One Month into School Year, Breaks Record
- David Vs. Goliath... Commons Fork Vs. Pork
- Failed Grasshopper Act Goes on Strike, Claiming It's a Conspiracy from Big Pesticide
- NEW: Academic Weapon Tutorial Created by the Big GPT Released on Blackbaud Today

SAT Debrief



SHIJUN LI/THE PHILLIPIAN

Teaching Fellow Introduction

Thiago Jollon



CINDY ZHOU/THE PHILLIPIAN

Name: Carlos de la Casta (AKA: The [Red] Star of The ESP Department)

Age: 45

Pronouns: Él

Hometown: To his shame, Spain.

Dream job: Burning effigies of Christopher Columbus

Home on Campus: Andover Inn (or other hotels)

Favorite band: Los Prisioneros

Staple fashion fit: Che Guevara beret, cardigan, bullfighter cape.

Favorite politician: Hugo Chavez

Least favorite animal: Condor

Role model: The proletariat (their struggles are so tough with gas now at \$15, \$10, \$5? idrk)

Class I teach at Andover: Spanish 100 - just kidding, my job is not to teach Spanish but to espouse communist propaganda, I teach Spanish 1848.

Alma mater: Northeastern Moscow

Senior thesis title: Debi Tirar Mas Fotos: Anti-imperialist nude beaches in postcolonial South America

Overheard on the Paths

"Lets ram our heads together full force and try to get Pass/Fail classes."

"Wow, it's turkey again."

"I want sum salmon à la mono."

"Oh my god the cluster dean at my table was SO fine."

"I think all chocolate tastes good, no matter which you dip in to."



The Phillippian SPORTS

Volume CXLIX | Number 21

Happy Birthday
JustRxbin2028

October 9, 2026

Football Fends Off Salisbury to Win at Home



PORTER DAVITT/THE PHILLIPIAN

Football's offensive line blocks Salisbury.

JULIEN REQUA &
BETSY HOFFMAN

SATURDAY 10/3	
Andover	30
Salisbury	21

On Saturday, Football (2-1) bested Salisbury 30-21 in a home matchup under the lights. Andover started the game with a 14-0 lead before Salisbury fought back to tie the score at halftime. After Salisbury evened the game at 21-21 in the second half, Andover remained composed, scoring necessary final points to secure a hard-fought victory.

Andover's preparation and early execution helped set the tone for the game. The team

came out with energy both offensively and defensively, making key plays that put Salisbury under pressure from the very beginning of the game. Co-Captain Thane McCormick '27 described standout plays that shifted the momentum of the game in Andover's favor.

"Ubie [Zaid PG'27]'s 70-yard touchdown on a sweep to the left [was a major play]. He was hit, but I have no clue how he got out of it and scored. That put us up 14-0, so that was really big. Another one would be Armani [Pereira PG'27]'s interception when [Salisbury was] in the red zone on their first drive. That was a total momentum shift. Obviously, keeping them scoreless in the first quarter was big," said McCormick.

After taking an early lead, Andover faced pressure as

Salisbury found ways to break through the defense. McCormick elaborated on Andover's mistakes in the second quarter and also how the team adjusted to Salisbury's offense.

"We had some sloppy mistakes in the second quarter, letting them come back a little bit. We weren't getting to the ball or tackling very well, but we ended up fixing that. We played better in the second half as a defensive unit," said McCormick.

As Salisbury continued to challenge Andover, the team's chemistry helped keep the group together. Giovanni Rosenfeld '27 explained the connection between the offense and the defense and how it played an important part of the team's performance.

"Usually, on football teams, you see some separation be-

tween the defense and the offense. But on our team, that's just not the case. There's a lot of chemistry, even between different sides of the ball. That's why we won," said Rosenfeld.

With the game tied 21-21, Andover needed a response to regain the lead. The team answered by scoring a touchdown to take a 28-21 lead. Zaid reflected on the play, in which he scored the team points, and the importance of responding after the previous two incomplete passes.

"The series prior, I had two targets come my way, and neither of them were completed. I knew I had to make up for it and show the team that we could do it as a whole. Once I heard the first play call was coming to me, I was trying to get as many yards as possible. I ended up getting a

touchdown, but I just wanted to show that we could do it together," said Zaid.

The energy from the crowd helped Andover maintain its momentum through the final minutes. Andover used the boost of energy to score a safety for two points, ultimately leading to its 30-21 victory. Zaid described the impact of the crowd throughout the game.

"The crowd came in very big. They were like an extra player for us because they gave us the hype and momentum we needed. Even when we were down, they were cheering and trying to lift us back up. The crowd and atmosphere were great for us to play in," said Zaid.

Football will compete against Kent away on Saturday.

Girls Soccer Endures Busy Week: Beats Tabor and Pingree, Falls to Austin Prep in Season's First Loss

JULIEN REQUA &
BETSY HOFFMAN

SATURDAY 10/3	
Andover	2
Tabor	0
MONDAY 10/5	
Andover	4
Pingree	2
WEDNESDAY 10/7	
Andover	0
Austin Prep	1

Girls Soccer (5-1) looked to continue its undefeated streak as it faced the hustle of a week with three matchups. The team faced off against Tabor at home on Saturday, controlling the game with a 2-0 victory. It carried on its momentum to secure a 4-2 win over Pingree on Monday, before losing 1-0 to Austin Prep in a hard-fought match, marking its first loss of the season.

Coming off a win against Worcester last Wednesday, Andover entered Saturday's match focused on maintaining attitude and momentum. Lilah Velez '29

described the team's mindset heading into the game.

"We had a really good win on Wednesday. We wanted to make sure to keep up the energy and not get over our heads and stay humble going into the match, and keep playing how we've been playing. Everyone was hype, and we never want to lose the home games, so we made sure to go all out. Everyone's cheering for each other, and then there's the Blue Key heads on the side too, cheering for us," said Velez.

Andover controlled the ball from the opening whistle, but its possession did not immediately translate into goals. Velez pointed to following through with goal opportunities as the team's main challenge.

"Throughout the game, we mostly had possession. We had probably around 90% of possession. A challenge was finishing, because even though we had the ball and were connecting passes well, we weren't able to finish, but we did have two good goals," said Velez.

Anne Dunn '29 broke through in the first half to give Andover a 1-0 lead. According to Velez, the team extended its lead with a standout goal from Kate Comella '29 in the second half.

"For the second goal, there was a cross from Lily Zacher [30] to Kate. Kate was by the back post, and she had a one-touch finish. It was a good goal. Most of the performance was how we were connecting, and honestly, there's a lot of team chemistry," said Velez.



AUDREY BAETEN-RUFFO/THE PHILLIPIAN

Lily Zacher '30 advances the ball between a Pingree athlete's legs.

Despite the shutout, Andover was tested in its unsettled defense when switching from defense to offense, specifically as midfield players changed their focus across the field. Elizabeth Patton '29 explained how the team can improve on this issue for future games.

"A specific moment was the transition to defense. We struggled a little bit on defense. Our communication was good, it was just getting back on defense [that was the issue]. We could have pushed a little harder to get behind the ball and help out our back line more," said Patton.

Against Pingree, Andover aimed to keep its undefeated record and hold Pingree to a low amount of goals. Despite the

flurry of goals scored by Andover in the first half of the game, the team still looked to improve upon the goals allowed. Isabel Park '28 reflected on the team's impression that followed Monday's high-scoring game.

"It was one of those games where it was scrappy when we wanted to keep the score sheet clean, but sometimes we have to acknowledge that we scored four and we scored three of them in the first 20 minutes. You just have to keep pushing. You can't get too caught up on two goals. It did suck, but we have to move on," said Park.

After holding the undefeated Austin Prep to a scoreless first half, Andover pushed for an equalizing goal against its op-

ponent's late goal, earning three corner kicks in the final ten minutes. Although the game ended in a loss for Andover, Park shouted out Audrey Gotha '28 for her long throws that contributed to the team's hard-fought battle.

"Everyone was down there, all their forwards, all our defenders. It was a scramble up in there, but we kept the momentum going, especially with Audrey Gotha. She killed it with her long throws. She was changing the momentum of the game, and she kept it pushing as well," said Park.

Girls Soccer will play at Choate on Saturday.

Football Fends Off Salisbury to Win at Home



Kicker Quentin Nicolaisen '27 strikes the football.



Andover's defensive line tackles a Salisbury athlete.

Girls Soccer Endures Busy Week: Beats Tabor and Pingree, Falls to Austin Prep in Season's First Loss



Ashley Dimnaku '28 (left) and Co-Captain Keaghan Murphy '28 scramble after the soccer ball.



Ashley Dimnaku '28 seeks to gain possession of the ball over a Pingree athlete.



An Andover athlete dribbles the ball.

Football Fends Off Salisbury to Win at Home



LEFT: Quarterback Landon Husereau '28 prepares for the next play. MIDDLE: Running back Jun An '28 pushes through Salisbury's defense. RIGHT: Two Football athletes celebrate.

ANDOVER FANTASY FOOTBALL

PICK		PLAYER PROFILE		POSITION RANK	AVG	LAST
FANTASY PICKS	#1	Trey McBride	ARI TE	#1	17.3 pt	10.1 pt
	#2	Brock Bowers	LV TE	#9	24.1 pt	20.6 pt
	#3	George Kittle	SF TE	#2	16.1 pt	17.0 pt
	SLEEPER	Darnell Washington	PIT TE	#25	6.7 pt	11.7 pt
MICHAEL VALLARELLI '27				#81	TE	
PICK		PLAYER PROFILE		POSITION RANK	AVG	LAST
FANTASY PICKS	#1	Jahmyr Gibbs	DET RB	#1	29.0 pt	17.7 pt
	#2	Bijan Robinson	ATL RB	#3	26.4 pt	27.7 pt
	#3	Kenneth Walker III	KC RB	#2	27.5 pt	30.9 pt
	SLEEPER	Kyle Monangai	CHI RB	#13	14.8 pt	28.0 pt
C JUN AN '27				#6	RB	
PICK		PLAYER PROFILE		POSITION RANK	AVG	LAST
FANTASY PICKS	#1	Ja'Marr Chase	CIN WR	#11	15.1 pt	5.7 pt
	#2	Puka Nacua	LAR WR	#39	20.1 pt	27.7 pt
	#3	Jaxon Smith-Njigba	SEA WR	#1	29.2 pt	12.6 pt
	SLEEPER	Rashid Shaheed	SEA WR	#73	6.0 pt	12.3 pt
UBIE ZAID '27				#3	WR	

Field Hockey Cruises Past Tabor and Governor’s, Remains Undefeated

REN KILIC & SARAH WANG

SATURDAY 10/3	
Andover	6
Tabor	1
WEDNESDAY 10/7	
Andover	3
Governor’s	0

Field Hockey (5–0) defeated Tabor Academy (Tabor) 6–1 at home this past Saturday. On Wednesday, Andover stayed strong against Governor’s 3–0.

Andover generated opportunities against Tabor through passing combinations and moving the ball forward. The team found ways to break through and overwhelm Tabor’s defense, controlling the game offensively. Vanessa Hall ’28 described a specific play that led to a goal and how the team adapted to the goalie’s prowess.

“We did a really nice job putting the ball in the net in front. When people get shots off, we would tip in, [and] capitalize on our rebounds. There was one play where [Kimberly Duplessis ’27] might have shot it and Meredith [Southard Pantano ’27] had a nice tip, kind of out of the air. But we just found

ways to get around the goalie because she was really good,” said Hall.

With constant support and energy from the team and bench, Andover continued to pressure Tabor offensively while staying organized defensively. Tabor’s quick self-starts and long balls tested Andover’s defense, forcing the team to quickly reset and rebuild its defensive formation. Hall described the team’s defensive performance.

“We had to hustle back in front of the ball and reset. They had a lot of long balls, big aerals or drives, which made us have to get back quick and make sure that we weren’t letting up any fast breaks. ... The [defense] played really well. They were really aggressive and stepped in front of the ball a lot, which was good because they kept their momentum going forward,” said Hall.

Andover kept a clean sheet, maintaining a unified defense against its opponent’s five penalty corners and seven shots on goal. Maya Kou ’28 described how the team was able to execute its defensive plays with more time in the defense zone against a stronger opponent.

“This game was a really good opportunity for our team to practice our defense because against some other weaker teams we don’t get as much time in our defensive zone. So this was a good test



ANGELA WANG/THE PHILLIPIAN

A Field Hockey athlete attempts to gain possession of the ball over Governor’s.

for our defense, and we did really good shutting down their offensive corners and practicing defensive talk communication, especially in our end of the half circle,” said Kou.

Kou highlighted goalie Cat Powers ’28 as a pillar to the team’s communication and her performance during the game.

“[Powers] made a lot of crucial saves, and she really helped the communication. In our defensive game apart from the coaches, she’s the main overseer in the game because everything that’s

happening is in front of her. So she has a better vision than everyone on the field. Especially when it comes to playing our zone, she’s really good at directing our backs and our center backs to where they should go,” said Kou.

As the pace of the game increased, Andover faced several moments that tested its composure and required the team to stay organized. Through communication and patience, Andover was able to make effective decisions and maintain control throughout the game. Kou explained how the team handled the pres-

sure of the game.

“In our game, we had a few tougher moments. Sometimes it kind of felt frantic in the game, but it was important for us to take a deep breath at some moments in the game to really refocus and recenter ourselves to make calm and poised decisions in the game. Our coaches and everyone really contributed to making it an environment where we can make calmer decisions,” said Kou.

Field Hockey will play Choate away on Saturday.

Boys Water Polo Dominates Williston, GCDS, and the Prep

SARAH WANG & ZOEY ZHANG

SATURDAY 10/3	
Andover	20
Williston	14
SATURDAY 10/3	
Andover	18
Greenwich	8
TUESDAY 10/6	
Andover	12
The Prep	7

Boys Waterpolo (6–1) won both games in a doubleheader day against Williston Northampton (Williston) and Greenwich Country Day School (GCDS) this past Saturday. Andover defeated St. John’s Prep (the Prep) in a non-league matchup on Tuesday.

Coming back from a 9–12 loss against Deerfield last week, Andover addressed its gaps in communication and technique. The improvements made were reflected in its three wins, highlighting its high level of play and giving the team hope to possibly make it to the championships. Jacob Shin ’29 described ways the team practiced before its matches that effectively prepared it for the games.

“We had a couple scrimmages in the practices before, where each team would be assigned a different pick or a different defense that we would have to play. The opposing team would have to figure out which type of defense it was and play accordingly. I think that helped us improve our game sense and our vision, which definitely helped us in all three of our games,” said Shin.

Going into its game against Williston, Andover set out to



AUDREY BAETEN-RUFFO/THE PHILLIPIAN

Boys Water Polo Head Coach Howie Kalter ’07 gives the team advice.

establish an early lead by controlling the pace of the game and maintaining its usual style of play. The team hoped to create an advantage comfortable enough that would allow more players to increase playing time. Despite the victory, Andover recognized areas that needed improvement. Hugo Appen ’27 reflected on the necessary adjustments that were made.

“At the end of the Williston game, we won by a fair margin, but we felt like we weren’t really playing our best. There was a lack of hustle, sometimes rushing the offense, and not getting the ball into our set player. Even though we got a win in the first game, we weren’t really happy with the way we played,” said Appen.

Following the game against Williston, Andover entered its match against GCDS with higher expectations. The team focused on maintaining pressure by defense, anticipating a closer game.

Andover exceeded its expectations, however, demon-

strating improvement in communication, energy, and overall performances. The win showed the team that it can compete against stronger opponents throughout the season. Andrew Cai ’27 emphasized the importance of maintaining that level of play moving forward.

“We played our best game of the season so far against [GCDS], and we were basically hoping to take that energy into the next game and into the rest of the season as well. If we play as well as we did against [GCDS], we should have a very substantial shot at winning against almost the entire league,” said Cai.

Andover’s improvement against GCDS was particularly evident in its offensive execution and defensive pressure. After the Williston game, the team’s Co-Captains highlighted the importance of returning to its usual playing style and going through mistakes from previous matches. Andover responded by strengthening its counterattacks and

improving its offensive coordination. Both adjustments allowed the team to demonstrate greater consistency during games. Appen pointed out how these changes contributed to the team’s overall stronger performance.

“We did a great job getting back into our style, countered a lot better in the [GCDS] game, and ran our offense a lot better. We also did a great job shutting down their best player and had a very good defensive effort,” said Appen.

After its victories against Williston and GCDS, the team had a non-league match against the Prep. Historically, the team has been successful against the Prep, but Andover noticed it lacked intensity. Nonetheless, the team delivered and won 12–7. Shin highlighted Jeffrey Lim ’27, who stepped up in this game after an injury to play good defense.

“Yesterday, during our game against [the Prep], Jeffrey Lim, who was injured for our game during the weekend, was really able to step up big

on defense. Even from the bench, you could really see him playing smart and using his vision to make sure that they didn’t get any goals in,” said Shin.

Overall, these three matches significantly boosted the team’s confidence, allowing it to see its true potential. Appen reflected on what worked well for the team’s strategy.

“We countered really well in all three games. That’s just getting out in transition off turnovers or opponent shots, and we did a great job getting out. As the goalie, if we counter well, I can throw it out to the farthest person, and they can get one-on-one with the other goalie. It’s a lot easier to score that way than having to run through the whole offense and play six-on-six, so that was one thing I think we did really well,” said Appen.

Boys Water Polo looks forward to playing at Hamden Hall and Choate this Saturday.

Boys Water Polo Dominates Williston, GCDS, and the Prep



Owen Huang '27 readies the ball.



An Andover athlete attempts a shot on goal.

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Girls Volleyball Sweeps Tabor, Falls to Undefeated BB&N

JULIEN REQUA & NEAL ROY

SATURDAY 10/3	
Andover	3
Tabor	0
WEDNESDAY 10/7	
Andover	0
BB&N	3

On Saturday, Girls Volleyball (4-4) defeated Tabor Academy (Tabor) in three sets. On Wednesday, Andover fell to BB&N 0-3.

Following last week's losses to Groton and Loomis Chaffee (Loomis), Andover entered Saturday's home matchup against Tabor looking to regain momentum. Early in set one, Andover struggled to adjust to Tabor's height and power. But Andover quickly settled in and took control of the set, defeating Tabor 25-16, 25-17, and 25-21. Co-Captain Selene Xu '27 commented on the slow start and the role of serving in Andover's victory, specifically praising Sophia Fang '28.

"At first, some of us were intimidated by the height of the Tabor girls, and we weren't picking up their hits. We shanked a couple, and they fell straight to the floor. But



ANGELA WANG/THE PHILLIPIAN

Zaemah Keshinro '29 spikes the ball.

we were able to regain control of the game with our serves. Specifically, Sophia's serves were really good. She had a really long serving streak, and that helped us build our momentum," said Xu.

On Wednesday, facing an undefeated BB&N team that had dropped only one set all season, Andover entered the match aware of the standard it would have to meet. This expectation was affirmed when, on the third point of the game, Kailynn Zheng PG'27 was blocked. Despite the early setback, Zheng remained aggressive, and her swings helped Andover hang with BB&N through the opening set. Andover lost the first set 18-25. Zheng reflected on her response to the early pressure.

"After I got blocked, I tried to reset my mind because I didn't want to let it affect me and how I should play the rest of the game. So instead of letting them take the momentum away, I just kept on giving myself and my team momentum. Because one point doesn't define everything," said Zheng.

In the second set, Andover went down 2-7 early. Following a timeout, Andover rallied to 9-8, flipping the momentum and forcing a BB&N timeout. During the crucial timeout, Head Coach Brendan Mackinson stressed passing as the key to better offense. Zoë Gilbertson '27 noted the timeout and the resulting offense from Zaemah Keshinro '29 and Zheng. Following this scoring run, BB&N recovered,



ANGELA WANG/THE PHILLIPIAN

Grace Fang '30 executes a smash as Tabor athletes attempt to block.

and Andover lost the second set 20-25.

"[The timeout] was about getting out of our heads and focusing on the next point. We needed good passes and good sets to stay in system, which would lead to better offense. Zaemah was able to run a faster set, and that resulted in a kill. Kailynn also had some good swings down the line," said Gilbertson.

In the third set, Andover came out of the break with a new mindset, refusing to be intimidated by BB&N's reputation. That confidence fueled a 5-1 start. Despite the spark, BB&N regrouped to win the third set 25-22, sweeping Andover. Zheng described how Andover regrouped before the third set.

"In the huddle before the

third set, we talked about how we knew how they were playing, where they wanted to dump and swing. Nothing they were doing was new, they weren't doing anything special. We could keep up with them, we just had to execute every single play instead of waiting for them to make mistakes or messing up ourselves. The third set is a new set, both teams start at zero, and we were just going to leave everything on the court," said Zheng.

Girls Volleyball will play at Choate this Saturday.

Editor's Note: Sophia Fang is an Associate News Editor for The Phillipian.

Boys Soccer Responds to Taft Defeat With Comeback Against Bridgton

JOHN LEW

SATURDAY 10/3	
Andover	0
Taft	1
TUESDAY 10/6	
Andover	5
Bridgton	4

Boys Soccer (3-1-4) split its two games this week, falling 0-1 to Taft before bouncing back with a 5-4 win over Bridgton Academy (Bridgton).

Against Taft, Andover entered the game looking to challenge a team that had been undefeated for two years. Chris Lee '27 described the game as a back-and-forth battle in which Andover limited Taft's opportunities to score, remaining competitive throughout.

"We started off really strong. Taft hasn't lost a game in two years, and so we went into this game wanting to smash their record. It was a lot of back and forth, and we were at a stalemate for most of the game," said Lee.

Khoi Do '29 emphasized Andover's strong start as the team controlled possession and created opportunities early on. He also praised the team's defensive preparation as a major factor in keeping Taft scoreless for the majority of the game. The team specifically focused on limiting Taft's strongest attacking players and preventing the opposing team from cutting toward its preferred foot.

"The first 15 minutes, we honestly dominated the game. We were moving the ball very well, we were linking-up play, but the tide of the game changed after that first 15. Our game plan was to basically sit in. We watched a lot of film, and we did specific drills to not allow them to cut in and also to shift our defense in a way that could allow us to be competitive with Taft," said Do.

Lee also pointed to the team's resilience as its biggest strength. Despite con-



Co-Captain Jaeden Morgan '28 strikes the ball.

ceding in the second half, Andover continued to fight and remained within reach of an equalizing goal.

"Everybody simply came in with a great attitude that we wanted to beat this team, and we had the capability to beat this team," said Lee.

Although the team ultimately fell 0-1, the game gave Andover confidence that it could compete against the league's top teams. Do said the team's improved communication, technique, and confidence compared with last season were among the biggest positives.

"We honestly realize that we're a way better team than last year," said Do. "We are way better in terms of communication, overall technique and skill, and confidence than last year."

The team carried that confidence into its matchup against Bridgton, a PG school, looking to end a recent cold streak. After falling behind 0-1 in the first half, Jeffrey Yin '28 described how Andover responded with five goals during the opening 20 minutes of the second half.

"We made a defensive error and went down 0-1 into halftime, where the coaches gave us a couple of motivational speeches. Captains gave us some motivation to help us regroup. And the first 20 minutes of the second half,



HELEN MCNEELY/THE PHILLIPIAN



SAMIHA TASNIM/THE PHILLIPIAN

Arthur Boisvert '27 gains possession of the ball, heading toward Bridgton's goal.

we bounced back really well [and] scored five goals on them," said Yin.

Bridgton responded with three goals of its own in the final 20 minutes, but Andover held on to secure the 5-4 victory. Yin credited the team's emphasis on possession throughout the week of practice.

"We're a pretty possession-based team, so we tried to just emphasize that with drills and stuff during practice. Obviously, we knew that

they would be older than us and more physically mature than us. So we tried to put full effort into those tackles, but we tried to be mindful and keep ourselves healthy as well," said Yin.

The two games also highlighted the team's growth in chemistry. Yin pointed out how players have become more familiar with each other's playing styles and have begun to understand how to best use each teammate's strengths.

"The team chemistry has definitely gotten a lot better because we've all gotten used to how everyone else plays. We know who wants the ball at their feet, who wants the ball in space. And we're starting to adapt and use everyone's strengths," said Yin. "Off the field, we're getting closer as a team too."

The team looks forward to playing at Choate on Saturday.



ARTS & LEISURE

The Phillipian, VOL. CXLIX



Doris Lu '28 and her Violin Beyond the Stage

ELIZABETH QIN

From practicing for hours in the Falls Music Center to performing with her youth orchestra around the world, playing the violin has become more than just making music for Doris Lu '28. It is a form of self-expression, a way to bond, and a drive to keep pushing forward.

Lu first showed interest in the violin as early as three and has played the violin since she was five. Over the years, Lu has learned to manage performance nerves and recover from hardships.

"During my performances, it just so happens that they don't go as I want them to, or I struggle with nerves and anxiety a lot before performances. It's really important to learn how to suppress or control them so that they don't take over when you're performing. I've learned to perform some sort of superstitious ritual before, like eat a banana, or tell myself it's not gonna be the end of the world if I mess up. It's also learning how to bounce back after a mistake," said Lu.

Lu's musical experiences reach beyond just Andover ensembles. Over the summer, she traveled with her Boston Youth Orchestra to play on tour in Asia.

"In June, I went on tour with my youth orchestra which was really special because one of our stops was actually my hometown, Hangzhou. I grew up there, my whole family was there, and almost 30 family members and friends pulled up to our concert, so that was really special. Going on these trips with people our age and performing music is so amazing because you form these connections that are kind of hard to do elsewhere. It's very different from normal connections at school. I feel like music brings everyone so much closer," said Lu.

Lu elaborated on the connections she has built as a violinist, discussing emotional peaks

with her fellow musicians during final concerts.

"Playing with people that I've formed really great friendships with while traveling with them sometimes gets really emotional, especially during last concerts. I feel like music has that power," said Lu.

For Lu, playing the violin has taught her discipline balanced with academic responsibility.

"It's taught me a lot about discipline and working hard because I feel like all musicians know, especially at a very high level, people practice three to five hours a day, and you have to balance all of that, especially here with work. So [playing the violin] has definitely sharpened my motivation and discipline skills," said Lu.

In balancing the academic rigor that comes with Andover, the practice room offers Lu solace and a break away from the demands of schoolwork.

"I want it to be a form of escape from other places in my life. Especially at Andover, going through a bad test or a bad day, being able to go to the practice rooms, play violin, and forget about all those things is really nice. You're not just completely immersed in music, nor completely immersed in academics all day," said Lu.

Lu's relationship with violin has also changed as she has grown more comfortable expressing herself through playing. Rosemary Shin '28, who has watched and played alongside Lu, shared her thoughts on Lu's growth and expression.

"I really love listening to her because I'm really close to her and seeing somebody that you love perform is always great. I feel like she really bears her soul to the audience when she plays... She's definitely gotten a lot more comfortable with the expressive side of her playing and taking more risks with her interpretations and things like that... Her sound production is really beautiful and clear. It really carries her expression," said Shin.



AUDREY BAETEN-RUFFO / THE PHILLIPIAN

Doris Lu '28 is currently working on a modern piece written by Bryce Chen.

LOTW: James Bhola '28 Builds Outfits around Formal and Casual Pieces

ELIZABETH QIN

James Bhola '28 pairs a cream-colored cardigan with a plain white T-shirt, green wide-fit denim pants, silver jewelry, and black-and-white sneakers. The outfit reflects Bhola's preference for combining formal and casual pieces while paying attention to color, fit, and detail.

Bhola said, "The aesthetic that I'm drawn to is mixing some formal with casual, and in terms of color schemes, I'd say those natural colors, like cream and dark green, naturally come together, or if I'm using some not-so-natural colors, like a saturated blue or saturated red. I'd use more simple colors adjacent to them to make that more of the statement piece of the outfit."

Bhola builds each outfit around a main piece, then chooses shoes, accessories, and colors that complement it. In one favorite outfit, he paired a cardigan, white shirt, green jeans, and sneakers with silver chains, bracelets, a watch, and a ring. He said fashion affects how he carries himself in different environments and gives him a way to express himself.

"Especially as we get into winter, I tend to aim more for something relaxed, but still nice. My whole thing is: wear it as if you had to meet somebody important that day. So you don't want it to suck. With my life system, it usually will start with the main piece. On a chill day when I'm wearing a tracksuit, I don't want a shoe that takes away from it. I want it to either complement or sit with it," Bhola said.

Bhola also treats repeated clothing as part of building a practical wardrobe. He said he might change one element of an outfit the next time he wears it, allowing familiar pieces to take on a different look.

"I repeat the same outfits. People don't really notice them,



JEREMIAH NUÑEZ / THE PHILLIPIAN

James Bhola '28, a firm believer of repeating outfits for practicality, rocks his favorite outfit.

for sure. I'm not gonna repeat it within the same week, but I'll still repeat the same outfit, because if it's a good outfit, it's a good outfit," Bhola said.

Bhola's approach has influenced the way his friends think about their own clothes. Xavier Gross '28 said Bhola's style changes with the seasons, but he continues to combine new pieces with clothes he already owns.

"He's the one that got me into fashion. The way the colors match, or the way he just makes a lot of things work, shows a lot about him. The way he presents himself with his outfits is the

way he is as a person. Something I've learned is definitely that the person makes the clothes, and it's not the other way around. It's not that the clothes make the person. You can make anything person as long as you put your mind to it and actually see the vision," Gross said.

Bhola typically wears at least two chains, and Gross said that his friend's use of jewelry, shoes, rings, and other accessories work together to complete the look.

Another friend, Darian Reyes Almengo '28, said Bhola often wears baggy clothing and

jerseys, with colors that work together. Almengo connected Bhola's fashion to his personality and said Bhola helped him while he changed his own wardrobe.

"Overall, [his wardrobe] is very creative. He uses a lot of jerseys pretty often. It's very, if this makes sense, harmonic, in a way. Like, everything goes together really well," Almengo said.

Almengo said Bhola's style influenced him while he was changing the kinds of clothes he wore. "It's even inspiring my fashion in a sort of way. In general, not only by his fashion,

some parts of his personality have also inspired me. If I had to compare his fashion to who he is as a person, I'd say inspiring and also outstanding in a very good way. When I first met him during Andover Summer, he also gave me advice on what type of clothes would look good on me. He's helped me in terms of fashion and also just in general. I saw his fashion being similar to what I was trying to achieve, and that's what led to that kind of influence," Almengo said.

Mayda del Valle Blends Music and Poetry

HAYLEY FAN
& ENZO YING

At Friday night's poetry event presented jointly by Community and Multicultural Development (CaMD) and Alianza Latina in the Oliver Wendell Holmes Library, Mayda del Valle combined singing, spoken-word poetry, and audience participation to explore family, Puerto Rican identity, and heritage. She is an award-winning Puerto Rican American poet and the second Poet Laureate of Chicago. She used rhythm, Spanish and English, and personal stories to draw listeners into her work.

As audience members snapped along to one poem, Christian Robinson '28 felt "transported" into the moment del Valle depicted. The performance also resonated with Robinson because of its emphasis on heritage and the relationship between poetry, history, and the arts.

"Everyone in the room got quiet, and she was reciting one of her poems that involved snapping. When everyone started snapping along, it really felt like you got transported to the moment. You were feeling the same thing that the author was feeling, and I think that's what poetry is all about," Robinson said.

Allison Lee '28 arrived in time for the final poem, which

focused on del Valle's mother and her cooking. Lee said the poem's music and rhythm made it distinct from other poetry she had heard.

"She used music in the poem, and she sang a lot of the lines. It had this rhythm and beat to it, which I thought was really, really interesting and cool. It was also definitely unlike a lot of other poetry that I've heard before," Lee said.

Lee said she had read that del Valle draws from Puerto Rican Bomba music and dance and hip-hop, which made her interested in the event.

Cristian Ramirez '29, an Alianza Latina board member who helped organize the event, noticed how del Valle varied her delivery. He said her pauses gave listeners time to absorb her words and helped set the tone at the beginning of each poem.

"I think the way she sang to begin a lot of poems really grabbed our attention. She had this flow going and paused it so we could let it sink in. Her poems are meant to be read aloud, so they're vocal art, not just visual, not just something that you read, but something that you hear," Ramirez said.

According to del Valle, attention to sound begins during the writing process. Knowing that she will read her poems aloud influences her arrangement of phrases and her word choice.

"I think a lot of people do,

but for me, the thing that stands out about the process when I'm writing is that I pay a lot of attention to how the words sound because I know that those poems are going to be read aloud at some point. I pay a lot of attention to the sound of the words, the rhythm of the words, the cadence of the words, and that sort of thing," del Valle said.

For Robinson, the musicality continued when del Valle spoke rather than sang. He noticed how she moved between Spanish and English throughout the performance.

"The fluidity with which she spoke. It was like she was singing, even when she was talking. The words were coming out so fast. She was blending Spanish and English seamlessly, and it was something that I aspired to build up to," Robinson said.

Robinson also connected the performance to history and the arts. References to other poets showed him how different artistic traditions can develop from shared roots.

"Other than the snapping, I think what was really important was the connection between history and poetry. She referenced a lot of poets and then also bridged into contemporary poets she's met. I think it's really important to know that poetry, any form of literature, and the arts are all related back to history. You're looking at the roots, seeing how things diverge," Robinson said.



SAMIHA TASNIM/THE PHILLIPIAN

The 2001 Nuyoricán Grand Slam Champion performing in the Freeman room.

The performance also encouraged Robinson to explore poetry himself. He said the event inspired him to develop his own artistic style and consider performing his own work.

"I think I want to write more poetry. I think I want to perform. I think I want to work on that more and really expand the craft. I think it's something inspirational. Whenever I go to any of these talks, I always look at how I can recreate the feeling

in my own work. From that, you develop your own artistic style. You develop your own poetry," Robinson said.

Del Valle also sees poetry as a way to honor the women in her family who did not have the same opportunity to express themselves. She said that responsibility motivates her to continue developing her work.

"I feel a sense of responsibility to use my skill in a meaningful way. I just feel like this is

Scooter Society: A New Form of Transportation Takes Over Andover

ELLA CHEONG &
ELLIE CHARETTE

Parked outside Paresky Commons and dorms are no longer bikes, but a new craze of scooters in all sorts of shapes and colors. Students reflect that scooters are not only effective for traveling across Andover's campus, but they also serve as a means of self-expression.



COURTESY OF GABRIEL GELBER



COURTESY OF SARA LEE



COURTESY OF CATHERINE CHUN

GABRIEL GELBER '30:

"Scooters are smaller and more practical to carry around, definitely smaller than bikes. I think they take less work, and they're easier to get around with. It's been a lot of fun, and it helps me get to places a lot faster. For example, you can get into town in under two minutes. The only negative part is going up hills, but it's still faster than walking. I chose the pink and the neon green because I didn't want mine to look exactly like other people's scooters. I don't think anyone else has bright colors, and it's really unique, so it's easy to tell. For safety I always leave it in my dorm instead of outside at night."

SARA LEE '30:

"Since Andover's a big campus, I thought it would be more efficient if I got a scooter, and it's also really fun. I wanted to get to my classes on time and scoot around in my free time. I got it off Amazon. It's so fun to ride around campus, and I think it's a really good investment. Even if it's expensive, I think you should get a better quality scooter. It makes me really happy, and my scooter is my emotional support. Everyone else has black, gray, and white scooters, so I wanted something special, like the pink color. I actually don't have a lock yet, but I just park it next to the bikes. I also ordered a scooter lock that's also pink, and it's on its way."

CATHERINE CHUN '30:

"I'm not necessarily an international student, but I still thought it was much easier to bring a scooter along than a bike. If I want to go home, it's going to be much harder to bring my bike back. A lot of the kids in my dorm have scooters, so I wanted to be able to hangout with them, it's a group mentality. My scooter's actually really old, probably around 12 years old. The stickers on my scooter used to spell my brother's name but now it's mostly peeled off. The sticker also makes it look unique. I definitely think the scooter culture will go on for a long time. What I've seen is that, basically, everyone is on scooters. I don't think it's something that's going to go away anytime soon."



COURTESY OF OWEN LASATER



COURTESY OF SEBASTIAN BELLHAYAT

OWEN LASATER '29:

"It's easier to ride a scooter around campus, it's convenient. I've had it for two months now. Great purchase, it's fun to use. I don't think there's really a culture around it, just that people have been using them more. People just need to get to class faster. I keep my eyes on the road. I never ride distracted or use my phone. I keep it in good condition. I chose this design because it was the cheapest one and is decent enough to get around."

SEBASTIAN BELLHAYAT '29:

"I feel like a bike is just doing too much. Scooters are fun and efficient. And [since] a lot of people got scooters, I decided to follow the trend. I've had this one for a day since my last one got stolen. I had to get a new one. I bring it to my room every night to keep it safe. I think the trend might die down in winter, it's just too cold, and with the snow, but you never know. I like this one because it's got big tires and it looks nice. I like to go off-roading with it."

What’s Your Cup of Tea? Andover on Caffeine

HAYLEY FAN

A morning walk around Paresky Commons yields sightings of students lining up at the café for their daily latte, cracking open energy drinks, or filling mugs with black coffee to carry to class. For those balancing demanding coursework with afternoons of practices, meetings, and rehearsals, caffeine has become less an indulgence than a necessity. That reliance, some say, comes at a cost. From straight black coffee to strong energy drinks, here are Andover students on caffeine consumption:



COURTESY OF CHLOE RU



COURTESY OF NISREEN DOHADWALA



COURTESY OF PHILIP MOLINA

CHLOE RU ’27:

“My go-to drink is probably Red Bull or Monster... I like the taste of energy drinks, and I don’t really like the taste of coffee that much, but I drink a lot of caffeine, so I just chose to drink energy drinks... I think I’m kind of reliant on caffeine, which is not great, so I try to cut off during breaks. But I usually just drink them during school [and] I try to drink as little as possible because, when I drink too much, it makes me sleepy but also awake at the same time. It just doesn’t feel good... I think some people at Andover like to emphasize how much caffeine they drink. My friends will be like, ‘Guess how much caffeine I drank’... It’s because it’s so stressful and people are very sleep-deprived, [so] they become more reliant on caffeine instead of taking care of their bodies in healthier ways.”

BREANNA REN ’29:

“Usually, I like having straight black coffee... It just saves time for me, instead of going out to get coffee, or needing milk and sugar to make my coffee. Also, it’s a lot more effective. Instead of consuming a full cup of liquid to get the caffeine, just taking a shot of black coffee is more efficient. It’s the same thing, just more concentrated. I don’t drink that much coffee, so it’s just half a teaspoon of instant coffee with less than a cup of water. It’s a little bit of water, and then I just take it as a caffeine shot... I think my caffeine consumption started specifically on dance competitions or show days before coming to Andover. Here, our shows are usually at night, which is fine since it’s one show. But normally if it’s a Saturday, at my last studio, you would have a performance in the morning, and then you’d have a performance in the evening, and that’s a really long day, 6 a.m. to 10 p.m. That’s the type of day where you might need a caffeine boost halfway through, or in the morning.”

NISREEN DOHADWALA ’27:

“Coffee is definitely my go-to drink. I’m not super picky about my coffee. I’ll have it with a little bit of cream and a little bit of sugar, but I’m not super particular about it. I love the taste of coffee, and the idea of waking up in the morning to coffee is great... My family is big on coffee. Since I was a kid, every single morning there would be coffee. I don’t even remember a time when my household didn’t have it. I grew up around it, and at some point, I think it was freshman year, I started drinking it consistently. The caffeine totally affected how hyper I was, my sleep, and how I was in the morning in the beginning... When you’re an underclassman, you really don’t know how to manage your time as well, and therefore you end up staying up late a lot. I think kids really do end up turning to coffee and energy drinks for caffeine, and that’s kind of where it all starts.”

PHILIP MOLINA ’28:

“I really like non-caffeinated teas with honey, especially as a singer... I drink chamomile here and lemongrass at home (we grow it in the family garden). My dorm, Bartlet, actually does tea night every Tuesday... Caffeine affects your sleep, your mental state, and your physical health. There was a case where a young woman had one of the Panera charged lemonades and tragically passed away from the caffeine. I know she had a preexisting condition, but the effect caffeine can have on you is still very shocking. Strategies like meditation, gum, or breathing can help you cope with stress, but those things are different because you can’t get addicted to them. With caffeine, you experience withdrawals when without it, which is a very real thing... The dependency on a drink to function really scares me, and I never want anyone to feel like they cannot function normally without having caffeine.”

RICHARD RUAN ’30:

“Red Bull tastes kind of weird, and it makes me wake up more. I started drinking it a week ago. I was falling asleep in physics class and I had to focus on my test, so I popped open a can and I devoured the Red Bull. I like them because their cans are bigger. I like the fizz in Red Bull, and some other energy drinks, like Celsius; they don’t have enough kick... Sometimes I drink some energy drinks or coffee in the afternoon, and I don’t think it has any effect on my sleep schedule. I could still sleep at 10 if I wanted to... I think it’s more of a focus thing than a not sleeping thing for me... [But] after you’ve run through your rush, and you’re tired again, you feel really bad. Sometimes your head hurts after as well.”

MTV’s VMAs (Virtually Misrepresenting Artists)

JIA-YI ZHI

Featuring society’s biggest stars decked out in high-fashion pieces, Peacock Theater welcomed prominent artists to its halls on September 27, kicking off the highly anticipated MTV Video Music Awards (VMAs). Hosted by Snoop Dogg, who boasts three VMA wins himself, the event marked the first time in nine years that the VMAs were held on the west coast. Notable winners included Madonna for Best Artist and her album “Confessions II” for Album of the Year, Sienna Spiro for Best New Artist, LISA for Best Pop, Bruno Mars for Best R&B, BTS for Best Group, and Nirvana for the prestigious Video Vanguard Award. Despite a night of dramatic performances and triumphant moments, the usual debate over snubs, drama, and who actually deserved to win did not show up to the afterparty. The biggest highlights of this year’s VMAs were the performances. Some of my personal favorites were RAYE’s “WHERE IS MY HUSBAND!” and Spiro’s “Great Expectation.” Both are impressive vocalists, as shown by Spiro’s Best New Artist win and RAYE’s part in a heartfelt tribute to George Michael, who passed ten years ago this December. Along with Sombr, Teddy Swims, and Adam Lambert, Raye performed iconic songs from Michael’s discography, including “Careless Whisper” and “Freedom.” Another meaningful tribute celebrated the late Dolly Parton, known for her songs, style, and generous heart. Kacey Musgraves performed Parton’s “I Will Always Love You,” singing along with a pre-recorded video of Parton in her signature pink outfit and voluminous updo. However, the performance making its rounds on the internet was GENER8ION and Yung Lean’s “STORM.” In fact, it was virtually the only thing I saw come out of the VMAs. Standing amid a crowd of dancers in suits, Yung Lean recreated the hypnotic atmosphere of the recorded music video, embodying the spirit of the VMAs. As a



SHANNON CHISHOLM / THE PHILLIPIAN

dancer, I found the choreography and energy inspiring, especially paired with the song’s driving beat. As an audience member, though, I found the video’s popularity ironic. People compared the live performance to the recorded original, and now the recorded version of the live performance is the most popular part of the night. CBS’s broadcast delay only emphasized this, as social media accounts posted spoilers before many viewers had the chance to tune in. The pivot from a truly unique live experience to something easily replayable has changed the significance of the VMAs. Despite the coverage, the VMAs really didn’t make a

splash. The usual sentences from the court of public opinion were glaringly absent. Perhaps it’s simply because I’ve never followed celebrity award shows closely, but I also didn’t hear anything from people on campus. It seems like the VMAs no longer appeal to a modern audience, and the flaws in their fan-voted competition are being exposed. It’s long been known that industry leaders have a hand in selecting winners, but this year, it was painfully obvious. Madonna was heavily featured on the show. “Confessions II” won Best Album, Best Cinematography, and Best Long Form Video; her song “Bring Your Love” with

Sabrina Carpenter won Best Collaboration; and she won Best Artist, despite competing with Taylor Swift, Ariana Grande, and Sabrina Carpenter. Madonna is, without a doubt, a talented artist, but in this day and age, Swifties can be expected to vote for Swift no matter what. With so many people still supporting her, I’m surprised she didn’t win. To audiences, the choices came off as sponsored and unrepresentative of current pop culture, and I can’t disagree. Swift herself also received many awards, including Video of the Year for “The Fate of Ophelia,” Best Direction for “Opalite,” and a new award, Artist Director Hon-

ors, which celebrates artists that take control of the visual storytelling in their music videos. However, with her last two albums causing widespread controversy for their lyrics and messages, the awards felt contrived. The videos themselves are not necessarily bad, but because the VMAs represent pop culture as a whole, judging the videos without the lyrics feels like an unjustified separation of an artist’s work. Lastly, my personal disapproval rests hardest on the awards granted to Olivia Rodrigo. As an avid listener, maybe I’m biased, but I was thrown for a loop when I found out her only VMA was Best Alternative for “The Cure,” out of nominations for Best Pop, Album of the Year, and Song of the Summer. Frankly, “The Cure” is not alternative at all. It fits well within the boundaries of pop, along with the rest of her newest album, “you seem pretty sad for a girl so in love.” Her absence from the ceremony only highlights the inaccurate representation of pop culture is emphasized, along with the looming hand of labels pushing their artists. Pointing to Rodrigo’s four-letter album titles, fans constantly implied she’d win Album of the Year and I agreed. No other album this year became the most-streamed album by a female artist in one day. While Madonna’s “Confessions II” brought in \$345,000 in revenue and was streamed 263.2 million times on Spotify, Rodrigo’s album brought in \$4.5 million and was streamed 2.9 billion times. Objectively, the public enjoys Rodrigo’s album more. This, along with the other awards given, undermines the integrity of the VMAs. This award season, it has become apparent that the VMAs no longer represent public opinion on top artists. The supposedly “fan-voted” winners clearly are not winning. Of course, there were moving performances and beautiful fashion, as there are at most award ceremonies, but the spirit of MTV’s Video Music Awards has been fundamentally corrupted.

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