The Phillipian

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The Exonian

UNREAD BIWEEKLY

The oldest continously running preparatory school newspaper in America

The Exonian Seized the Eighth Page...

See A9-A12.

Administrators Explain How Andover Investigates Sexual Misconduct Allegations

ANGELA GUO & KRISTEN MA & NIKI TAVAKOLI

Following campus discussion of a civil lawsuit against seven Cornell University students, Dean of Students and Residential Life Susan Esty and Deputy Head of School for Academics and Student Affairs Merrilee Mardon spoke with *The Phillipian* about what students can expect when sexual misconduct allegations trigger Andover's formal response and investigation process.

Andover's Deans use a confidential investigative summary to determine whether community standards were violated, but students and families cannot review that document. The process also requires a faculty or staff support person at student interviews and does not permit parents or attorneys to attend those interviews, according to Appendix 1 of the Blue Book. The formal process generally ends when the student accused is no longer enrolled, potentially before a finding is reached.

The Blue Book outlines three response pathways for student misconduct: a Dean's Response, Growth and Accountability Plan (GAP), or a Community Standards Conference (CSC). The Blue Book states that CSCs can result in a GAP, suspension, or dismissal. Asked whether concrete criteria existed to determine these outcomes, Mardon described the administration's objective of preserving community safety.

"That particular question, I can't answer. And why can't I answer it that way, because I don't want to misspeak. That said, there is behavior that's so egregious, you can't imagine a student rejoining the community," said Mardon. "The primary concern in all of the decisions is the safety of our students and also our community, and that we have a community where all students feel safe and supported."

Andover's internal investigation is distinct from mandated reporting obligations. Under Massachusetts law, mandated reporters must notify the Department of Children and Families (DCF) when they have "reasonable cause

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Students Grapple With Uncertainty Over Conduct Response Pathways

NICCOLO LEE-SUK

In the 2026 State of the Academy (SOTA), only 8.7 percent of students answered that they completely understand the Pathways student conduct response system (Pathways), raising questions about how the school communicates it to students. Students discussed observations related to their understanding and their implications for navigating the disciplinary process.

The Blue Book, Andover's student handbook, outlines three Pathways for student conduct response: a Dean's Response, a Growth and Accountability Plan (GAP), and a Community Standards Conference.

A Dean's Response addresses "some conduct (such as missing sign-in repeatedly, failing to secure car permissions, and unauthorized room visits)" and consists of a written reflection and a meeting with the student's Cluster Dean in which the student reflects on their behavior and consequences are decided, according to the Blue Book.

A GAP addresses "conduct that presents potential for harm to self and/or others, represents an unwillingness or inability to live within our community standards, and/or otherwise demonstrates a need for structured learning and support." As part of a GAP, the student participates in a series of meetings with the student's Cluster Dean, Point Person, faculty representative, and cluster representatives, as described in the Blue Book.

Consisting of student and faculty representatives, a Community Standards Conference addresses "particularly worrisome behavior that poses a risk to the health, safety, or well-being of self and/or others—or multiple instances of behavior that represents an unwillingness or inability to live within our community standard", and can result in a GAP, suspension, or dismissal from Andover, according to the Blue Book.

Before Pathways, Andover used a level-based disciplinary system. Susan Esty, Dean of Students and Residential Life, explained the decision to shift away from levels.

"The biggest changes to our student conduct system happened in the 2022-2023 school year, when we moved away from discipline committees that resulted in outcomes of warning, probation, suspension, or dismissal to growth and accountability plan meetings or community standards conferences. One goal of this change was to lower the temperature so that students could fully and honestly engage with the process. Instead of having suspension and dismissal a possible outcome all the time, we moved to a system where most students know ahead of time that the school's response to their actions will be a Growth and Accountability Plan," wrote Esty in an email to *The Phillipian*.

Jonathan Oh '27, Co-President of Abbot Cluster, felt the Pathways system to be clearer than its predecessor. He also said that his understanding of discipline at Andover came mainly from students around him rather than from the school.

"I didn't know what level a GAP was, what level a Dean's Response was, what level a suspension was. So when they changed it and got rid of the level system and did the Pathways system, that was also a little confusing, but it was a lot easier than the level system. I didn't really think

Continued on A5, Column 1



Data taken from the 2026 State of the Academy.

The Lorant Fellowship Award, Honoring Earnest Endeavor

JOHN KIM & RYAN PARK

Toni Elliott '27 presented her 232-mile summer backpacking trip through Scotland and France at All-School Meeting (ASM) as the recipient of this year's Lorant Fellowship. Established and funded by Andrew Lorant '48, the fellowship awards funding to one Upper each year to pursue an independent passion project and the opportunity to present their experience at All School Meeting.

Elliott reflected on how her family shaped her love of backpacking and why she chose it for her Lorant Fellowship project.

"Our family vacations have generally been backpacking or camping. Exploring various outdoor spaces has been how I experience new places as I grew up. My parents have been such an integral part of my childhood and that's how my parents raised me. For backpacking, they did so before I was born. I really have taken for granted what I am able to do when I'm at home. Wanting to experience something beyond that, even though I really do love backpacking at home where I am, where you're out in a place where nothing has been built, it's just you and the mountains. I really wanted to see what a different kind of backpacking trip would be like in terms of meeting people and getting to know a place by something other than its botany and biology," said Elliott.



AUDREY BAETEN-RUFFO/*THE PHILLIPIAN*

Lorant Fellow Toni Elliott '27 shared her backpacking journey and the lessons learned along the way.

Serra Akyali '28 has wrestled on the team with Elliott for the

Continued on A5, Column 1

Two Stimson Residents Displaced After Mushrooms Grew in Dorm Room

SOPHIA FANG & TEDDY STEINERT

A Stimson House dorm room saw mushroom growth amid persistent moisture issues, according to Tomas Tejapaibul '27, a Proctor in Stimson. The room's two residents were relocated to Stuart House and Pemberton Cottage during the first weekend of October, according to Claire Gallou, Interim Dean of Pine Knoll.

Gallou elaborated on the issue and how the relocation process unfolded over the Fall term.

"The issue started in the first weeks of the term, and worsened towards the end of September. Students noticed some dampness on the wall adjacent to the bathroom and then in the floor tiles by the wall," wrote Gallou in an email to *The Phillipian*. "[The relocation] went quickly, over the first weekend in October. The students brought what they needed to their temporary dorms. Blue card access and REACH information were updated remotely."

Tejapaibul, the Proctor for the Stimson hall where the involved students live, shared his initial account of the incident and his subsequent course of action.

"This came actually very early on in the year. It might have been the first week or so when one of the students who was relocated knocked on my door and told me that his room was leaking. I came into his room, and I looked at it, and sure enough, there was water coming out of the floor into his room. Because they live in a three-room double, this was in the living room as well as the bedroom adjacent to the bathrooms," said Tejapaibul.

Tejapaibul continued, "As soon as I saw the water leaking, I told [House Counselor in Stimson House and Instructor in Biology Xin Yi]

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Commentary, A2
"Goodbye Halloween! Hello Christmas?"
Shiloh Sharma '29 discusses the importance of appreciating overlooked religious and cultural holidays.

Eighth Page, A9
***The Exonian* Presents Straight Slop**
Flip through four pages of the oldest continuously unread biweekly preparatory school newspaper in America.

Sports, B1
Blue Key Heads Lead Andover Into A/E
The Blue Key Heads bring spirit to A/E weekend with eccentric outfits and loud presence.

Arts, B9
"30 Neo-Futurist Plays From Too Much Light Makes the Baby Go Blind"
Read about the fall theatre production featuring thirty plays in the span of an hour.

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Editorial

Andover Rules, Exeter Drools

Tomorrow, Andover will continue its enduring rivalry against Phillips Exeter Academy (Exeter). As sporting events unfold and alumni rejoice with friends, *The Phillipian* has prepared a list, based in fact and certainly in bias, giving reasons as to the clearly better school in this year's Andover/Exeter (A/E) matchup. Go Big Blue!

1. Andover was the OG.

Andover was founded in 1778 by Samuel Phillips Jr. Encouraged by his nephew's success, John Phillips and his wife Elizabeth Phillips established Exeter in 1781, three years later. Exeter's school seal incorporates the phrase non sibi, matching Andover's previously adopted motto. Heading into A/E, let's remember that Andover was the original school with the original motto.

2. Exeter's current principal is both an Andover alumna and former faculty member.*

Jennifer Karlen Elliott '94 P'22, '24, '26 is Exeter's current principal. More importantly, she is an Andover alumna with three children who attended Andover. She also worked for 12 years at Andover, serving as an Instructor in History and Social Science, Head Coach of Girls Squash, Assistant Head of School for Residential Life, and Dean of Students. It seems that an Andover education is necessary to lead Exeter.

*It is with great regret, though, as we acknowledge that in recent Andover history, former Head of School John Palfrey attended Exeter and graduated in 1990. Touché.

3. Compared to Exeter, Andover is more than twice as close to Boston.

Boston, the largest city in New England by population, is a haven for fun activities, from shopping to renowned culinary options. For Andover students, accessing the city and its opportunities is straightforward. Approximately 20 miles from Boston, the Academy is typically just a 30 to 40-minute drive away. Exeter, by contrast, is around 50 miles from Boston, consistently taking over an hour by car to get there. If Exeter students have ever wanted to hit a shopping spree in Boston, they'll first have to sit through their Saturday classes and then acknowledge Andover students' ease of access to Boston.

4. Exeter has Saturday classes.

At Andover, we've experienced the joy of liberation on a Friday after our commitments have concluded. After spending Monday through Friday attending classes, toiling away at homework, and participating in Andover's many fantastic club offerings, it is on Friday when we're guaranteed a break. With no commitments on the weekend, that might mean sleeping in on Saturdays, socializing with friends, or going into Boston (since Andover students can easily travel to and from the city, a fact not quite as true at Exeter). Can you imagine feeling exhausted from work on a Friday evening and suddenly remembering that you have to prepare for class on Saturday? We're sorry for you, Exeter students.

5. Tony Stark '84 (a.k.a. Iron Man) went to Andover.

Stark transformed and defended the Marvel Cinematic Universe (MCU) through technological breakthroughs. He pioneered J.A.R.V.I.S., a natural-language AI assistant. Furthermore, Stark solved the mechanics of time-space navigation alongside the Avengers, reversing Thanos's snap after it eliminated half of all life in the universe. Before attending the Massachusetts Institute of Technology, Stark studied at Andover. While Exeter has undoubtedly produced trailblazers, it was Andover that cultivated Tony Stark, whose innovations protected the MCU.

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

Goodbye Halloween! Hello Christmas?

SHILOH SHARMA



A. SHU / THE PHILLIPIAN

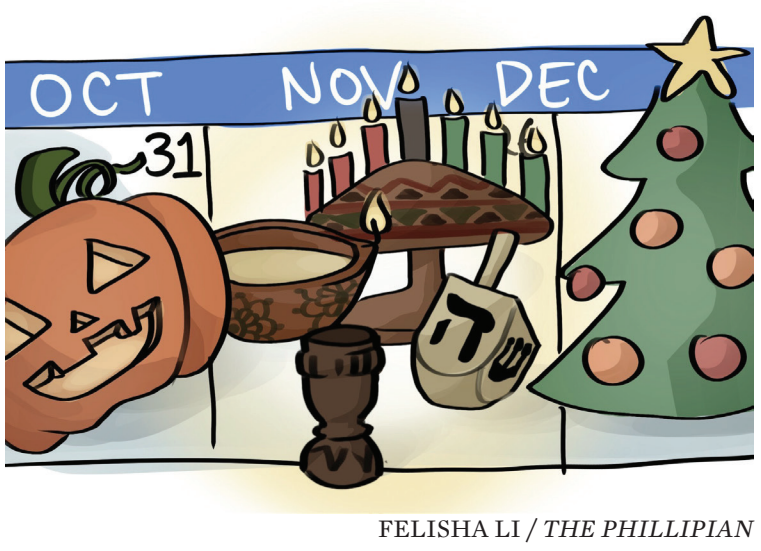
November 1st is the day right after Halloween. Even if it is not a particularly special day, there are some obvious changes. You see Halloween items on clearance in shops, and most importantly, it feels like winter has already started. Christmas decorations flood the shelves. In Andover's own CVS, this proves true. Even though there are countless other holidays that happen before or around the same time as Christmas, it's as if they aren't at all relevant. In a place where there are many people of different cultures, there should be more variation in decor they sell for holidays. Businesses move on from Halloween quickly, skipping over other important holidays like Hanukkah, Kwanzaa, and Diwali, just to sell for Christmas, which is dismissive and uninclusive of not only multiple other holidays, but religions and cultures.

Many holidays fall between Halloween and Christmas; one of which I celebrate is Diwali. While sometimes it falls before Halloween, this year the most celebrated part fell on Sunday, November 8th. See, Diwali is a five-day celebration, which spanned from the 6th to the 10th of November this year. In Hinduism, this is known as the Festival of Light and is one of the most celebrated holidays in my culture. When trying to celebrate, I decided to look for

Even though there are countless other holidays that happen before or around the same time as Christmas, it's as if they aren't at all relevant.

some diyas, which are small lamps. Though I am unable to light them in the dorm, they can be painted traditionally. I planned to purchase some and utilize my paints, then keep them as a decoration of my heritage. Yet, there is nothing in any stores nearby to purchase in celebration of Diwali. Diwali is not the only Holiday that suffers from this fate.

For religious holidays besides Christianity, they are pushed aside. Near Christmas, there are other holidays celebrated frequently in the USA, like Hanukkah. Hanukkah is a Jewish holiday, representing a miracle in which only one day's worth of oil lasted for eight days, symbolizing the nine slots on the menorah. The oil was to allow the Maccabees, Jewish revolutionaries, to have light after a successful revolt. It's also called the Festival of Light in its respective culture. The one in the center is used to light the others. Hanukkah is well-known in the USA and taught often in many school curricula, but it is still neglected in many storefronts. This year, it starts on December 4th and concludes on December 12th. In the USA, 5% of the population celebrates Hanukkah, which is at least 5 million people. The sheer number is represented in at least some way in convenience stores. If it is appropriate to sell small Christmas trees in these stores, then menorahs and candles should also be sold.



FELISHA LI / *THE PHILLIPIAN*

Not only religious holidays but also cultural holidays are dismissed, such as Kwanzaa, which happens around the same time as Christmas. Kwanzaa is a Pan-African holiday, spanning from December 26th to January 1st. The main purpose of the holiday is to celebrate seven principles over the seven days. Kwanzaa is celebrated by 3% of the USA population, and there are multiple decorations and physical symbols of the holiday, such as the Kinara. A Kinara is a seven-slotted candle holder, where there is one candle placed for every day of the holiday that goes by. Another important part of Kwanzaa is the candles placed in the holder, called Mishumaa Saba. To skip over 3% of the population is to skip over at least 3 million people, all of whom deserve decorations to celebrate their culture. Another known cultural holiday is Día de los Muertos, which happens directly after Halloween, from November 1st to 2nd. Día de los Muertos, or Day of the Dead, is primarily celebrated in Latin American cultures to remember deceased loved ones with altars. Altars typically have salt, sugar skulls, and a special bread called pan de muerto. 28% of the US population is also known to celebrate Día de los Muertos, so excluding the holiday would be excluding over 75 million people.

Next time you go shopping, take note of how most stores sell only certain decorations, and consider your own culture. Do you see it on those shelves? It's great if you do, but remember that a lot of others won't. Keep in mind that all cultures and religions are important, so they should all be represented in a storefront, not just the most common ones.

Shiloh Sharma is a Lower from Edison, N.J. Contact the author at ssharma30@andover.edu.

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Corrections:
The illustration for the Commentary article "What is Queer Enough?" was misattributed. The correct illustrator is Carina Paik. The Arts article "Behind the Scenes: A Sneak Peek into Grasshopper's Highlights" was misattributed. The correct authors are Ryan Park and Jia-yi Zhi. The photo for the Sports article "Boys Soccer Dominates Deerfield, Ties Worcester" was misattributed. The correct photographer is Jeremiah Nuñez. The Arts article "Artist Profile: James Wong '30 Finds His Rhythm" was misattributed. The correct authors are Lucia Jollon and Elizabeth Qin.

The Arrogance of Regret

WOOJIN OH



J. NUNEZ / THE PHILLIPIAN

Regret is that twist in our guts when we look back on a decision and wish we had made a better one. It is sometimes even accompanied by despair and a "if only I could rewind time..." Whether it is a missed opportunity, an awkward conversation, or a poor judgment, we often find ourselves imagining how things could have turned out differently. We tell ourselves that we could have known better, that we could have acted differently, or that a better choice was always within our reach. However, such feelings are based on an arrogant assumption that our past selves were capable of making the same judgments we can make today.

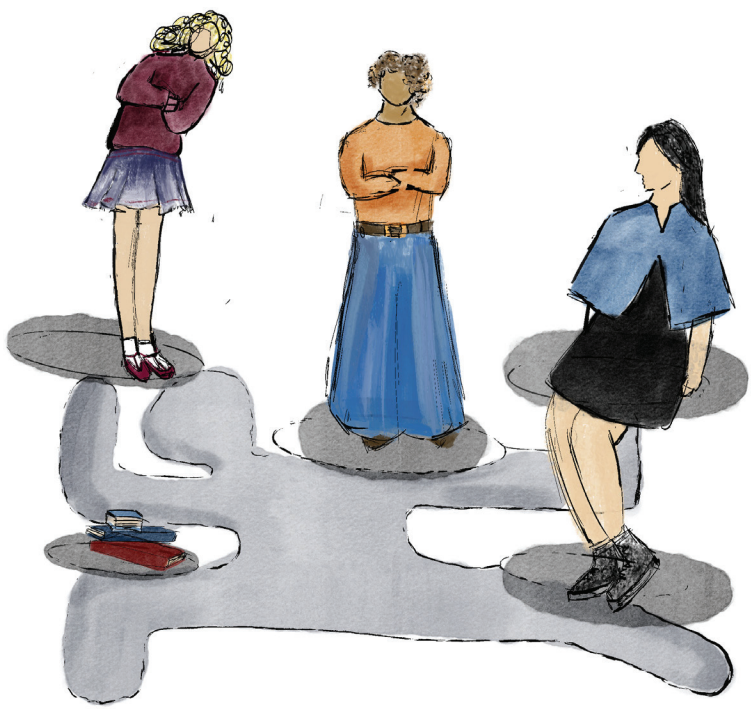
When we regret a decision, we evaluate it from the perspective of the present. With the benefit of hindsight, our mistakes can seem embarrassingly obvious. We often assume that had we thought a little more carefully or had a little more restraint, we could have avoided the undesired outcome altogether. However, this reasoning overlooks the fact that our past selves did not possess the knowledge that our current selves have. It's like thinking about the alternate reality where you pull a rock instead of a paper after losing against a scissor.

This became particularly apparent to me during a competition this past weekend. Since there were warm-up rooms available at the venue, I could have arrived earlier than I did to give myself some time. However, I told myself that I could practice just a little longer at home. I didn't imagine a few more minutes at home could hurt, and that those extra few minutes could improve my performance. By the time I had actually left, those few minutes had turned into tens. Even worse, rain had started to increase with the traffic and I nearly arrived late. I was left with almost no time to warm up, forcing me to perform with stiff, cold fingers. I don't want to solely blame the cold fingers, but I did underperform than usual, though the results fortunately turned out well. Nevertheless, I found myself regretting those extra minutes at home. Had I left earlier, I could have warmed up properly and felt more comfortable before performing. Perhaps I could have gotten even better results with that warm-up time.

> When we regret a decision, we evaluate it from the perspective of the present.

Looking back, leaving earlier was the obvious choice. But was it really so obvious at the time? I had no way of knowing how heavily the rain would affect my journey. I also had a reason for staying, though that reason eventually became the source of regret. With the outcome already known, it is easy to dismiss that previous decision as foolish. Yet doing so means overlooking the uncertainty and nerves I faced when getting ready for an important competition. It would be unfair to judge my past self by the information I have now.

In this way, regret can become a form of arrogance. It assumes that our past selves would have been able to anticipate outcomes that only become clear afterward. A few of the reasons why I was late include not checking the weather app, preparing for the best-case outcome of light traffic rather than the worst-case scenario, and being too greedy about those extra few minutes. With the knowledge of the future, I now know not to make those same mistakes. I was less mature than I am now with this experience. Thus, regret stems from arrogantly overestimating how much control and foresight we actually had.



JIA-YI ZHI / *THE PHILLIPIAN*

> The problem is not that we regret our decisions, but that we expect too much from the people we used to be.

Of course, this does not mean that regret is entirely useless. Looking back on our decisions allows us to recognize mistakes and make better ones in the future. I now know that I should leave more time before a competition, especially when there's potential for unpredictable weather. More importantly, I can acknowledge that staying home longer was a risk I chose to take. But there is a difference between learning from the past and punishing ourselves for it. Reflection allows us to carry experience forward, while remaining in that negative emotion traps us in an alternative version of events that we can never go back to.

Perhaps the problem is not that we regret our decisions, but that we expect too much from the people we used to be. We cannot give our past selves the knowledge we have today, nor can we expect them to act with the certainty that knowledge of the future provides. There is no point in endlessly imagining how much better things could have ended. Instead, the only task that remains is in focusing on what those experiences can teach us. After all, the purpose of looking back should not be to prove that our past selves were foolish, but to give our future selves a better chance.

Woojin Oh is a Lower from Frisco, Tex. Contact the author at woh29@andover.edu.

Beyond Asking Out: What Abbot Says About Feminism

JEANNIE KANG



K. MA / THE PHILLIPIAN



CARINA PAIK / *THE PHILLIPIAN*

As videos of girls asking guys out to the Abbot Ball with witty puns flooded the Andover Instagram circle, a question arose: Why are girls asking guys? "Abbot" is a semi-formal dance traditionally held at the end of Fall Term that got its name from Abbot Academy, a secondary school for girls that eventually merged with Phillips Academy to form our current co-ed system in 1973. With Abbot's reputation as "Andover's Homecoming Dance," many students are questioning why Abbot doesn't follow the norm of homecoming dances, in which guys ask their partners out. At first glance, it might appear awkward that Abbot reverses the conventional gender expectations, placing the expectation on girls to make the first move. However, once we move past the initial moments of confusion and hesitance, we realize that the significance of Abbot lies much beyond the maker-space-made posters and Instagram stories: it brings women's emotional desires and needs to the center stage, providing them the autonomy to make a decision for themselves.

The stereotypical American homecoming looks something like this: a football player finishes his game, poses to take a photo with a girl, then surprises her with a hastily written "HOCO?" invitation with roaring applause from the respective friend groups. This trend is seen as almost a symbol of youth and the vibrancy it brings. Although this tradition has manifested through decades of romance-comedy shows and lighthearted jokes, it reflects a much deeper gender norm that traces all the way back to the Victorian era. During the ballroom dances in the Victorian era, all men were expected to ask women to dance and escort them back to their chaperone once the dance was over. The norms strictly dictated that women ought not ask men to dance with them. During the same time period, a young girl was not expected to explicitly indicate her interest in finding a husband. Being "forward" with men was seen as an indicator of an excessive sexual appetite. This assumption is not surprising considering the gender-based hierarchy of the nineteenth century, wherein men were granted the full privilege of expressing their emotions towards women, which were considered acceptable, whereas equivalent acts from women were seen as desperate, contributing to the modern "slut-shaming." In short, women were emotionally and socially considered lesser than men, thus having to depend on men for occasions as trivial as ballroom dances.

> Abbot reflects a much deeper gender norm that traces all the way back to the Victorian era.

Granted, high school homecoming dance culture is significantly more lenient in its gender expectations compared to the nineteenth century; the norms still reveal an aspect of the deeply problematic and sexist narratives in our history. Leading up to most Homecoming Dances, girls are expected to wait for guys to ask them out, calculating chances and mutual (or not mutual) emotions in hindsight while battling the social condemnation against girls who take action first as "not good enough." This expectation resembles the confinement of women in a domestic sphere, as seen in the short story "If I Were A Man," by Charlotte Perkins Gilman, in which the female protagonist spends the entire day weeping in the house over a small argument with her husband earlier in the morning, while the husband completely forgets about it, engaged in business with other men. Many girls are conditioned to anxiously wait for guys to show interest, without much control over the situation.

Abbot subverts these gender norms. Abbot not only normalizes girls asking guys to the dance, but also completely reverses the expectation so that girls are the ones who decide which partner to ask out and eventually make a public "Abbotposal." By restoring the autonomy for girls to weigh their emotions and ask the guys first rather than waiting in the dark, Abbot is significant in putting women on an equal (or even higher) playing field than men. The public nature of the "Abbotposals" makes them even more significant, because it makes a statement against the expectation that women ought not to reveal their emotions outwardly, providing avenues for female emotions to be not merely normalized but also celebrated. These values parallel the principles that Abbot Academy forwarded as a pioneer in female secondary and higher education. As one of the few secondary schools in New England built specifically to educate girls, Abbot emphasized the independence of women as well as the recognition of their legitimacy in public spheres. Alongside the Abbot Academy Fund and the Brace Scholar presentations, the Abbot Dance is a perhaps less recognized yet equally important event for Andover to continue carrying on the values championed by the first female members of the Andover community.

In "Jane Eyre," the quintessential feminist literature of the Victorian era by Charlotte Brontë, the protagonist Jane says, "women are supposed to be very calm generally: but women feel just as men feel; they need exercise for their faculties and a field for their efforts as much as their brothers do; they suffer from too rigid a restraint..." Although Abbot might not bring the satisfaction of experiencing a "traditional" high school experience, it does make a bold statement about the restraints that have placed women in an inferior and dependent position. So, for all the girls reading, ask them out! You're living proof that Abbot and her values live in all of us decades later.

Jeannie Kang is an Upper from Seoul, South Korea. Contact the author at nkang28@andover.edu.

The Implication of Texas' flip for the Democratic Party

ANDREW PARK

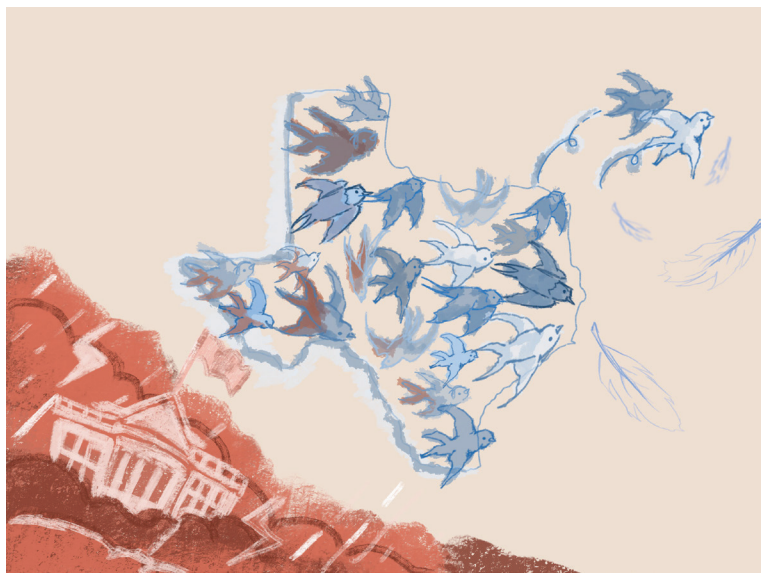


E. CHAI / *THE PHILLIPIAN*

On November 3, 2026, the U.S. midterms had arrived, and by midnight, it was clear the Democrats swept the floor. At the time of writing, Democrats had flipped seven Senate seats, five governor's seats, and 45 House seats. Thus, they've cemented an estimated 259 seats in the House and at least 54 in the upper chamber. Therefore, it's hard to say this election wasn't a blue wave. This redistribution was most alarming in Texas, my home state, where Democratic candidates James Talarico and Gina Hinojosa won the U.S. Senate and Texas governor's race, respectively, with Hinojosa the first Latina elected to office. For many Americans, these staggering victories look like an absolute mandate for progressive politics. However, the foundation under this victory is much more fragile than the electoral results suggest. While the Democratic gains in Texas highlight the power of economic messaging and anti-Trump mobilization, they also expose a long-term weakness: a coalition built primarily against an opponent cannot sustain a governing majority without a unified, affirmative identity.

First of all, it's important to talk about what happened to Texas. Tuesday revealed astonishing margins for Texas, a state President Donald Trump won by 14 points just two years ago. On top of that, all of the statewide offices up for election were won by Democrats. This shift may be in part due to the large mobilization of the Latino electorate, an evolution election analysis points to as a large part of the midterm shift. This analysis makes sense for Texas, which has a growing Latino electorate of over six million. The mobilization was most likely due to the change in rhetoric candidates used; in particular, they focused on affordability and capitalized on the economic struggles that Texans felt. For example, Talarico ran on an economic populist platform that hinted at lowering taxes and making corporations "pay their fair share." Similarly, Hinojosa focused on homeownership and living costs. The reason this mobilization most likely worked was that the Latino population in Texas, a historically less affluent cohort, was hit severely by rising costs. Of course, the Latino community has also been impacted heavily by increased enforcement and Immigration and Customs Enforcement (ICE) raids, further eroding support for the Trump administration.

On the national level, the Democratic Party clearly gained a much wider range of voters, a shift that may complicate how the party operates going into 2028. Currently, the single unifying aspect of this broader coalition is opposition to the incumbent administration, whether it be the lack of economic policy or problematic executive overreach. This relies on negative partisanship—an alignment defined by shared opposition to a rival party rather than allegiance to a shared agenda.



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However, what does that mean for a post-Trump era? In the case Democrats win the presidency in 2028, discarding ICE, rolling back tariffs, and enacting social programs paid for by higher taxes, what happens next? If this negative partisanship can no longer bond against a Trump-esque figure, the democrats may not be able to maintain support.

We can actually learn how volatile these wide-based political movements are from Trump's own Make America Great Again (MAGA) movement. In 2016 and 2024, he was able to pick up disaffected voters, mainly lower- to middle-class white and Latino voters. Initially, he promised to rid the U.S. of "elites," to build a wall on the U.S.'s southern border, and to fix the economy. However, once in power, the Republican Party ran into trouble when balancing the wishes of various cohorts: fiscal conservatives, right-wing populists in the working class, and wealthier capitalists. For example, the Big Beautiful Bill, signed into law last year by Trump, consists of cutting taxes for the upper class and businesses, while decreasing social programs that usually help the working class. Granted, the bill also includes tax reductions for tips and tax deduction paths, but many speculate that generally, the benefits skew to wealthier individuals. Further, the bill's cost angered fiscal conservatives over the U.S.'s debt burden. Now, the new anti-Trump coalition brings progressives, suburban moderates, the working class, and minority voters into a single party. And similar to Trump's coalition, this one is just as vulnerable to competing interests. Fundamentally, negative partisanship is an effective tool for mobilizing turnout, but it fails to build consensus once the common opponent is out of office.

Negative partisanship is an effective tool for mobilizing turnout, but it fails to build consensus.

The main takeaway is for the Democratic Party to define itself. At the moment, the most visible politicians are on the left wing of the Democratic bird. Politicians like Zohran Mamdani are voices voters seem to like, despite the initial denial by the party establishment to back his candidacy in the New York City mayoral race. Of course, Mamdani's success in NYC cannot be emulated nationwide. Nonetheless, to maintain momentum through 2028, the Democratic Party cannot rely on a fragmented patchwork of regional stars or reactive anti-Trump messaging. Winning Texas proved that economic woes can break traditional strongholds. Keeping the voters for 2028, however, will require Democrats to prove they can deliver above and beyond their promises.

The main takeaway is for the Democratic Party to define itself.

For our generation, the next few years will be a test for our political maturity. Our lives have been defined by an era of extreme political partisanship, and young voters have reflected their spirit in this demand for tangible relief. If the Democratic party wants to turn the temporary anti-Trump coalition to a lasting movement, it must prove that the governance translates to tangible change for daily class. Ultimately, our role shouldn't be constrained to be content with the blue wave or settle for them.

Andrew Park is an Upper from Frisco, Tex. Contact the author at apark28@andover.edu.

The Case for Train Rides

MEDHA KONDA

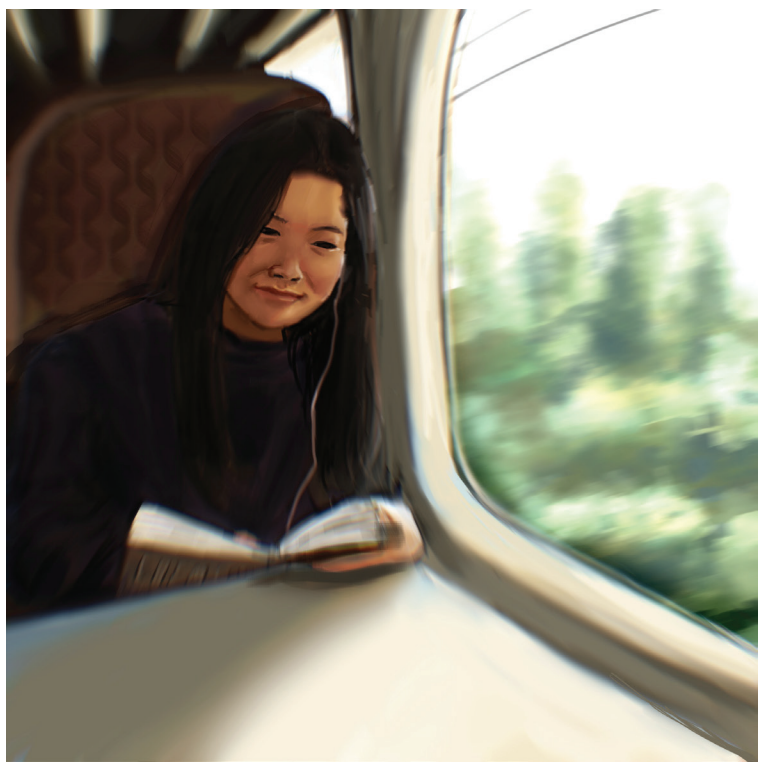


A. LEE / *THE PHILLIPIAN*

The Empire-Builder train is a 46-hour, daily passenger train that passes through seven states, from Seattle to Chicago. A flight that would normally be three hours and 55 minutes on average is stretched out to an almost two-day journey. And with a basic ticket, you'll only receive a modest reclining seat, plus no shower. That is one journey that you'd be foolish not to take, for the benefits are numerous. The ease of switching through cars in the cabin, being free from the fear of imminent turbulence. But, the often "no-brainer" option for most people would be that plane ticket on Delta or American Airlines, even with an extra price tag, because time is money. So, even though planes are unfortunately stuffy and quite an uncomfortable experience, not to mention their costliness, people choose them. So, for your vacation, would you prefer an airplane, a short journey but in a confined box? Or a slightly more luxurious train experience, yet one with more than 11 times the time spent? When on a work trip, taking the airplane is a fair game. When you wake up on the train, you might be saying hello to only the solaceful mountains, or the many solo travelers making their national park pilgrimage. On a plane? Merely the wailing kids, and the views of seat neighbors mindlessly watching TV. For the vacation experience, it seems the train is the obvious choice we've been missing.

Why would one choose to take the Empire-Builder train, the longest train ride in the United States? The benefit of this seemingly grueling journey is the sights you'll experience right besides you. Cascading views of Glacier National Park, pine trees, teal lakes, the Rockies — the trip has users all over the internet hooked. But more than the train trip, it's the location that has people fawning. The Pacific Northwest has been the subject of Instagram videos featuring soft music and natural scenery. These romanticized videos are almost a yearning for the completely "isolated-from-society" feeling that the region provides. To visit such areas, however, you'll need strong legs and a well-fortified mind to accomplish the required backpacking. While I'd say yes in a heartbeat, most people would prefer a luxurious, more relaxing experience. The train journey provides an opportunity for those who want to experience a small part of the region without an extended stay. On a journey to Seattle, passengers get the opportunity to see the beautiful images of small towns in America, without needing to go through the extensive process of traveling and staying in one.

The train journey provides an opportunity for those who want to experience a small part of the region without an extended stay.



SHANNON CHISHOLM / *THE PHILLIPIAN*

The train services 45 stops, many of which are small towns far from airports. Wistful towns like Leavenworth, Washington, a beautiful stop with Bavarian architecture, are made much cheaper by the rail journey as well. Trains, it seems, allows travelers to have a number of experiences in one trip.

Perhaps what trains more importantly offer is a chance for the community. While recently surfing on YouTube, I stumbled upon a video where someone crossed North America using only public transit. Ko, known as Kodekai, documented his experience traveling from Vancouver, Canada, to the oldest lighthouse in New York, the Montauk lighthouse on Long Island. In addition to traveling on the Vancouver ferry and taking buses, he traveled on the Empire-Builder train. What was so remarkable about his journey, I thought, was the people he had met on the trip. It seemed as though a collection of widely different people had met under the shared experience of traveling on this train. Unlike an airplane, where your primary goal is to get through the exhausting cold cabin and cramped legroom, the train is an opportunity to slow down and make genuine attempts to connect with those around you. What we're missing in our rush to start our "vacations" is that a vacation doesn't necessarily start at the destination. Why not choose to start it by looking out into the views of the Rocky Mountaineer train with a cup of coffee, or talking to New Yorkers on their journey into the city on the Northeast Regional? The first time I rode commuter rail in Andover was a novelty, as my small town never had an Amtrak. I marveled at the sights of snow covered stations and the wintry New England air fogging the windows. We often don't associate vacation with the dreaded airplane, cramped, cold, and always a gamble for who's in the nearby seats. But trains can be.

Perhaps what trains more importantly offer is a chance for the community.

A train may not be everyone's first thought on how to travel for your vacation, especially in the United States. My friends hailing from New Jersey (NJ) say that, at times, NJ transit is mediocre. My brother notes that when he lived in Washinigton DC, the metro moved at a snail pace. But such inconveniences can be fixed once the government sees a renewed interest in these public transportation options. We just need people to flock back to them. These small factors are easily overlooked when faced with the prospect of viewing the hidden parts of America so easily. If humans are seeking a slow-down, the purpose of vacation, why not allow the travel to be as well? It's indulgent, eco-friendly, and a more social, less corporate seeming chance to unwind. Speaking further, trains can also offer a reprieve in life when we're not on that scheduled vacation time. Taking the train from New Jersey to New York City for work is made a bit more special by the constant motion and unprompted interactions with other passengers that wouldn't happen in your own car. So, go ahead, say goodbye to long TSA lines, overflowing bathrooms, and overpriced airport food. Hello, Amtrak.

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

Lorant Fellow Finalists Share Proposed Projects

Continued from A1, Column 5

last three years. She was inspired by Elliott's mindset in making the best of a hard situation.

"Toni was telling me over the summer... about how she was hiking for hours on end every day. And I thought it was really cool that she was doing something other than wrestling, especially because she got injured this past year. So it was really cool how she was doing so much physical activity, even though she was injured," said Akyali.

Emma Castillo '27, one of the three finalists for the Lorant Fellowship, proposed a project to help with child care in Nairobi, Kenya. Though she was not given the opportunity to proceed, she reflected on valuable lessons from the preparation process.

"Communication and reaching out to all the outreach people in the program was a big learning curve for me. The main takeaway was just leaning on the support that the people in Kenya were giving me. They were very gracious in answering any of my questions and any small details of logistics I needed to craft my schedule," said Castillo.

Gaby Potter '27, also a finalist for the Fellowship, shared what she is looking forward to for future winners.

"I'm excited to hear about the interests that people are interested in, where they want to go, what they want to do. It's always so fun hearing about people's dreams, aspirations, and what they're passionate about. So even though it's my last year here, I'll definitely be keeping up to see who the Lorant Fellows are for the next few years, to see the great work that they do. Now that I've had that experience, I understand how hard it is and how competitive it is. It's great to know that the student who gets it really deserves it and they're going to do a great job whatever they do," said Potter.

Instructor in Russian Kassie Bateman '06, a past winner of the Lorant Fellowship and current Chair of the Lorant Fellowship Committee, discussed the qualities that fellows share.

"It's an earnest endeavor. It is a student who is putting in the extra work, regardless of what the outcome might be and regardless of who sees what they're doing. So it's the student who comes to conference period, who cleans up the classroom after class, who does community engagement, who stays late after practice to continue drilling to try to get better, even though no one is there watching them do this. They do it because they value hard work and the process, regardless of what the end result might be," said Bateman.

Dale Hurley, a faculty member on the committee for the Lorant Fellowship, similarly noted that the fellowship is built entirely on nominations instead of applications.

"[Lorant] specifically designed it around something where he did not want people to apply. Mainly because the people that get the award aren't the kinds that would apply for it anyhow. They're the type of people that do what they do and don't really think it's that important or that big a deal. And he really wanted those people to get recognized. He wanted the unsung heroes. The ones who are always doing good and nobody really notices," said Hurley.

Andover's Formal Response to Sexual Misconduct Cases

Continued from A1, Column 5

to believe" that an individual under 18 is suffering physical or emotional harm from abuse or neglect, including sexual abuse. School employees may report through a designated school official, who then becomes responsible for notifying DCF.

Mardon emphasized the distinction between reporting a concern and determining whether misconduct occurred.

"[The law is] what [we] always follow, 100 percent. We don't make judgment calls, and rather we would err on the side of reporting than not reporting," said Mardon.

Under DCF regulations, the department must notify the district attorney and local police when evidence gathered during screening or its response provides reasonable cause to believe a child has been sexually assaulted. Dean of Students and Residential Life Susan Esty explained that a DCF referral does not necessarily lead to a criminal investigation.

"[The district attorney's office] typically will not do anything unless somebody brings suit or goes to the police. That option [of legal or police action] exists, and it depends on whether or not a student chooses to take that option [themselves]," said Esty.

When asked whether Andover supports students or families wishing to pursue legal action, Esty explained that action would be independent from the school.

"That's their personal business and I can't give legal advice in my role... Students may choose to make a police report for lots of things, for their stolen scooter, for example, as well as for sexual assault," said Esty. "In those cases, because... we're in loco parentis, we will support a student who wants to contact the police... The important piece for all students to understand is that we can't make that decision for you."

When asked whether Andover ever "assist[s] with a police or other external investigation," Esty said, "No, it's their [responsibility]."

According to Appendix 1 of the Blue Book, "the conduct response specialist (or appropriate designee)" initiates a formal response process when warranted. Following former Conduct Response Specialist Ryan Milligan's departure in October, Cecilia Reyes, House Counselor and Coach, now serves as Conduct Response Coordinator.

Esty clarified Reyes finds external investigators and coordinates schedules but "doesn't do the investigations." The investigators conduct interviews and write the confidential summary. She said that the 2026–27 Blue Book has not yet been updated to reflect the change.

According to the Blue Book, Appendix 1, an investigation may include interviews with those directly involved and relevant witnesses, as well as the collection of documents and other relevant information. Students receive notice of the allegations and interviewer(s)' identities.

Esty said students receive no additional formal information about the allegations during the investigation, but may infer details from the questions asked during interviews.

"If you think about it, the investigator is asking you questions about what happened, and so there is information that you're getting, not in writing, but you have an understanding of what's been said because they're asking you about it," said Esty.

Each participating student must have a faculty or staff member present for support, according to the Blue Book, Appendix 1. Esty explained students can choose to invite a trusted adult or ask the school to assign someone from a pool of faculty trained in trauma-informed support.

Friends, family members, guardians, attorneys, and other representatives are not permitted to attend interviews, according to the Blue Book, Appendix 1. Esty distinguished the school's internal process from a legal proceeding when explaining this restriction.

"We're not a court of law. We're a school. We're doing an [internal] school response [independent from a legal proceeding]," said Esty.

Throughout the process of a formal investigation, involved students are required to maintain confidentiality. Esty emphasized that student reporters and subjects of reports are not permitted to discuss details of the investigation with peers.

"They can talk to their support person that they bring with them. They can talk to their parents, [trusted adults on campus for their own support,] and if they have an attorney, they can talk to their attorney. But they can't talk about it with friends... It really protects everybody," said Esty. "They're entitled to their privacy and their dignity."

According to Esty, consequences for breaking confidentiality about investigative processes "depends, again, because it depends on what is said."

Following the collection of information, a confidential summary and analysis are shared with the Dean of Students, according to Appendix 1 of the Blue Book. The Dean of Students, Assistant Deans of Students, and Cluster Deans, with additional consultation as needed, determine whether it is "more likely than not" that the conduct violated community standards before selecting the appropriate response pathway.

The resulting Deans' Decision is shared "with the parties and their families, as appropriate," according to the Blue Book, Appendix 1. However, the appendix states that the confidential summary "will not be shared with students, families, or anyone else externally." Esty said withholding the summary protects sensitive information about involved students.

"Maybe we learn things about [one student] that [another student is] not entitled to know. And that's okay. We protect students' privacy in that case," said Esty. "The other reason is, in my experience, students involved in these formal processes like to keep the circle as tight as we can because it's a situation in which adolescents feel particularly vulnerable, because the confidential summary, the formal investigation, is quite detailed. There are details of their private lives that really [most students] want a minimum number of people knowing."

According to the Blue Book Appendix 1, "a formal process will generally cease in the event a student who is the subject of an allegation is no longer enrolled at the Academy." Esty explained the rationale for this approach and how the timing of a student's withdrawal affects the language used to describe it.

"If the process stops, there can't be a finding. Because what if somebody withdraws and we never interview them? We can't say whether there was a finding or not... And what would we do with the finding? The student's no longer a student here," said Esty.

Esty continued, "If our finding is that you did [something] and that's why you're going to a [Community Standards Conference], if they withdraw, then it is withdrawn pending a Community Standards Conference... But if your parents pull you before we even start investigating, [the student] did not withdraw pending a Community Standards Conference because we haven't interviewed you and we can't say that yet."

Discourse surrounding group misconduct, such as within athletic teams, is also present on campus. Esty distinguished investigations of individual student misconduct from broader assessments of athletic team culture.

"I don't handle a whole team. I deal with individual students... There are times when the school has undertaken climate assessments [regarding athletic teams], but that has not been through my office. My office deals with understanding and responding to student conduct, and so [climate assessments] feels like a different realm than what we do," said Esty.

When asked what office conducts whole-team climate assessments, Esty said, "I don't know for sure." She later explained that she had not participated in such climate assessments.

Esty later clarified that, during her tenure, her office has responded to individual reports involving multiple members of the same team, but never an entire roster. She emphasized that individual students' behavior should not be generalized to the whole team, even when multiple teammates are named in reports.

When *The Phillipian* reached out to Director of Athletics Lisa Joel for comment, Joel directed the paper to Esty for comment, explaining that all student misconduct moves exclusively through the Dean of Students Office. In a later email to *The Phillipian*, Esty clarified that all sexual misconduct concerns go to Esty, while athletic team concerns should go to the Athletic Director. She added that her and Joel partner on student conduct matters.

Madelyn Esposito '27, a Varsity athlete, advocated for the school to be more transparent about investigative processes regarding groups of people, especially athletic teams.

"The issue of closure is so important. Rape culture is not just a physical thing, it's a psychological thing. Even though I have not witnessed it firsthand, just hearing about it makes me uncomfortable and makes me feel unsafe... If [Andover] really wants to be an institution that stands against rape culture and [upholds] women's rights, then you need to be taking action. You need to, A, not be silencing girls or diminish[ing] their voices when they come to you trying to report something, and, B, they need to actually see that you're actively doing something to protect them," said Esposito.

Mardon emphasized the importance of education in combating harmful groupthink. She expressed her willingness to listen to student suggestions.

"[I'm interested in] any group where we are worried about the culture of the group or the decisions the group are making. I'm interested in finding support for those students, because I would like to imagine we can help students understand the repercussions of their choices," said Mardon.

Mardon continued, "The school can do a better job of helping all of our students anticipate the repercussions of their word choices or their behaviors or when those things go together. I'm interested in helping teams have better cultures... I'm open to any student feedback."

Students Discuss Ways to Provide Clarity on Disciplinary Procedures

Continued from A1, Column 2

of them as Pathways, just as individual [responses], like a GAP, or a Dean's response, or a suspension, or more," said Oh.

He continued, "As you go through the years, you yourself might go through this disciplinary process. Or if not, then definitely your friends might as well. And from their experiences and maybe even your own experience, you get to know what each of the Pathways entails. And especially, my Lower and Upper year, I really got to know it just based on the experiences of people around me... I didn't really talk to any campus adults about it."

Emma Hong '28 similarly explained how she derived much of her understanding of the disciplinary system from the experiences of other students.

"[In] freshman year, I heard about GAPs that sort of arose out of pure mistakes, and Dean's Responses, I feel like, are handed out pretty liberally, so I was somewhat familiar with the concept of that if you messed up marginally. The GAP system was naturally exposed to me through my classmates and what they were saying about, but I don't think I've ever received a formal outlining of it from any sort of authority," said Hong.

Hong expressed dissatisfaction about the school's priorities in communicating policies to the student body. She called for a clearer explanation of the differences between responses.

"I don't understand why [the school has] put so much energy into making sure everyone understands the DoorDash policy [and] emphasizing the new substance use plan, but then they can't really explain to people in-depth the lines between these responses and the GAP... Especially as a 14-year-old, especially for a boarder just living on your own for the first time, I've seen a lot of people make mistakes under that sort of high-stress pressure," said Hong.

Hong continued, "That feeds into their uncertainty about getting their footing right, so the differences between Dean's Responses and GAPs and what constitutes what should be perhaps explained a little bit more clearly to particularly new students."

Esty said the school supplements the Blue Book with opportunities for students to discuss the conduct system in person.

"Cluster deans use cluster meeting time to talk about community standards, behavioral expectations, and the basics of conduct responses... In some clusters, the community standards representatives visit dorms to explain the student conduct system," wrote Esty.

Reflecting on the SOTA statistic, Philip Molina '28, a Prefect in Bartlet House, emphasized the necessity for students to collectively understand Pathways.

"I wish that number was higher. We all have a responsibility for ourselves and also others to understand these pathways to the fullest extent. You should not only be looking out for yourself and taking care of yourself, because while you should always be putting yourself first, it's also really important to look out for your friends or someone in your dorm or someone who confides in you... or if you notice something happen, you should know how to respond. It's also important to not only know how to respond, but also what may qualify a response pathway," said Molina.

Matt Robinson '27 offered a different perspective from Molina, noting that the knowledge needed to navigate the system depends on context.

"I don't think most people need a complete and total understanding of every letter of the law in order to understand the gist of the system. That level of knowledge wouldn't strike most people as necessary. 8.7 percent is an issue. But I also don't think it needs to be 100 percent, because knowing exactly what the Pathway is isn't as necessary until you're involved in that Pathway," said Robinson.

Alessandro Reverdito '29 offered suggestions to improve the clarity of the conduct response system in addition to informational posters in his dorm.

"Maybe something about student conduct responses on a main website, a page that's clearly visible that could explain it more clearly would be helpful. Just anything really to share with more students [on] what exactly it is, instead of students having to go find something themselves," said Reverdito.

On the other hand, Molina advocated for students to do more to understand Pathways for themselves, including consulting online system resources.

"I am of the belief that many students at this school do not read enough of the resources that we have online. I've always been a big fan of PANet... while it's great to ask for help, I would just hope that the questions that they're asking don't also imply that they wouldn't be able to find a resource if they were needing a response pathway and they wouldn't want to talk to someone else about how to find it," said Molina. "So I'd say that [8.7] percent isn't just related to the response pathways, but more so a common theme of not reading the online guides we have on PANet, which I encourage everyone to do."

In West Quad North, Cluster Co-Presidents and Representatives visited dorms to explain the conduct response system. Isaac Owodunni '27, Cluster Representative for West Quad North, emphasized the importance of making students comfortable asking questions.

"It likely feels uncomfortable asking, 'Hey, is this against the rules?' because you're worried that that's going to make you seem like you're breaking the rule or drawing suspicion, or [asking] 'Hey, what does a GAP look like?' makes it sound like 'I'm someone who's gonna get in trouble,' and really that's not it. It's important information for us to have as a student," said Owodunni.

Esty described the school's efforts to evaluate its conduct system and offered to help students better understand how it works.

"The Academy is currently going through a conduct system review, so we should have more information about that in the months to come," wrote Esty. "I spoke with new day students earlier this year and would be happy to offer a similar event where students could come and learn more about our student conduct system from the deans team and the student leaders involved (co-presidents and cluster representatives)."

World War II, Musicals, and Secret Societies: Tidbits from Andover's History

SARAH SUN

From United States Secretary of War Henry Stimson and secret societies to Harvard-Yale rivalries and Abbot-Andover musicals, Andover's campus holds a myriad of stories rooted in the Academy's earliest days.

Paige Roberts, Director of Archives and Special Collections, explained the significance behind many landmarks and buildings on campus, including the Chandler-Wormley Vista and Stimson House.

"One trustee paid for millions, probably by far the largest donation any institution has ever received. Thomas Cochran ['1890]: he paid for the library, George Washington Hall (GW), [Samuel Phillips Hall (Sam Phil)], Morse Hall, Paresky Commons, the Addison [Gallery of American Art], the art in the Addison, the Chapel, Bird Sanctuary, [and] moving Pearson to create the vista from Sam Phil. And a student did a paper a few years ago about the naming during the Cochran reshaping... Cochran said that it would be to the benefit of Phillips Academy to name buildings for patriotic figures like George Washington, for example," said Roberts.

Roberts continued, "Stimson is a hugely significant, interesting person. [In World War II,] there was some discussion about what specific places in Japan to drop the [atomic] bombs. And the person who decided that is Henry Stimson, who was Secretary of War for the United States. And at the same time, president of the board of trustees of Phillips Academy. Which is quite extraordinary. He's running World War II and he's running Phillips Academy at the same time... he's making these world-changing decisions."

Initially an all-boys school, Phillips Academy merged with the neighboring all-girls school Abbot Academy to become co-educational in 1973. Elizabeth Aureden, Instructor in Music, discussed how both schools participated together in musicals. She also noted music's significance since the schools' inception.

"During the 1950s and 1960s, [musicals were] actually one of the few places where there was a collaboration between Abbot Academy and Phillips Academy. In the 1950s, there were these huge musicals that were always Gilbert and Sullivan operatives. They were hugely popular. In the 1960s, the musicals typically had between 150 to 200 students, between Phillips Academy and Abbot Academy collaborating together, and they were huge, huge deals," said Aureden. "[The choir] had two rehearsals per week, and [for] their compensation, you could choose from one of the following. You could get paid. You could get one athletic cut per week, because there was an athletic requirement in 1916, or if you were a student who was working as part of your scholarship, you could count your participation required as part of your scholarship work."

Aureden continued, "There has been chorus and singing at Andover ever since the beginning of the school because they were a really important part of the chapel services that happened daily and actually were required on Sundays all the way until 1970."

Beyond Phillips Academy and Abbot Academy, Andover's identity included the Andover Theological Seminary, a Calvinist graduate school. Patrick Zheng '28, head of the history club, described the school's founding in theological conflict and its connection to Andover's historical ties with Yale.

"The seminary started from a rift with Harvard. There was a body of faculty that was against the progressive views that Harvard had. They split from the institution and established a seminary here... Even though these three institutions were separate, they were connected. They shared in their faith in Calvinism. And so they were not sending students to Harvard. The alternative was to Yale," said Zheng.

Ryan Wheeler, Director of the Peabody Institute of Archaeology, noted how many buildings and objects connect to Andover's former secret societies.

"[The secret societies] don't exist anymore. They weren't really fraternities, but they were these kinds of clubs... boys could join, and then they would go to the houses, and they could hang out there, read the newspaper, the older kids could smoke. And so there's a bunch of those buildings that are still around. Benner House, which is the ceramics studio [and has] architecture classes, that was one... A lot of times, you [could] see there's a little escutcheon, kind of a little coat of arms or something that's over the door. That was the symbol of that particular society," said Wheeler.

According to Wheeler, the Peabody Institute of Archaeology was founded by Robert S. Peabody '1857. It followed the work of his uncle George Peabody, who had founded the Harvard, Yale and Peabody Essex museums. Wheeler elaborated on the Institute's history and purpose.

"[Robert] was the executor of George's estate after George died, and he got interested in collecting Native American artifacts. And so he hired somebody who was his personal curator, who went around buying collections, excavating sites, and they amassed about 40,000 objects, which is a lot, and that became the core collection for us. He decided that he didn't really want a museum like the Harvard Peabody Museum or the Yale Museum. He wanted a resource for the students here at his high school," said Wheeler.

Many groups and organizations even today trace their beginnings back to Andover, which Roberts illustrated with an example.

"A lot of people probably don't know about The Rising Storm. It is a cool rock band. Its members are [from] the class of 1967 and they are a rock band that still exists. I believe that they are considered the 'most famous obscure rock band in America.' Somebody actually made a film about them," said Roberts.

Scan to View a Video on Andover Fun Facts:

Student Relocation Causes Logistical Challenges in Dorms

Continued from A1, Column 5

Chan, who was on duty that night, and she said she'd look into it. As far as I understand, I'm quite certain that she told OPP."

Beyond the affected dorm room, Tejapaibul detailed the recurring water buildup in his hall's bathroom.

"Alongside the leakage in the three-room double, there was also water overflowing in our bathrooms. [Since] our bathrooms don't have a drain installed in the main room, a lot of the time we just have water in the bathrooms," said Tejapaibul.

Tejapaibul reflected on the incident's impact on Stimson residents.

"A lot of people are pretty shook by it. And obviously so, because, it's not every day that a mushroom grows, and that has raised some current concerns as well. Especially among my hall and also the hall above us (I'm on the 1st floor) the moisture must have come from the showers above, coming down. I think that there was an atmosphere of worry as to whether or not it's going to affect other rooms as well," said Tejapaibul. "I think that OPP really should have responded more quickly, and I'm pretty disappointed that it took a mushroom growing out of the wall to have them actually do something."

Chan was not available for comment, and OPP could not be reached for comment before publication.

According to Gallou, the leak and mushroom growth stem from improper installation of the shower stalls during bathroom renovations. In her email, Gallou noted that OPP has since "replaced the showerheads to contain flow better," and that the two students will likely move back to their rooms after the end of fall break.

The two students declined to be interviewed. Troy Turick, House Counselor in Stimson House and Instructor in Mathematics, could not be reached for comment before publication.

Christian Estrada '27, who lives in Pemberton, shared his knowledge of the mushroom growth and its causes.

"I heard through the grapevine that there was a problem with the shower, that water was leaking into his room. Moisture was going into his room, and it got really, really hot. Because the temperature increased in his room, a mushroom started growing immediately. Usually, it takes weeks, but it took a couple days [this time]," said Estrada.

Estrada reflected on one of the students moving into Pemberton's complement room.

"We were pretty excited when we heard we're gonna be having a new member. We were told at 8:00 or something that he would be coming, and then at 9:00, he joined Pemberton," said Estrada. "The biggest problem with the whole situation was they couldn't find a place for him to go until it was a couple days later. It was late in the process. And he was sleeping on the floor of [the room of] somebody else in [Stimson House]."

Hanson Causbie '08 Speaks at 17th Annual Veterans Day Dinner & Program

ALEXANDRA NATAN & SAYA OISHI

Major Hanson Causbie '08, a U.S. Army Inspector General and veteran, detailed memories of his service and spoke to the ethos of Andover at the 17th Annual Veterans Day Dinner & Program on Wednesday. Current students and military alumni gathered in Kemper Auditorium for the event.

In his speech, Causbie reflected on his time at Andover. He described his experience as a new student and shared an anecdote in History 340, AP European History, that helped him grow.

"On my first day as a student here, I was in [Paresky Commons], and pulled out my LG flip phone at lunch. I called my mom, and I said [coming here] was a terrible idea. These kids are way too smart. And she said, 'let's just give it some time.' My first exam [in History 340], my Blue Book arrived back on my desk and all set in the inside cover, it was 'Nice work, 3.' It was a very uncomfortable moment. And a significant blow to my confidence," said Causbie in his speech.

He continued, "But it started a long road that lasted the rest of the year, incremental progress, more failure, more progress, in an underlying current of hard work or reliance on many people around... And because of that progress, History 340 became one of my favorite classes. Not only for the subject, but for talking about grinding, about being comfortable, taking the small steps to get better. And I had to apply that during my time [at Andover], again and again."

After his service, Causbie attended Georgetown University Law Center and now works as an associate at Hogan Lovells Cadwalader in Washington, D.C. He explained how his experience with Arc, a community engagement program allowing students to buddy with adults with special needs from Andover and the greater Lawrence area, influenced his work as a lawyer.

"It's tied back into the service-oriented, non sibi culture there is at Andover. And then now I do a lot of pro bono work as a lawyer for a variety of different groups. And these are for people who traditionally don't have access to legal services because they're too expensive. And this is for domestic violence work. It's also for immigration work. That's really important to me to be able to do that. Arc just taught me how to be empathetic and compassionate and how to communicate with different types of people," said Causbie in an interview with *The Phillipian*.

Bruce Ru '28, the student coordinator of Adopt-A-Platoon, introduced Causbie at the Veterans Day dinner. Ru, a former member of the Australian Army Cadet program, felt inspired by both his tablemates' and Causbie's perspectives.

"Service means something completely different to all seven of us on the table. And we're here for the same purpose of reflecting and honoring what service means. It's just impressive to behold how different we are at this table, but then at the same time, these principles of contributing to a wider cost and being selfless, all mean something to us. I love the fact that this is not something like an event that your adults call and then and then they stream it to the students or whatnot. The students also get to be in the driver's seat in terms of how we want to recognize and honor this legacy," said Ru.

As a student interested in a military career, Matthew Wei '28 resonated with the lessons Causbie shared.



AUDREY BAETEN-RUFFO/*THE PHILLIPIAN*

At the 17th Annual Veterans Day Dinner & Program, Major Hanson Causbie '08 delivered a speech regarding his service and time at Andover.

"I actually attended both the committee meeting and the dinner, because I plan to join the Air Force after I graduate college through the ROTC [Reserve Officers' Training Corps] program. I wanted some insight into what life in the military was like and what I can do in my time at Andover to help support, not only my military career and my life in general," said Wei.

Jennifer Savino, Director of Alumni Engagement, spoke on the significance of highlighting Andover's military alumni through the Veterans Day Program.

"[We] look for different opportunities to bring forth and lift up a variety of alumni and connect them to the student body. There are 26,000 living alumni around the world, each with a unique path to Andover, through Andover and beyond Andover. Military service is just one of these paths. There are many alumni who have chosen this path. In fact, since 1861, 3,536 Medals of Honor have been awarded to individuals who distinguish themselves with acts of valor. Remarkably, eight of these individuals have been Andover alumni," wrote Savino in an email to *The Phillipian*.

Causbie described what he hoped attendees would take away from his speech at the dinner.

"My experiences here, and the underpinnings of how service, and the spirit of non-sibi, is so baked into the culture here, had a big influence on me wanting to continue that, serving in some capacity. And for me, I wanted to serve in the military, and that's how I felt like I could give back," said Causbie in an interview with *The Phillipian*.

He continued, "For the students, I'd like them to just think about how they plan to contribute in some service capacity, whether it be military service or something else, when they graduate from here. It's something that is so important to being an Andover graduate, and to realize that even when times are extremely difficult, I mean that geopolitically or politically, good, thoughtful, principled leaders are needed, particularly in public service. And this school has produced those people and states for a very, very long time. And I would encourage them to continue to pursue that, that students continue that tradition of excellence."

Addison Gallery of American Art Opens New Exhibition: "America In The Making"

ENHAO REN & MING-YI TANG

The Addison Gallery of American Art (Addison) opened its newest exhibition: "America In The Making," featuring artworks showcasing the development of American art and culture in honor of the nation's 250th anniversary. Spanning the entire museum, "America In The Making" has drawn the local community together to observe and contemplate American art.

Most of the work in the exhibit came from the Addison's permanent collection, which is not often done. Rachel Vogel, Assistant Curator at the Addison, explained how the team decided to take this approach and dedicate the entire museum to its permanent collection.

"We went through several iterations before ultimately deciding to dedicate the entire building to the permanent collection, which is something we don't normally do. Typically, we display works from the permanent collection thematically alongside loaned works and traveling exhibitions from other institutions. This time, the entire museum features our permanent collection, installed chronologically from the 18th century to the present," said Vogel.

Ricardo Ruiz, the Charles. H. Sawyer Curatorial Fellow at the Addison, described the intense planning process, as the whole exhibit was curated in just under a year. Since the Addison features over 30,000 objects in its permanent collection, choosing the 400 works ultimately displayed was a challenge.

"Our original idea was to do a thematic show... but we quickly pivoted to this more traditional way of installing permanent collection shows: a chronological presentation. Once we made the shift, we built a checklist: we were going through our collection database and assessing what are the strengths [of each piece]," said Ruiz.

He continued, "There was an artist studio on the old Abbot campus, and we literally brought out 500 sheets of paper that had works, and we laid them down on the floor. Literally. We spread them out and divided them up into periods and themes, so it was a very physical way of doing things in order to condense that big list into a number that could actually fit in the galleries."

Simran Shah '28, one of the Co-Heads of the Addison Club, described the variety of works that she encountered while visiting the exhibit, from painting to photography.

"It's so beautifully curated. You have this little miniature portrait room straight to the left. You have very old, sort of European-inspired works, a lot of Renaissance-style paintings on the first floor to the left. And to the right, it bridges more abstract work and paintings, even a little bit of photography you might see sprinkled into some of the rooms on the 1st floor," said Shah.

She continued, "[The curators] did such a good job balancing what you see on the first floor versus the second floor. The second floor is infinitely more modern and exclusive. You can see this real shift from old ideas of America as being a subset of Europe, not having its own original identity, to the making of American art on the second floor. It's brilliant."

Many teachers have taken advantage of the Addison as a teaching resource, prompting students to explore the exhibit during their free time. Natalya Baldyga, Instructor in History and Social Science, described the assignment she gave to her students.

"The Addison is great because there is almost always an exhibit that ties into themes that we're exploring or material that we're exploring in U.S. history. What I've asked [students] to do is to go and explore the exhibit, starting with its earliest era and going through the contemporary day," said Baldyga.

She continued, "What I like about it is that it's intellectual, but it's also a personal reflection. [The students] think about the exhibit, and what it includes, but also what it excludes. They think about how this art is being presented, [and how] it is presenting history in a particular way,"

Quentin Cynn '28, a student who visited the exhibition to complete the assignment, commented on his appreciation for landscape pieces.

"My favorite piece was The West Wind (1891) by Winslow Homer. I've always liked landscape paintings. Particularly, I really liked how the painting captures the power of nature through the rough waves, cloudy sky, and windswept landscape. The figure on the shore also made me think about how small humans can seem compared to the natural world," said Cynn.

The Addison, despite being located on campus, is open to the public. The new exhibition will remain open until January 31, 2027.

"[The exhibition] is an opportunity for us to share with the public beyond [Andover] this phenomenal resource, but also [the show] opens up a lot of questions as to what it means to be American, or what the values of the country stand for; these bigger themes [are what] we hope will really give the public an opportunity to reflect on," said Ruiz.

Students Critical of Food Delivery Procedure

CAITLIN MA & CARLOS ALEMAN

As their first term under Andover's new food delivery policy nears its end, students have expressed frustration with the system's inconvenience, questioned its fairness across dorms, and suggested ways to improve it.

As part of the food delivery policy implemented this academic year, students can order food only for drop-off at boxes at Isham House (Isham), George Washington (GW) Circle, and Campus Safety. The policy aims to address safety concerns by minimizing the number of outside cars on campus.

The nearest drop-off location to Clusters West Quads North and South is in the parking lot of Isham House, a lowerclassmen girls' dorm. Anastasie Sycheva '29, a resident of Isham and a member of the Food Delivery Task Force, observed the benefits of the policy but noted its lack of equality.

"I do notice that there are less drivers this year being really confused as to where to go. I remember one time this person from Foxcroft ordered, but there's no road to get to Foxcroft that cars can drive on. I remember I was with my friend and we were using broken Spanish to try to direct the driver to how to get to Foxcroft by walking, which was a bit of a hassle," said Sycheva. "So I think this year there's less confused drivers, but it's very inconvenient for students who don't live near any of the drop-off locations."

Audrey Baeten-Ruffo '28, a Prefect in Isham, thought the policy was effective in mitigating safety concerns. However, she voiced frustrations regarding its negative impacts on Isham residents.

"My understanding of the reason for this policy is the increased presence of cars driving around campus and also a few incidents where delivery people were interacting with dorms in a way that was not the most secure. I would say how the system is separated now alleviates that for the Quads and in terms of organization or placement, there's not a much better place to put this delivery box," said Baeten-Ruffo.

She continued, "I just wish that there was a little bit more support because [Isham is] the only one where a delivery address is a dorm and I believe our house counselors did not really receive any special communications about how to handle that situation. The reality of it is the address that people are delivering to is our address and diverting to the receptacle has fallen onto our shoulders instead of the school's, which I find can get a little tiring at times," said Baeten-Ruffo.

Ruth Myers '30, another Isham resident, elaborated on these difficulties.

"Basically no one delivers it into the box, even if we send pictures of the box, and specifically tell them to put it in the box in the order. So they're always knocking on our door and they're always really confused and they don't know where to go. We just have to open the door to a lot of strangers a lot of times a day," said Myers.

For Pine Knoll Cluster residents, the closest drop-off box is in GW Circle. Kayla Lyons '28, a Prefect in Nathan Hale House, voiced concerns regarding the commute.

"Because we live at the bottom of a hill, it can be a little bit inconvenient to go up the hill, especially if you have multiple bags. Sometimes I order Whole Foods, and then carrying it down the hill, I either have to walk along the road, and it can get very heavy, or I can go through the knoll, which could be a little bit more dangerous," said Lyons.

She continued, "Last year, I typically just got all of my groceries delivered straight to the dorm and the drivers would put the bags in really convenient spots such as right next to the door. And sometimes you could, because we have two front doors, ask them to put it at the door that was closest to you. So that was really convenient, especially since I didn't have to worry about the bags breaking in my hands nearly as often."

Lyons also discussed delivery drivers missing the drop-off boxes, and offered suggestions for improvement.

"Being really specific with my instructions have helped, but sometimes the delivery driver just doesn't listen to it, especially since the signs or the boxes might not be easy to see... At my cluster meeting, someone mentioned having signs in different languages because I think a lot of the delivery drivers might not know or some of them might not have [learned] English as their first language. So maybe having signs in different languages. Additionally, maybe making a bigger box that can hold multiple things for when it's raining," said Lyons.

Residents of Flagstaff Cluster also order their food to GW Circle, such as Anabelle Chu '30, who lives in Paul Revere House. She described frustration about the distance.

"Sometimes it feels inconvenient because you have to walk all the way to GW, and when it's cold, that really sucks. I don't really like that, but I also don't really get a choice... If I could order straight to Paul [Revere], I would definitely be ordering more because sometimes the distance and my laziness is what prevents me from going to [Paresky], and since GW is farther than [Paresky], then I would probably just end up going to [Paresky]," said Chu.

Sycheva pointed to increasing the number of delivery drop-off locations on campus as a possible improvement.

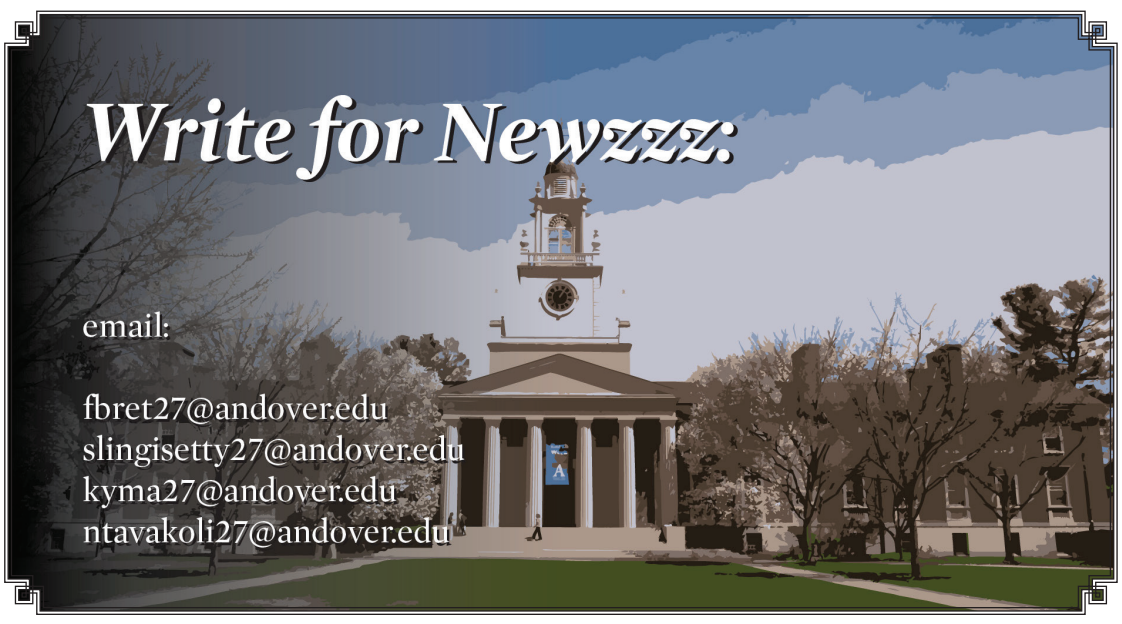
"I think there needs to be more of the boxes because I think it's really unfair for students who live very far away, like in Flagstaff or near the athletic buildings or anything like that. There're no boxes near them... And I think that even though this policy is not really meant to make it easy for people to DoorDash, it should at least be more or less fair," said Sycheva.

For those who live in Abbot Cluster, the closest drop-off location is Campus Safety. Alfonso Gonzalez-Cano '27 emphasized the inconvenience of living in Bertha Bailey House and having to abide by both the time and location restrictions.

"First of all, if it's before seven, you can't order [food]. And by the way, [Paresky] is a 10-minute walk from Bertha Bailey. So I'm especially not eating. So I'm not gonna be able to eat until seven. Seven comes around and now I have to venture out into the cold walk for five minutes, pick up the food, walk back, and then when I do come back, my food is cold, and on top of that, I get sick because I went out into the cold in a shirt, whereas before I could have still been in a shirt and picked up my food right away," said Gonzalez-Cano.

He continued, "Now, is that on me because I had a shirt on instead of a hoodie? Yes, partially. But before it was possible to go pick up my food, for which I am paying a premium, and a shirt, and now it's a whole adventure. I have to go out, I have to put on a jacket, I have to get ready... At that point, I might as well go to eat at [Paresky]... I think the school implemented the policy in part to encourage students to go out to [Paresky], which is good for community building, but there's other ways to build community."

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



Students and Admissions Reflect on Value of Niche Rankings Amidst Discussion

MOLLY NARA & HELEN XIONG

Andover ranks as the Number one Best Private High School in America for 2027 on Niche, an online platform that provides information about K-12 schools, colleges, and neighborhoods for students and families. However, questions remain about the significance of this metric to Andover and whether it can accurately capture an institution's overall quality.

In an email to *The Phillipian* on behalf of the Admissions Office, Katie Kreider, Assistant Director of Admissions, and Sarah Carroll, Associate Director of Admissions, shared that while the information they provide reflects the categories Niche uses each year, they do not actively try to improve this ranking.

"Each year, Niche.com adjusts their methodology to improve accuracy around this grading and ranking system. Their methodology is complex, so it is hard for us to pinpoint which exact factors may have moved the needle in a given year... We do not make decisions to improve our ranking on Niche.com, but we do update the information we share each year based on the categories they provide," wrote Kreider and Carroll.

Celeste Hung '30 explained how Niche rankings did not influence her school search process, describing the ways she chose schools to apply to.

"I heard some students talking about [Andover's ranking] on campus, and I was like, 'Oh, that's pretty cool'... Personally, Niche rankings did not influence my decision to apply to Andover. I mainly researched the schools using their websites and also with the help of my mom... I also already knew someone who was going [to Andover] already. So, I had a little bit of a peek of what the school life was like here." said Hung.

Kreider and Carroll clarified the lack of influence of Niche rankings on admissions, expressing their hopes for Niche's role in the application process.

"[Niche] is a research tool that is created to drive families into the application process. We do hear how powerful the reviews of our school can be when a family is considering applying, but there is no concrete data to suggest that anything we do on Niche impacts our admission statistics from year to year... Ultimately, we want families to choose Andover because it feels like the right fit for them, not because we have a certain ranking on Niche.com," wrote Kreider and Carroll.

Johannah Huang '29 observed that while Niche assigns a concrete ranking to each school, the differences between higher-ranked preparatory schools can be less noticeable and more subjective.

"When you get to the point of [being] near the top to the very first seat, [the schools are] very similar in academics and sports... For example, I don't think just because Andover is number one, that means that Choate or Exeter are inherently worse this year versus last year. When you get to such close rankings, it's hard to place," said Huang.

In addition to the overall ranking, Niche provides data on specific aspects of each school. Hung noted the benefits of these factors and offered suggestions for expanding them.

"Anyone can get a surface-level review of a school [on Niche], but oftentimes, there's much more going on... When they factor in multiple things, like college prep, academics, reviews, resources, and sports, that helps build the overall profile of the school... [The factor of] student wellbeing is important, and boarding houses would be interesting," said Hung.

10 Questions with Nadim Stambuli

REPORTING BY CAROLYN MILLER & HELEN XIONG

Nadim Stambuli is an Instructor in Mathematics and the Head Coach of JV2 Boys Soccer. Stambuli developed a passion for math from a young age and served as a teaching assistant at Williams College prior to joining Andover. In his free time, Stambuli enjoys playing soccer and squash, making origami sculptures, and biking.

What initially sparked your interest in mathematics?

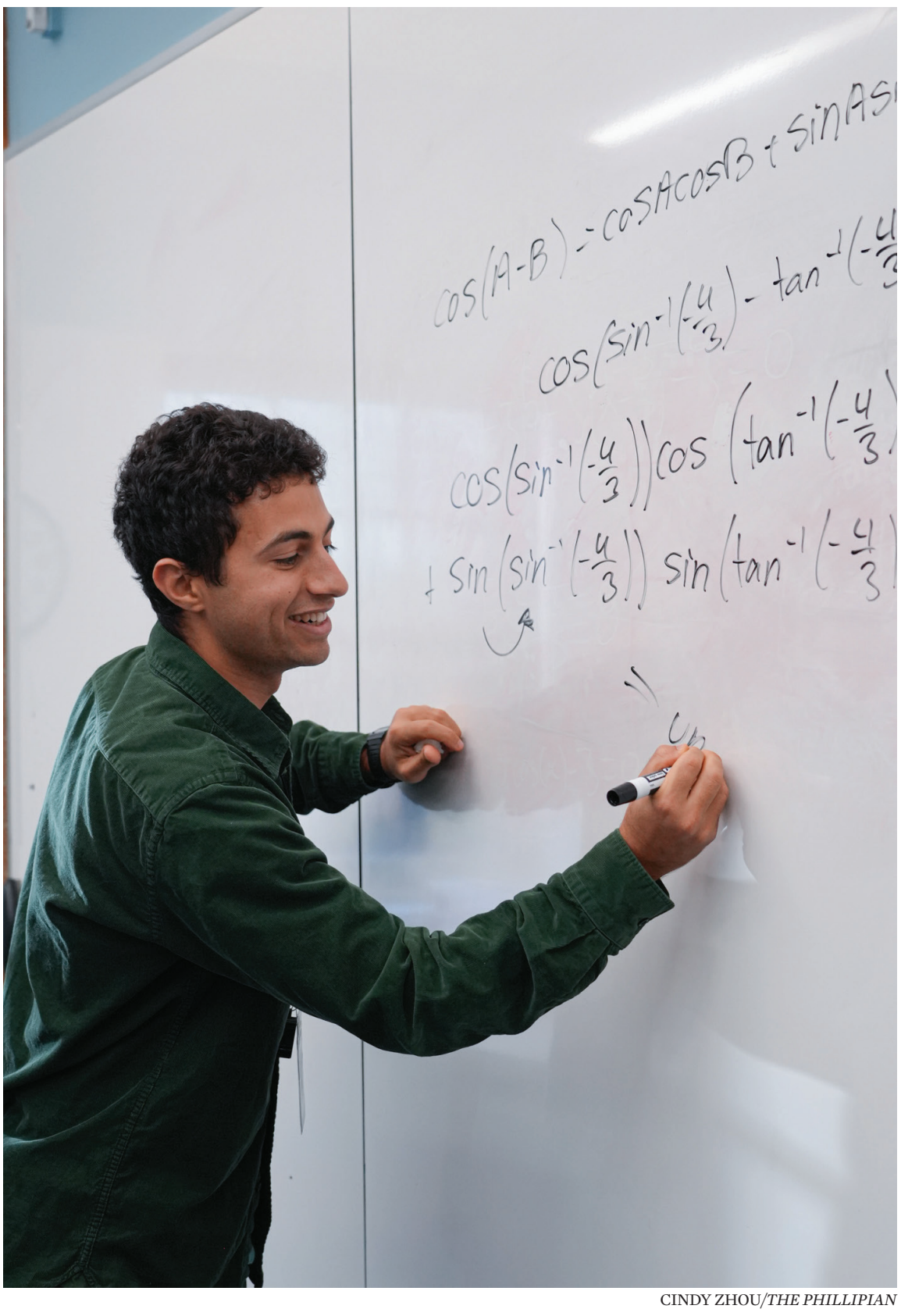
I've always been interested in mathematics. When I was in middle school, I used to sit down with my grandmother every week and we would just do math for the sake of math. I'd finish my math homework, and she would come to me with extra problems and we would just grind it up. That really sparked my love.

You were previously a math teaching assistant at Williams College. How have those experiences shaped how you approached mathematics education?

I remember my first time being a teacher's assistant at Williams. I was taking a class called Commutative Algebra, which was the hardest math class that I've taken at Williams with this really famous professor, and it was a lot of fun. Then, I picked up this gig, [serving as a TA] for a class for students who failed the initial quantitative exam. It was called Foundations in Quantitative [Skills]. I would spend hours preparing for this course, whose material I knew by heart, but I found myself really enjoying the preparation for this class and spending even more time on this than the other class, Commutative Algebra. That sparked an interest in teaching. It was just fun to be in the classroom and talk about problems.

Was there a particular teacher, class, or experience that changed how you viewed mathematics?

Yeah, my high school math teacher, David Hammett, who I'm actually still in touch with now. He was really big into game shows, so he would start off all of his classes with something similar to a problem of the day, but it was taken from a game show called "Press Your Luck" that involves a roulette situation where the Whammy comes up. That was a really big part of my experience in that class because it made math fun and competitive for me. I then went on to take lots of math classes with him over COVID. We did independent studies, and the framework of that class was asynchronous. I would do all of the work by myself, and then would meet once a week to discuss. During our meetings, we were just talking about game shows all the time. He was like, "Okay, do you have any questions about, say, the Pigeonhole Property?" I would say no, totally lie. I just wanted to hang out with my math teacher. So that was really formative.



CINDY ZHOU/*THE PHILLIPIAN*

What challenges did you face during your mathematics journey and how did you overcome them?

I love math, it's been something that's fun for me, so I don't think about studying math or preparing for classes as a pressure. It's hard work and it's necessary. When the time comes for the test or for a lesson that I have to give, I know that I've put in the necessary work for it to work out. I actually really enjoy the process. But I find the math itself very challenging. At college, there are all these whizzes around me who just know maths so well, and here, I have students here who are much quicker than I am. It's sometimes challenging to learn math, but I just don't take it personally. Math is math.

What is your favorite memory or experience at Andover?

My first game as coach for JV2 soccer. I believe it was against Andover High. It was a blowout, 8–1. The Andover [High] coach was furious, which made me feel extra proud. I had questions about whether I put people in the right positions, but [the game] gave me a sense of confidence that we all knew what we were doing, that we were in the right place.

What do you hope your students take away from your classes?

We talk a lot about thinking critically. An important part of that is learning how to approach a problem with confidence, having a set of tools that they've been exposed to previously to solve a problem, drawing from that repertoire of tools, and having an intuition.

If you could meet one historical figure, who would it be and why?

The person's still alive. His name is Andrew Wiles, a mathematician, famously known for proving Fermat's Last Theorem. He spent maybe up to six years in isolation, proving this thing, and at the same time, he was holding a position as a professor. It's really funny what he did. Obviously, in order to be a professor, you have to publish work regularly to not get fired. So, he came up with all of this work and then released it every few months, so that was kind of funny and makes him an interesting character. Another thing is that the theorem he proved was groundbreaking. People have been trying to prove this thing for centuries, since Fermat's time. He delivered a two-hour lecture outlining his proof, and then he ended the lecture with a mic drop, like, "and that's all, folks," or something like that, which I think was also a really baller thing.

Is there a particular math theorem, proof, or problem that you find especially beautiful?

I find the math that underlies cryptography really beautiful. It comes from number theory, which is part of my independent study with my math teacher. I took three courses, multi[variable calculus], number theory, and combinatorics. It's awesome to learn about just the mechanisms behind the modern day encryption system, which all hinges on choke points that are mathematical. Problems that are really hard to solve in math are exceptionally useful for applications in encryption and in real life.

What are your favorite hobbies?

My favorite hobbies include playing soccer and squash, making origami sculptures, taking walks, and biking around. Maybe people have seen me on my big blue bike, which I love very much.

What advice would you give to Andover students, particularly those interested in pursuing math?

In high school, I was really focused on my grades. It stressed me out and sometimes would deteriorate my quality of life. Thinking about it retrospectively, none of those emotions of stress or adrenaline or fear actually helped me out in the short term, or in the long run. Really what made me be a successful student, if that's what you're interested in doing, was my love for math. All of the other things, like hard work and determination, if I don't like what I'm doing, that's all gonna fall off in the short term. I'm just following the things that I enjoy and then seeing what comes up.



The Exonian
unread biweekly
The oldest continously running preparatory school newspaper in America

Humor

"Humor"

By DEVIN AKYALI

Hello fellow Exonians!!

As we all know, E/A is coming up, and this year we are confident we are going to crush the Andoverians!!! I think we can beat them in like…. 6 or 7 sports!!! LOL!!!

First, we are going to destroy them in Football. Maybe instead of a touchdown, they should call it a punchup, because Exeter is always up and never down, and with how rough we play, we do more than just touch each other. Wait, what?

Then, we are going to outrace all the Andover runners in Cross Country! Isn't that sport confusing? They call it cross country, but they don't even leave the state! The only "country" you could cross with that is the Vatican City!

Then, we will outscore in Soccer. Hopefully, our players will score hat tricks, but don't be fooled. There's nothing tricky, or hatty, about figuring out the result. The guy who's taking my girlfriend to the Fall Ball is playing, so best of luck to him!

Our girls Field Hockey will also surely outscore all of those Andover bums!! However, due to popular requests of the team I am not allowed within 300 ft of the games, so please send videos or photos. Even though this game is played on grass and not ice, we will have the Andover team slipping and sliding, like they're on skates!

Now Remember, Red is good and Blue is bad, even though in clash royale it's different! Ha! Ignore the weird Andover chants about eating us "Raw". The only rawness allowed is in our meat, ever since our dining hall was taken over by the Liver King.

If you need more proof about exeters superiority, just take a look at the grading scale. Even though A is a higher grade, E isn't even on the scale. We have transcended them!! Just like how zero is technically infinite which transcends all numbers so we are kind of like zero here which means — *lowkey I can't be giving away all my tuff jokes so lemme get my cowriter to finish this up*:

Absolutely! Here are some hilarious and lighthearted jokes inspired by everyday life at Phillips Exeter Academy. Whether you're navigating academics, friendships, or campus life, these jokes are sure to brighten your day!

1. Why did the student bring a pencil to class? Because they wanted to draw a conclusion.

2. What did one Harkness table say to the other? "I think we need to discuss this."

3. Why do Exeter students love the library? Because it's where they go to check out books.

4. Why did the student get an A on their essay? Because they had a good point.

I hope these jokes bring a little laughter to your day! Remember, humor is what makes the Exeter community so special!

Have a good E/A, Exonians! And don't forget, just because we got into our second-choice school, doesn't make us second-class citizens. Good Luck!

Instagram Commitment Post to Exeter

Reika Fukushima

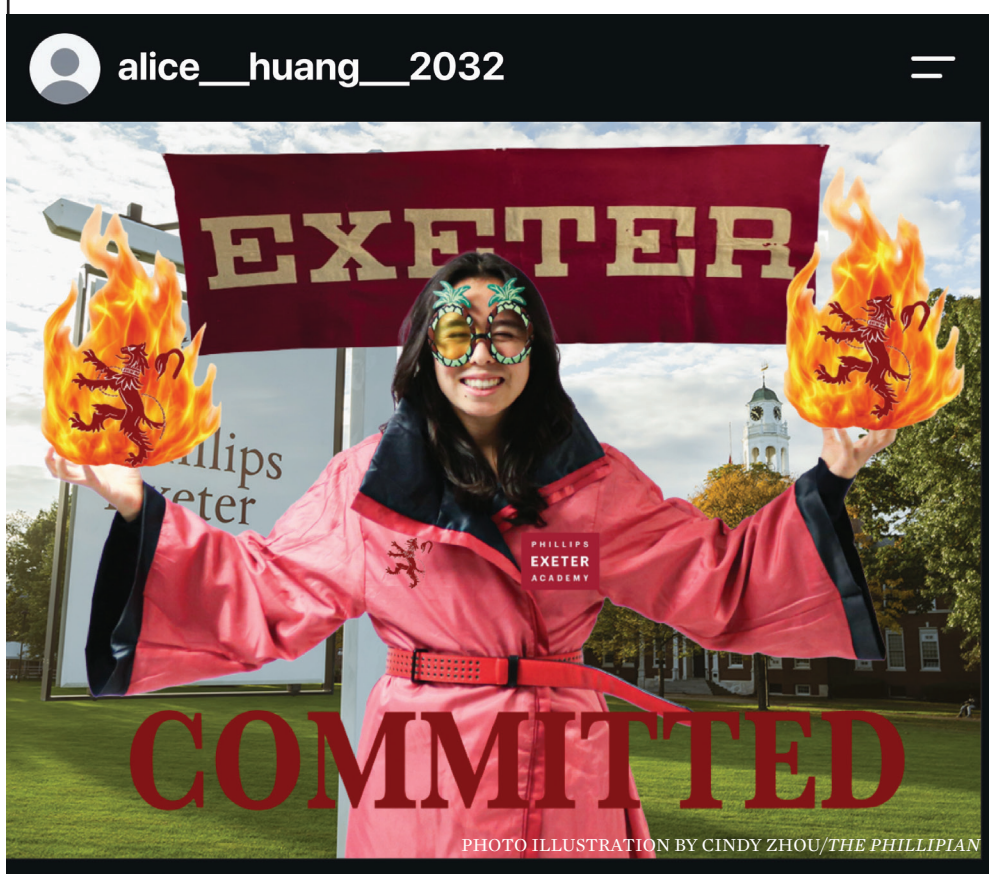


PHOTO ILLUSTRATION BY CINDY ZHOU/*THE PHILLIPIAN*

I cannot wait to immerse myself in Exeter's unique guiding principle: their signature Darkness method. (Edit: Apologies, autocorrect; I meant Harkness, not 'darkness,' though both involve a complete absence of substance.) I mean, just imagine being one of the six venture capital-striving students spending 50 minutes pretending to look thoughtful and stroking their grown-ass beards.

I greatly look forward to continuing with my entirely organic and uniquely personal passions for middle school competition math, middle school robotics, middle school spelling bee, middle school Jr. JV tennis, and parliamentary extemporaneous monumental debate - all of which my boarding school consultant has assured me are niche hobbies that will soon help me get into Harvard (get ready for my next commitment post!!!).

What I am truly most excited for, though, is Saturday school. Nothing truly compares to involuntarily giving up a weekend to sit around a prehistoric slab of wood (just kill me now). Fun fact: I actually toured Exeter on a Saturday and all the students would hold their hands in this cool signal! Their thumbs would be under their four fingers while they mouthed something along the lines of, "yelp?" I can't wait to learn what that means!!

#GoBigRedBecauseAndoverDidn'tWantMe #TheDarknessMethod
[Apologies, autocorrect again; Harkness, not darkness]
#NonSibi #ALLINexeter

news

The Exonian: Our Apology

By OWEN BURKE & KONNOR FORTINI

Our treasured Exeter community,

On behalf of *The Exonian*, we would like to sincerely apologize for not meeting the expectations of journalistic quality expected of us for the past 148 years. Our board came together today at our Harkness table to review our archive and found that not every article catered to our audience at all.

A few weeks ago, *The Exonian* published an article called *CP Rally in Town of Exeter* on our front page. We realize that in doing so, we attempted to be a real newspaper reporting on something important, something people reading *The Exonian* don't want at all! For that particular issue alone, we received 15 requests for complaint meetings around our Complaints Harkness Table™. We have decided as a board to shift our focus to things we are actually educated about, and thus look forward to our investigative article, Why Debate Should Be (And Is!) a Varsity Sport, and our Humor page on E/A!

However, you must not blame our Editor-in-Chief, as they actually have no say in how these articles are run. You see, *The Exonian* is run by faculty at its core, thus it is not our fault we're like this. If you want to blame our EIC for anything, it'd be for entering the dining hall without his blazer on AND with unpolished shoes. We (the adults writing this) have since then given him a stern talking-to, highlighting that this is unacceptable behavior, none of which we condone here at our prestigious institution. THIS is why we are no longer #1 on Niche.

We will try to better our catering to our audience moving forward, understanding that the average *Exonian* reader is a serial killer (the first American modern serial killer went here, in fact!) or a person who builds a multibillion-dollar empire taking advantage of people's mental health issues and then selling their data.

The Exonian regrets these errors.

Signed,

The Adults in The Newsroom + the EIC ig

All Phrickin' Original

Exeter's Most Popular Courses

Enhao Ren

HHD100: FITTING INTO EXETER

Each student will receive a warm, Lion-style, ***signature Harkness***-spirit welcome, complete with the full Exeter-custom Harry Potter costume set that will be their Exonian spirit for the next four years. Yes, glasses and a distinct red scarf included. Students will receive a crash course on what life is like on campus from no other than the same three 11th graders who either wanted this on their college diploma, were told by their parents to do it, or both.

Harkness is a valuable and important part of campus culture, and so in this introductory course we introduce the many empty words and phrases that Exonians will use for the next four years, including "To build on that", "I think you make a very good point", "I understand where you're coming from but", "I would like to expand", and "I would like to complicate". In the second term, we build off these skills and learn about the main types of agreement, including agreeing to disagree, disagreeing to agree, and especially agreeing with those who agreed with you. *Required for all 9th graders and new students.*

PEC410: OverFLOW

Because of a sharp rise in the number of swimmers, we have decided to implement PEC410, a PE course specifically for freshmen. This class is a precursor to PEC411, a PE course solely for 10th-, 11th-, and 12th-graders that was once also for freshmen, but after much meticulous deliberation around our ***Harkness table*** (and the "senior-freshman hands-on swimming instruction" incident), the school has decided to separate our little ones from the big, hungry upperclassmen. *Offered: Fall and Winter Term.*

LUN660: AP LUNCH

Students in LUN660 build on skills they learned in middle school and find a meaningful shift from the ***classic oval Harkness tables*** to our ***signature rectangular Harkness tables***! We believe creating an academic context with our own unique twist everywhere on campus, even in Grill, fosters student development and mental health, as they learn to capitalize on every opportunity to LARP discussion skills even in the most casual situations. *Prerequisite: placement test and permission of the department.*

HHD500: THE CONCEPT OF "FUN"

Students learn about the concept of "fun" and its many definitions in modern society, including in areas such as bodily movement, friendship, and sex (by sex we mean, analyzing the oppression each sex experiences over the last couple of centuries via our ***Harkness*** method). This course prepares students for HHD504: It's Lit, Not Fem Lit. *Open to 12th graders. Offered: Winter Term*

PSY590: THE ANDOVER CONUNDRUM

In this course, students contribute directly to research going on within the Exeter community about our rival institution, Andover. Research questions include, "Why does Andover always appear lively?" "How does Andover actually lock in while appearing to 'have fun' at the same time?" "How come Andover students can tolerate starting stuff before asking for everyone's opinion?" and "How do Andover students survive a day without using ***Harkness***?" Students will be introduced to the current, most-accepted theory that the color blue has something to do with these questions, although they will also learn about the widely dismissed and scorned theory that they're just better. *Open to 11th and 12th graders.*

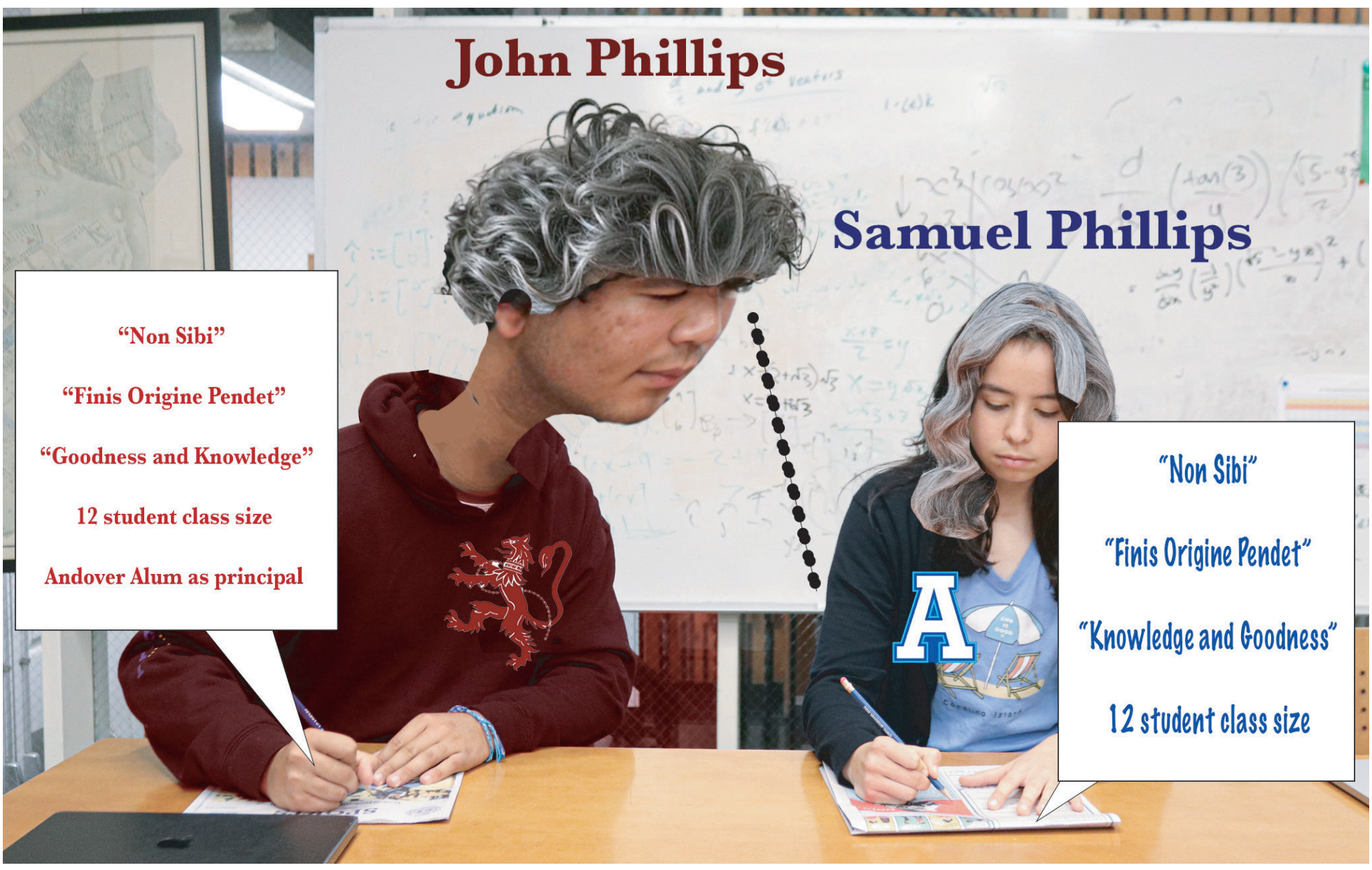


PHOTO ILLUSTRATION BY CINDY ZHOU/*THE PHILLIPIAN*

Exeter's Top Headlines

- *Why a Jerk Circle Ritual MAY WORK for Beating Andover*
- *The Systemic Oppression of Using the Term A/E versus E/A*
- *Exeter Students Caught Trying to Spray Red Paint onto Brick Buildings*
- *"Wait Guys, He Didn't Speak Yet!": 20 Exeter Students Trapped At Bell Tower, Unable To Reach Consensus On When To Cross Street*
- *Exeter Student Accidentally Has Fun During E/A; Self-Reports To Advisor*
- *Ollie The Oval Table, Exeter's New Mascot, Caught In Snyder Taking Extra AMCs*
- *Library Remodeling Proposal Approved regarding "not enough concrete"*
- *Deans Face Influx of Disciplinary Reports after Midnight Scream Harkness*
- *Principal Confirms that Andover Acts as Exeter's 'Sugar Mommy'*
- *Exeter Students Discovered in the Sanctuary Educating the Freshmen Class "Harkness Style"*
- *The Worst Loss in Years, Exeter Athletes Get Back to Studying After Failing A>e*
- *Petition Goes Up to Add Math to Winter A>e to Give Students A Chance to Win Once*

We Exonians are Locked In

Overheard at A/E

"I wonder if any of them have read the Andover/Exeter fan-fics."

"Is it against the rules to date a fellow from another school?"

"We're sooo catching Exeter off guard this year. Just wait until they see our Freshmen."

"Dude. We know red's your favorite color, but that doesn't excuse you from walking straight into the vol-

"Wait, you guys can do that here? ... aawh... oh so that's what it feels like?"

"Exeter might be cracked at football, but they haven't managed to crack us yet. Literally or figuratively."

"I think I'm gonna go for the PG in my Latin class–it's only a four-year age difference and hardly any knowledge gap."

"My roommate's so weird bro, the only alarm that wakes him up in the morning is a recording of muffled sobbing of kids who lost their pets."

"Where are the ABGs at? I came for the ABGs."

"EWW GET RID OF THE RED I HATE PERIOD CRAMPS"

Niche Review for Exeter

Maxie Wu

★★★★★★★★★★

Exeter is the best school ever!!!! After watching The Social Network and scrolling recreationally on Facebook Reels, I knew it was the place to be. Imagine my disappointment when I arrived on campus and discovered that the movie was actually filmed at Andover. Apparently they had Zendaya and Batman/Cedric Diggory/Edward Cullen as well. But while Andover may have that Edward, Exeter has the better Edward Harkness. THE HARKNESS TABLE SAVED MY F*CKING LIFE!!!! Thanks to Exeter's revolutionary approach to education, I've mastered the art of discussing mathematics without ever having to do any. This skill, coined LARPing, has translated particularly well into my accounting career. When I yell across the table to my boss, he yells back (something about excelling and a spreadsheet?) I didn't learn to use spreadsheets, but it's evident I excel. Clearly my tradition of all talk and no action at the table has carried into the workplace!

Outside the classroom, Exeter offers an equally enriching extracurricular experience. As an avid Nordic skier, I particularly appreciate the school's decision not to have a Nordic team. This has given me ample opportunity to explore other passions, such as explaining to people why we don't have a Nordic team. Fortunately, we still have E/A, which Andover students insist on calling A/E. At Exeter, of course, we believe in putting ourselves first, even when the scoreboard and alphabet don't. Besides, I've learned through Harkness that numbers and rankings are subjective and every outcome is open to interpretation, which is a mindset I have applied to our Niche Private School ranking. 1st is the worst…3rd is the one with the treasure chest! (PA being #1 and Exeter being #3)

I also live avidly by NH's slogan, "live free or die". I personally choose to live, sustained almost entirely by daily trips to Stillwells for Grape-Nut custard ice cream.

Above all, Exeter has taught me the importance of finding my voice. During finals, I was delighted to discover Midnight Scream, a beloved tradition in which students collectively express their feelings into the void. It was refreshing to participate in another conversation where, yet again, no one was caring about what I was saying because they were too focused on getting their own point across.

Ultimately, I couldn't recommend PEA more highly. As our motto, Finis Origine Pendet, reminds us, "the end depends upon the beginning." And what a beginning it was, back in 1778, when Phillips Academy existed without the "Exeter" in the middle :)

Post-Grad · Overall Experience

67 people have found this unhelpful



SHIJUN LI/*THE PHILLIPIAN*

Top 10 Exeter Varsity Debate Team Pre-Round Rituals

Emma Tan

assh*le27@exeter.edu
To: **Exeter Varsity Debate <evd@exeter.edu>**

Reply Reply all Forward

Hey Exeter Varsity Debate,

As we get ready for our next debate tourney (for you newbies, that's slang for tournament), we want to remind everyone what we do EVERY TIME before a debate tournament. When your athletic glory relies on destroying freshmen for a plastic trophy, normal prep won't cut it.

1. ***The Secret Prep Room*** - Four people in a room, a locked door, and absolutely no question about what's on their computer.
2. ***The Cross-Examination Shower*** - Rapid fire questions under running water. Nobody knows why (its a longtime tradition), clothes are optional.
3. ***Oral Advocacy Warm-Up*** - get your throats ready.
4. ***Dining Hall Chemical Warfare*** - Inhale as many shots of espresso as needed until your heart rate matches the the optimal speaking pace of 400 words per minute.
5. ***The Baby Bottle Battle*** - Everyone competes to see who can drink Big Red out of a baby bottle faster. Eye contact is mandatory.
6. ***The Cumulation of Evidence*** - Stack up all heavy, rigid sheets until the structure eventually collapses and leaving a sticky, disorganized mess.
7. ***The Morning Wood Block*** - At 7:43 in the morning everyone gathers to practice their blocks. Some blocks are harder than others.
8. ***Evidence Origami*** - Fold prep paper into shurikens to threaten any opponents who try to introduce new evidence in the final rebuttal.
9. ***The J. Crew Mirror Pep Talk*** - Check your posture, fix your collar, and whisper Non Sibi (Latin for: I'm really making a difference)
10. ***The Harkness Prayer*** - Touch the nearest wooden doorframe and pray to the holy oval table to assign a judge who'll fall for your argument and not call out your straw man, ad hominem, and slippery slope.

BONUS: The Varsity Jacket Soak - Go a week beforehand without taking off your Varsity Debate Jacket. No showering! (though we don't have to tell you guys that 🙂)

Next time you see a varsity debater sweating or out of breath when walking up the stairs, don't pity them. They're just as real of varsity athletes as any football guy; they have the jacket to prove it.

Signed,
Arnold Sshole '27

go big red!!

Things I'm Grateful For As An Exeter Student

Miranda Zhang & Ellie Charrette

i am thankful for...

1. Saturday Classes - So I can get extra work in, obviously.
2. Andover - For providing a constant source of jealousy, motivation, and unsolicited comparison.
3. The Harkness Table - Where else could I LARP human companionship? On Reddit?
4. Model UN - I just love showing off my political prowess. Honestly, Franklin Pierce was really just a misunderstood dude.
5. The Latin Dictionary - It's more important to learn a dead language than to socialize with unintellectual buffoons. Even if they're your roommate.
6. 47 extracurriculars - Check your privilege for a second. Imagine if you were a squirrel, stuck in a pine tree (on Harvard's Campus) and you just can't get down. As the founder of Exeter's premier deforestation coalition, I've always considered my extraordinary capacity for empathy one of my most underappreciated leadership qualities.
7. Andover/Exeter Rivalry - Cause who else would I feel *solely* heterosexually challenged by?
8. The library - My second home. A place I confide in, though my first home is naturally my empty, or rather, roomy prefrontal cortex, of course.
9. College counselor - Call my parents? Nah. I'm fading my day ones. Onto bigger and better things.
10. The Exonian - Man, I don't even like this shit.
11. The Exonian "Paywall" - You can't put a price on free speech!
12. My 10.99/11.0 GPA on an 11.0 scale - Need I say more?
13. Thanksgiving Break - A mandatory break, unfortunately. I take great pleasure in the green-bean casserole my college counselor makes; though, it really makes me feel at home.
14. Mark Zuckerberg - My Idol. Priscilla ain't got nun on me.
15. My Lion Card - To prove to everyone that I go to Exeter, even though nobody asks.
16. My family's trust fund - I mean, if you're making me mention it…
17. My LinkedIn connections - Thanks to Jensen Huang's endorsement of my trustworthiness, of course. 向他的女友致以我全部的爱
18. Their multiple (11) annotated copies of Marx - For everyone to know that I've read Marx. And to trade copies with fellow Exeter students.
19. Philosophy electives - So I get more opportunities to share my intellectually superior opinions with people who clearly need to hear them. On Saturdays, infamously.

The Exonian's Exeter Chant Guide

By IAN MIN

Hullabaloo!
Hullabaloo! We stink, P.U.!

WHAT DO WE EAT? WHAT DO WE EAT? BLEU MEAT! BLEU MEAT!
WHAT DO WE EAT? WHAT DO WE EAT? BLEU MEAT! BLEU MEAT!
WHAT DO WE EAT? WHAT DO WE EAT? BLEU MEAT! BLEU MEAT!
AND HOW DO WE LIKE IT? EXPIRED!

"We lose every week,
We lose every week,
You're nothing special,
We lose every week."

ROW! ROW! ROW! WAIT, CATS CAN'T SWIM!

We are Exeter! We carry the Red! We'll fight for the gospel. We'll honor his name. We are Exeter. Elevens our own. Together, non sibi, we'll make Harkness known.

We may be losing, but at least we have a bigger library!
We may be losing, but at least we have no sales tax!
We may be losing, but at least we really like math.

THE SECOND PHILLIPS, BUT FIRST IN OUR HEARTS

Hullabaloo! Hoo-ray! Hoo-ray!
Hullabaloo! Hoo-ray! Hoo-ray!
Exeter! Exeter! P.E.A.!

Exeter Dining Menu

Roasted "The Bull"

Over Roasted New Hampshire Male Chicken

Chris Pappas' Cat (Obsession style) and Sununutella

New Hampshire Beer and Wine Outlet Drink Fountain

Three Blind Mice

Lion Bush

Mark Zuckerburg sausages

The "X-Onion"



PHOTO ILLUSTRATION BY KELVIN MA/*THE PHILLIPIAN*

The Phillipian
SPORTS
Bih Blue
Volume CXLIX | Number 25
November 13, 2026

Girls Soccer Defeats Lawrence on Senior Night

TIGER WANG, ELSA WANG & QUENTIN PENG

SATURDAY 11/7	
Andover	3
Lawrence	2



AUDREY BAETEN-RUFFO/*THE PHILLIPIAN*

Girls Soccer celebrates its hard-fought victory against Lawrence.

Girls Soccer (14–1–1) hosted Lawrence Academy (Lawrence) on Friday, grinding out a rainy victory despite having two Seniors sidelined due to injuries. Facing Lawrence, an offensive powerhouse with 55 total goals this season, Andover won 3–2 and subsequently celebrated Senior Night.

To prepare for Lawrence's offensive pressure and scoring ability, Lilah Velez '29 said the team emphasized defense through a variety of drills in practice.

"In practice, we do a lot of defense versus offense drills. So our defense gets a lot of reps in. We also just have really great center backs, Keaghan [Murphy '27] and Lily [Loughlean '27], two of our [Co-]Captains. They're just really reliable. Even if it's one-on-one, they both are just really great at coming up with the ball and clearing the ball. So most of the time, the ball wasn't even on our half because they would immediately get it up the field if it came to them," said Velez.

At the 13-minute mark, the team capitalized on a free kick to score the first goal and followed up five minutes later with a second. Ellie Patton '29 pointed to Murphy and Anne Dunn '29 for the two goals.

"[Murphy] took the free kick, and Anne headed into the goal. I'm pretty sure it was the first half. We were all just really happy that Anne scored. And then the same thing happened with the second goal where Keaghan took a free kick," said Patton.

Adele Russell '27 credited this success to the team's energy, which generated momentum from the get-go.

"Part of that was just the energy that we came out with. And that's something that our team is really good at. Coming out with a lot of energy and just generating a lot of opportunities really quickly and right from the get-go. And we were able to do that," said Russell.

The team faced a setback as two Seniors stepped off the field with injuries. Patton described how the team responded to the mishap.

"[Elizabeth Wodarski '27] got injured in the second half, and then Keaghan Murphy got injured. When Keaghan came off, there was about 15 minutes left in the game, so we were all just trying to keep our lead, because I'm pretty sure we were maybe only two or one ahead. So we tried to just get the ball out. We were all just trying to play for them. We knew that in the end, this game was for our Seniors," said Patton.

Following Murphy's injury, the team had to adapt by relying on other players to fill in the gap. Russell pointed to new players who had to adapt and step up to the occasion.

"One of our newer players this year, Elisabeth Nelson ['28], used to be a center back, fortunately. So she really stepped up. She took Keaghan's place for the rest of the game. It was definitely hard to see one of my Co-Captains get taken off the field hurt, and you don't really know what's going on. But I think the team used that moment as a time to reassess and to refocus and get our energy up for the rest of the game," said Russell.

Even with Lawrence's strong offense, Andover fought back with its last goal and held on for a 3–2 victory against Lawrence. Russell explained the team's plays and effort against a strong offensive team.

"It was a really successful game. Probably one of the best we've played this season. It was super rainy. It was on turf. Lawrence probably has one of the best offenses in the [New England Preparatory School Athletic Council (NEPSAC)], and we probably have one of the best defenses. And as a team, we really came together and were able to both shut them down offensively, but also, of course, get up and score goals. And that was just a really nice team effort, especially given the weather conditions," said Russell.

Following the game, the team celebrated Senior Night. Velez described the bittersweet moment and the positive environment of the dinner.

"Everyone was really excited about the win, and it was just really sweet hearing all the speeches and also sad too. There was definitely some crying. There was a really cute slideshow for the Seniors. Two of the managers who were Seniors weren't able to go, but two of them were there, and they were also in our slideshow and also had their pictures. It was just really fun to have that after the game and spend more time with the team," said Velez.

The team will host Phillips Exeter Academy (Exeter) on Saturday in its last league game of the season.

'Be Loud, Be Weird': Blue Key Heads Lead Andover Spirit Ahead of A/E

ALEX GODSEY

Leading the crowd of blue cheering on Andover teams at Andover/Exeter (A/E) will be Andover's Blue Key Heads. They are particularly recognizable on Fridays, blaring music on their speakers across campus to uplift peers, and at Andover's sporting events, by their eccentric outfits and loud, supportive presence.

Blue Key Head Kristian Kearins '27 reflected on initially struggling to see himself in that outgoing role, also emphasizing how his comfort with the position has grown over time. He connected his experience to suggest that any Andover student can embrace school spirit.

"I wouldn't consider myself outgoing. I didn't even know that I wanted to be a Blue Key Head until two weeks before auditions. I just didn't see myself in that role," said Kearins. "So when chosen, I remember, on that first Friday when I had to put on my skirt, I kept worrying and thinking, 'this has to be a prank, and I'm going to be the only guy wearing a skirt.' That was just my natural fear of putting myself out there and being uncomfortable, and that's a reaction I believe everyone has when they're being different."

On gamedays, Blue Key Heads draw attention through their blue outfits, often incorporating costumes and accessories. At games, they do more than just lead cheers, helping to create an environment where students feel comfortable getting loud and showing their support. Kearins described how the Blue Key Heads' willingness to stand out can encourage students to join in and show spirit.

"We're at the extreme end of that uncomfortableness, wearing skirts, face paint, just wearing the dumbest things you've seen, and that allows other people to be like, 'no matter what I do, I'm gonna be half as weird as that guy,'" said Kearins.

That experience happened to Christian Robinson '28 last Saturday when Girls Volleyball played Milton. Robinson had initially attended the game with friends to watch, but after Andover won set four to force a fifth deciding set, Robinson moved down to the court and joined the Blue Key Heads in cheering. Robinson recalled how their presence influenced his decision to participate.

"The Blue Key Heads gave me confidence. They're out of their comfort zone, and when I saw them with their skirts and wigs, with all the props and accessories, I was like, 'why can't I go out there and do that as well too.' Sometimes it feels like there's a spotlight on you, when alone and cheering loud and getting excited, but the Blue Key Heads make you feel comfortable," said Robinson.

Jacob Shin '29 also noted that the Blue Key Heads' energy makes it easier for students who may be more reserved to participate in cheering.

"I'm pretty reserved, I like to keep to myself, but when the Blue Key Heads are singing and chanting and yelling at the top of their lungs, it creates an environment where anyone else can be screaming and cheering. It helps people like me be more confident in getting hyped for my friends and other students," said Shin.



AUDREY BAETEN-RUFFO/*THE PHILLIPIAN*

Blue Key Heads Kosi Udeh '27, Enrique Mercado '27, Jaylen Edmonds '27, Oliver Marrero '27, Kristian Kearins '27 (top row, left to right), Carsen Leach '27, Elizabeth Wodarski '27, Yumi Lai '27, Alastriona O'Donnell '27, Gabbie Kawooya '27 (bottom row, left to right) are pictured.

Shin additionally recalled his experience at the A/E pep rally last fall. As a ninth-grader at the time, he hadn't planned to attend the away A/E that fall. After watching the Blue Key Heads energize the crowd at the pep rally, he ultimately decided to take the student buses to Phillips Exeter Academy (Exeter) and participate. Shin and Kearins described how the Blue Key Heads' energy influences people to be a part of the fun and attend Andover's sporting events.

"When I came to Andover as a [Junior] I remember hearing about A/E, but I wasn't too invested. We were playing away and nearing finals, so I wasn't planning on going. During pep rally, I watched the Blue Key Heads running around and hyping everyone up. I wanted to be a part of that. I wanted to participate in the rivalry," said Shin.

Kearins said, "Crowds draw people, so if Blue Key Heads come, we bring our friends, they bring their friends, then we build that hype. In general, our main goal is to be weird, be loud, and make people want to participate."

Andover students often balance demanding academic workloads. A/E, where school spirit is most exciting, offers a chance to step away from those pressures, bringing students together over competition. Blue Key Head Yumi Lai '27 explained the role of Blue Key Heads in helping create that atmosphere by encouraging students to let loose and enjoy themselves.

"In a school with lots of academic and athletic pressures, as Blue Key Heads, we're able to remind people, 'we're in high school, we're here to have fun.' It's like there's always tension, and when we're blasting music and wearing goofy costumes, we're disturbing the calm and inviting people to play along," said Lai.

With A/E this coming Saturday, Andover students will fill the stands to support Boys Soccer, Girls Volleyball, Field Hockey, Girls Soccer, and Football. Per usual, Blue Key Heads will lead the cheering from the front of the crowd, setting the tone for students to join in.

"Be weird, have fun, and go Big Blue!" said Kearins.

Wendi Wei ’27 Leads Through Communication and Connection

ZOEY ZHANG & MOLLY NARA

As a Co-Captain of Field Hockey, Wendi Wei ’27 makes it a priority to lead both on and off the field, combining her defensive skills with an emphasis on communication and inclusivity. From guiding teammates through defensive drills to checking in with younger players, Wei has helped create a supportive environment while maintaining the team’s competitive spirit.

Wei reflected on how her experiences as a younger player shaped her approach to captaincy, emphasizing the importance of ensuring that every teammate feels included and valued.

“When I lead as a Captain, one thing that I try to do is make sure that everyone’s opinions and everyone’s ideas are a part of the conversation. As a [Junior], I’ve experienced this as well, where sometimes it’s very hard to integrate yourself into a community that’s been together for a long time. So one of the things I’ve always tried to do is make sure that I’m checking in on all of my teammates and asking, ‘How was your day?’” said Wei.

Beyond her efforts to build team chemistry, Wei has established herself as a dependable presence on defense. Her communication during games helps coordinate the defensive line, and her willingness to teach less experienced



SAMIHA TASNIM/*THE PHILLIPIAN*

teammates has strengthened the team’s defensive unit. Meghan McKiernan ’28, who had not played defense before this season, highlighted how Wei helped her develop new skills and adjust to the position.

“[Wei] has been super helpful teaching me varying components of defense and how they all kind of come together to play team defense, in man-up and man-down situations, and also jabbing and block tackling. [There are] so many more other parts of defense that I hadn’t learned before, but Wendi was super helpful [and] willing to teach me them and help me get better at them,” said McKiernan.

Wei’s influence also extends to the team’s preparation before games. Early in the season, she introduced a shuttle-line drill during warm-ups that focuses on stepping toward the ball, a defensive skill she consistently demonstrates during competition. McKiernan described how the drill has become a regular part of the team’s pregame routine, allowing Wei to lead through both instruction and example.

“Before games during the warm-ups, we have this one drill that she taught us during the first couple of games. It’s a shuttle line where you just kind of step to the ball, but it’s become a consistent pregame thing that we do, and it’s super fun and just gets us ready for the game. Wendi does a great job implementing what we do in the warm-up in that shuttle into the game, and then she’s teaching everyone else the same,” said McKiernan.

Wei’s leadership was also evident during the team’s 2–0 victory over Deerfield on the team’s Senior Night. Facing a challenging opponent, the team’s defense played a crucial role in securing the win. Goalkeeper Emilie Christian ’30 credited Wei’s defensive presence and communication with helping the team navigate the game, describing her as an important part of the team’s success throughout the season.

“Deerfield was a very fierce competitor, and they gave us a challenge on defense. Wendi helped us step through that and brought a lot of leadership to the team. It was a very important night for her and the rest of the Seniors that we did win. She really helped us do that because she was just such a force on defense and radiating that leadership that all three [Co-Captains] really want to have,” said Christian.

As Wei continues her final season, she has drawn inspiration from former Co-Captains while developing her own leadership style alongside fellow Co-Captains Regan Driscoll ’28 and Kimee Duplessis ’27. Despite the pressure of maintaining the program’s recent championship success, Wei views the legacy of past players as an opportunity to learn rather than simply an expectation to meet. Through conversations with former Co-Captains, she has worked to carry their lessons into the team’s current season.

“One thing that’s been really helpful is reaching out to the past captains. Hannah [Herlihy ’26], Maren [Boyle ’26], Lucy [Parker ’26], Regan, Kimee, and I have a group chat, and we text each other, and they give us advice. That’s really helpful because then we can use that advice to transfer it onto the field and in games. I’m grateful for having big shoes to fill because that means that I have a lot of inspiration, a lot of experience, and I know how these great captains before me have led, so I know that that’s how I can lead as well,” said Wei.

Editor’s Note: Wendi Wei is an Arts Editor for The Phillipian, *Vol. CXLIX.*

Leading with Energy: Kimee Duplessis ’27 Fuels Field Hockey

SARAH WANG

Field Hockey Co-Captain Kimee Duplessis ’27 initially took up field hockey to train for her primary sport of hockey. However, after finding a passion for field hockey, Duplessis continued playing, having developed into a skilled player and motivating leader for Andover.

Sophia Demeo ’28 described Duplessis as an encouraging presence on the team, adding energy to practices and games, and supporting her teammates.

“During practice, [Duplessis] will cheer for people, [and] hype everyone up. She brings a lot of energy to practices. Even if she personally has a bad day or is tired, you can always count on her to have energy. During games, she’s always tuned in and communicating. She’s there for teammates that have questions. She’s always there if you want to talk, and she’s really funny. Kimee brings joy,” said Demeo.

Cat Powers ’28 described the genuine care Duplessis has for her teammates, especially in smaller moments on campus.

“In the locker room every morning, she’ll come up and say hi, ask how I’m doing. When we see each other around campus, she’ll always make the effort to say hi and ask how my day is going. No matter what, Kimee’s always going to bring positive energy to everything. That’s what we all love about her,” said Powers.

The team’s bond extends off the field, a mutually supportive relationship that Duplessis draws on in her leadership. Duplessis described the encouragement she receives from her teammates, highlighting an example and citing this connection as motivation to bring that support to the team.

“Every single girl on the team supports me and genuinely cares about how I’m doing, whether I’m okay or [asking] how my day went. I remember one time, I got a 95 percent on a test, and I came to practice so excited. And every single girl was just as excited as I was. That support is so important, and it’s something I really value,” said Duplessis.

In addition to her leadership, Duplessis is also an important contributor to the team’s success on the field. Playing outside midfielder, she helps to create scoring opportunities for teammates and capitalize on those opportunities herself as a goal scorer. Powers highlighted Duplessis’s understanding of the game and her contributions to the team’s offense.

“Kimee is very good at putting herself in situations where she can get the ball, distribute it, and create scoring chances. She’s also a goal scorer for us and gets a lot of assists. She’s really good at reading situations and understanding what’s happening on the field,” said Powers.

Complimenting her ability to create opportunities for teammates, Duplessis also plays with a relentless work ethic. Demeo identified this as one of her defining traits.

“Kimee has so much determination and grit on the field. She never gives up. She’s always chasing the ball. She’s always getting back on defense. She works so hard,” said Demeo.

Continuing its success from the last two years, the team holds back-to-back titles in the New England Preparatory School Athletic Council (NEPSAC) Class A Championships, as well as a 52-game win streak, and remains undefeated at 14–0. Duplessis reflected on the team’s performance this season while focusing on collective improvement.



COURTESY OF PHILLIPS ACADEMY

“This season, we’ve done a great job of continuing to be better with each game. This year, of course, the goal is to win the NEPSAC Championship, but at the end of the day, it’s all about the team, and our goal is to keep getting better. We want our players to succeed while we also want to win,” said Duplessis.

Kimee is committed to the admissions process at the University of Delaware to play ice hockey at the Division I level, and she hopes to continue playing field hockey recreationally.

Regan Driscoll ’28 Leads by Example

JULIEN REQUA & MYRA ZHENG

Field Hockey Co-Captain Regan Driscoll ’28 has developed a leadership style centered on communication and inclusion, organizing her teammates on the field while making an effort to ensure everyone feels supported off it.

Field hockey has been a constant presence throughout Driscoll’s life. With two older sisters, Maggie and Molly Driscoll PG’25, who both played the sport, and a mother who competed in college, she was introduced to the game at an early age. Seeing how much her sisters enjoyed playing inspired Driscoll to continue, eventually following a similar path through club in high school.

Serving as a Co-Captain as an Upper, Driscoll has embraced a leadership role that extends beyond directing her teammates during games. She places particular importance on communication and setting a positive example both on and off the field.

“The position I play on the field definitely helps with leading, because I’m pretty far back on the field, so I’m organizing the people in front of me. It’s a lot of talking on the field and communicating with my teammates. I also like to lead by example. So, say there are a few balls that need to be picked up, I’ll just run over and grab them,” said Driscoll.



SAMIHA TASNIM/*THE PHILLIPIAN*

Meghan McKiernan ’28 described how Driscoll makes an effort to stay connected with the team, serving as an uplifting presence, throughout the week.

“She definitely sends us a bunch of emails and encouraging messages over text throughout the week. She’s always making sure everyone’s doing well outside of hockey, obviously, with their classes and just their overall well-being. She sends a lot of uplifting messages throughout the week, through email and text,” said McKiernan.

While Driscoll makes an effort to support her teammates individually, she also takes responsibility for bringing the team together as a whole. Autumn Christian ’27 pointed to Driscoll’s presence before games, describing how she steps forward to guide the team and establish a shared mindset heading into competition.

“Regan is always the one to take control of the circle and set the tone. It takes a true leader to stand in front of people and speak the truth, like, “We’ve got to do this, this, and this, and execute.” She’s always the first one to speak out before every single game,” said Christian.

Beyond setting the tone before games, Driscoll also uses her position on the field to help teammates develop their own play, according to Christian.

“From the back of the field, Regan can see the whole field. She’ll often be the one hitting the ball from the 25, and since I’m a forward and I’m the one receiving it, she’s been very helpful in giving me tips on how to receive the ball and where I should be positioned on the field,” said Christian.

With playoffs approaching after two successful seasons, Driscoll recognized the expectation surrounding the team following two undefeated seasons. However, she believes maintaining that success starts with focusing on the present rather than looking too far ahead.

“One thing that we really need to do is just forget about the past. It’s a new season, it’s a new team, and every game should be taken as the most important game in that moment. We shouldn’t try to get ahead of ourselves and should only focus on the game in front of us,” said Driscoll.

Driscoll pointed to the team’s approach to upcoming opponents in the playoffs as an example of this mindset.

“For example, we know going into [the playoffs] that Sacred Heart of Greenwich would be a really good team, but not focusing on them until we get to that moment, if we get to that moment. So, [we’re going to focus on] taking [Phillips] Exeter [Academy (Exeter)] on Saturday as the most important game and setting the tone going into playoffs,” said Driscoll.

Driscoll is committed to the admissions process at the University of Michigan to continue her field hockey career.



COURTESY OF PHILLIPS ACADEMY

Field Hockey poses for a team photo.

Girls Field Hockey Dominates Groton Despite Slow Start

TIGER WANG, ELSA WANG & QUENTIN PENG

SATURDAY 11/7	
Andover	8
Groton	0

This past Saturday, Field Hockey (14–0) defeated Groton 8–0 to continue its dominant winning streak.

Facing a strong Groton defense, the team was only able to score one goal in the first half. Despite experiencing early challenges, the team shifted the momentum in the third quarter, scoring four goals, a result of strong communication and improved technical skills on field.

Despite Andover's victory, it faced early challenges adapting to the playing conditions. Philippa Hoffmann '29, a new Lower, described how the rainy weather and unfamiliar field affected Andover's performance in the opening half. Hoffmann explained how the team was able to gradually adjust and find its rhythm after halftime.

"It was at the beginning of the second half. In the first half, we weren't playing our best. We were still struggling to adapt to the new field and the rainy conditions. However, in the second half, we really upped our game. We passed quickly, got around the defenders, and that's how we scored the majority of our goals," Hoffmann said.

The improvement in Andover's attacking play was largely attributed to the team's ability to maintain possession and anticipate passing opportunities even under the tough conditions. Hoffmann emphasized the importance of scanning the field before receiving the ball, allowing players to make quicker decisions and move the ball more effectively around Groton's defense.

"Quick passing and anticipation are always really important when it comes to maintaining possession. Pre-scanning before you receive the ball is also important because it allows you to know where to pass it next," Hoffmann said.

While Andover's attacking performance improved significantly throughout the game, its defensive unit also played an important role in securing the shutout. Cat Powers '28, the team's goalkeeper, explained that the defensive preparation involved particular characteristics that could influence the team's approach.

"Defensively, we looked at Groton's players and recognized that they had left-handed players, which aren't particularly common. This helped our defensive unit know what to look out for. We also looked at Groton's record and reviewed our own performance. Mentally, we focused on maintaining strong communication and keeping the opposition out of the net," said Powers.

Despite the team's overall defensive control, Groton managed to create several opportunities in Andover's defensive 25[-Yard line]. Powers recalled a particularly challenging stretch when Groton applied significant pressure in the defensive area, prompting a timeout that allowed Andover to regroup and reassess its approach. The break also provided an opportunity for the team to address its defensive positioning and prevent further opportunities.

"There was a point when Groton had a series of opportunities in our defensive 25[-Yard line]. One of our players was also hit above the face, so we had a timeout on the field. That gave us an opportunity to regroup as a team, discuss what we wanted to change and figure out how to prevent them from creating more opportunities," Powers said.

Powers also credited the defensive unit's ability to distribute the ball effectively and transition into attack as an important factor in the team's success. She highlighted the contributions of Sienna Glass '27 and Co-Captain Wendi Wei '27, allowing for greater flexibility in the team's positioning.

"Communication was the biggest factor. Our defensive line communicates really well, and we work together effectively. Our center back, Sienna, and left back, Wendi, also play midfield, so we had some rotation throughout the game. We actually started with a different right back than usual, but it worked really well," said Powers.

As the regular season approaches its conclusion, the victory against Groton provides Field Hockey with additional momentum and confidence heading into two important final stages of the season. With the Andover/Exeter (A/E) matchup approaching and playoffs beginning the following week, Powers emphasized the importance of maintaining the team's strong sense of unity and using each game as an opportunity to improve.

"This was one of our last regular-season games, so getting this win was important. With Exeter coming up, which is always a very high-intensity game, and playoffs starting next week, having another win under our belt gives us confidence. Being bonded together as a team really makes a difference," said Powers.

Field Hockey looks forward to playing Exeter this coming Saturday for its final game of the regular season.



COURTESY OF PHILLIPS ACADEMY

Field Hockey gathers in a huddle.

Boys Soccer Extends Winning Streak to Seven, Beats KUA and Tabor

TIGER WANG, JULIAN KING & NATHAN ZHANG

SATURDAY 11/7	
Andover	2
KUA	0
WEDNESDAY 11/11	
Andover	9
Tabor	0



AUDREY BAETEN-RUFFO/*THE PHILLIPIAN*

David Burt ’28 kicks the ball downfield on Wednesday.

Boys Soccer (8–4–5) extended its unbeaten streak to seven games with an away victory over Kimball Union Academy (KUA) on Saturday, followed by a dominant 9–0 shutout against Tabor Academy (Tabor) on Wednesday.

On Saturday, Andover traveled two hours to New Hampshire for its matchup against KUA. From the opening kickoff, Andover maintained possession and applied pressure. However, despite creating three scoring opportunities, including a penalty, Andover struggled to convert, leaving the game scoreless 0–0 at halftime. Arthur Boisvert ’27 described the team’s frustration at halftime, recalling a similar feeling during its 0–0 tie against Noble and Greenough (Nobles) earlier in the season.

“It reminded me of halftime against Nobles. We had the upper hand, but we just didn’t score, we ran out of time. It was a frustrating game. At halftime against KUA, we had that same frustrated feeling. But over the season, we’ve grown and have gone from just being frustrated, trying anything and nothing working, to calming down, staying composed and knowing that we still have a lot of time to get ahead,” said Boisvert.

Following halftime, Boys Soccer refocused on creating scoring opportunities rather than dwelling on previous missed chances. Zaeem Keshinro ’29 broke the stalemate ten minutes into the second half with a header to put Andover ahead 1–0. Boisvert emphasized the team’s mental focus and described the relief of finally converting its chances.

“We told ourselves, ‘just get one, stay positive.’ Then within the first ten minutes, [Co-Captain] Kai [Myles ’27] takes a corner, Marko [Peric ’27] heads it in and Zaeem finds an opening with a header,” said Boisvert. “It felt like it was coming and coming, but they were holding out, and then we scored. It was pure relief. It felt like we’d exorcized a demon,” said Boisvert.

Building on its momentum, Myles curled in a shot from outside the box with five minutes remaining, securing the 2–0 victory. Crucial to the team’s success, goalkeeper Adam Sealfon ’29 highlighted the team’s depth, pointing to Ethan Brown ’27, who stepped into the center-back position in place of Jaeden Morgan ’28, who is competing with Jamaica at the U-17 World Cup for the remainder of the season.

“We don’t have any holes in our team. You could [substitute] any player on, and they will do their job and give maximum effort every time they’re on that field. That allows us to move players around. I’d like to shout out Ethan Brown for stepping into the center back position. It was his first time playing on the back line as a center back for a full game, but Ethan adapted to the challenge. He maintained possession, and his traits as a midfielder helped him find gaps and create offense,” said Sealfon.

The following Wednesday, Boys Soccer defeated Tabor 9–0 in its final game before facing Phillips Exeter Academy (Exeter) for Andover/Exeter (A/E) day. Andover established control early, taking a 3–0 lead into halftime with goals from Keshinro, Myles, and Chris Lee ’27. Wyatt Orraca-Cecil ’28 highlighted the team’s chemistry and described how Keshinro’s second goal, just 30 seconds into the second half, set the tone for Andover’s offensive production.



AUDREY BAETEN-RUFFO/*THE PHILLIPIAN*

AUDREY BAETEN-RUFFO/*THE PHILLIPIAN*

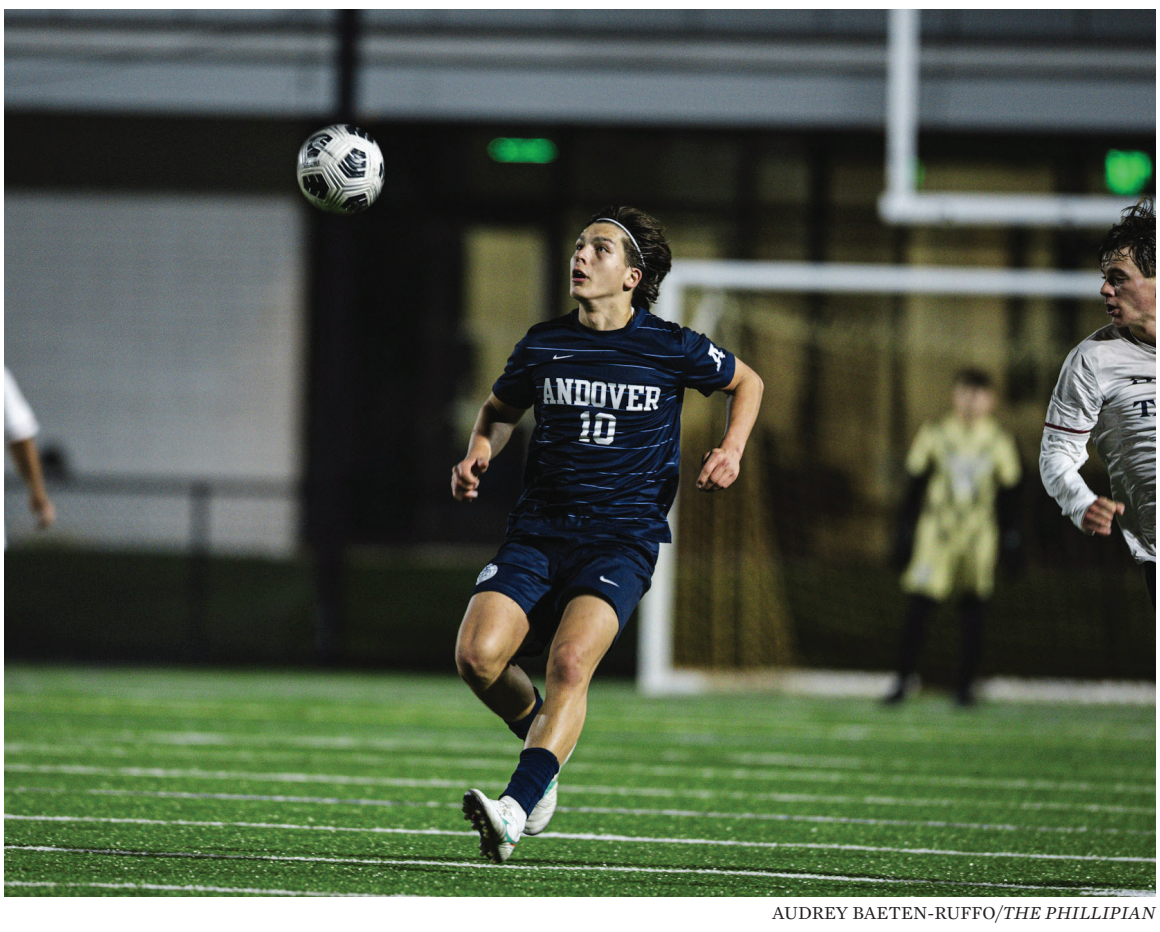
Chris Lee ’27 looks downfield.

“Our team was firing on all cylinders. We hit a new level because of our chemistry and team play,” said Orraca-Cecil. “In the second half, immediately after kick off, the ball was in their box. It got cleared out, but we played a cross back in, and Zaeem took a couple of touches and put it in the bottom right corner. It was a statement. It showed what type of game the second half was going to be.”

The following explosive run from Andover sealed the dominant 9–0 shutout victory, with goals from Lee, Rayyan Siddiq ’27, Michael Staii ’27, Lee again, and Siddiq again. Now on a seven game unbeaten run, and looking ahead at Exeter this coming Saturday, Orraca-Cecil commented on the team’s mentality. The past two A/E matchups have ended in ties, including a heartbreaking 1–1 finish in 2024 that included a missed penalty that held Boys Soccer out of the playoffs.

“This year, we’re going to get the job done. We know what type of team we are and we know what this game means for our school. There’s a certain tone, like there’s no joking around, this is serious,” said Orraca-Cecil.

The team will host Exeter for A/E on Saturday at 11:30.



AUDREY BAETEN-RUFFO/*THE PHILLIPIAN*

Marko Peric ’27 receives a pass.



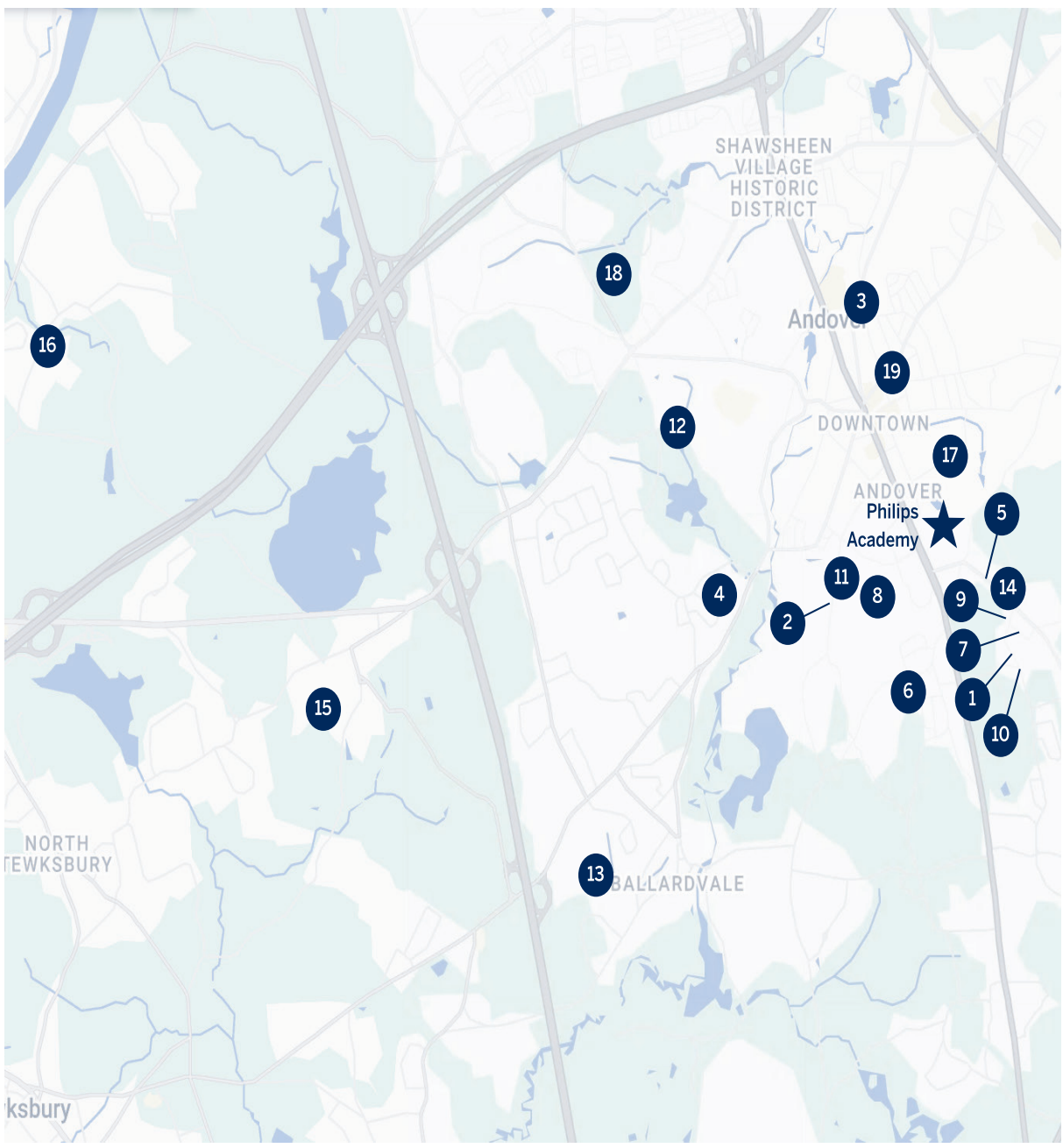
AUDREY BAETEN-RUFFO/*THE PHILLIPIAN*

Sonny Yu ’28 dribbles.

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Girls Volleyball Falls Short to Milton

CHRISTIAN MARTUSCELLI, BRIAN HERNANDEZ YANES & BETSY HOFFMAN

SATURDAY 11/7	
Andover	2
Milton	3



ANGELA WANG/*THE PHILLIPIAN*

The team celebrates its Seniors. Pictured are Co-Captain Ashley Schuman '27, Co-Captain Selene Xu '27, Zoë Gilbertson '27, Kailynn Zheng PG'27, Manager Jonathan Oh '27, and Adrian Perez '27 (left to right).

This past Saturday, during their Senior Night, Girls Volleyball (11–5) fell to Milton 2–3.

Andover won the first set 25–14, forcing Milton into service errors. However, as Milton adjusted in the second set, Andover began to falter slightly. Emma Webber '28 described the mentality of the team after the first set.

"We just got a little frantic, a little bit in our heads. We weren't running as many good offensive plays, and in that set, we got a little ahead of ourselves. We were all stressed out, the other team adjusted well to Kailynn [Zheng PG'27]'s hits, so we weren't able to run her as much, which got us a little frantic, and we didn't really know what to do," said Webber.

As Andover continued its match against Milton, the team had multiple players with multiple kills and aces, one of which was Zoë Gilbertson '27. Eden Dunleavy '29 highlighted Gilbertson's performance with seven kills.

"Every single time, it was Zoë who had hit a really good spike or had blocked a really hard ball. It was really cool, and she's been doing well all season, but she really, really shined in the last game. And she's really talented," said Dunleavy.

Dunleavy explained how the team hopes to improve communication among teammates before this Saturday against Phillips Exeter Academy (Exeter).

"There were a couple times when we missed balls or we made plays, where we hadn't talked before the point, just to clarify what we had been running or what we've been doing. But especially today in practice, we clarified that and we're moving forward. We fought, we really wanted to win, and it just didn't work out for us this past game, but passion and drive is a really big part of it and we had that," said Dunleavy.

Dunleavy commented on how the Blue Key Heads amped up the crowd, positively contributing to Andover's attitude and mentality.

"I would say this is one of the more hype home games we've played. The stands were really active, really loud and really fun, really supportive, which was awesome. and so was the other team. We were working to get in the zone and absorb the energy from the stands, but not let it get too much in our heads," said Dunleavy.

Webber commented on how the team wants to improve on its mentality before the larger crowd at Andover/Exeter (A/E).

"I think we are really wanting to work on our mentality and being able to forget the mistakes that we make especially going into Exeter, that will be a really important thing we need to work on, considering how big the crowd is going to be and how much tension there will be during A/E," said Webber.

With playoffs on the horizon, the team went into the game hoping to secure its playoff berth by beating Milton, ranked sixth in the New England Preparatory School Athletic Council (NEPSAC) league. Alesse Ruys '28 described the importance of Andover's past wins during the season along with how the loss affected its ranking for the playoffs.

"Before the game, we were seeded eighth and the top eight make the playoffs. So winning this game would help solidify it. Unfortunately, our loss was not helpful to our standings, but after the game and the other game outcomes, we are still eighth. So right now it's looking like we will make the playoffs," said Ruys.

Webber talked about the different variety of work done within the practices in order to prepare to face Milton.

"The practices leading up to it [the game against Milton], we really worked on trying new things and offense and and defense. If we were struggling during practice, we were working on trying to adjust to whatever we were struggling with, and trying new things, to be able to adjust to different cases in which we were struggling," said Webber.



ANGELA WANG/*THE PHILLIPIAN*

Kailynn Zheng PG'27 spikes the ball onto Tabor's court.

Girls Volleyball will compete against Exeter at home this Saturday during A/E, and it must emerge victorious to advance to the playoffs.

Football Goes Scoreless Against Cheshire, Looks Ahead to Exeter Rivalry

AYAAN MEHTA & SEBASTIAN CHEN

SATURDAY 11/7	
Andover	0
Cheshire	24

On Saturday, Football (4–4) fell short 0–24 on the road at Cheshire Academy (Cheshire).

Despite holding Cheshire scoreless in the first quarter, Andover struggled to convert offensive plays into points. Quarterback Landon Husereau '28 connected with Ubie Zaid PG'27 and Will Mascena '27, but neither drive resulted in a score. Even as Cheshire extended its lead, Andover's defense remained composed and maintained its morale.

Cheshire entered halftime with a 10–0 lead and added two touchdowns in the second half, leaving Andover with a growing deficit. With the offense struggling to put points up on the board, the defense continued working to limit Cheshire's scoring opportunities. Enzo Pesce '27 described how the defensive players maintained their motivation despite the frustration of falling behind.

"Defensively, even though they were scoring, we knew we were playing a good game, so we were hanging in there. We never put our heads down. We kept on pushing, but it does suck when you don't have any points on the board. We kept on pushing, but it just didn't go our way offensively," said Pesce.

Leadership also helped Andover stay motivated as the game progressed. Pesce praised Co-Captain and outside linebacker Thane McCormick '27 for keeping the spirit up and consistently being an example for his teammates.

"He's always focused at practice and when it comes to the game, he's always locked in and dialed on what he needs to do, and he always performs at the level he knows he can play at. He's always a guy that keeps our morale high even if we can't score offensively," said Pesce.

Coming up on Saturday, the team is looking ahead to its final game against Phillips Exeter Academy (Exeter). Hendrick Chen '29 shared insight on the role of the mental side of football going into a rivalry match.

"After a big loss like that, you try to just get over it and move on to next week. And of course, it helps that Exeter is a very big opponent for us to move on," said Chen. "If we overthink too much and get too carried away by our emotions, it can definitely mess with how we play, since you have to be calm sometimes. We have to know what we're doing, and emotions can mess with that, but it can also work in a positive way to add some extra strength, extra adrenaline, some extra reason why we should do it or how hard you should play."

On the field, the team is targeting their weaknesses in practice, putting in the effort to play as well as possible on Saturday. Chen identified one key defensive aspect to improve on moving forward.

"Defensively, we definitely were a very physical team. We matched Cheshire's physicality," said Chen. "We struggled with our tackling a lot and our finishing. We did have a few good plays every now and then, but our tackling has been a big focus on improvement for the past few years now."

Currently, Andover's record against Exeter in its Andover/Exeter (A/E) rivalry matchups is 75–59–10.

Football is the final game on A/E, beginning at 3:30 p.m. on Saturday.

Andover Athletes Celebrate Signing Day Commitments



COURTESY OF PHILLIPS ACADEMY

12 Andover athletes celebrating Signing Day pose for a photo.

TIGER WANG, ELSA WANG & QUENTIN PENG

This past Wednesday, 12 Andover athletes signed to their committed colleges, contractually agreeing to play their sport in college.

Gracynn Hartley ’27 committed to Wofford College for lacrosse, while Girls Lacrosse Co-Captain Autumn Christian ’27 committed to Holy Cross for lacrosse. Softball Co-Captain Ashley Schuman ’27 committed to play softball at Boston University, and Meredith Southard Pantano ’27 committed to Northeastern University for field hockey. Girls Hockey Co-Captain Kimee Duplessis ’27 signed to the University of Delaware for ice hockey, while Girls Hockey Co-Captain Sienna Glass ’27 also signed to play ice hockey at Providence College. Jackie Dill ’27 committed to row at Lehigh University, and Girls Crew Co-Captain Maddie Lehman ’27 committed to Georgetown for rowing as well. Jett Little PG’27 committed to the University of North Carolina for Baseball, and Baseball Co-Captain Mikah Krystofolski ’27 committed to Elon University for baseball as well. Jacob Honor ’27 committed to Northeastern University for baseball and Jabari Edmonds ’27 committed to the United States Naval Academy for basketball.

Ahead of the signing day, Ashley Schuman ’27, who is committed to play softball at Boston University, described her excitement to celebrate her commitment with friends and loved ones.

“My mom’s been really excited about it. My grandparents are also flying out from Colorado to participate and get to be part of that. So she’s bought some fun view things to put on the table that we can all take pictures with. I think some of my teammates and my friends are going to come, so I’m super excited,” said Schuman.

Jackie Dill ’27, who is committed to row at Lehigh University, described the support of her coaches on Girls Crew throughout the recruiting process.

“The whole coaching staff of Andover [Crew] I’m so grateful for because everyone had a place in my journey so far rowing. Last year, our Head Coach [Kelly Evans] urged me to take a risk on myself and start emailing schools even if I wasn’t if it was something I would want to do. She encouraged me to keep emailing them even when I didn’t get a response. It wouldn’t have been possible without, like, their support or literally teaching me how to row and giving me confidence to succeed,” said Dill.

While Andover facilitates signing day, the institution does not always play a significant role in helping students get recruited. Athletic Director Lisa Joel described the role of Andover coaches in students’ recruiting process versus outside of school programs.

“[For] any program that has a club, a lot of the college recruiting is happening predominantly through that environment, and that is because those clubs and showcases are designed around college coaches’ ability to be at those things. High school sports seasons are not designed for college coaches other than maybe playoffs,”

Joel continued, “Our coaches certainly can support our athletes by helping them think through what they want their possibilities to be. Our coaches can and do help our student-athletes have a realistic understanding of the difference between what it means to be a Division III athlete, or a Division II athlete. Also what it means at a big time scholarship school where being a Division I athlete is very much like a job.”

According to Joel, Andover sends around 13% of students each year to play sports in college. Many of them play at the Division III level or in the Ivy League. Since Division III and Ivy League schools cannot offer athletic scholarships, signing day represents a small portion of Andover athletes that play collegiate sports. In 2024, the NCAA transitioned from the National Letter of Intent signing to signing written offers of athletics aid. Joel described all the different ways that Andover’s Athletics Department celebrates its collegiate athletes in tandem with the college admissions process.

“There’s no more National Letter of Intent programs. However, there is still what is being framed as a signing day as a continuation... Over the last number of years, we’ve felt it’s so cool that our student-athletes work so hard. So we want to say congratulations to all of you... In May, we’ve done any athlete who’s going to any school, we’re going to take some pictures late in May, and we’re going to post those as well, because we think it’s pretty cool. In January, another couple dozen kids will have heard in December, they have an admit letter in hand now so we’ll do another, if we have to do two of them [signing days],” said Joel.

Shuman gave advice on student athletes that hope to get recruited to play collegiate sports.

“Don’t stress. Play your best, be yourself, and play hard. Logistically, get yourself out there, go to events or post on Twitter or email coaches and make sure that they know your name because even that familiarity and personal connections are really strong. For me, I had my hitting coach, my pitching coach, and my head coach all contacting the head coach for [Boston University], about me almost at the same time. That support was really one of the biggest factors in my recruiting and getting me to a college that I really wanted to,” said Schuman.

Boys Cross Country Falls Short to Exeter 39-18

NEAL ROY & AKSHAY SHAH

On Saturday, Boys Cross Country lost to Phillips Exeter Academy (Exeter) 39–18 on the road in its final dual meet of the season. Cameron Butler ’28 led Andover, finishing fifth overall with a time of 16:45, followed by Devin Akyali ’29 and EJ Montero ’30, who finished sixth and seventh in 17:11 and 17:13.8, respectively.

As the race began, Andover focused on maintaining a steady pace rather than matching Exeter’s fast start. Akyali highlighted how Lincoln Strandberg ’30 helped him maintain a controlled pace during the opening mile, despite Exeter’s strategy to get its opponents to speed up and ultimately falter at later stages of the race.

“Lincoln Strandberg, who’s a [Junior] this year, is doing super well. He’s one of our top guys, and he paced me through the first mile. He ran it at the perfect pace for this meet, and he’s good at that. He’s a really smart racer. Exeter always tries to sprint out the gate and try to drag people with them to make them die later in the race,” said Akyali.

The rainy weather and muddy course presented challenges for Andover’s runners, according to Nate Marnandus ’30. He described how the team’s strong bond helped maintain a positive atmosphere throughout the meet.

“Initially, the weather was gloomy because it was raining. It was wet, and a lot of people were upset about that. But the team was able to push through that environment, and we were able to lighten up the atmosphere with a strong sense of camaraderie,” said Marnandus.

Despite falling short to Exeter, Strandberg remained proud of Andover’s efforts in the wet, muddy conditions.

“All of us performed well for how awful the conditions were. Everyone was drenched by the end of the race, but everyone pushed through. Our times were definitely slower than the weekend before, but we were all still happy to be there, and we were still happy with our performance. This is what’s important,” said Strandberg.

Saturday’s meet also helped Andover prepare for the New England Preparatory School Athletic Council (NEPSAC) Cross Country Championship, which will take place on the same course next weekend. Akyali described how racing in difficult conditions gave the team valuable experience ahead of its final meet of the season.

“It’s nice to know the course when it’s muddy and wet. [It can] show us what we’re capable of in those kinds of conditions on that kind of course and show us we can leave it all out there and be tough and be gritty when other guys are hurting from the other teams. Then, we can take advantage and kick it in that last mile,” said Akyali.

Andover will conclude its season at the NEPSAC Cross Country Championship this Saturday at Exeter. The remaining runners competed in Wednesday’s Springbok-Gazelle meet held on the Great Lawn.

Girls Cross Country Beats Exeter by a Single Point

JOHN LEW, ADAM ZOU & OCTAVIA CHUNG

This past Saturday, Girls Cross Country traveled to Phillips Exeter Academy (Exeter), narrowly beating Exeter by one point to secure a 28–29 win.

Sophie Stetson ’29 led the team, finishing third overall with a time of 19:09.8. Captain Corinne Spade ’27 followed in fourth in 19:18:2, and Anya Casey ’28 finished sixth in 19:34.2.

Michelle Oh ’29 finished 11th in 20:10.4. She described a decisive moment during the race when Allysa Katana ’28, who finished eighth in 19:42.4, and Hannah Jung ’28, who finished 10th in 19:56.1, passed a squad of Exeter athletes.

“We had the whole Exeter pack in front of us except for one girl. Allysa, Hannah, and I made a giant move at that point, right when we were turning. We gained an advantage for the rest of the race because we put a pretty big gap on them from then on,” said Oh.

The rainy weather created unexpected challenges, with muddy grass and puddles making it difficult for runners to find traction on the ground. In preparation, many Andover runners wore longer spikes than usual to improve their grip, and the team trained for different weather conditions during practice. Casey emphasized how the team’s training helped them adjust to the difficult conditions.

“We definitely try to train in all weather and never let the weather deter us or change our training locations. We’ve done a lot of work on fields, in the rain, in the mud, and in the sanctuary. Our coaches always encourage us to embrace bad weather and difficult conditions. I think it’s a mix of team culture and training,” said Casey.

Casey praised Stetson’s race performance despite the weather. Stetson was Andover’s top finisher, and Casey highlighted her steadiness as an inspiration for the rest of the team.

“[Stetson] was consistently at the front of the pack, and even despite the conditions, her time was very similar to the previous week when we had much better weather. She stuck with it the entire time, maintained her pace and position in the pack, and helped lead the rest of us,” said Casey.

Beyond individual performances, Andover’s rivalry with Exeter added another layer of intensity, having defeated Exeter the previous week by a margin of two points. Jung shared the importance of focusing on the team’s success rather than individual results.

“It was definitely different from going into a race against another school. There are a few reasons for that. Exeter is our historically known rival, and of course, we want to do well and represent Big Blue. That gave us more motivation and excitement for the competition,” said Jung. “We really knew that we had to focus on running not just for ourselves individually, but for the team. We had to dig deep and push ourselves when things got difficult.”

With the New England Preparatory School Athletic Council (NEPSAC) Cross Country Championship approaching, the meet provided Andover with an opportunity to evaluate its performance against one of its strongest competitors. Oh noted that the team hopes to carry its positive energy into the postseason.

“The mentality that we’ve adopted going into the postseason is to just try to have fun and not think too much about it, because we have so many wins under our belt by now. [The NEPSAC Championship is] definitely the biggest meet and we’re very positive going into it and I think all we want to do is just have fun and just do our best,” said Oh.

Girls Cross Country will return to Exeter on Saturday to compete in the NEPSAC Cross Country Championship.

ANDOVER EXETER Fall 2026

Andover will host Phillips Exeter Academy (Exeter) this Saturday for the 148th annual Fall Andover/Exeter (A/E) day.

Last Fall, on Exeter's home turf, A/E ended in a 2–2–1 tie, with Andover winning Girls Soccer and Field Hockey, but falling in Volleyball and Football, and tying in Boys Soccer.

Andover will host five games this A/E with Cross Country traveling to Exeter for the New England Preparatory School Athletic Council (NEPSAC) Cross Country Championships and Water Polo playing in the NEPSAC playoffs at Brunswick.



Boys Soccer - 11:30 Smoyer Family Field

Boys Soccer has tied both of its last two A/E meetings, including a 1–1 heartbreaker in 2024 that held the team out of the playoffs. After starting the season 3–5–2, Andover has been on an eight game unbeaten streak as it looks to finish out the season strong before playoffs. Boys Soccer is led by Co-Captains Kai Myles '27, Edrian Vargas '27, and Jaeden Morgan '28, though Morgan is away at the U17 World Cup representing Jamaica. Andover defeated Tabor 9–0 on Wednesday.

Players to watch:

Midfielder **Marko Peric '27 #10**

Forward **Kai Myles '27 #7**

Defender **Edrian Vargas '27 #4**

So far this season:

Andover: 8–5–4 **Exeter: 5–7–4**

Volleyball - 12:00 DiClemente Court

Behind Co-Captains Ashley Schuman '27 and Selene Xu '27, Volleyball looks to defeat Exeter and secure its first playoff appearance since 2023. Andover is ranked eighth in NEPSAC and must win against Exeter to make the playoffs. Volleyball defeated Exeter 3–0 earlier this season.

Players to watch:

Opposite Hitter & Setter **Kailynn Zheng PG'27 #6**

Libero **Ashley Schuman '27 #2**

Setter **Selene Xu '27 #12**

So far this season:

Andover: 11–5 **Exeter: 7–8**





Field Hockey - 12:30 Phelps Stadium

Returning undefeated for a third consecutive year, Field Hockey will look to maintain its 52 game win streak for its final matchup of the season against Exeter. Led by Co-Captains Regan Driscoll '28, Kimee Duplessis '27, and Wendi Wei '27, Field Hockey will play to retain momentum as it three-peat NEPSAC Class A titles this fall.

Players to watch:

Forward **Regan Driscoll '28 #21**

Midfielder **Kimee Duplessis '27 #7**

Defender **Wendi Wei '27 #12**

So far this season:

Andover: 14–0 **Exeter: 8–9**

Girls Soccer - 1:35 Smoyer Family Field

Building on last season's 10-4-3 regular season record, Girls Soccer approaches its matchup with Exeter with a dominant 14-1-1. Led by Co-Captains Adele Russell '27 #0, Lily Loughlean '27 #10, and Keaghan Murphy '27 #11, Andover hopes to close this memorable season with a win.

Players to watch:

Goalie **Adele Russell '27 #0**

Defender and Midfielder **Lily Loughlean '27 #10**

Defender **Keaghan Murphy '27 #11**

So far this season:

Andover: 14–1–1 **Exeter: 9–9–2**





Football - 3:30 Phelps Stadium

Under new Interim Head Coach Ernie Adams '71 and Co-Captains Jun An '27, Thane McCormick '27, and Scott Carmichael '27, Football opened the season 3–1, its best start in nine years. New to Andover's lineup and crucial to this season's success is also quarterback Landon Husereau '28, with 14 passing touchdowns and 1 rushing touchdown. Now 4–4, Andover will look to close the season with a win against rival Exeter.

Players to watch:

Quarterback **Landon Husereau '28 #14**

Wide Receiver **Ubie Zaid PG'27 #3**

Cornerback **Armani Pereira PG'27 #5**

Runningback **Jun An '27 #6**

Outside Linebacker **Thane McCormick '27 #7**

So far this season:

Andover: 4–4 **Exeter: 4–3**

ARTS & LEISURE
The Phillipian, VOL. CXLIX

Legend Milton '30 Wears His Own Definition of "Cool"

HAYLEY FAN

While the definition of "cool" varies from person to person, Legend Milton '30 defines cool as bold, expressive, and loud. Using elements ranging from color and emotion to signature accessories, Milton sees style as an outlet to express his aspirations.

Milton described how he didn't always wear clothes with the intent of self-expression. Starting out with restrictions like school uniforms, Milton shared when he began to view fashion in a new light.

"I would say that I've always had a sense of style. I've been developing it more the older I get. When I was younger, I would experiment a lot, and it didn't really come out the best. I still wear some of the clothes I did when I was younger, but in sixth grade was when I really started to up my style a lot, especially in school. I had uniforms, which were a dress shirt and dress pants, but I made the most with what I had and tried to look the best that I could," said Milton.

While Milton does not face the same limitations at Andover, he still experiments with new forms of expression, one of which is his hair.



JEREMIAH NUÑEZ/*THE PHILLIPIAN*

Milton aspires to be someone others can look up to.

"I like to include my hair in a lot of my fits, especially because my hair is very prominent in my entire look. I like to have my hair down, just looking nice and curly. Hair is a really big feature of me, and I feel like when I see people with long hair, I'm like, 'That's it.' Hair is just such an important thing that holds memories and all these important values of people. I feel like when I grow out my hair, it shows who I am," said Milton.

In addition to his hair, Milton aspires to be known for a single accessory. Fur-lined and warm-looking, his trapper hat is easily identified among an ocean of other heads. Milton explained its significance to him."I've had this trapper hat for a while, maybe a year or two. I got it off TikTok Shop, and I think it's my cool because nobody wears hats like these. Nobody wears a trapper hat, considering that it's not an American piece. I feel like it defines me well," said Milton.

Beyond specific signature elements, Milton also incorporates his daily mood into his outfits. To Milton, colors act as a representation of his current state of mind. Milton emphasized how colors inspire him to wear different combinations of clothes.

"Every day, I feel a little bit different. Some days I'm more tired than others. I feel like a lot of the time I color-code my outfits. So today I'm feeling kind of blue. Today I'm feeling kind of red. Today I'm feeling kind of yellow, so I wore a lot of yellow. I associate colors with different emotions, and for the longest time, I've even wanted to paint myself different colors," said Milton.

To Milton, colors are not only a visual representation of emotions, but also a declaration of individuality and selfhood. Max Klissay '30 mentioned these details in his description of Milton's outfits.

"I would definitely say flashy. He definitely wears a lot of bright clothes. I see him wearing new stuff every day, so it's kind of cool to see what different stuff he wears, whether it's graphic T-shirts or the designs on his shoes. It's just a surprise every day," said Klissay.

Variety and spontaneity are crucial elements of Milton's fashion. Sebastian DeJesus '30 described what makes Milton's style so special.



JEREMIAH NUÑEZ/*THE PHILLIPIAN*

Legend Milton '30 frames his hair and trapper hat.

"I would definitely describe Legend's style as unique. He wears his own fashion. I don't think he has a specific style. It's his own. If you were to put his outfit next to someone else's, you could definitely tell which is his and which is the other person's," said DeJesus.

Milton's fashion ultimately centers on his aspirations and the person he wants to become. More than a member of the crowd, Milton wants his identity to be loud, and his individuality to be known.

"A lot of the time, people, at least to me, fit under the same category, and they like to categorize themselves with other people. Me? I don't really like doing that. When I'm able to stick out, at least in a positive way, I go for it. I don't just want to be different, I want to be different in a way where I'm able to freely not only express myself, but also make a point to other people that I'm not like other people. I'm my own person. My name's Legend," said Milton.

Music 920 (Second-Hand Originals) Brings Fresh Curriculum to Andover

ELIZABETH QIN & ENZO YING

As shouts fill Steinbach Theater, an actor yells, "Curtain!" and a number is ripped off the wall with a final "Go!" to signal the start of the next play. Over two nights this past weekend, on Friday and Saturday, the cast of this fall's theater production, "30 Neo-Futurist Plays from Too Much Light Makes the Baby Go Blind," performed thirty short plays in the span of an hour.

The format came from the Neo-Futurists, a theatre company in Chicago. Assistant director Ava Shu '27 explained how the company's approach and its focus on improvisation shaped the production.

"They really tried to align with this philosophy of very brief and improvisational plays. They came up with the format of having thirty plays performed in under sixty minutes. The improvisational aspect really comes into play with the order of the plays, which we don't know beforehand, and which audience members will come onstage, which we also don't know. You really see those elements play out in this production," said Shu.

Without a fixed order, the actors and crew had to collaborate to make each transition between the plays as smooth and efficient as possible. Marti Wong '28 noted that a big part of putting this play together was building a supportive team environment.

"To me, the entire process was incredibly collaborative, with rehearsals beginning at the start of the year and our entire ensemble working together and seeing who suited which parts the best. The nature of our show meant that everyone had an equal responsibility to the performance, and I found that to be wonderful. It was a very collaborative and rewarding experience," said Wong.



COURTESY OF PHILLIPS ACADEMY

Marti Wong '28 practices calling "curtain" with the audience in his introduction speech.

Not only did the audience determine the order of the plays, but some of the plays also required audience participation. Isabel Liu '30, one of the actors, described how inviting the audience into the plays added a mix of excitement and pressure.

"Because this is the second play I've ever been in, it's definitely different from a lot of things. You can't script everything, but there are some parts that have to be controlled. If the audience gets too rowdy, we have to calm them down. Mainly, it's just listening to what they're saying because their biggest role is to call out the play number, and we have to always listen and then just grab it and go. If we wait, the time runs out. It's good because, at last night's show, the audience was much more interactive than at the previous one. I'd say that made it much more fun, but also more stressful because the more they talked, the more time ran out, and the less time we had for plays. It was fun overall, just very unpredictable," said Liu.

To prepare for the quick transitions between each play, directors Mr. Lazar and Dr. Baldyga called out numbers at random during rehearsals, and the actors had to be ready to go onstage with their props. Shu explained the challenge of working to shorten transitions without rushing the plays themselves.

"In the beginning, when we first did a full run of the show, it was a little sloppy in the sense that some of the transitions were unclear or weren't fast enough. We always said the goal was to have enough time to really flesh out the substance of the play, but also balance that with hustling onstage and getting to where you need to be. I know some people were wondering if the order was really randomized, and it really is. There are complicated technical and lighting systems, but at the same time, it requires the attention, focus, and speed I was just talking about. You have to be aware of what play is being called, when you're supposed to come on, and how fast things need to be ready," said Shu.

Audience member Nick Tamayo '29 said his favorite moment came in the 23rd play, when the lights suddenly turned red after an actor was dragged away for announcing that there was no play. Tamayo commented on the frequency of actors speaking directly to the audience and how that contributed to his overall enjoyment of the play.

"I very much did like the interactive aspects. I felt as if this was a much more memorable play where I could actually recall specific moments because I felt like I was part of the experience more than just kind of watching it. I really liked how inclusive it was of the entire audience and how it was randomized. Also, how the actors spoke one-on-one to the audience, and it wasn't really just a 'raise your hand' type of deal," said Tamayo.

As Tamayo said, immersing the audience in the plays made the overall performance more memorable. Stage manager Ana Calvo '28 also hoped that by inviting audience members to be part of the show, students would feel more comfortable in giving theater a shot.

"I really hope they take away an appreciation for the community that we built around it. Since there's so much audience participation, I really want to show how the audience is a part of theater and that they don't have to be scared to pursue theater opportunities because they feel like they don't belong. Truly, everybody belongs in theater. A lot of our actors were first-time actors, so everybody belongs, and everybody should have a place, even if it's the smallest thing. I feel like that's really possible here in Andover," said Calvo.

Editor's Note: Ava Shu '27 is a Commentary Editor for The Phillipian, *vol. CXLIX.*

In Sync and In Swing: Jazz Band and Ensembles Deliver First Concert

ELLA CHEONG & HAYLEY FAN

At the Jazz Band and Wind Ensembles' concert on Sunday, warm spotlights illuminated neatly organized rows of musicians in Falls Music Center's John Barry Hall. The concert marked the ensembles' first performance of the year as well as Trey Dugger's first time conducting the Jazz Band. He described his approach to rehearsals and the expectations he established for individual preparation before musicians came together as an ensemble.

"I try to treat [the students] like semi-professionals. I know they're students, but if you hold the air of professionalism in [the] rehearsal room, students will always rise to that. With the details, I expect and assume that they are working [them] out in their own individual practice time, so that when we come to rehearsal, they've prepared their parts so that at the rehearsal they can be an individual player joining the ensemble," said Dugger.

Jacob Gruneich '27, a trumpet player who has played with the Jazz Band for three years, reflected on what he and other band members learned through rehearsals and performances. He described Mr. Dugger's role in unifying the band through particularly difficult sections of their repertoire.

"We learned a lot about how we perform under [the] pressure of performance. That's the main thing that we worked on in our rehearsals between now and Parents' Weekend... In 'Night in Tunisia,' there are switches between a Latin groove and a swing groove, and staying together in those transitions was something that we had to practice a lot as a Jazz Band. There's another transition section [where a] sax slowly crescendos up into a drum fill, [which] comes into the shout chorus. Those stretches of transitions were something that we, under Mr. Duggar, learned how to stay together in all of the pieces," said Gruneich.



AUDREY BAETEN-RUFFO/*THE PHILLIPIAN*

Harry Wang '27 and Nadine Carniaux '29 play the saxaphone.

Cameron Butler '28, a percussionist, explained the differences between performing in the full Jazz Band and in smaller groups, particularly how the percussion helps keep time for the other musicians.

"In a combo there's five or six people, but in a big band, you really have to hold everyone down if you're the drummer. I think of the combos as more of a conversation, and the big band, at least for drumming, as more for locking you and everyone together. The biggest challenge for me is keeping a much more steady beat [to] really lock everyone into the rhythm," said Butler.

Grant McGann '30, a double bass player in the combos, pointed out his group's effort for improvement despite the limited time between their last performance and this concert. He also mentioned a possible area of growth for himself.

"Since there was only a very short time between Parents' Weekend and this concert, it was hard getting a piece ready for this time, but in the end we pulled it through. We sometimes miss [the ending], so that's a part to work on. I think I should play better melodies with notes that correspond to the chords, not just randomly," said McGann.

Butler also discussed how various aspects of practice translated into the final performance an audience sees. He emphasized the importance of enjoying the performance rather than focusing solely on technical perfection

"I always say 'Just try to have fun on stage.' That's the best way to perform because if the audience sees you having fun, they'll probably have a good time as well. Just playing a combo alone in a practice room is super fun for me, but if I get to share that joy and share that fun with the audience, that's the goal of the performance," said Butler.

Eva Fernandez '30, an audience member, described her response to the bands. Even though she attended the concert for music class credit, she didn't regret it, noting that she would attend other concerts in the future.

"Even though I had to go, I was pretty glad I went because the pieces evoked a lot of emotions. I felt a lot of love. It's November, [and] seasonal depression is hitting, and the feeling and that kind of bond just came [to me]," said Fernandez.

Dugger, who specifically hoped that audiences might continue to attend Band concerts beyond requirements for class, offered some occasions the Andover community can mark on their calendars.

"I think the audience was well pleased, and I heard that there were a lot more students at this concert than was predicted, which is encouraging. My dream is for there to be more faculty and students [that] come, not just the students who are artists themselves. The Jazz Band is going to be performing at All-School Meeting, December 14. In addition, we have a concert coming up for MLK Day. We [also] have a lot of performances that we are preparing for our send off to Prague, which we're going to be doing in the Winter Term," said Dugger.

When Voices Dance: Dancers and Fidelio Unite in Voices

LUCIA JOLLON & RAMSEY SARKISIAN

Orange and yellow skirts swirled across the Pan Athletic Center's Rubio Studio this past Saturday and Sunday as dancers were accompanied by student musicians, including members of Fidelio Society, Andover's Chamber Chorus. Both performances drew packed audiences for Voices, a production featuring dance pieces set to both recorded and live music. The dancers spent the Fall Term preparing for production through Andover's dance as a sport program, learning and refining choreography in rehearsals leading up to the performance.

"Black Violin," the opening piece, was set to hip-hop remixes of J.S. Bach's music. Audience member Fabiana Guerrero Cohen '30 described her reaction to the choreography and the contrasting emotions it conveyed.

"It was very moving. They had some very interesting dances in the sense that they could cause anxiety and be eerie while still being inspirational and hopeful. I feel as though the presence of the dancing truly gave way to interpretation of the music and its meaning," said Cohen.

"Black Violin" was followed by a ballet piece set to Scott Joplin's piano music, played live by Hayley Fan '29. Audience member Karla Safarikova '27 attended the performance to support her peers, including Fan. Safarikova reflected on her experience of watching fellow students perform on stage.

"Something that personally stood out to me was when the student Hayley Fan was playing the piano. This is mostly because I know her, so it was a standout point of the show. But, more on a general level, I liked when all the dancers were on stage in unison... It brought me happiness getting to see my friends on stage doing what they do best, and showing off the best sides of themselves within that performance," said Safarikova.

The second section of the performance included a collaboration between the Dance Department and the Fidelio Society. Choreographed to choral music composed by Eric Whitacre, the section brought singers and dancers together in the same performance space. Fidelio Society Co-Head Nisreen Dohadwala '27 described some of the challenges that arose in coordination with the dancers while performing as a part of the chorus.

"This was a little bit more of a commitment for us, and it felt very focused. Also, I think that it's different for us because we're rehearsing with a different group that is actively moving around us, which is not something that we've done... Being in time with everybody, including the dancers, and then also being mixed [was difficult]. I wasn't next to anybody doing my part and we're off-book as well, everything is memorized... It is really difficult to dance to other people singing. They have to match their rhythm to ours, while we are also trying to keep the rhythm with our group, so the collaboration itself was really impressive," said Dohadwala.



ANGELA WANG/*THE PHILLIPIAN*

Chiya Wan '30 (left), Sophia Zhan '28 (middle), Irene Huang '30 (right) perform to Scott Joplin.

While Dohadwala gave perspective to the challenge of coordinating the singers and dancers from the performer's side, Safarikova reflected on how the two groups came together during the performance from the audience perspective. For Safarikova, putting it all together," said Safarikova.

For dancer Adelyne Liu '28, the collaboration with Fidelio also introduced a different approach to interpreting the choreography. Liu reflected the collaboration offered a different dance experience from the dance performances she had previously attended.

"It was a really interesting concept to see Fidelio singing for them because, generally, even if you do have live music for a dance performance, it would be in the form of an orchestra, band, or some small ensemble of instruments, whereas in this case it was a chorus which was really interesting. It was also cool because they incorporated some parts of the chorus into the dance in the end, which created a nice tie in the end of on the artistic moments behind the performance and the moments that stayed with her after the show.

"The singers are a forest while the dancers are like fireflies that weave through a forest of Fidelio. We're like scenes from a dreamscape and it seems like we're merging with them. After the show I saw a lot of audience members doing our choreography for that piece [Black Violin]. It was really cool because I liked that the audience members remembered our choreography and it was nice to see certain parts of our piece stand out to them so much that everyone was doing it," said Liu.



ANGELA WANG/*THE PHILLIPIAN*

Liv Davis '29, Adelyne Liu '28, Olivia Zhou '29, Kaya Hurteau '27 (LEFT TO RIGHT) performing.

Scan Here to Watch the Performance:

"What if?" A Term of Creative Risk and Exploration in ART600

ELLA CHEONG & HAYLEY FAN

ART600 is an advanced, year-long art course where students hone their artistic skills through a range of open-ended projects that eventually build toward the ART600 exhibition in the spring. Whether they're diving deeper into a medium they already know, trying a new one, or collaborating with classmates, ART600 allows students to explore their artistic abilities and take creative risks.

For Harry Wang '27, his first introduction to the course was the exhibition "Epilogue," created by the 2025-2026 ART600 class. He shared how the experience of visiting the exhibition inspired him to take the course himself this year.

"I originally wanted to take ART600 because I saw the exhibition last spring, and it really amazed me. Everyone was working on completely different things, and all the pieces were incredible. I could genuinely imagine seeing them in professional galleries or museums," said Wang.

Throughout the year, students are given a series of prompts and themes and are invited to interpret these prompts creatively and take their projects in any direction they choose. ART600 differs from regular art courses because of its dependence on student commitment and motivation. Kami Zheng '27 pointed to the freedom as one of the best parts of the course.

"I feel like ART600 is the first art class I've taken in a school environment where they don't try to teach you how to make art. Instead, it's actually an art class where you get to create your own work. That's something I've wanted from my previous art classes, but it was never really an option," said Zheng.

Creative freedom in the course makes room for students to provide multiple different answers to one question. Students work independently on their respective ideas, leading to a diverse class cohort of projects. Katherine Tae '27 mentioned an example of this in their first project in ART600.

"In our first project, called 'Re–', even though we had a limitation in that we needed to use pieces from past ART600 pieces, we were really encouraged to take that project anywhere. So people did something from paintings, to sculptures, to wall installations. I think it's really cool just to see how differently everyone took the same prompt. I also know that throughout the year, the prompts are supposed to get less and less rigid," said Tae.

Although the openness of the course can look intimidating and pose a challenge, the course pushes students to build their technical skills through experimentation and failure. Restarting and rebuilding is a key aspect of the course. Harry Wang '27 shared how he has grown in ART600 throughout the term.

"Now, I feel much more confident. Throughout the year, [Junko Pinkowski, Instructor in Art] assigns us a lot of exercises and opportunities to practice and experiment with different techniques. For example, projects like 'Re–' allow us to explore new mediums before the spring exhibition. By then, we can look back at everything we've experimented with and choose the mediums we've become most comfortable with. I'm definitely much more confident about ART600 now, and I really appreciate the overall course design that Ms. Pink has created," said Wang.

Finally, the course culminates in an end-of-year exhibition, where students have the opportunity to formally prepare their pieces and a gallery for exhibition. The final product is the end result of discussion and experimentation from the ART600 students. Pinkowski described the process of arriving at that final exhibition.

"Throughout the spring, students work toward their exhibition pieces. We begin planning the exhibition theme collectively, and each student decides how they want to interpret it. By that point, students have become more comfortable experimenting and trying new things. They have had opportunities to take risks and fail, and they realize that failure is okay. They can always find another way of doing things," said Pinkowski.

Music Up Close: Andover's Chamber Music Ensembles

REPORTING BY JESSICA HONG & ELIZABETH QIN

Without the scale of a whole orchestra, chamber music brings listeners closer to musicians, and musicians closer to each other. Here is an up-close look at four of Andover's Fall Term chamber music ensembles.

Piano Trio: Lilia Li '28, violin; Michelle Kim '29, cello; and Patrick Xu '27, piano

"We're playing Mendelssohn's Piano Trio No. 1. It starts off pretty unsettling. The piano has some syncopation, so you get this feeling of discomfort. You don't really know where it's going, so it's kind of eerie. But gradually, there are some very beautiful moments that are very pure. That's what I really like about Mendelssohn. The music isn't restricted to one sort of feeling throughout the entire movement. A lot of the parts that Michelle and I share are very intense, and we have some unison passages. There are also parts where all three of us play in unison, which come across as very strong and grand. It's such a great piece because it leaves a lot of room for expression. Patrick, who's on piano, does almost everything. He has all the chords down, so there would be no harmonic line without him ," said Li.

Piano Trio: Doris Lu '28, violin; Philip Jeong '27, cello; and Oliver Zhang '28, piano

"The most rewarding part [of being in a chamber ensemble] is creating music together as a group, because you can be a great musician, and it can still be really hard to create good music as a group. That's also one of the most challenging parts, but it's rewarding to learn to adapt to someone else's playing, which can be wildly different from yours. We're playing [Bedrich Smetana's] Piano Trio No. 1 [in G minor], which was written as a song of grief, anger, and madness for the composer's loss of his daughter. Every ensemble is special on its own. When you're in an orchestra, you play your part, and oftentimes you can't really hear it because it's mixed in with the 20 other cellists or the 80 other violinists in the entire section. But when you're playing chamber, you have a lot more autonomy over your sound and a lot more autonomy over how you collaborate with other musicians," said Jeong.

Violin Duo: Bruce Ru '28, violin; and Tommy Parr '29, violin

"Last spring, the orchestra program at Andover introduced students to this really cool composer, Joseph Bologne, Chevalier de Saint-Georges. He was an 18th-century mixed-race man whose mother was enslaved and whose father was a colonial planter in Guadeloupe. I proposed that we make the chamber music program a bit more inclusive by programming music by this wonderful person. We've definitely spent time looking at our parts individually because the piece is very technically difficult. It doesn't feel like a piece of normal chamber music. It feels like we're playing solo repertoire. We rehearse together, have regular coaching, and play in masterclasses with the music faculty. I want listeners to know that this person exists. I also want them to understand that the canon of classical music is much more diverse and intertwined with other themes than they might think. When you're listening to classical music, things like slavery, colonialism, and classism probably don't immediately come to mind. I think that's a consequence of privilege and a result of a pretty narrow definition of the Western canon," said Ru.

String Quartet: Olivia Wang '29, violin; Serafina Luk '30, violin; Edward Kim '29, viola; and Dr. Elizabeth Aureden, cello and coach

"[The rehearsal process] is very collaborative. Everyone gives out ideas, and we listen to each other. [The rewarding part] of playing in chamber music is meeting new people and being able to create and play chamber music for the reasons that you want to play. The challenging part would be being together. It's really hard to be together and sound like one instrument rather than four distinct players. In chamber music, everyone's important. Everyone has a role. In orchestra music, not every single person is important, and there are a lot of parts where there's a group of people filling one part. So there's no freedom. There's no space for it. If you all play the same expression, you may all be expressive the same way. But in Chamber music, there's freedom, and you can communicate on stage and know what you're gonna do, even if you haven't rehearsed," said Luk.

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email: wwei27@andover.edu
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