

Coreen Martin and Megan Paulson Resign From Faculty Advisory Committee

STAFF REPORT

Coreen Martin, Instructor in English, and Megan Paulson, Instructor in History, resigned from their position on the Faculty Advisory Committee (FAC), a committee formed to advise the Head of School. At the time of their resignation, Paulson and Martin were the only women of color out of the six total faculty members.

As Martin described, FAC was initially created to improve communication between faculty and administration.

“The function of the committee is to really be the voice of the faculty at large, in its broad diversity and range of issues, to be able to bring issues, concerns, and wisdom of the faculty to the administration, and also to listen and to understand the administration’s priorities and needs and issues

that they want to bring to the faculty as well,” said Martin.

However, according to Paulson, the role of FAC has become increasingly fluid, making it difficult to pinpoint the exact purpose of FAC.

“The role of FAC has changed over time and is somewhat ambiguous, which can make it difficult. I think it is suited to whoever is the head and what they would like FAC to be. But at its core, my understanding was, it is a way to bring faculty issues and concerns to the Head of School, and also for the Head of School to respond to those issues,” said Paulson.

Both teachers chose to leave at the same time, a decision made after a FAC meeting on February 1. For Martin, she said her decision came after reflecting on the effectiveness

Continued on A4, Column 4

State of the Academy Survey to be Released at 11:00 a.m.

The link to **State of the Academy (SOTA)** will be sent via email to Andover students at 11:00 a.m. today. The survey will close on **April 7, at 11:59 p.m.**

Each spring, *The Phillipian* conducts a survey of the student body to attain a better understanding of life at Andover. Results are published in an annual issue of *The Phillipian* titled “State of the Academy.” The survey should take fifteen to twenty minutes to complete. All results are anonymous and cannot be tracked. The survey is run independently by *The Phillipian*, with no input or oversight by faculty or the school’s administration.

Aquita Winslow, Former Instructor, Librarian, and Lawyer Named First Dean of CaMD

BAILEY XU

Aquita Winslow will serve as the new Dean of the Office of Community and Multicultural Development (CaMD), a newly established position, starting in July 2023.

Originally from Polytechnic School in Pasadena, California, Winslow emphasized her commitment to diversity, equity, and inclusion. She expressed how Andover’s dedication to similar values drew her to this position.

“I think it’s really important for students to feel seen, heard, validated, and supported in all areas and aspects of their lives. So that’s something that I just feel is a core belief that I hold. It’s something I’ve done a lot of work in [Polytechnic School for,] and I’m really excited about being able to continue that work. I think creating spaces where students can really be their authentic selves is really important and it feels to me

like that’s something that the CaMD office supports,” said Winslow.

During her 12-year tenure at Polytechnic School, Winslow fulfilled a variety of roles, including a librarian, a tenth grade dean, a coach, and a faculty club advisor. She was also involved in many affinity groups, the most recent one being the Black Student Union. At Andover, Winslow aims to uphold CaMD’s mission by fully understanding and adapting to the needs of the student body.

“I want to support the work that’s already been done [at CaMD]. I know there’s been incredible people there, and I want to continue to support that work. I want to find out the best way for me to help students really make the CaMD office feel like their own. And if they already feel like it’s their own, how do I continue to support

Continued on A5, Column 1



COURTESY OF ANDOVER.EDU

Aquita Winslow brings experience as former librarian, dean, coach, and faculty club advisor to the role of the Dean of CaMD.



A.CHINN/THE PHILLIPIAN

Nor DeHoog ’24 and Ryan Lam ’24 emphasized communication and community in their All-School Meeting speech.

“Nor and Ryan Together”: Newly Elected Student Body Co-Presidents Express Excitement for Tenure

JAC GORDON

Nor DeHoog ’24 and Ryan Lam ’24 were elected as the Andover Student Body Co-Presidents for the 2023-2024 school year last Friday. The two previously served together as Upper Class Representatives for the Class of 2024.

DeHoog commented on the joy she felt after hearing the news. In particular, DeHoog expressed her excitement to lead weekly Student Council meetings and to uphold the responsibilities of current Student Body Co-Presidents — Nigel Savage ’23 and Sui Yu ’23.

“We were together when we heard the news, Nigel and Sui gave us a call to deliver the news. Immediately for me [there was an] overwhelming sense of joy. I was ecstatic, over the moon, [it was the] best news that I could have wished for. Given my three years as Class Rep, when we have student council meetings, usually the Co-Presidents sit at the head of the table. I’m excited to see the room from a different perspective and I’m excited to just kind of feel what it’s like to be in Nigel and Sui’s shoes,” said DeHoog.

Sharing DeHoog’s sentiment, Lam expressed his eagerness to serve the Andover community, while also acknowledging the difficulties to come.

“There are definitely going

to be a lot of challenges, with all of our ideas. Fortunately, we are a pair that is resilient and keeps pounding away and we will keep trying to work as hard as we can with every member of the faculty member, every member of the student body,” said Lam.

Savage described his excitement to help the new co-presidential pair transition into their role. In addition, Savage commended the pair on their work throughout the election process.

“I thought that clearly the school resonated with their ideas and I think they have really thought it out. I know they’ve talked a lot with administrators and faculty, trying to make sure their items had support and had good feedback. All eight pairs were really good people and really strong candidates and the student body chose who they wanted,” said Savage.

Savage continued, commenting how he hopes the pair can continue the current efforts to organize a day-on for Earth Day. Instead of holding academic classes, the student body would participate in sustainability and climate programming on Earth Day.

“The biggest thing that I hope that they do [was] one of our big goals this year, trying to do Earth Day-on, and have an academic day off but programming for sustainability and climate. We got really close to being able to do it but it kind of got taken away when we were really close to getting

it done. So that’s one thing that we’re hoping that they’re able to complete that we weren’t able to finish,” said Savage.

During the election process, the pair emphasized the idea of a “Community Committee,” a space where clubs, affinity groups, and other organizations can come together to discuss how to further improve community life on campus, alongside networking with administration.

“I’m excited because I think it’ll expand our ability to connect with different people in the student body, but I think it’s a way for different groups to partner together. At the end of the day, that’s what makes a strong community, people who are not only able to work hard together, but also play hard together,” said DeHoog.

Lam reflected on his journey leading up to the co-presidential elections. During his tenure, Lam hopes that he will be able to inspire younger students to keep striving for their goals, no matter big or small.

“I feel like I’ve grown so much, not only in my time at Andover, but even throughout this whole election process. I think I’m most excited about inspiring our peers, most importantly people [that are] younger than us, like running the Class Rep elections. I want to tell them that when I was a Freshman running, I froze during my Class Rep speech, but here I am. I’ve grown so much through putting myself through that, and that’s really something,” said Lam.

Newly Accepted Students Arrive on Campus for Revisit Day

LUCAS BENARDETE

This past Friday, Andover’s campus was bustling with newly admitted “revisit” students, many touring campus for the first time. Revisit Days, taking place on three separate days throughout the Spring Term, are when newly admitted students come and visit campus, paired with an Andover student who brings them alongside their daily class routine.

Maya Rogers ’25, a one-year Lower, hosted a revisit student for the first time this past Friday. Rogers expressed how she enjoyed the opportunity to bring a student to campus for the first time and give them an insight into the Andover experience. Rogers

reflected on how the experience also allowed her to gain a deeper perspective on campus aspects she may not have seen in the past.

“One thing that I really enjoy is bringing someone new to Andover and giving them a taste of the school. This experience definitely made me see different things on campus and more things to talk about, and more things that I realized that are different from Andover compared to other schools,” said Rogers.

Kai Zimsen-Campe ’26 is one student who participated in last year’s revisit day. Zimsen-Campe reflected on the difficulty of being a revisit day host this year, comparing their experience as a host to their experience as a visitor.

“It’s a lot harder to be a guide than to be a [revisit] because you have to make conversation and keep them engaged, but I like it, it’s fun and it’s also slightly weird seeing that they once were me and now I’m the one who’s the Andover student,” said Zimsen-Campe.

Roger’s revisit day student, Sophia, was accepted as a new Lower from New Orleans, Louisiana. *The Phillipian* was unable to identify Sophia’s last name. Sophia, who had previously visited campus in the Fall, commented on her recurring view of the diversity and inclusiveness in the

Continued on A5, Column 4

Commentary, A2

Tennessee’s Drag Ban

Julia Carmona ’24 relates their own perspective as a member of the LGBTQIA+ community to the new laws which ban drag in Tennessee.

Eighth Page, A8

Mommy, help :(

Hi, Mom.

Sports, B1

Boys Lacrosse

Boys Lacrosse defeated Gove-nor’s Academy in overtime on Saturday.

Arts, B6

Art and Self-Expression

Through muted oil paintings and eccentric hip-hop dances, Claris Shin ’25 explores self-expression.

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Editorial

Class Dismissed: The Consistency in Class Schedules

With the most recent Add/Drop period ending two days ago, many students saw unexpected changes in their schedules. As usual, not every student was able to obtain their ideal schedule. However, this term, both individual students and entire classes saw instructor changes in a number of courses, resulting in disrupted continuity of student-teacher and student-student relationships.

The Harkness Method, a discussion-based approach to education, is at the center of teaching at Andover. As such, class dynamics become particularly important, hinging on the comfort level of students that only comes with developed relationships. This is perhaps the line of reasoning behind the year-long length of English and History classes. But, as it's shown at the end of Add/Drop period each term, this can sometimes only be an ideal situation.

The process of organizing schedules is a complicated one. With various aspects, such as class size, teacher availability, and class demand to take care of, it makes sense that schedules are not perfect. According to Kenneth Shows, Associate Dean of Studies and Schedules, continuity is still a priority for them.

"I'd say that many [Department] Chairs and our Dean of Studies as well would say continuity is a priority for us. What I think they probably wouldn't say is that it's the [only] priority. It is one among a lot of competing priorities. And I think in a vacuum, we would love for a year-long class like English 300. You could just have the same teacher every term. But it turns out there are some situations where it can't happen," said Shows in an interview with The Phillipian.

However, from a student's perspective, the importance of class continuity cannot be

understated in its role in a course's experience. Influencing the faces a student sees day-to-day, class continuity contributes the most tangible and direct impact on the quality of student learning. The task of learning from peers becomes significantly more comfortable with familiar faces about the discussion circle.

This familiarity is impossible without time. Working in ten-week trimesters, students and teachers have the opportunity to form a mutual understanding as a learner and an educator. Successive terms with a teacher allow this understanding to deepen, a process impossible when the relationship is abridged at each term's end. Continuity enables students to leverage the low student-to-faculty ratio and embrace the benefits of intimate teaching at Andover, a privilege most students cannot. To embrace the academy's goal of fostering personal learning that sticks with students, continuity is essential.

As it is its nature, schedules determine how students spend their months on campus. And with how complicated it is to organize schedules and accommodate faculty and class-size-related constraints, it is only inevitable for schedules to change. Holding true this Spring as expected, we understand the nuanced balancing of priorities involved in scheduling. Though, the desire to retain class dynamics between terms remains, especially in a class we feel an affinity to.

This editorial represents the views of The Phillipian, Vol CXLVI

Uprooting the Stems of Copyright Infringement in China

GLORIA CHEN



T. ZENG / THE PHILLIPIAN

Last week, I came across a video published on WeChat (a Chinese social media app) by Finding-School, a Chinese platform for inquiries on elite schools in the United States of America. I was shocked to find my own face in the video: they had taken one of my YouTube videos, cut its length, and reposted it as one of their own. Unfortunately, this was all done without having asked for my permission or given me any credit. The video appeared on several Chinese social media platforms, and in just a few hours, it had been shared hundreds of times. I reported them, and they took the video down. This is an example of copyright infringement: a serious issue in China that, in my opinion, is rooted in the culture and not the law.

Copyright infringement is pervasive in China. A reporter for the Consumer News and Business Channel (CNBC), Qian Chen, agrees. In 2018, she wrote that “with nearly every news article I’ve written for CNBC.com, within a few hours of publishing, I could easily search certain key-

words and find a Chinese-language doppelgänger online.” She also remarked that in addition to inappropriate republishing, her content would be misconstrued over the translation. The same applies to other fields. For instance, if you have enough money, previous SAT test questions that are illegal to share can easily be bought from college consulting services.

The problem isn’t the law. A decade ago, almost everything online could be downloaded for free. Over the past five years, however, greater judicial efforts toward intellectual property (IP) rights in China have given stronger protection to Chinese innovators. According to a report published by the China National Intellectual Property Administration, courts concluded more than 2.19 million IP cases in 2018 to 2022, a 221.1 percent increase compared to the previous five year span. In addition to longer serving times, the maximum compensation for copyright infringement has grown from 500,000 RMB (approximately 73,000 dollars) to 5 million RMB (approximately 730,000 dollars). Evidently, the government has already placed greater judicial emphasis on the issue.

To me, one of the biggest reasons for the copyright infringement culture in China is the lack of education surrounding it.

However, copyright in-

fringement continues to exist, perhaps less formally but still extensively in daily life. My own experience, though trivial, illustrates the degree of normality associated with breaking IP rights. I argue that this results from the culture – in bare terms, the Chinese public simply doesn’t see copyright infringement as severe.

This is an example of copyright infringement: a serious issue in China that, in my opinion, is rooted in the culture and not the law.

For example: in the comments section of my video that FindingSchool published, nobody asked if they had obtained permission to republish my video. It was taken for granted that a video obviously not developed by their company, which was solely run by adults, could be watched, liked, favorited, and shared by the public as part of their account. Additionally, no form of apology was issued after they took the video down. In comparison, if this case had involved the courts, monetary compensation would have followed. Nothing happened because the people failed to recognize the problem.

To me, one of the biggest reasons for the copyright infringement culture in China is the lack of education surrounding it. In Chinese schools, the idea of citation is rarely mentioned. Traditional Chinese education emphasizes

the importance of modeling after their master’s works and including acknowledgements, but does not enforce clear citations. Consequently, ideas from published authors can be borrowed and used as one’s own without explicit credits. As teachers value the “idea modeling” itself more than where the ideas within come from, punishment for the lack of credits is often negligible. In the U.S., however, a similar case would count as a violation of academic integrity and result in inexcusable consequences. Without having been taught the importance of citing, it is understandable why copyright infringement is embedded so deeply into Chinese culture.

Secondly, in a country that has experienced extraordinary technological advancement in the past three decades and continues to grow, Chinese companies are focused on expediting the country’s growth, which aligns with China’s current philosophy. With collective advancement as the ultimate goal, individual protection needs to bear less importance: more protected work and resources can obstruct efficiency.

Though modifying a grounded cultural norm is hard, I suggest a change in the education system to alleviate China’s copyright infringement issue. Instead of prioritizing the content of an essay over its citations, teachers should emphasize the two equally. The reason is simple: the creator of a body of work should get as much credit as the work itself. To demonstrate this, teachers could in-

troduce a literary work with an introduction to the author.

Regarding larger administrative agencies, such as those run by the government, I understand that their goals will not change in the foreseeable future as they must stay closely aligned with the country’s stagnant philosophy. In turn, I’d like to highlight that the Third Amendment to the Chinese Copyright Law enacted in 2020, which was responsible for China’s IP growth in the last three years, was created to protect Chinese innovators. Though it is unclear whom companies are being protected from, they should not take this law for granted and should interpret it as a reminder against internal plagiarism.

It may take centuries, or even longer, for China’s copyright infringement issue to truly subside. Realistically, it would take both a change in cultural thought and China’s philosophy, which I do not anticipate happening anytime soon, if not ever. But if slowly, it does, I will be excited to witness its future.

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Multipolarity and Strategic State Ascendancy

WILLIAM BUEHLER



M. MA / THE PHILLIPIAN

The world is more diplomatically complex today than it has been at any other point in history. Any nation’s relations with another have become inextricably bound along ethnic, religious, economic, political, and strategic lines. They are a complicated mess that can almost never be accurately reduced to a single factor or even a single paragraph. But as the United States of America loses its clear global hegemony and the world moves towards a slightly more multipolar system, the effects on the interactions of states have been obvious. The waning U.S. power has allowed for particular states to play the Great Powers off of one another to their great advantage – whether that be for economic, strategic, or purely political reasons. Although multipolarity has traditionally been seen as the optimal state of balance for world order, it is clear now more than ever that globalization has made multipolarity just as dangerous as unipolarity.

The international relations of nations, such as Turkey with the U.S., clearly display the issues of modern-day globalism as they relate to diplomacy. Turkey is formally allied to the U.S. through their North Atlantic Treaty Organization (NATO) membership, and it reaps the benefits of this in its entirety. From significant amounts of investment from the



AVERY LIN / THE PHILLIPIAN

West to Turkey to military technology sharing agreements making Turkey a modern military force unrivaled in the Middle East, Turkey is a full benefactor of the West’s capital and technological ability. Yet, what separates Turkey from other NATO members is its control of the Bosphorus Straits and its important position in the Middle East. Turkey keeps Russian warships out of the Mediterranean, it is a keystone of NATO’s Middle East strategy, and it acts as a counterbalance to the influence of states like Saudi Arabia and Iran. Turkey, under President Erdogan, has a keen understanding that they are indispensable to the West; however, just as the West needs Turkey, the Russo-Chinese

bloc desires Turkey’s cooperation. Leveraging these factors, Turkey is able to afford the luxury of close military, political, and economic partnership with the Russian and Chinese governments while still retaining the benefits of NATO membership. But Turkey’s usage of its position goes beyond permitting it to engage in such a large quantity of beneficial bilateral relations. Its position lends it the ability to act with almost complete impunity in its locale. Turkey has always been an aggressive state in the Middle East, applying its Kemalist, particularly nationalist, policies almost zealously, but never has it been so emboldened as in the past 20 years. Turkey today occupies a notable strip of North-

ern Syria and all of Northern Cyprus, sends regular military incursions into Iraq’s Kurdistan region, and otherwise regularly violates the rights of its own citizens. If a weaker European nation like Estonia were to attempt what Turkey has done today, they would be met with nothing but ire. It is the apt political understanding of the Turkish government and their existence at a critical juncture of two massive spheres of influence that have prevented the Turkish state from becoming a pariah. Ultimately, it is the decline of the U.S. which has afforded Turkey such ludicrous political leeway.

India is perhaps another clear example of multipolarity lending strategically located states the ability to ascend through the usage of the resources of both the American and Russo-Chinese blocs. India is a necessary partner for both China and the U.S. From an American perspective, India is a regional counterbalance to China in the same way Iraq once balanced Iran – chiefly through political and economic subversion. From the Chinese perspective, India is a former enemy that, if they were to instead join paths, could help establish Chinese dominance over the Middle East and most of Southeast Asia. India, just as Turkey, plays both sides. India is closely militarily linked to the U.S., benefits from U.S. investment greatly, has massive trade ties with the U.S., and often places themselves alongside the U.S.. Simultaneously, India receives similar economic benefits from China, has entered into the floundering economic alliance of Brazil, Russia, India, China, and South Africa (BRICS), and has diplomatically aligned with China in the recent War in Ukraine. Without a doubt, India is building towards its political independence from either bloc. There is a clear desire to establish an Indian sphere of influence, made glaringly obvious by

the governmental statements of the past three months regarding the war in Ukraine. To build to that point, India has been using both major blocs to its advantage across every field and, in so doing, has successfully furthered its own global position.

Multipolarity is a growing fact of the world that is, at least in the short-term, largely inevitable. However, the U.S. and the larger world must be mindful of the fact that multipolarity lends itself to this sort of strategic state ascendancy, certainly more so than in a unipolar world. To be clear, “strategic state ascendancy” is the economic and political uplift of strategically located states as a result of growing multipolarity. Further, selective state ascendancy is conducive to greater authoritarian regimes. Yes, these states are “exploiting” the Great Powers by pitting their strategic interests against one another, but it is not the common person who profits from the state’s ascendancy, but instead the state’s elites. Turkey and India have both strayed from democratic ideals since embracing their middleman status, and it would be a mistake to uncritically celebrate what changes multipolarity has brought to the people of these nations. Multipolarity is not the ideal that it might have been 300 years ago, but rather a tool for some states to act despotically without any recourse. Waning U.S. power means that these instances will become more common. American alliances and international relationships will only become more dependent upon providing greater incentive as the Russo-Chinese alternative continues to appear more lustrous in its appeal.

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Suppression of Expression: Tennessee’s Anti-Drag Laws

JULIA CARMONA



COURTESY OF JULIA CARMONA

“Topless dancers, go-go dancers, exotic dancers, strippers, and male or female impersonators,” reads Tennessee’s House Bill 9. Which of these is not like the others?

On February 23, Tennessee passed a bill to ban all of these groups from providing entertainment that appeals to a “prurient interest,” whether intentional or not, where minors may be present. The bill is an amendment that adds the aforementioned groups to the definition of “adult cabaret” in Tennessee’s existing obscen-

ity laws. Twelve other states have proposed similar legislation that will restrict performances that include “male and female impersonators.” A proposed bill in West Virginia would even require parents who bring their children to drag performances to attend parenting classes. If male and female impersonators were actually inherently sexual, there would be no need to specify the allegedly explicit content of drag shows, as they would be banned by existing obscenity laws. These bills may be proposed as protecting the children, but the only accomplishment is the stigmatization of gender fluidity and LGBTQIA+ identities.

Supporters of these bills have typically argued that drag shows are dangerous to children because gender fluidity is somehow confusing. “We’re not banning drag, drag is fine,” Jack Johnson, Tennessee’s State Senator, says in an interview on News Max, “but if anyone crosses the line into something that is sexually graphic and explicit, then it should be age-restricted.” However, what’s confusing is not drag queens, but

the vagueness in these bills that will lead to homophobic interpretations and unfair convictions. Who’s to say what a “male or female impersonator” is? Not only does this bill target drag shows, it also targets anyone who does not align with gender stereotypes. Plenty of theater performances include male actors dressing as women, from prominent Shakespeare plays such as “As You Like It”, to contemporary Broadway shows like Matilda the Musical. Are those performances crimes? If a man dresses up as a woman for a lighthearted school event, would that be a crime? If so, Governor Bill Lee, who excitedly endorses this bill, should be charged for dressing in a cheerleader’s uniform and a wig. Yet when confronted with a photo of himself dressed in “drag,” he simply claimed that it was ridiculous to equate a high school tradition to “sexualized entertainment.” Lee’s response begs the question: is drag only a crime when the LGBTQIA+ community participates? Clearly, these claims are not about protecting children so much as they’re about targeting the LGBTQIA+ community. Drag is not about displaying sexual orientation. Its intent is to allow people to express themselves and feel good in their bodies — a facet of every variety of performance.

The real solution to a child’s potential confusion is education, not censorship. Politicians who are concerned about a child’s ability to comprehend gender fluidity should be supportive of discussing these topics in a classroom setting, rather than prohibiting them. Instead, politicians have been implementing restrictions on when gender and sexuality can be mentioned in schools. Five out of the ten most-banned books in America are banned for their inclusion of LGBTQIA+ identities. Florida’s “Don’t Say Gay” law prohibits the discussion of gender identity or sexual orientation in grades kindergarten to third, and the state government is currently looking to expand this to grades kindergarten to 12. However, the topics of gender and sexuality are inevitable discussions in every person’s

life. Gender identity is relevant in every person’s existence whether they are transgender or cisgender. Censoring topics that will become relevant in a child’s life bullies them into believing that their identity is somehow “wrong,” therefore robbing their ability to process their feelings in the context of their identity.

Drag is an expression of art, and its tool is gender. It allows people to question the social constructs of what gender can look like, while empowering them to retract negative stereotypes surrounding femininity. Being comfortable within one’s skin and gender is important to understanding our place in the world, and feeling like we all actually belong somewhere. This comfort is only amplified by the tight-knit community that drag has woven together — a community which will not be torn down by hateful Americans. No matter how hard politicians try to prevent gender fluidity, it will continue to continue to exist with the passion of this community. The fact that so many politicians are devoting their time to restricting the right to self expression is absurd, embarrassing, and simply unconstitutional.

If politicians were genuinely worried about American children, they would be worried about preventing their deaths rather than encouraging laws that stigmatize their identities. According to the Trevor Project, approximately 45 percent of LGBTQIA+ youth have seriously considered suicide. They are four times more likely to attempt suicide than straight children in the United States of America. With so many children at such great risk, our country should be working to accept and understand other identities. These bills will not “save the children.” This lie, whether intentional or not, stigmatizing LGBTQIA+ identities and makes this country more dangerous for its youth.

Ultimately, stigmatizing the discussions of gender identity and sexual orientation does not prevent children from thinking about these aspects of identity. From firsthand experience, I can tell you

that children in grades kindergarten to third are beginning to grasp ideas of gender and apply them to their classmates — whether or not teachers facilitate discussions. I have dressed in opposition to the “stereotypical girl” for as long as I have been able to make decisions, and frequently been mistaken for a boy because of it. From as far back as early elementary school, I was questioned by kids who were confused why someone who “looked like a boy” was using the girls bathroom. I was not trying to confuse anyone — I just wanted to cut my hair short and wear Spiderman shoes. Similar experiences continued throughout my life, and only made public bathrooms stressful. This bill, then, is a personal issue for me, because people have considered me a male impersonator. Throughout my life, I have been made to choose between the women’s bathroom, where I’d risk someone’s unwelcome comments, or the men’s bathroom, where I’d be a teenage girl surrounded by grown men. Avoiding discussions about gender did not shield me from the complications of gender stereotypes and roles in our society. In fact, the absence of these conversations only hindered my ability to accept my identity and understand how the world perceived me.

Now, I’ve become confident enough in myself to know that I shouldn’t be targeted for the way I choose to express myself. But that took me years to recognize, and this process can be much easier for so many children. Criminalizing drag only makes the process of realizing that more difficult. Leaders in this country should be worried about helping young kids understand that gender is fluid and no one’s identity is wrong. That’s what we’ve really needed all along.

Julia Carmona is an Upper from Brooklyn, N.Y. Contact the author at jcarmona24@andover.edu.



KIRA STEPANOVA / THE PHILLIPIAN

Seniors Share Their Hopes for Spring Term

REPORTING BY CONNOR GLEASON

As Spring Term starts, the Class of 2023 anticipates a good time. Seniors reflected on how they plan on spending their last term at Andover. Many Seniors appreciate having more time to pursue their interests and socialize with friends.

Joseph Sun '23:

“I’m most looking forward to chilling and not having too much work. You know, spending time with friends and just being able to do stuff outside of classwork. I’m looking forward to exploring more of my passions. Looking at stuff like data science and looking [into] more research, because I’ve previously done research, but I want to expand on that. Now that I don’t have all these classes and tests, it’s a lot easier to do that.

Sebastian Altomare '23:

“I’m looking forward to, especially since I’m in the Workshop, [having] a lot more time to do things when I want to do things. So, I’m excited to be able to block out time to spend time with my friends and people I’m close to before Andover ends in two months. These last two months at Andover, I want to do as much music as I can as possible. With my little band, we’re playing two nights in [Susie’s]. So, I’m very excited for the bunch of rehearsals we’re going to have. We’re trying to feature as many musicians in the Andover community as possible, so getting to connect with other musicians I haven’t played with before. I’m excited to do that.”

Yanna Dorotan '23:

“I definitely want to pay more attention to those around me in the community and get connected with people I haven’t really gotten the chance to. Especially since I’ve been so focused on academics and school for the past three years, I really want to focus on relationships. Not just with friends, but teachers as well. We have the chance to set the tone and set an example for all the underclassmen and really set the school culture. I just feel a lot more laid back, especially since college application rounds are kind of coming to a close.”

Amithi Tadigadapa '23:

“I feel like the hardest parts of the year are over. [With] college stuff being done, and being over the worst parts of the year, I think I’m just looking for something interestingly uninteresting. At this point, I have no inhibitions. I’m ready to do whatever. I’m not tied to anything. I still really like caring about my work, but I do feel like senioritis is definitely hitting me.”

Stanley Yu '23:

“I’m very excited about my Senior volleyball season, and also spending time with people close to me, and having fun in the spring. It’s my Senior [volleyball] season, and a lot of my teammates are also Seniors. We’ve been playing together for two to three years now, so we know each other very well and we have very good chemistry. It’s going to be very exciting to watch. This year, I’m in a stack with all my closest friends, and it’s been wonderful so far. I can’t wait to spend more time with them in the spring.”

Carlos Cepeda-Diaz '23:

“I got a lot of freedom this spring to select classes I wanted. So, I’m going to be just working on stuff that’s really interesting to me all term. Senior Spring, you have a lot more time to pursue extracurriculars, so I know that in my last term of Andover I can focus on doing my passion projects for the things that actually interest me out of the classroom. Also, I’m going to spend it, this is really cliché, but just spending time with my friends and savoring the time I have left because I think now I have a new capacity to appreciate being around the people I’ve met here and I just want to enjoy that before it’s gone. We’re the first class in a few years to have a totally normal Senior Year, and so I think it’s the first Senior Spring where we can really feel like things are back to normal after the pandemic.”

Ruby Koo '23:

“I’m excited to step out of my comfort zone, try to meet new people, and be open to new possibilities and opportunities. My grades, some may not be as good as I expected, but at least I’m trying, that’s all that matters. Effort is all that matters. I just want to have fun this year and end my career at Andover in a really solid way.”

Devan Hernandez '23:

“I’m just looking forward to finally focusing more on knowing the people because I feel like I’ve done a lot of the academic work already. Senior Spring in particular, it’s the idea of scarcity. You only have a certain amount of days left. You’re constantly counting down to prom [and] graduation, so you don’t realize how fast it’s going until you finally hit it, and you’re like, ‘Wow.’”

Students Find Opportunities to Enjoy The Addison Gallery During Night at the Addison: reCOLLECTION

TIANYI GU

The Addison Gallery of American Art hosted a “Night at the Addison: reCOLLECTION,” offering students a new way to explore the Addison and the art inside. Taking place on March 24, the two-hour event allowed students to explore the exhibits through a scavenger hunt, participate in “pop-up” talks, write a “time capsule” letter to their future selves, take polaroid photos, and enjoy refreshments.

Jaylen Daley '25 attended the event and commented on what he discovered within the walls of the Addison. He appreciated that the gallery was making efforts to encourage students — who might not often visit — to learn about the art exhibits.

“I feel like it was a great way to reach out and really see the gallery as a fun place to be and

to explore what art means to a person. I’m a person who goes to the gallery for fun sometimes; one time I visited and [Head of School] Dr. [Raynard] Kington was there, and he talked about how he visits regularly but there aren’t normally a lot of students there... I know everytime I visit, there are some pieces of art that just take my breath away,” said Daley.

Another attendee, Daniel Rosenstrauch '24, commented on how the Addison presented pieces of art that he could emotionally connect with. However, he thinks his experience could have been enhanced by having student tour guides who could present the art pieces and explain their history.

“I don’t generally love abstract art but I found the pieces to be a lot more interesting and moving... I also like the fact that they had talks so it was more than just coming to see the Addison plus food, but I think having student tour guides would have been fun.

Having someone to show you the key pieces of the exhibit and tell you about the artist would make the experience even more special,” said Rosenstrauch.

Amber Chou '24, who participated in the scavenger hunt with her friends, enjoyed being able to connect with her friends... She commented how the “open-ended” nature of the scavenger hunt allowed her to think more deeply about the emotions associated with art.

“I did [the scavenger hunt] together with my friends and it was really fun walking around the Addison, chatting with each other, and filling out the scavenger hunt. Especially because I don’t usually think about going to the Addison during the school year, it was a really good opportunity to explore something new. I think it would be great if there were more events like this, it was really fun and probably the highlight of Friday for me,” said Chou.

New Faculty Members Chosen in to Replace Martin and Paulson

Continued from A1, Column 1

of her contributions towards FAC, ultimately resulting in her resignation.

“I believe that the faculty advisory committee is a voice for the faculty. [And] I gave it my best effort to uphold that mission. I stepped back because I felt that I was not being effective, that I could no longer be effective in that role. And that I needed to create a space for someone else to give it a try,” said Martin.

As for Paulson, she said that particular meeting brought to the surface aspects of the faculty-administration dynamic that she felt were uncomfortable, leading to her resignation.

“I felt like there was a lack of collegiality in some of my interactions, [and that] there was a clear hierarchy of power, so to speak. And I did not feel like I was being dealt with as an equal, which was very frustrating,” said Paulson.

The Phillipian reached out to the Head of School, Dr. Raynard Kington for a comment. Kington was asked if he would like to share more information about the role of FAC or present his perspective on the faculty leaving. In an email to The Phillipian, Kington wrote, “I cannot agree to an interview about this matter because it would be inappropriate for me or any faculty member or staff member to engage in a discussion with students about an adult matter such as this.”

According to both Martin and Paulson, faculty have little say in major decision-making processes, such as budgeting and programming, affecting the Andover community. By extension, FAC can only advise the administration and provide ideas or feedback.

“Students might be under the impression that the faculty actually runs the school,

and we don’t. We actually have very little decision-making power or authority. That’s why we say having a voice is so important because we try to have input and feedback on directions that the school is suggesting or decisions that need to be made,” said Martin.

Paulson echoed the statement, emphasizing the committee’s lack of decision-making power.

“In some ways, we think of it as a part of shared governance, except it doesn’t really have any power, so its sole purpose seems to be to communicate concerns and positive things as well, but to be able to communicate with the Head of School...the group has very little power and was seen more as an advisory role to bounce ideas off of. It didn’t feel as useful as it could be,” said Paulson.

Three faculty members were chosen to replace Martin and Paulson: Allie Booth, Instructor in History, Maria Martinez, Instructor in Spanish, and Congmin Zhao, Instructor in Chinese. The current state of FAC, as described by Martin, is one where faculty voices have been minimized. However, Martin remains optimistic about FAC and its potential for change.

“Everyone would say [FAC] is the voice of the faculty, although what that means in practice is complicated. And maybe some of us feel that that voice is being heard less and less. And maybe our role [has] become less of a voice at the table and more of, ‘You’re here to listen and to communicate back to the faculty’... It’s a committee that is only as good as the relationship between the faculty and the administration. So hopefully, that relationship can continue to become more cooperative and more collaborative, and stronger,” said Martin.



C.BARBIE/THE PHILLIPIAN

Students gathered around a table in Night at the Addison: reCOLLECTION.

NEWS IN BRIEF

COLLECTED BY PRISHA SHIVANI

This Week:

On March 26, the **Interfaith Knitting Project** hosted a knitting and crocheting session to help make blankets for immigrant families from 2:00 to 4:00 p.m. in the basement of the Cochran Chapel. The session was open to everyone, regardless of faith or experience in knitting or crocheting.

As the first week of Spring Term has passed by, Andover has welcomed newly admitted students for **Spring Revisit Days**, including March 24, March 27, and April 3. Prior to each revisit day, a **Cupcake Party** and **Talent Show** has been hosted in Kemper Auditorium for the newly admitted students.

PA Create and **Phillips Academy Student Activities (PA StAct)** collaborated to organize a **Tie Dye Night**, which was held outside Susie's

on March 24. Students had the opportunity to tie dye shirts for fun, but also in preparation for the **Tie Dye Dance** the next day. The Tie Dye Dance was held in Lower Right of Paresky Commons on March 25.

A series of CaMD and Brace Scholars will be presenting their work in March and April. **CaMD Scholar Nick Liu '23** will be presenting his research on the issues of Asian-Black solidarity in the context of global hip-hop movements in Kemper Auditorium on March 31. The following week, on April 3, **Brace Fellow Graham Burtle '24** will be talking about the challenges and joys of the lives of transmasculine people who lived during the American Wild West.

Looking Ahead:

MOSAIC will be providing an opportunity to participate in a writing workshop with **Sarah Kay**

from **Project Voice** on April 1 at 5:00 p.m.. Following this, there will be a performance by Sarah Kay in the Kemper auditorium at 8:00 p.m., which is open to the public free of charge, and will include Kay's spoken word poetry. Afterwards, Kay will be selling and signing her books.

Andover's first **Zine Fest** will be on Sunday April 23, and will be include hands-on workshops, talks, displays, and other activities concerning the world of comics and zines.

On April 28, the English Department will be hosting a reading by award-winning poet **Ross Gay**. Gay has published four books of poetry, including "Against Which," "Bringing the Shovel Down," "Be Holding: A Poem," and "Catalog of Unabashed Gratitude." Over the years, he has also won a multitude of awards, such as the 2015 National Book Critics Circle Award and the 2016 Kingsley Tufts Poetry Award.

Winslow Emphasizes Equity, Balance, Inclusion, and Student Wellness

Newly Matriculated Students Reflect on Andover Community and New Opportunities

Continued from A1, Column 1

them feeling [this] way?" said Winslow.

Hector Membreno-Canales, current Director of CaMD and Instructor in Art, commented on the position's promotion to the Dean level. Considering the substantial expansion of the CaMD office over the years, recommendations from the Andover Anti-Racism Task Force Report greatly influenced this decision. CaMD has also extended its involvement to the summer sessions, reflecting the office's increasing significance.

"Ms. Winslow's position as a Dean of CAMD rather than a current model as a Director elevates the profile, scope, responsibility, and potential of the office and its leadership... Ms. Winslow will bring her expert lens to champion and further advance the CaMD mission beyond the typical school year to include the

summer sessions. The goal here is to increase continuity from year to year, month to month, and week to week," wrote Membreno-Canales in an email to *The Phillipian*.

Membreno-Canales also noted Winslow's rich background in school leadership positions. He believes her diverse prior experiences render her a valuable addition to the Andover community.

"Ms. Winslow brings more than 25 years of school leadership experience to Andover. She is trained as both a lawyer and librarian — this unique set of skills uniquely positions her to be both intellectually curious while asking the tough questions," wrote Membreno-Canales.

Winslow hopes to be an approachable and supportive presence. In an interview with *The Phillipian*, she expressed her excitement to interact and build connections with students and wishes to establish CaMD as an environment where all students can comfortably express themselves.

"I think my job is going to be about working with students very specifically. I'm really excited about that [because] one of the things about being a librarian is we're really good at working with students... For me, working with students is about getting to know students, about finding out what's important to them, about creating a space where we're communicating effectively. Hopefully, they see me as someone who is supporting them where I can, and someone who is able to help them navigate issues around diversity, equity, [and] inclusion," said Winslow.

Winslow continued, "In the same way that I jumped into the [Polytechnic School] community, I hope to jump into the Andover community... I want kids to be able to walk into the CaMD Office and feel like they are welcome there. To know that we're happy they're there. That's the whole point, right? I want happy kids."

Continued from A1, Column 3

Andover community.

"What really stuck out to me when I visited in the Fall and toured the campus was just the sense of community. Everybody here seemed really nice, the courses seemed challenging, but also I was just drawn by the whole multicultural aspect, because I'm from New Orleans, multiculturalism is very important to me," said Sophia.

Other students described their reasons for attending revisit day. Ahmed Hamad has been admitted for the Class of 2027. According to Hamad, he was drawn to Andover because of the opportunities to forge new relationships.

"I'm really excited about meeting new people. In the school that I go to right now, I've had the same friends that I've had for a while, and they're the people who I'm most comfortable with. I want to get out of my comfort zone when I come to Andover in the Fall, and I want to get out of my comfort zone and meet new people, make new friends, and learn about what makes each of us different, special, and unique," said Hamad

Andover Quiz Bowl Competes in High School Quiz Show: Season Fourteen

CATHY MA

Andover's Quiz Bowl team — composed of Claire Wang '23, Nicholas Donnellan '23, Roger Lu '23, and Jaeho Lee '24 — competed in the High School Quiz Show (HSQS) for the first time in five years. The team went head to head against Acton-Boxborough Regional High School in the qualifying round, but ultimately fell 440-400 to be eliminated from the tournament.

HSQS is a televised, single-elimination game show that tests Massachusetts high school students on various academic and pop culture trivia. To enter the tournament bracket, the team scored among the top 16 teams in the state on a 50-question written test, called the Super Sunday Quiz.

As Co-President of Andover Quiz Bowl, Lu recounted the process of preparing for

the competition. Additionally, Lu expressed appreciation for the joint effort that went into expanding the knowledge and skills of the team.

"We have weekly meetings every Monday and we practice a lot during those meetings. We go through packets and it's basically a simulation of a normal quiz bowl game. We ask each other questions and we learn from all the questions that we don't get right. Right before the game, we [used] this online website called Protobowl, which is like an online simulation of quiz bowl. It's overall a very collaborative environment where we challenge each other and try to gain as much information as we can," said Lu.

During preparation, the team had to navigate through various competition formats and familiarize themselves with the buzzer system. According to Donnellan, these challenges were a way for teammates to push their lim-

its and get out of their comfort zone.

"You're not just with the other team, but you have a whole audience there [while competing], so there's a lot more pressure on you. It was also very interesting to have rounds that have different themes and different rules. There were some [rounds that were] individual, some where you could converse with your team, some where you couldn't buzz until the question had been read fully. You had to think about Quiz Bowl differently and you also had to tie in your strategy and your questions in a unique way," said Donnellan.

Although the team competed in person on January 23, the game show episode was not aired until March 25. Lee discussed the experience of shooting the episode for television, which also included doing makeup backstage and filming introductions to release on social media.

"There weren't enough Andover kids in the studio audience, and they had to put in random employees to cheer for Andover. It was interesting to see the hosts face-to-face. There were signals to stand here, stand here, do this, do that. It was pretty chill [since] it wasn't live, so we could also shoot multiple times," said Lee.

Although Andover was eliminated in the qualifying round, Lu expressed pride towards how far they had gotten, especially after initially convincing the rest of the group to take such an opportunity.

"In the beginning, we weren't considering this at all, but I'm really proud of where we had gotten, especially in the speed round. A lot of people were complimenting our team on how we did because we got five questions right in a row really quickly. Even the other team was like, 'Oh, wow, they're doing really well this

round.' Overall, I think we got to a slow start, but we had a really nice late game comeback," said Lu.

Wang, the other Co-President of the Andover Quiz Bowl, valued the opportunity to compete because it drew attention to the activity and increased accessibility to the competition. Wang emphasized that anyone is capable of participating in Quiz Bowl if they are dedicated to their practice.

"You don't have to grind and read every single book or study a lot. If you just consume a lot of content or live life, you will have a lot of knowledge that you would need for Quiz Bowl, so it's actually a lot easier than most people would think. These questions that are put on TV were a sign of how actually most people could probably answer them if they spent more time," said Wang.



Pictured above is Roger Lu '23, Nicholas Donnellan '23, Jaeho Lee '24, and Claire Wang '23 discussing a question together. COURTESY OF LIZ FRIAR/GBH

10 Question with Julie Powers

REPORTING BY JAYDA LU

Administrative Officer Julie Powers has worked at Andover for the past 19 years in the Brace Center, the Math Department, the former counseling center at Graham House, and the Dean of Studies Office where she currently works. Alongside her dedication to the school, she is also a fervent supporter of the salad bar in Paresky Commons.



ATSAO/THE PHILLIPIAN

1. What is your perspective of Andover?

I think Andover is a really tough place for kids, [and] it’s important for kids to ask for help when they need it... [Since] I used to work in the counseling center, I always, laughingly, say I put my counseling hat on [as an administrator], because I think that [Andover’s] a tough place for kids. And I get how to be a teen, it’s not easy to ask for help. I’ve seen a change in that, [but I would like to see more].

2. What is the craziest thing that you have seen happen on campus?

One of the Senior stunts was that the seniors left ziplock bags with goldfish, one goldfish in each ziplock bag, and there [were] hundreds of them found at Gelb [Science Center]...[Our] office ended up adopting some fish...so we ended up having goldfish in our office for a

3. How has working at Andover affected how you see the school?

Well, I am in my 19th year at Andover. And I’ve been very lucky and grateful to move through Andover as my own children at home needed me. I started at the Brace Center...and then when my oldest was going to college, I wanted to do a full year job. And I got a position where I am currently in the Dean of Studies Office, which is a great place [and] student-centric. I have a front row seat to the kids when they come in the door, and I love it.

4. How have you seen your work pay off over time?

Well, I mean, honestly, it’s so funny. Back in the day, my first ‘kids at work,’ as I call them, set me up with Facebook. [Now some of] those kids have kids of their own, and it’s just amazing. It’s a full circle moment of me seeing the scared Junior, Lower, or new Upper, and then to see you at commencement and think, ‘Wow, what a change.’ It’s just amazing. I love it. It brings my soul joy.

5. Outside of your role, how have you interacted with the people at Andover?

I’ve been lucky that, because I’ve worked in so many different offices, I know lots of folks on campus, both faculty and staff... I like when people come into my office to visit, [and] they stop and we catch up about their kids or their work or what’s going on in their life. I love that. I love that I’m so lucky to be positioned in [George Washington Hall] where I am, that I have a front row seat to everybody that comes in, kids or adults or visitors. I love it.

6. What is your favorite thing that you have done at Andover?

Well, as a staff member I’ve been working on different committees and various groups to help the staff’s voice be heard a little bit more... When I think about the Covid [-19] pivot that all our staff had to do, [it] was super hard to try to do the unknown, and I don’t think staff get appreciated as much as they should... I think that’s my thing, to try to leave a mark and [have] people understand that staff are super important, and that they should be appreciated and not overlooked.

7. How do you think we, as students, can apply ourselves more to interact and understand the staff more?

I love when kids just say thank you, I think it’s so great...I see kids in [Paresky] Commons thanking people for the food that they are being served, I think it’s just important to sort of be aware of that kind of stuff... And it’s just so nice to just be recognized and say, thank you. I think that’s really important. I know it means a lot to me.

8. What advice would you give to a new student?

I think my major advice to new kids is to try it, go out of your comfort zone, join a club, take a different language... It’s really important to spread your wings at high school, step out of your comfort zone and just try it. The worst that can happen is you don’t like it, or that you fail at it. But [at least it will] be something that’s just fun. You know, just try it.

9. What do you think is the biggest misconception people have about the Dean of Studies Office?

I think people think it’s a scary place. And I think kids think ‘I’m coming in there for something heavy’... When I came to [the Dean of Studies], it [had a different design]. We had very dark artwork. It [was a] very black and white kind of place. And I asked [the former Dean of Studies] if I could redecorate, and he was like ‘Go for it’... I tried to make it less scary because I think the misconception about our offices is that it’s not a fun place to be because there’s some heavy stuff that may be discussed.

10. Outside of work, what is your favorite thing to do at Andover?

I love Grasshopper. I love a play. I love the arts. I love to see the dance groups. It’s hard for me because I don’t live on campus, but I do love to come back to that kind of stuff. Or if I really know a kid, to see their Brace presentation or to see their CaMD presentation, it just brings me immense pride. I do love to come back and see kids’ presentations. Or even on MLK day... If I go to a kid’s [workshop] and I see what they’ve worked so hard for, it’s amazing. That makes me super happy.

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The Phillipian SPORTS

Volume CXLVI | Number 6

got things to do,
got places to be

March 31, 2023

Boys Lacrosse Wins Season Opener in Overtime

MEG STINEMAN

SATURDAY	
Andover	10
Governor's	9
WEDNESDAY	
Andover	15
Brooks	4

A shot from ten yards out by Co-Captain Charlie Ferguson '23 bounced through the legs of the opposing goalie, serving as Andover Boys Lacrosse's overtime game-winner against Governor's on Saturday. The team ultimately won 10-9.

In preparation for its season opener, the team worked on ground balls, which had been a major issue in their scrimmage against St. John's Prep the previous, according to Max Herbison '25. Herbison noticed that the emphasis on ground balls paid off, as the team was able to maintain better control of the ball throughout the game.

"[We were] working on stick skills [and] it looked a lot better in the game compared to the scrimmage and we had less errors in that area. We also scouted the



A.CHINN/THE PHILLIPIAN

Parker Polgar '23 looks for an open player.

goalie before the game, so everybody knew to shoot low on the goalie which helped us," said Herbison.

Leo Oguntinyinbo '25 described other preparations the team made for Saturday's game. Overall, the team worked on increasing speed of play.

"During practice, we practice a lot of clears and a lot of

rides. We practice man-on-man defense, we practice a lot of sliding [and] our white defense. We also, we practice some team offense, moving our feet, moving our sticks," said Oguntinyinbo.

According to Herbison, the teamwork on Saturday was evident, with teammates on both sides of the play making contributions.

"Strengths were ball movement. We played more as a team. We were moving the ball a lot more assisted goals than the scrimmage. One weakness we still have is clearing. We still struggled on the clearing in the beginning. Good thing [Co-Captain] Ben [Garozzo '23] came up big and made a lot of stops. And then another strength was face-

offs. We went over 50 percent with Jack Perlson ['23], and that hasn't happened in a lot of the past games, especially last year," said Herbison.

On Wednesday, the team returned to defeat Brooks 14-5 in its second game of the season. Hank Ferguson '25 commented on the full-team effort against Brooks.

"Some of the strengths today were defense. We were able to work together really well. We put in a bunch of goals. And we were able to rotate every player into the game and everyone got time which was great," said Ferguson.

Tommy McCool '25 noted that the team was still working on its offensive power on Wednesday, despite the major lead.

"A few of the things the team needed to work on were ground balls and because we lost a lot of those to the other team. I think finishing, too. They had a great goalie and we didn't finish the ball in the first quarter but after that we had success after that," McCool said.

Andover Boys Lacrosse will face Hotchkiss away this Saturday and Middlesex at home on Monday.



A.CHINN/THE PHILLIPIAN

Co-Captain Ben Garozzo '23 saves a shot with Hank Ferguson '25 covering the goal.



A.CHINN/THE PHILLIPIAN

Co-Captain Charlie Ferguson '23 scored the game-winning goal in overtime against Governor's.

Boys Volleyball Rallies Against Crosstown Rivals

HENRY HE

Despite being down 21-13 to Andover High School in the second set, Andover Boys Volleyball scored 12 points in a row to secure the set, tying the overall score to 1-1. In the final points of the game, Henry Zhao '23 scored four aces in a row, leading Andover to a 3-1 win on Wednesday.

Andover came with the victory on Wednesday after a tough 3-2 loss to Methuen High School on Monday. To rebound from the loss, Zhao noted that the team had to work on recovering quicker from their mistakes on the court.

"We need better communi-

cation. When we lose multiple points in a row, it's tough to be optimistic but we have to. We have to work on that. Other key takeaways include defensive services. If we're able to get it to Eddie [Lou '24], our setter, we'll be able to play more consistently. We have a lot more to practice," said Zhao.

While the team may need more time to match each other's style on the court, there are few communication issues off the court, according to Arthur Wu '25. Wu, a new member of the team, mentioned the positive reinforcement he receives when around the team.

"I think it was very easy to integrate into the volleyball team because everyone was

always there for me during the lost points and faulty receives in practice. This has made us extremely close and our team bonding events like icing, stretching, and trips have definitely also helped," said Wu.

ND Nwaneri '24 described the celebrations he often organizes to lift up his team members. Whether it be imitating a favorite player or marveling at a teammate's skill, the players on the sidelines are doing their best to keep the energy high, according to Nwaneri.

"My favorite thing to do on the bench is to coordinate celebrations. We have one where whenever someone gets a big hit, someone goes on the ground and we administer CPR to them. When someone aces, we hit the Ronaldo Siu," said Nwaneri.

According to Zhao, maintaining energy has been a point of emphasis for the team this season. Zhao reflected on how momentum can often swing both ways in a game, such as in the Methuen game.

"Energy is one of the most important things with us. When we are excited and motivated to play, we always play pretty well. In the beginning, even in the second and third sets, I felt like I didn't bring enough energy to the team. Sometimes we were not communicating. We would get scored on point after point for a couple rounds. Once we get a crucial turnaround point and the momentum starts coming it lets everyone play better," said Zhao.



K.WANG/THE PHILLIPIAN

Stanley Yu '23 spikes the ball with the team covering behind him.

According to Nwaneri, one standout player this year has been Zhao, who has flourished as a middle blocker. Additionally, Zhao has played a large role as a server.

"Whenever Henry would go up to hit, because Henry is just so tall, he jumps up so high and then he just slams it down in their face. And they can't do anything. The bench goes crazy and the fans go crazy. Henry's four straight aces were amazing... No one got a good pass off of any of them. And that final one, jump serve, top spin, so fast, so hard," said Nwaneri.

Coming off a New England Preparatory School Athletic Council (NEPSAC) title in the 2021-2022 season, the team

is focused on having another successful season ahead. Wu appreciates the grit and determination that will be needed to have a run at being repeat NEPSAC champions.

"We have one final goal. To win NEPSAC and bring home another trophy. Our hard work and positive attitude during practice will play a huge part in that," said Wu.

Andover Boys Volleyball will open their official season on Saturday against Choate.



K.WANG/THE PHILLIPIAN

Sam Rodgers '23 and Henry Zhao '23 jump up for the block.

Farming Goats and Raising GOATs

SAHANA MANIKANDAN

The National Football League (NFL) draft is only a few weeks away. The news is filled with controversies and conspiracies about Aaron Rodgers and Lamar Jackson. Curious fans talk about whether the Patriots will, phoenix-like, rise once more. My dad dreams, again, that his dear old Jets will, with more touchdowns, begin to take off. But this next season will be a new one. A weird one. An odd one. For the first time in 20-plus years, we won't have Thomas Edward Patrick Brady, Jr. throwing a football.

Whether one likes him or not, whether one appreciates him or not, whether one enjoys watching him or not, he is the GOAT — the Greatest of All Time. The Unstoppable. He is the only NFL quarterback to have more than 600 passing touchdowns in the regular season (he had 649). Including the postseason, he has the jumbo jet-amount of 737 touchdowns. He has won more Super Bowls than any of the 32 NFL franchises. He is a surefire “first ballot” Hall of Famer who is statistically twice as good as the average Hall of Fame quarterback. He, of course, is Thomas Edward Patrick Brady, Jr., the greatest of them all. Despite that, when one looks closely at the start of his career, there turns out to be countless bumps and turns, despite his “Tom Brady charm.”

Tom “TB12” Brady’s story — the real-life version of Captain America — is a tale well told. In fact, the story of Brady

has many eerie and uncanny parallels with the fictional Steve Rogers. Before he began scaring the opposition’s defenses, he looked like a scarecrow. There is an infamous picture of him with a haggard, hangdog look from the 2000 NFL Combine — with more similarities to a prisoner of war who just got freedom from a prisoner exchange. He was the seventh quarterback drafted that year, as draftee number 199. Seventh. The six luminary quarterbacks drafted ahead of Brady: Chad Pennington, Giovanni Carmazzi, Chris Redman, Tee Martin, Marc Bulger, and Spergon Wynn. Combined, those six started 191 games and scored 258 touchdowns. Brady, on his own, started 258 games and scored...yes, 737 touchdowns. The collective brain trust of the NFL experts and the all-knowing sports media had deemed these six to be better quarterbacks than TB12. Even after being drafted by the New England Patriots, Brady might’ve never seen the light of day if Moe Lewis, then of the New York Jets, hadn’t rearranged the stomach muscles of Drew Bledsoe (the then-starting quarterback of the Patriots). In hindsight, Brady was like a million-dollar lottery ticket that was lying on the ground and no one noticed it. Among those six “better than Brady” quarterbacks today are an energy broker, a high-school coach, and, most interestingly, a “yoga-practicing goat farmer.” The irony is thick. Brady played for 23 years to become the GOAT. And a guy picked ahead of him is now a goat farmer.

Brady has been so exceptional that viewers take him much for granted, missing the forest of his achievements among the trees of details. He’s won as many Super Bowls as Johnny Unitas, Brett Favre, Peyton Manning, and Dan Marino — combined. He has approximately 10,000 more passing yards than John Elway and Steve Young — again, combined. And he has as many touchdowns as Fran Tarkenton, Roger Staubach, and Kurt Warner — you get the drift: combined. Each of the other names is a legend and a top-tier Hall of Fame quarterback. And in every statistic, Brady is miles ahead of each of them. Love him or hate him, he’s not the benchmark — he is the high-water mark for every quarterback metric.

Today, it is easy to praise Tom Brady for all his greatness. After all, he went from being seen as a noob to being called a boon. Amidst all the hyperventilating over him being number 199, the fact is that he turned out all right. And once he became good, his other advantages kicked in: cisgender, straight, white, male, conventionally attractive, etc. But what if he was not? Not cisgender, not as good-looking, or identifying as something other than straight or male? An entire industry — in college, media, NFL “experts” — didn’t expect this from him. He had a stroke of luck and he, rightfully, seized it. But what about the hundreds and thousands of people that didn’t get that sliver of luck? That didn’t even have the chance to opt into the draft? How many Black, Latine, or



C.SHIN/THE PHILLIPIAN

other minorities has society lost out on because the experts were either blinded by bias or were parochial, myopic, and unimaginative? What about other fields? Not just sports like baseball, tennis, and soccer but also medicine, sciences, politics, and more.

I am 100 percent sure that the world is full of hidden diamonds and missed opportunities. This is why, it is up to those in power, in higher offices and positions of responsibility to be open-minded, fair, and cast a wide net. There are hundreds of thousands of athletes in this world that get lost in the search and recruitment procedure day by day. Equal opportunity is the

greatest gift one can give to society. All saplings deserve enough water, sunlight, and food to grow and thrive. Some will definitely need more than others because access to necessities like sunlight and soil health are not uniform. Hopefully, society will have the will — and the heart — to give it to them.

Tom Brady did not know he was Tom Brady until Tom Brady was given the chance to become Tom Brady. Let’s not make it so hard to find the next Tom Brady.

Strong Pitching Leads Baseball to First Win of the Season

EVAN CURTIN

Carson Cormier ’23, Teo Spadaccini ’23, and Marek Krystofolski ’25 pitched nine innings without giving up a single run on Wednesday, leading Andover Boys Baseball to a 5-0 win in a scrimmage against Andover High School.

“The pitching was definitely there. The pitching was

really solid. Teo had a great start. Carson relieved him, and then Marek, and they all were lights out,” said Max Gomez ’23.

Catcher Jace Roossien ’24 shared Gomez’s sentiment, specifically highlighting Cormier’s performance on the pitching mound. According to Roossien, Cormier accomplished an “immaculate inning” with the first nine pitches that he threw in the game, setting the tone for the rest of the game.

“[Cormier] was the second pitcher to come into the game and he came in that first inning and had what we call an immaculate inning... “nine straight pitches, nine straight strikes and three outs. “So, he pitched really, really well today and that was what stood out to me,” said Roossien.

Although the team’s pitching was in good shape Gomez emphasized that the team needed to improve its batting.

“We kind of just need to focus more on swinging at the right pitches. I think when you see slower speeds, you get a little lazy and you swing at pitches that aren’t necessarily in the zone, and you aren’t as locked in during your path. As long as we just have an approach for each pitch, I think we should be good to go,” said Gomez.

In response to the team’s weak offensive start, Isaac Lamson ’24 believes the team should just maintain an optimistic attitude. He believes that it is only a matter of time before the batting becomes stronger.

“I think the team just needs to build more confidence to play more games. It was cold today too and we haven’t re-



A.LEE/THE PHILLIPIAN

Teo Spadaccini ’23 is committed to Yale University for baseball.

ally seen them pitching in the past two weeks. So I think by Friday and Saturday, we’ll be good to go,” said Lamson.

Lamson is excited for the season, and feels that Andover has the potential to become a very strong team.

“The environment is a great group of guys, everyone loves each other. We [have] got a lot of talent this year, we’re going to be better than last year. It’s

going to be a good season,” said Lamson

Andover Baseball opens its official season away at Bishop Fenwick High School on Friday.



A.LEE/THE PHILLIPIAN

Max Gomez ’23 slides to home plate.

MORE SCENES FROM THIS WEEK



K.WANG/THE PHILLIPIAN

Henry Zhao ’23, pictured spiking, ended Andover Boys Volleyball’s scrimmage against Andover High School with four straight aces.



A.LEE/THE PHILLIPIAN

Above, Andover Baseball player Isaac Lamson ’24 also plays for the New England Ruffnecks club team.

CROSSWORD

answers on B5

	1	2	3	
4				5
6				
7				
	8			

Across

- 1 To be mistaken, say
- 4 Sap-sucking insect
- 6 Pale brown
- 7 Jean
- 8 Roll of grass

Down

- 1 Swords for fencing
- 2 Real-life unicorn?
- 3 Stiff
- 4 Contains all digestive organs (abbr.)
- 5 U.S. pres. political party

P. TRAN/THE PHILLIPIAN

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ANDOVER CREW

Co-Captain Daphne Edwards '23 Leads by Example With Compassion and Hard-Work

SOPHIA CRATTY

Growing up as a competitive swimmer, Girls Crew Co-Captain Daphne Edwards '23 was stumped with the task of choosing a spring sport in seventh grade. Out of desperation, Edwards chose to try crew — and her enjoyment of the sport quickly blossomed. However, it wasn't until her Lower Year at Andover when she began to take crew seriously.

"I've done Connecticut Boat Club in Connecticut. I've done Community Rowing in Boston, and Cambridge Boat Club in Boston in the off-season when I'm not here," said Edwards. She remembers that crew "stole [her] heart" when she began rowing at Andover. "It's just so different from any of the other sports I did growing up, and I couldn't imagine my life without it," said Edwards.

Whitney Kanter '24 believes that Edwards is a "fo-

cused" and "approachable" Co-Captain. One of the aspects of Edwards that makes her such a great leader is her willingness to be involved with every member on the team.

Kanter said that Edwards' role as a Senior and Co-Captain means she makes sure she's "accessible, and that the coaches are accessible and any new rower feels like they can go and talk to an experienced rower." According to Kanter, "[Edwards] fosters this community within the girls team and is working to foster a community with the crew team in general that is enthusiastic, supportive, and welcoming, and I think that is something so amazing about her."

Migyu Kim '25 shared similar sentiments to Kanter, describing her as a shoulder to lean on.

"Daphne is a good Captain because of her compassion. It's been the first week of the season, and she constantly has

been having a discussion with each and every one of the athletes and just having discussions about making sure we have a really inclusive team atmosphere and I really appreciate that," said Kim. "You can tell that she really cares about every single one of the athletes, even the newcomers and also the people who have rowed with her for a while. She's always really optimistic and friendly. She's just a great person to turn to, you know you can go to her if you have any issues whatsoever."

2021-2022 Co-Captains Aleisha Roberts '22 and Adya Chatterjee '22 were important role models for Edwards. Edwards looks to mirror the ways in which both Co-Captains led the team last season.

"I think the Captains last year were really amazing. Aleisha and Adya were both really great Captains and it was a really special year because I believe they were the first Captains of color on the team and it was just such a

great move forward for our program," said Edwards. "They left such a great legacy that I'm just trying to live up to the best that I can. They were just so positive and welcoming and warm that it just made everyone want to be a part of something special and do their best," said Edwards.

According to Kanter, Edwards' ability to maintain a positive mindset and keep a positive demeanor even throughout the most difficult days has allowed Andover to compete at a high level every day.

Kanter said, "She's [so] focused, even just in the boat she's a such a good hard-working rower, so any new person who walks on the team can see her smiling even in the middle of a rainstorm, and also just pulling really hard for herself and everyone else in the boat." According to Kanter, Edwards' good intentions make her a successful leader. "I think that's what makes Daphne such a good

captain...everything that she does isn't just for herself or for her title, but she does it out of genuine care for the well-being of the team in general."



M.MACKINNON/THE PHILLIPIAN

Co-Captain Reese DiBiase '23



M.DOUCETTE/THE PHILLIPIAN



M.DOUCETTE/THE PHILLIPIAN

Co-Captain Reese DiBiase '23, a coxswain for Andover Girls Crew, is committed to Stanford University.

Look out for DiBiase's article that will be uploaded on *The Phillipian* website!

phillipian.net



Head Coach Taylor Washburn '03 Leads with Passion, Intensity, and Focus

ANGIE LUCIA

Coach Taylor Washburn '03 spent his afternoons as a kid riding the launch boat with his father, who was a former coach for Andover Crew. In a family of rowers, Washburn expected he would eventually find himself doing crew, but it wasn't until his Junior spring at Andover that he discovered his passion for rowing.

After Andover, Washburn went on to have a very successful collegiate career, rowing in the first boat for the Lightweight Crew at Princeton University. He became captain his Senior Year and later spent time on the National Team, later going on to race in the World Championship. He shared that, after his time on the National Team, his plans changed when he realized how much he missed having an impact on kids.

"I planned on taking the next year just to row full-time, and see what I could do in the sport. In doing that, transitioning to just being a full time rower and that being my full focus, I realized how much I missed teaching and coaching and [that] multidimension... I really realized that I missed working with kids, missed coaching, and being in the classroom. So at that point,

I was faced with a decision: If I [was] really going to pursue this, I [was] going to pursue the Olympic cycle, or I'm going to say, 'You know what, I did it and I'm pretty happy and content with that.' So at that point, I decided to walk away and come back to teaching, and that was really the beginning of my teaching coaching career," said Washburn.

Because Andover Crew is such a large team, Washburn has the task of connecting a wide group of athletes. Dean Burton '26 described how Washburn sets up platforms where the team can record its progress as a way to get the team familiar with each other with a little friendly competition.

"Something he's done is he's connected us over the breaks. So [during] Winter Break and Spring Break he's emailed the team, he's made little competitions, or little Google Sheets, where everyone records what they do to encourage everyone to get back into the season of rowing. He's really good at connecting the team, so by the time we all got back on the water for the regular season, we all knew each other and what each other could do," said Burton.

According to Leverett Wilson '23, Washburn's passion shines through, especially in the frequent emails he sends out filled with important updates and mo-

tivation.

"I think Coach Washburn has been a really helpful resource to the whole team and a very motivational and thorough, passionate leader for all of the students. He really cares, whether he's always sending out detailed emails and really cares a lot about making sure that all the rowers and Andover students understand the sport and are just having fun. I think at the core, rowing can definitely be really serious, and crew definitely has a reputation for that, but he's really committed to the sport and he really loves it, and that love comes through and helps to motivate all the students and build a really meaningful community. I think he's just being really passionate and really supportive. He really cares that everyone is getting better every single day and rowing faster," said Wilson.

Washburn shared that as he's evolved from an athlete to a young coach to a more experienced coach, his leadership style has evolved as well.

"I think I've started to find my voice as a coach... It's just trying to be authentic and be genuine, and that looks and sounds different at different times. But I try to be really real and honest... I think I just speak from the heart. Whatever, I'm seeing, what I'm feeling at that moment, I share."

Washburn continued, sharing how this realization has been an important part of his development as a leader.

"[It's] something that's taken me a while to come to, like I wasn't as good at doing that as an athlete, and even as a young coach that didn't come naturally. But over time, I've allowed myself to be a little more vulnerable with my athletes and share a little bit more with them," said Washburn.

Boys Co-Captain Trevor Moss '23 emphasized Washburn's dedication to the sport.

"[He has] that passion that he brings, that energy, but also that intense focus... He's very analytical about where he wants people to be. Of course, early in the season, he's making a lot with the boats and trying to see who rows well with who. To kind of summarize this, it's his energy and passion."

While making boats as fast as possible is important to Washburn, he mentioned that it's just as important that the sense of community on the team leads to improvement from all rowers.

"At the end of the season, I [want to] look back on the season seeing real, tangible progress from every single one of our rowers top to bottom. I want to look back and feel like we did things the right way, that we were find-

ing ways to get faster every day, that we were committed to each other, and that we look back at the season going, 'We did the best we could do this year'... Beyond that, I think it's making sure that every athlete on the team has a good year, and they can reflect back in the spring and go, 'This is a team I want to be part of. This is a place where I felt like I contributed real value.' And that value is identified by the coaches, by my teammates, and leaves them excited to come back the next year," said Washburn.



J.CARMONA/THE PHILLIPIAN

From Dance to Crew: Co-Captain Trevor Moss '23 Finds Rhythm in Rowing

MEG STINEMAN

Boys Crew Co-Captain Trevor Moss '23 began rowing just three years ago, after wanting to expand his athletics beyond dance. Although the start of his crew career was unconventional due to Covid-19, his balance, musicality, and sense of timing from dance allowed him to adapt quickly to the rhythm of the sport.

"I first started crew the summer after my Freshman Year. It was over Covid. I learned to row on an erg actually. And we would have our sessions over Zoom with the camera pointed sideways and then coach on the call. And then that transitioned into learning to row on the water in singles and then when things got a little more relaxed, I rowed in the Fall and Winter of my Lower Year," Moss said.

According to Michael Wil-

liamson '25, while competitive towards his opponents, he is a supportive captain to his fellow teammates. Williamson believes Moss's approachability encourages camaraderie in the boat-house.

"There's a really bad problem with the ego in a lot of crew... As a Senior who's rowing on a pretty high boat, I think that he completely drops that [ego] on the water. I mean, he carries that great energy, he works hard, clearly. He just gives 100 percent on every practice... He is willing to give feedback. He's amazing at accepting feedback," said Williamson.

Moss has created a mindset for himself that he hopes to spread to the team. Throughout weekly practices, the team rows 25 times the distance of one race course, which is the thought process that Moss has. After a week of challenging workouts, going onto the water for five minutes

gives maximum effort seems less daunting, explained Moss.

Moss described his mindset leading up to races, finding ways to make racing less daunting to his teammates. After a week of challenging workouts, Moss hopes that races are an opportunity for the team to showcase the entirety of its hard work.

"You'll have a race on Saturday and then you'll have five more practices...where you'll take five times the length of the race course at the bare minimum during each of those five practices. So, the race is such a short piece that you've done all of this prep work leading up to it. You've done 25 times the distance at the minimum to prepare for the race. And now it's time to go out there and show what you've got for five minutes," said Moss.

Williamson admires Moss's consistent effort on the water. Despite starting the sport not long ago, Moss leads by example

and through a respectful attitude.

"When you see one of your teammates working so hard it's just very motivating to watch. And he makes it if you're making an error on the water, he's [not] going to yell at you or anything like that. He just keeps it very real, gives you constructive and helpful criticism," said Williamson.

Head Coach Taylor Washburn '03 appreciates Moss's authenticity. Through his recent introduction to the sport, Moss has especially been able to connect with novice rowers, supporting them through the challenging transition to the sport.

"Trevor feels a little bit more real, like he feels like someone who came to the sport later, has worked really hard, has seen success, but doesn't forget that he was a novice not that long ago. For every rowing program, through Trevor, they can see this pathway to success. See that



L.MCQUEEN/THE PHILLIPIAN

regardless of where you start, there's an opportunity to go have a pretty big impact on the team. He does that by just giving his time and, and really working to connect with everyone on the team," said Washburn.



A.CHINN/THE PHILLIPIAN

Co-Captain Wynant Hubbard '23 Embraces Leadership Role With Discipline

NABILAH NAZAR

Boys Crew Co-Captain Wynant Hubbard '23 works with diligence and focus. Year-round, he takes charge by leading training sessions with teammates and working on his fitness.

Hubbard began rowing the summer after eighth grade. However, his crew career first took off in Lower Year after returning from extensive time on the erg during the Covid-19 pandemic. According to Hubbard, the sport serves as a way of developing bonds and testing his discipline.

"Rowing in general has given me a lot of structure and a lot of purpose. And rowing in Andover particularly has allowed me to define my high school experience with a sport, but also it has allowed me to meet great people and form great connections. And it has allowed me to focus on something where I'm working towards a goal that's in my control,"

said Hubbard.

Head Coach Taylor Washburn '03 praised Hubbard for his devotion to crew. His determined attitude stands out amongst the rest, according to Washburn.

"Wynant is very much a leader by example. I think he is someone who, from day one way back in September has been eager to go to the gym at any point. And he's kind of always on the erg. He's someone who doesn't take anything for granted. He knows what it takes to get to where he wants to go and isn't going to cut any corners. And so what I've seen with him this year is someone who's willing to do the work," said Washburn.

Now rowing for his third season with Hubbard, Quinn Domina '24 emphasized Hubbard's focused work ethic.

"One thing that I really respect about him is he's always very serious and focused during his training... Whether we're on the water or on the erg, he's always very

dedicated to what he's doing. He tries to avoid distractions, and he tries to get as much work done in as little time as possible... And he'd worked really hard to keep that level of focus for those around him and make sure everyone was being as productive as possible with their training," said Domina.

Taking place in May, the New England Interscholastic Rowing Association (NEIRA) Championship is the biggest regatta of the season, according to Hubbard. With Andover placing fourth last year, Hubbard looks forward to advancing further this season.

"The pinnacle of the season is the NEIRA Championship...but we have other races that are very important to us. Obviously [Phillips] Exeter [Academy] is important, it's a [rivalry]... With Exeter, we have trophies, so the winner of that one race gets to take the trophy for that year. So that adds another level of importance to the race as we want to bring the trophy back to Andover for the year,"

said Hubbard.

While hosting training sessions off-season, Coach Washburn noted Hubbard's growth as a leader.

"An area where I've seen him grow, over the course of the year, I've seen him much become much more a someone who wants to bring others along... Where I think early on it was he would just be in there and do it, and so I think he's grown and evolved in that way. And then I think Wynant is someone I have a lot of trust and confidence in... I can talk to him and really feel like I can get a pulse of the team and have a sense of what's going on, and so I really value that about him," said Washburn.

Sharing similar sentiment to Washburn, Leverett Wilson '23 commented on Hubbard's vast knowledge of rowing and commended Hubbard for his liveliness on the team.

"I think his leadership style lends very much towards taking charge, whether it be bringing

boats down to the dock or life jackets, and definitely just knowing what to do. And I feel like Wynant always [has] a handle on whatever he's rowing. He knows the sport inside and out like the back of his hand," said Wilson.

Hubbard will be continuing his academic and athletic career at Boston University next year. Hubbard shared his excitement to enter the world of Division I collegiate rowing.

Hubbard said, "It was my goal [to row in college]. I wanted it as a testament to my ability to achieve my goals. But also to know that I worked hard... I know, it's a lot of time and effort, but I find the sport to be so rewarding. And it's obviously very difficult, so a lot of the growing is pretty monotonous and not very fun. But I think it's the team that makes it all worth it. And so I'm very excited to continue in college."



A.CHINN/THE PHILLIPIAN

ANSWERS TO CROSSWORD

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⁶ B	E	I	G	E
⁷ D	E	N	I	M
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Arts & Leisure

The Phillipian

“Art Disarms People”: Poet Porsha Olayiwola Leads Feminism & Intersectionality Workshop

LANGAN GARRETT AND
HANA YOUNG

“How do you define women?” poet Porsha Olayiwola asked a group of students. The room went silent for a moment. Soon, audience members began to offer their own interpretations of womanhood, commencing “Gate Keepers: On Examining Privilege,” a feminist workshop led by Olayiwola.

In recognition of Women’s History Month, students gathered in CaMD last Sunday afternoon for the workshop,

which focused on feminist identity and misogyny, and was organized by Andover’s Intersectional Feminist Forum (IFFo). Co-Heads of IFFo, Sakina Cotton ’24 and Dori Rosenstrauch ’23, reflected on why IFFo decided to bring in Olayiwola.

“We are taking this opportunity to do [the workshop] now when everyone is thinking about women in their lives, and gender roles. And so we are just capitalizing on this opportunity when people want to take this time and think about feminism, and that’s why we thought it would be a great

idea to have her,” said Cotton.

Attendee Louis Leone ’24 enjoyed the collaborative and thought-provoking nature of the workshop. He described an activity where Olayiwola would ask a question and students would move to different corners of the room depending on their answers.

“I think [the activity] was a pretty innovative way to get us to make a statement without actually saying something, but still feel welcome enough to share our voices and opinions... Everyone’s experiences are different and [these] conversations are important because then you are truly able to understand what other people are going through,” said Leone.



J.CARMONA/THE PHILLIPIAN

Olayiwola designed the workshop to be interactive with the students.

the systemic injustice against women.

“I think, a lot of the people who show up to these things are already ready to have these conversations, so I don’t know if the conversations here are going to address the problems outside of this community of people who are ready to work on them all the time,” said Rosenstrauch. “But, I just hope this is just another space for community, and joy, and just getting together on a spring, Sunday afternoon, and start-

ing to talk about these things a little, as well.”

Olayiwola reflected on what she ultimately wants students to get from her workshop.

“[I hope students take away that] they are experts in their own experience. That they have each other. That they are powerful. That there is a lot of effed-up stuff in the world, but because of who they are and what they have, all of what’s inside, they can do whatever they need to do,” said Olayiwola.



J.CARMONA/THE PHILLIPIAN

Attendees at the workshop gathered in CaMD and began the workshop by sharing their own definitions of “women.”

Tie Dye Dance: First Spring Term Dance Receives Mixed Reviews From Students

LANGAN GARRETT

Saturday’s Tie Dye Dance, hosted by the Student Activities office in Paresky Commons’ Lower Right, marked the first dance of spring term. Students reflected both on the tie dye theme and the overall experience of the dance with mixed reviews.

Attendee Maty Bah ’26 appreciated that the event was precluded by a T-shirt tie dying event on Friday evening, which gave students the opportunity to dress on-theme.

“I think it was just well planned overall... The theme was cool because there was a chance to make tie dye the day before, and so that was a fun add on, or like intro to the dance...I think it was planned out really well, the music was good,” said Bah.

Similarly, Margot Furman ’25 commented on the environment of the dance, adding that it was a change of pace from previous campus dances. However, she wished the event got greater recognition from the student body.

“I liked how casual the dance was, and how informal it felt. It was nice to be in a kind of relaxed environment... [and] have a different event to go to on the Weekender. The best part of the dance though was making the tie-dye shirts the day before... I wish there were more people that went,” said Furman.

Other students commented on the DJ and music choice as areas for improvement for future dances. Will Ware ’26 noted that while he did not like the DJ’s choice of music, the less-crowded nature of the dance allowed him to have more fun.

“I think that it was kind of fun just being able to dance with

your friends, and not have to be super crazy. It was not very crowded. It was just fun to kind of dance without having a ton of people there... The DJ was not amazing, but I think Matteo [Horvat ’25] played the music for a little while, and that was fun. I just thought it was fun to be able to go, and have random dances like that,” said Ware.

Another attendee, Elliot Chung ’24, shared how the dance could have improved. He feels giving students an opportunity to offer their input into weekend events may attract more people to the activities.

“I think honestly giving students a bigger voice in these dances. Like, some of the best dances that we have had have been run and operated by students, so I think they have a better idea of what’s good. And, I think letting Matteo Horvat DJ is probably a good call,” said Chung.



M.MACKINNON/THE PHILLIPIAN

Devan Hernandez’ 23, Claire Colvin ’23, and Megha Narayanan ’23 attend the pose under the flashing lights.



L.MECHEGIA/THE PHILLIPIAN

Viktoria Georgieva ’23, Amelia Vinton ’23, Yuliya Solanyk ’23, Iris Guo ’23, Carolina Gomez Recio ’23, Kira Fulda ’23, James Davis ’23, pause in the middle of the dance floor for a photo.



M.MACKINNON/THE PHILLIPIAN

Drew Nelson ’24 and Josie O’Rourke ’24 embrace for a photo donning their tie-dye shirts.

Arts & Leisure

The Phillipian

Playlist of the Week: Movie Music

REPORTING BY WENDI YING

From nostalgic 2000’s hits to tear-jerking romantic melodies, songs always elevate the movie-watching experience. Featuring songs from “La La Land” to “High School Musical”, this week’s edition of The Phillipian Playlist of the Week is sure to inspire new songs to add to your playlist, and maybe even some new movies too.

ELIZABETH MEYER, CHAIR OF CLASSICS
DEPARTMENT: “DON’T STOP ME NOW” BY QUEEN

“I think it’s just a combination of a lot of nostalgic songs from growing up and the way it’s slipped into the movie is so fun... [I listen] obviously when I’m watching the movie, but specifically when I’m watching the movie with my friends who like it just as much as I do.”

ANNABEL TU ’25: “MIA & SEBASTIAN’S THEME”
BY JUSTIN HURWITZ

“It’s very pretty; it’s not like a sing-song. People don’t sing in ‘Mia & Sebastian’s Theme’, it’s mostly piano, no words. It’s very pretty for instrumental music, and I like listening to it when I study...because I can’t listen to music with words in it when I study because it’s distracting, and I can’t focus especially if I’m reading other words. So I just like to listen to an instrumental... It’s kind of sad but wistful, but romantic. It’s a lot of emotions, it’s very heartfelt music. “

AUDREY POWERS ’24: BABY DRIVER
SOUNDTRACK

“I really like the soundtrack from Baby Driver... It’s been so long that I don’t even remember a specific song, but there’s a lot of classic rock in it... I thought it was a really nice touch to the movie, it was like he was so connected to this music and it plays a role in the plot itself. So that makes sense and it added something to the action... It gets your adrenaline up, it’s like your literally in the car chase with them.”

LYDIA MECHEGIA ’24: “TOMORROW” BY QUVEN-
ZHANÉ WALLIS

“My favorite movie soundtrack is the 2014 Annie Soundtrack. I really like ‘Tomorrow’ because it’s really positive and uplifting... It’s my favorite because it reminds me of good times and it’s a really awesome movie... The music is super uplifting, positive, and also a little emotional... I like to listen to it spontaneously when I feel like it.”

ELLA KOWAL ’25:

“GET’CHA HEAD IN THE GAME” BY ZAC EFRON

“It’s sung by Zac Efron and it just reminds me of my childhood. It’s very motivational, it’s all about being a good team player, and focusing on athletics. It’s all about what you need to be successful... [I listen] when I’m at the gym.”

KARISHMA CASTILLO/THE PHILLIPIAN

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Arts & Leisure

The Phillipian

Bright Colors for a Bright Personality: The Dynamic K-Fashion of Anny Wang '26

WENDI YING

Inspired by Korean fashion and buoyant colors, Anny Wang '26 pairs a lively pink cardigan with cozy leg warmers and a thrifted brown skirt. She finalizes the look with bold accessories and a matching hairstyle. Wang traces her love for clothing self-expression to her mom and the culture shock she experienced when first arriving in the United States four years ago.

“Coming from a Chinese public school where minimalized fashion is the norm, I actually tried to avoid wearing [fashionable] clothes because I felt like that’s against the norm, and I didn’t really want to be different from other people... But after coming to America, I felt like I really wanted to

be special because I feel like people here have more freedom wearing clothes... So, I felt more safe wearing different clothes and I felt like clothes became more and more a part of me,” said Wang.

In addition to taking fashion inspiration from Chinese blogs and Korean clothing, Wang enjoys shopping for clothes with her mother, who encourages her to try out a new and more liberating style. One of her favorite articles of clothing is a pink cardigan from the Korean brand Chu. Wang discussed why she likes cardigans in particular, and her liking for the bright colors of Korean fashion.

“I love to wear these Korean, sort of K-fashion clothes because [of] the colors pink, green, and blue. They’re very energetic, and they bring a lot

of energy to myself. It fits my personality. I really like to wear cardigans and things to put on top because I personally don’t really like to wear a hoodie. Cardigans are easy to take off if you’re hot, or if it’s cold, you can just put it on. It’s easier to remove or add on. That’s my preference [for] a piece of clothing,” said Wang.

Additionally, Wang emphasized how fashion affects her mood, confidence, and freedom of expression. She described it as a way to enliven herself and those around her, diversifying her wardrobe on special holidays and experimenting with color combinations.

“Sometimes I would wear bright colors on a rainy day just to cheer myself up... Sometimes I would wear something unique when there’s a Chinese festival because I want to celebrate it on my own, even though it’s not really celebrated in the U.S.. I feel great when I feel pretty...and sometimes I try to try new color schemes and mix colors. It’s like mixing a palette. It’s like drawing... Fashion is sort of a tool to bring energy to myself and to the people around me,” said Wang.

One of Wang’s friends, Belina Zhou '26, highlighted her ability to adapt outfits to specific circumstances while staying true to her style. She feels that Wang’s cheery, energetic vibe is palpable through any outfit of hers, whether formal or informal.

“I think what makes her fashion unique is her ability to put together outfits that look good from head to toe, that always fit whatever situation she’s in. For example, I remember seeing her at tennis one day and she was in a tennis outfit that was very much her, but still could definitely still do sports in it and be very active. Or when she has concerts, it’s



A.CHINN/THE PHILLIPIAN

Inspired by Korean fashion, Wang likes to add bright pops of pink, green, and blue to her outfits.

definitely a very formal outfit, but it definitely still reflects her personality very well,” said Zhou.

While she may not want to pursue her childhood dream of becoming a fashion designer anymore, Wang still hopes to continue exploring fashion and ways to break drab-style stereotypes in the larger society.

“I want to keep on incorporating fashion in my daily life, and trying to bring energy with fashion to the people around me more. I look at the adult society and a lot of people wear really boring clothes, and I want to try and stay away from that even though it might go against some social norms,” said Wang.



A.CHINN/THE PHILLIPIAN

Wang often bases her outfits off her mood and wears her favorite colors to cheer her up on a rainy day.

Claris Shin '25 Expresses Her Mood in Muted Oil Paintings and Eccentric Hip-Hop Dances

SOPHIE TUNG

Three hands in muted blues and grays stand stiffly within a dim halo of light. In an original oil painting from 2022 called “Atrophy,” Claris Shin '25 portrays the relationship between hand gestures and human emotion, capturing the anxiety people face when overwhelmed.

Shin has enjoyed art ever since she was a child, finding happiness in exploring various mediums and techniques like sfumato. Shin described how she has grown as an artist since her childhood years.

“My passion for art started when I was little. I drew a lot and filled tons of sketchbooks with simple doodles. I ended up going to an art school in Korea... At Andover, I learned various ways to express my thoughts through art. The art curriculum here is very different from that of the Korean art school I attended. They offered a lot of new techniques...so now I’m trying to explore and find my own unique art style,”

said Shin.

Through class merch designs and the Andover art club Art for Expression, Shin has been able to display her skills as an artist throughout campus. In addition to her work in art, Shin is also passionate about dance, often performing with Hypnotiq.

“For art, I joined a community engagement activity where I teach children how to draw and express themselves. For dance, I take dance classes outside in dance studios in Korea. Sometimes, I participate in programs they offer to students in the dance studio,” said Shin.

Over the years, Shin’s artwork has developed from realistic depictions of life into pieces reflecting personal emotions. Inspired by the female painters Georgia O’Keeffe and Mary Cassatt, Shin is currently trying to push the boundaries between realism and impressionism.

“My artwork [mainly] depends on what environment or setting I’m in. If I’m in a positive mood and I feel very confi-



COURTESY OF CLARIS SHIN

In blue and gray oil paint, Shin depicts how hand gestures interact with one another.

dent about my artwork, I might convey that through my art. When I’m having a bad day or alone in the art studio painting at night, that affects the artwork itself too,” said Shin.

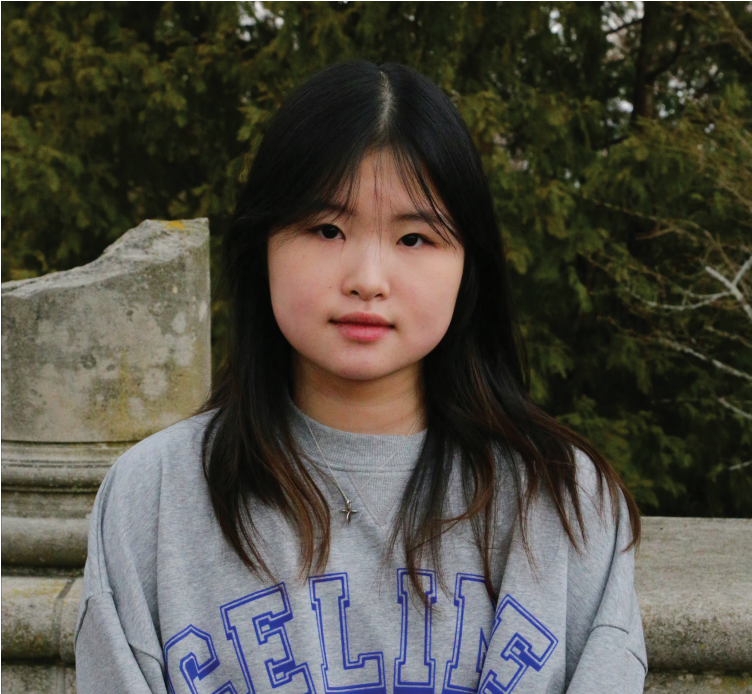
With dance also being a major part of her life, Shin gained inspiration from dancers such as Bailey Sok and Taryn Cheng. Shin’s friend, Ethan Oder '25, explained the contrast between her dancing and her art.

“Claris dances to faster hip-hop and R&B songs which she expands off of through her

quick variation of dance moves. Her frequent use of muted oil paint tones feels like a meditation from her grand and eccentric dancing, with the two styles completely contrasting each other in mood and energy,” wrote Oder in an email to *The Phillipian*.

On top of painting and dancing, Shin is also interested in exploring art history. In terms of a future career, she hopes to merge her passions with other subjects, such as science, history, and language.

“I remember I was sketching in art class and I had to draw people’s movements and actions. I thought it would be really interesting to [draw] dance moves I do in performances. It ended up being very unique and creative because I had to look at myself dancing and enjoying those movements in dances. It helped me know myself better, notice what I do and express that through art,” said Shin.



S.SPEASE/THE PHILLIPIAN

Artist and dancer, Shin hopes to find a career path that incorporates both her passions.



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