

## EBI Course for Juniors – The “Foundations” of an Andover Experience

JACQUELINE GORDON &  
LUCAS BENARDETE

This past week, groups of Equity, Balance, and Inclusion (EBI) cohorts held their last meetings, ending the course sequence for the year. EBI’s “Foundations” is a mandatory seminar for all Juniors, covering topics such as self-care, healthy relationships, and effective communication.

Brigitte Leschhorn, Instructor in English, is the 9th-grade Course Head for the EBI program. According to Leschhorn, Andover’s EBI curriculum is fluid; shifting and changing based on student, TA, and instructor feedback as the years change. Leschhorn spoke on how a large part of the end-of-term EBI review was collecting and sifting through feedback received to restructure the EBI curriculum for the future year.

“So, as we’re wrapping up [the term], usually what I do is I look at what students are really craving and what things are in my control. There are some things that students say they want me to improve that are actually not in my control. So for example, EBI during a lunch period, not in my control, but they say something like, ‘We want different topics’ or ‘Why don’t you talk about this particular topic’, then that’s what I implement,” said Leschhorn in an interview with *The Phillipian*.

Vernon Ha ’26 spoke on how, as the year progressed and the topics shifted from navigating Phillips Academy to EBI, presentations, and classroom discussions decreased in productivity. He also commented on how, because many people don’t speak or pay attention to the content, there isn’t much benefit from attending the class.

“Well, at first it was kind of useful learning about the school but afterward it’s just kind of boring and you don’t really do anything. There’s one or two people that actually talk, the rest of the people just sit there and the topics are fine, it’s just the way they teach it. It’s been alright, but it’s kind of a useless course because no one really pays attention during class,” said Ha.

Similarly, Penelope Tong ’26 described how the productivity of the EBI class depended on the people in the class and the topics being taught, however, felt that the presentations only covered surface-level information. Tong continued by expressing how EBI could be appreciated more if the class was not held during a lunch period and was held at a different time.

“The topics were interesting but the slideshows only cover brief, common knowledge. In a lot of classes, they’ve been interacting a lot and making friends but our class was pretty silent, no one said anything unless it was a really interesting or controversial topic. I think EBI is 100 percent bound to be disliked if it’s taking a part of someone’s lunch block. So maybe if it were an actual class period rather than someone’s lunch period, or [All School Meeting] period, it would be maybe more well-received,” said Tong.

Another Junior in the EBI program, Kaliah Fortune ’26, highlighted the inefficiency of EBI in the Fall and Winter terms and expressed how she was excited to see the program continue to improve. Fortune noted how she preferred more interactive classes, games, and discussions compared to article-reading that took place in earlier terms.

“I think this is already a little bit changed, but I was not a fan of how much we did article readings and things like that in the winter

Continued on A4, Column 3

## Chandler-Wormly Vista Dedicated to Honor First Abbot Academy Black Alumni



C. BARBIE/THE PHILLIPIAN

Pictured above is the Vista, which extends from Samuel Phillips Hall to the Great Lawn.

LUCAS BENARDETE

Head of School Dr. Raynard S. Kington, MD, Ph.D. P ’24 announced that the Vista would be named the “Chandler-Wormly Vista” to honor the efforts taken by Abbot Academy’s first Black alumnae; Beth Chandler AA ’55 and Cheryl Wormly AA ’55.

From the Senior Walk in the fall to Commencement, the Chandler-Wormly Vista represents the center of campus and is a core aspect of many of the traditions on campus. According to Kington, the decision to dedicate the Vista was started by a donor’s interest, which encouraged Andover to start researching who would be appropriate to dedicate the Vista to.

“It was prompted by a donor, who also had given the funds to rename the [Richard T. Quadrangle] and asked us to think about other naming opportunities. So a group of us thought about a range of different options. And at some point, I ran across information about the first girls at Abbot Academy. And the more we learned about them, the more we thought that they warranted recognition in some way,” said Kington in an interview with *The Phillipian*.

Additionally, Kington highlighted the challenges that were faced with the integration of African-American students into Abbot Academy. According to Kington, while Andover enrolled its first African-American student, Richard T. Greener in 1864, Abbot Academy would not enroll any Black students until nearly

100 years later. Kington explained how this was primarily based on individual hold-outs on the Abbot Academy board who resisted and halted any change, until 1951, when Chandler and Wormly enrolled into the Academy.

“The exclusion of Black students was driven largely by families, particularly board members on the Abbot board who didn’t want Black girls, and perhaps even more importantly, they didn’t want the boyfriends of a Black girl, they didn’t want the Black boys. And it took a while literally for the board members to oppose it to die, and eventually the last one who was opposed to it died, and the principal was

Continued on A5, Column 4

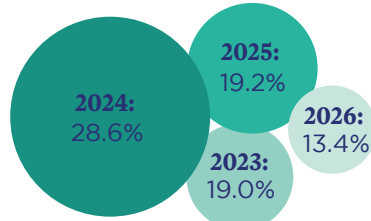
### EBI EFFECTIVENESS

# 20.8%

of students believe that the EBI curriculum is effective in helping students become better community members.

### EFFECTIVENESS BY CLASS

Percent of respondents, by class, who believe that the EBI curriculum is effective.



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## EBI Speaker Natasha Singh Discusses Consent, Sexual Ethics, and Decision Making

JACQUELINE GORDON

Comparing masks during the pandemic to protective barriers during sex, Natasha Singh, a sexual literacy and ethics educator from San Francisco, spoke to Upper and Seniors last Friday on topics such as consent, sexual ethics, and decision making. A part of the upperclassman EBI curriculum, Singh’s speech marked her second time speaking in front of the Andover community after her first meeting in 2021.

Taylor Ware, course head of EBI for Uppers and Seniors and Associate Director of College Counseling, hoped to relieve student stress by switching from class settings to speaker-based models for EBI this year. Andover has welcomed Matt Bellace in the Fall, Chris Herren in the Winter, and Singh in the Spring.

“We used to have class time for Uppers and Seniors but then we had a lot of faculty conversations about it and were feeling that Uppers and Seniors have a lot on their plates. So we shifted the program to look less like the 9th and 10th grade program. We don’t have the curriculum in classes, we moved more towards a speaker-based model. This year was the first year that we tried that and we have one speaker a term who comes to talk on different topics. We just had yesterday Natasha Singh who came to speak about sexual ethics and consent and decision making,” said Ware.

In her presentation, Singh discussed the intersection-

ality between sexual ethics and consent, using the metaphor of a mask to display how to care for the wellbeing of others. Singh also noted how shared values and ethics grow in certain community cultures and if a community understands and shares certain standards it’s more likely to be upheld.

“I want to assert something that I think you probably already know, which is shared values and ethics created in your culture. Most students will say that the reason they did not take off their masks [during the pandemic] is because they’re aware of their own safety and the safety of others. You actually learned a really important ethic during the pandemic. The mask, and this can be mapped to sexual ethics, kind of like a barrier method, you understand that what feels pleasurable is not always what you can certainly apply to other areas,” said Singh.

Singh continued by explaining a new way of looking at consent and developing certain situational and emotional intelligence in teenagers. This intelligence, Singh described, consists of setting boundaries, having a shared understanding about needs and wants, and communicating your own preferences resulting in growth.

“I like to think about consent in another way. Which is really about cultivating emotional and relational intelligence and to have program-mable intelligence. It’s about really being able to co-create a space that has communica-

Continued on A4, Column 1

## CaMD Spotlight Presentation Delves into Holocaust Remembrance and Its Influence on Political Rhetoric

TIANYI GU

Exploring the ways in which Holocaust remembrance can be molded in order to amplify political rhetoric — including how the commemoration of the Holocaust can be distorted or warped to fit into various narratives — Sara Romai ’23 delivered a Community and Multicultural Development (CaMD) spotlight presentation on May 15. Romai’s research focused specifically on the case study of Holocaust distortion and mis-remembrance in Poland, while also urging attendees to consider the implications of this example on ourselves and our broader communities.

Introducing the presentation, Natalya Baldyga, Instructor in History and Romai’s fac-

ulty advisor, highlighted the importance of Romai’s investigation of the phenomenon of Holocaust distortion.

“In the course of her research, [Romai] not only identified different ways in which the Holocaust has been forgotten, remembered, and misremembered, but she’s also revealed that the phenomenon of Holocaust distortion is widespread and acute. The case study that she presents here tonight cogently reveals the particular challenges of Holocaust remembrance in Poland and also asks us to consider our roles in a world where echoes of her case study are all too present,” said Baldyga.

The presentation consisted of a mixture of student discussion and lecturing, providing opportunities for attendees to talk and share with each other

during the presentation. Sarah Barton ’24, who attended the event, appreciated the style of the presentation as it allowed attendees to think and talk while learning.

“My main takeaway was really that this is still happening, denial and distortion of the Holocaust. And distortion can really allow people to take events and sort of use them and that really stuck with me. We really have to be careful of the way things are being taught and the way things are being spoken of, otherwise the meanings of certain events can be really changed,” said Barton.

Romai’s presentation centered around how distortion of the Holocaust, either pur-

Continued on A6, Column 1

Commentary, A2

### Low Income Support

Ray Williams ’26 explores how the school’s support for low income students, while substantial, is not enough to properly support them on this campus.

Eighth Page, A8

### Chucker is a dog.

Cats in 4.

Sports, B1

### Boys Volleyball

Andover Boys Volleyball swept Northfield Mount Hermon (NMH) and Phillips Exeter Academy (Exeter) on Saturday to secure its second consecutive NEPSAC Championship title.

Arts, B6

### ART600 Exhibition

Art600 exhibit “On the Mend” attracts dozens of visitors.

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Editorial

Shifting Language: Prioritizing Mental Wellness at Andover

Trigger Warning: This editorial contains major themes of suicide and suicidal ideation. Please read at your own discretion.

Ultimate and finals week highlights many stress-inducing aspects of an Andover student's life. Students feel that, while many see their schedules free up as sports and other commitments conclude for the term, their major assignments make it feel as though there's no time at all. In this moment, it's easy to say this simple phrase: "I'm gonna kill myself."

These four words, however, should not be this easy to say. This phrase has become a sort of colloquialism, with some using it just to express dismay or annoyance faced in day to day life. In conversations at Paresky Commons or the Oliver Wendell Holmes Library, iterations of this phrase are used as an accessible hyperbole to express negative feelings in a blanket manner.

Especially in a competitive student body, the idea that a hard working student should push the limit of sleep, workload, and stress-levels is a concept glorified under a toxic work culture that exists on campus. Due to this work culture, many feel inclined to play into this with comments of suicide. Because of its prevalence, the phrase becomes commonplace in the community, and thus quickly is disassociated with the true meaning of to take one's own life.

A recent survey conducted by Pew Charitable Trust revealed that 22% of students have seriously considered suicide within the past year and, according to the Center of Disease

Control, suicide is the second leading cause of death among students. As for statistics in our community, 15.2% of students have been diagnosed with depression, either before or during their time at Andover. Mental wellness is a concern closer to campus than many students seem to believe, seen in their habitual use of suicide in conversations.

This habituation leads to problematic effects on our community. When suicidal statements are used so commonly, community members are not alarmed when someone besides them cannot identify that this person had just used the words "kill myself" in its true dictionary definition. The grave implications of this scenario are evident even without an explicit statement. Each casual reference to suicide sets the premise for a "boy who cried wolf" situation.

The Andover community cannot wait to change our tone surrounding suicide until another tragedy occurs. Regarding our action towards mental wellness, our work and awareness needs to be proactive; we never want to see a day when our effort turn to mend wounds in our community. The removal of lighthearted references to suicide from our everyday speech is a preventative measure that should be an easy commitment for everyone to make. Not only are there better ways to express your feelings of stress and frustration, but any potential inconveniences resulting from more cautious language will always be worth our fellow students' wellness.

This editorial represent the opinions of The Phillipian, Vol. CXVLI.

How Andover Fails Low Income Students

RAY WILLIAMS



T. ZENG / THE PHILLIPIAN

Phillips Academy is a school that meets 100 percent of students' demonstrated financial needs in terms of tuition. While this is an amazing feat for an independent high school, the school still needs to take many steps towards providing complete demonstrated care to their low-income students, such as myself. Outside of tuition, students on campus have needs that aren't met, simply because "it's not a part their scholarship." When life happens and students have sudden needs, the school fails to take actions and often leaves students to figure out ways to survive on their own. Andover doesn't recognize their lower-income students as people with human needs, and in turn disallows them from fiscally enjoying their time here.

A clear example that comes to mind is the laundry system

It's important to recognize that the school does try to make campus a financially available place. However, this doesn't mean that their work is done.

Andover has in place. Students are given two options for laundry. E&R, a laundry service that does students' laundry for them, and the laundry machines in dorms, which require students to purchase their own laundry card and wash their clothes. While the basement laundry option is generally cheaper than E&R, it still costs money to do your laundry. It also isn't covered in most scholarships, meaning that students still have to find a way to pay for laundry. This is certainly ironic, as the school claims to cover 100 percent of need, but doesn't cover any of a student's laundry needs. Even students who receive a stipend from the school, which is supposed to be completely used for a student's wants on campus, receive no help to cover laundry costs. While this might seem minor to most, many students acknowledge that laundry at the school adds up quickly, even if it is generally cheaper than the E&R option. The idea that a school that claims to care for all students' demonstrated need, is leaving lower-income students to pay for their own laundry, is absurd.

While not as obvious as the monetary pressure laundry puts on students, there is certainly social pressure from better-off friends. Many times, students will ask each other to go downtown and participate in other events that cost money. While it is important to include and appreciate others regardless of social class, to show ignorance to the presence of people from other classes creates a stigma regarding a students' ability to express that they are of a different class outside the norm. The effect is highlighted by the open access students have to



SOFIA HATZIGIANNIS / THE PHILLIPIAN

the downtown area. With so many shops open to students so close to campus, there's just about a guarantee that students will find excitement in heading to shops and spending some money with their friends. While the financial office does claim to help by giving some students 25 dollars a week for wants, 25 dollars is simply not enough for students to sustain themselves at this school. When UBurger meals cost around 15 dollars to 20 dollars — and there are restaurants that serve food well over 25 dollars — it is safe to say that stipend does not allow students to venture downtown, at least not without watching their friends spend money they don't have.

Every Friday, Andover's PSPA also comes together to sell Andover gear at their Campus Closet. With a beautiful selection of clothing designed to let students represent their true blue,

it also functions as another space that haunts students of lower incomes. While most get to appreciate their school colors without worry, some students find problems in buying any of these pieces. What connects this problem to the school failure is that it's quite easy to provide extra support to buy new clothing. The school has given money before to support students in buying clothes, but there seems to be a problem when students want clothes that represent their school. Outside of school sponsored clothes, Andover's financial aid office fails to contribute to students' clothing needs during the summer. While the office did give out a bit of money to support students during the winter, there has not been any sign of support for new shorts, shirts, and other clothes.

The school has worked hard to make this campus a safer place for students of lower incomes. It's important

to recognize that the school does try to make campus a financially accessible place. However, this doesn't mean that their work is done. There are many holes in Andover's steps to become an inclusive place, all of which start by re-examining how the school identifies and treats their students of lower income. The problems faced by students of lower incomes are also the problems of a wider community, and when that wider community works to make this campus an equitable place, it becomes something everyone benefits from. Even students hailing from the top ten percent of earners benefit from an equ community where everyone can enjoy the same opportunities.

Ray Williams is a Junior from Boston, Mass. Contact the author

The Commentary Podcast  
Episode 3: On Education and the Andover Bubble



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JAMES XIAO / THE PHILLIPIAN



# International Schools: Dulwich College, 2011-2016



From first through fifth grade, I attended Dulwich College Suzhou, a British international school located in Suzhou, China. At a young age, Dulwich taught me that various countries and ethnicities populate our Earth. It taught me the word “diversity” before I learned that “gorgeous” was a fancy way of saying “pretty.” It taught me that in this vast universe, one culture only constitutes 0.5 percent of the existing nations before I learned the area of a circle. Due to these reasons and more, I firmly believed that my school was truly international – until the Asian American Footsteps Conference hosted by St. Paul’s School a month ago.

At the conference, I reflected on my childhood experience through a more mature and objective lens. I now hesitate to say that Dulwich – at least during my years – truly embraced its diversity, although it accepted many cultures. The diversity we were taught was merely

a number, a “nation count” that granted us the capacity to dress up in cultural attire and parade down the corridor every once in a while.

Growing up, I was quite educated about two cultures: the Chinese and the British. As students studying in China, we all took Chinese language classes. I was placed into the native level which exposed me to a more authentically Chinese curriculum than others. There, I relished Chinese poetry, calligraphy, and little essayettes that served as our textbooks. Additionally, as a school in China, Dulwich organized a week every year where we stayed in a historical spot close to Suzhou and appreciated the city’s origins. Being Chinese myself, I returned every day to the embrace of my grandparents and the local life of Chinese citizens.

Then there was British culture. With the exception of my Chinese language teachers, the rest of my teachers were all from the United Kingdom due to Dulwich being a British school. They told us about their lives in Europe and showed us video clips of their favorite soccer, or football, players. We were assigned readings through The Oxford Learning Tree, watched English movies, and learned about England’s royal family. My English was always better than my Chinese.

As for the rest of the cultures, we had no idea. I had peers from South Korea, Japan, Indonesia, France, Belgium, Germany, Italy, South

Africa, Turkey, Russia, and more. Yet miraculously, my knowledge of their countries stopped at being able to identify typical foods and their flags -- and if we were good friends, whatever we shared in conversation.

We were only truly encouraged to celebrate our differences on two formal occasions set aside for that specific purpose. One Thursday every term, we students – as well as faculty members – dressed up in the traditional clothing of our cultures. We each took our turns and paraded down the building, class by class, while everyone else clapped and watched as a colorful line of young children and adults moved forward. Then there was “International Day,” a yearly tradition that spanned an entire Saturday. This was one of our biggest celebrations; to say that we were all prepared would be an understatement. Kids and their parents signed up for a booth to represent their country days in advance, and on that day, the whole school would crowd into the gymnasium while we used paper tickets as money to buy goodies from each booth.

Thinking back, I realize that both celebrations served entertainment purposes over serious cultural appreciation. As kids, our eyes were attuned to the most colorful dress, the prettiest hairdo. We formed a line behind the booth that made the fried chicken and milk tea. We went into International Day knowing that we would come out with

arms full of food and goods, but not knowledge. On the only two occasions where we could truly embrace our different cultures, we considered it pure amusement, an excuse to self-indulge. And while I acknowledge that given our age, this was inevitable, I wish that the school had provided us with more formal and beneficial venues to learn about a culture beyond its already-known foods and facts. Dulwich is a K-12 school: this could have easily happened early on in our lives. During an assembly where we performed a skit on the Solar System, perhaps we could have talked a little about our roots. In our social sciences classes, perhaps we could have dedicated one day to presenting our backgrounds. Perhaps, on International Day, we could have quieted down before it and let each booth enlighten us with their unique story.

Historically, international schools followed an imperialistic purpose. They were created to ensure that expatriates and diplomats could secure a Western education for their children. As time progressed, the reason for their existence steered toward promoting diversity. Reflecting critically on my experience with my peers, however, I argue that Dulwich has remained somewhat imperialistic. The British-centric education, the much-too-common temporality of my peers as their families worked as expats in China, and the compounds of industrial

We went into  
International Day  
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Suzhou catered to housing wealthy families from the Western world are just a few examples that illustrate this belief. This highly imperialistic purpose lies under a façade of diversity. I don’t know what Dulwich is like now, but I hope its efforts to honor diversity sincerely have increased. I hope Dulwich has become a truly diverse community, one that serves its modern purpose, connects nationalities and ethnicities across the ocean, and globalizes our world.

Before I end, I should admit that I loved Dulwich. Despite not embracing diversity as much as they proclaimed to, the school taught me how to be human. I learned about acceptance, empathy, creativity, and other traits at the center of our souls. Dulwich planted these ideologies in its students more than any other school I’ve attended, and I thank it endlessly for its teachings. If I could go back in time, I would change nothing – except, of course, to truly be international.

Gloria Chen is an Upper from Germantown, Tenn. Contact the author at ychen24@andover.edu.

# Mom, It’s Time We Talk



I am going to be honest with you guys. I might be a selfish person. There are many days when I get the sudden urge to pick up the phone and call my mom to tell her one quick thing. Okay, I’ll admit it, this actually happens every day. More often than not, the reasons I call my mom include softening the blow before she finds out that I might have spent a bit too much money on takeout and ranting about a bad day that I have had and hanging up right after. I never truly ask her how she feels, what she wants, or what can I do to support her bad days. So right here, right now, I am telling you to go call your mom. Not for yourself, but for her. It’s about time, Leilani. It’s about time.

In some way your mother has carried you, whether it be in her uterus or in her arms. For that, I am already thankful; I was one chunky baby. But Mom, it is time I tell you that I am thankful for everything else that you have done as well, because that everything else is a whole lot. As I reflect on the countless ways you continue to carry me, both literally and metaphorically,

I am overwhelmed by a profound sense of gratitude. From the earliest days of my existence, you carried me within your very being, nourishing and protecting me with an unwavering devotion. The weight of responsibility you willingly shouldered to bring me into this world is a testament to the depth of your love.

It is not just in the physical realm, however, that your carrying sustains me. Emotionally, you have been the pillar that holds me steady in the face of life’s challenges. You’ve taken away my worries, fears, and doubts, providing a safe haven where I can confide in you without judgment or hesitation. Your embrace has always been a sanctuary where I find solace and reassurance. In your role as my mentor, you carry the weight of shaping my character and instilling values that will guide me throughout my journey. With patience and wisdom, you’ve shared your experiences, offering invaluable lessons and perspectives that shape my understanding of the world. You carry the task of helping me navigate the complexities of life, equipping me with the tools I need to make sound decisions and forge my own path. Selflessly, you bear the burdens of parenthood, setting aside your own desires and aspirations to prioritize my well-being. Your sacrifices, often unseen and unacknowledged, are the foundation upon which my dreams are built. Without you I would not even be at Andover. But I would like you to know that I see them. I see you. And I’m sorry that it took so long for me to say so.



KARISHMA CARO DEL CASTILLO / THE PHILLIPIAN

beneficial connection. And that starts with a simple call.

Your mom wants to know that you are not starving to death. She wants to know about your choral concert or your chamber performance. Sometimes as students who go to this big boarding school, we feel all strong and independent, but that does not mean that there are not people back home that worry about your well-being and happiness. So call your mom. Attempt to maintain and perhaps strengthen the bond that you have with your mother despite – or taking advantage of – the distance that may be between you. Tell her about your successes, your failures, your stories, and your memories. And while you’re at it, don’t forget to remind her that you are there for her, too.

I am here for you, Mom.

Leilani Glace is a Lower from Brooklyn, N.Y. Contact the author at lglace25@andover.edu.



# 두 세계 그 사이

SEAN PARK



T. ZENG / THE PHILLIPIAN

미국. 그곳은 나에게 항상 꿈의 나라였다. 어렸을 적부터 영국, 프랑스, 스페인, 일본, 홍콩 등 수많은 곳으로 해외 여행을 갔었지만 단연코 내가 가장 좋아했던 곳은 미국이었다. 차를 몇 시간 타고 이동하며 나의 나라인 한국에 대한 볼 수 없었던 광활처 한 자연과 대지가 펼쳐져 있었고, 도시에는 몇 층에 달하는 고층건물들이 작은 나의 시야를 가득 채웠다. 그곳에서는 달콤한 사탕과 초콜릿, 그리고 맛있는 햄버거와 감자튀김이 나를 반겼고, 디즈니랜드, 유니버설 스튜디오 같은 거대한 놀이동산들이 어릴 적 나에게 즐거움을 선사했다. 그래서 미국은 내가 유학을 오기 전에도 압도적으로 가장 많이 방문했던 나라였다.

하지만 나는 정작 나를 낳아주고 길러준 한국을 사랑하지 않았다. 난 쌀밥을 먹는 것을 싫어했고, 한식의 역사가 있는 사립학교에 다니는 유학생이며, 과학교과 책을 사랑하는 소꿉친구, 게임을 좋아하는 소꿉친구, 음악을 사랑하는

그리고 2019년 9월, 중학교 1학년 반 정도를 끝나고 나는 항상 기대했던 미국 유학길에 오르게 된다. 유학생으로써 내 새 학교의 첫인상은 말도 안되게 좋았다. 한국의 공립학교에서 자란 나에게서는 낯선 캠퍼스, 맛있는 음식, 훌륭한 시설 모두 내가 꿈꾸었던 것 이상이었다. 이 이상적인 곳에서는 한국에서 벗어나 내가 그렇게 바라던 서양의 교육을 받을 수 있을 거라 생각해 기대가 되었다.

하지만 아이러니하게도 유학생 생활을 하며 깨달은 것은 내 고향인 한국이 나라의 아이덴티티에 얼마나 큰 영향을 미쳤는지였다. 나라는 사람보다 깊게 “한국”이라는 색에 염색되어 있었다.

난 이제 한식을 무엇보다도 사랑한다. 외식만을 좋아하던 아이는 이제 엄마가 해주던 집밥을 더 바라는 고등학생이 되었고, 외국 노래로만 구성되어 있던 내 플레이리스트에는 K-pop 노래를 심심찮게 볼 수 있다. 내가 유학을 하며 지우고자 했던 “한국”이라는 자국은, 그 어느 때보다 선명하게 빛나고 있다.

누가 나에게 “당신은 어떤 사람인가요?”라고 물어본다면, 여러가지 대답이 있을 것이다. 나는 앤도버라는 역사 있는 사립학교에 다니는 유학생이며, 과학교과 책을 사랑하는 소꿉친구, 게임을 좋아하는 소꿉친구, 음악을 사랑하는



EVERY LIN / THE PHILLIPIAN

라리네티스트이기도 하다. 하지만 그 수많은 대답 중에 가장 처음에 올 수식어는 “Korean”일 것이다.

유학생 생활을 하다 보면 가끔 이런 생각이 들 때도 있다. 사실 난 한국인보다 미국인에 가까운 것 아닐까? 난 지난 4년 동안 영어로 글을 쓰고 책을 읽으며 친구들과 대화했다. 한국말을 할 때는 부모님과 통화할 때 잠깐이 전부이

며, 한국에 있는 친구들과 과도 유학을 오며 연락이 끊어졌다. 하지만 그때마다 내 심장은 내가 누구인지를 상기시켜 준다. 학교를 다니며 쉬는 시간마다 친구들과 축구할 때를 하거나 앉아서 공부를 하던 기억. 어렸을 때 명절에 온가족이 모여 만두를 빚은 기억, 그리우고 웃음을 하고 절을 올리며 세뱃돈을 두 손으로 공손히 받아가던 기억. 엄마, 아빠, 여동생

과 한 식탁에 앉아 날마다 담소를 나누던 기억. 그것들은 내가 한국인이라는 것을 잊을 때마다 상기시켜준다. 날 “Sean Park”라고 불러도 되지만, 내 이름은 “박성준”이다.

Sean Park is an Lower from Seoul, Korea. Contact the author at spark25@andover.edu.

## In Between Two Worlds

SEAN PARK

America. It has always been the place of my dreams. Ever since I was young, I have traveled all over the world to Britain, France, Spain, Japan, Hong Kong, and many other countries; however, my favorite of them all was always the United States. When you were riding a car across the country, you could see the vast swaths of land and nature, and in cities skyscrapers with dozens of stories clouded the view of me, a small child. This place had sweet candy and chocolate, tasty burgers and fries, while the gigantic amusement parks of the likes of Disneyland and Universal Studios entertained me. Thus, years before I even

thought of studying in the U.S., it was already the foreign country I had visited most by far.

However I did not love the culture of Korea, the country that I was born and raised in. I hated eating rice when I was young, and never even touched kimchi until I was in 5th or 6th grade. I preferred American pop songs over the K-pop music everyone was obsessed with. I don't know exactly why I remained so distant with my culture at a young age. Perhaps it was because of the constant academic rigor I had to go through from a young age, making me tired of everyday life, wanting something new. Or maybe it was the many cultural norms I had to follow that made me desire a more free place. But

one thing was clear. I was bored of the monotonous life I had in Korea.

In September of 2019, I finally left my home in order to study in the U.S., something I always wanted. My first impression of the international student experience could not have been better. For a boy who had been through public school, a huge campus, tasty Western food, and high-end facilities were more than I could ever dream of. In this utopia, I was looking forward to receiving the Western education I've always wanted, and moving away from my Korean roots.

But ironically, what I've realized during my time as an international student is how much Korea has influenced my identity as a person. I was

soaked by my hometown's influence way deeper than I thought.

Now I love Korean food more than ever. The child who liked eating fast food is now a highschooler who loves his mom's home-cooked meals, and my playlist which was completely made up of English pop songs is slowly becoming filled with K-pop. And the mark of “Korea” that I wanted to from me is shining brighter than ever.

If someone asked me, “Who are you?” back in 2019, I would have said, “I'm a student at a junior boarding school, an avid reader and scientist, a boy who likes video games, and a clarinetist who loves music. But now, the adjective that would come before any of these answers would be “Korean.”

Sometimes I wonder if my identity is closer to “American”

than “Korean.” I have been reading, writing, and speaking English for the past four years. The only time I truly use my native language is when calling my parents, and I have lost connections with many of my friends back home. But my heart always helps me remember who I am. Memories of playing soccer outside or sitting down and playing gong-gi with my friends. Memories of the entire family gathering together on holidays and making dumplings, playing yutnori, and bowing to our grandparents to receive an envelope full of money. Memories of sitting down on the dinner table with my mom, dad, and little sister and chatting about who knows what. These things help me remember that I'm Korean whenever I may forget. You can call me “Sean Park,” but my name is “Park Sungjoon.”



WRITE FOR COMMENTARY

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# EBI Speaker Reflects on Sex-Ed and Consent

Continued from A1, Column 5

tion, about your boundaries, your needs and wants. It includes developing the skills to communicate your needs, preferences and wants the indicated boundaries, change minds, and create spacings and self progresses and others to do this,” said Singh.

Victoria Ortiz ’23, an EBI Senior, commented on how she enjoyed Singh’s presentation, noting how it presented information that has already been taught but in a new engaging way for the students. However, Ortiz preferred last year’s EBI model as it allowed for more in-depth information on the same topics, but has otherwise enjoyed the extra time and speakers that have been brought this year.

“I was excited [for Singh’s presentation], she presented a lot of information that we kind of talk about on campus but in a new way that was a

lot more engaging for the general student population, so I really enjoyed it. Last year, my Upper EBI format was different [and] I thought that [last year’s format] was honestly nicer, though, people would complain about [how] it was usually on Fridays after ASM. Some of the [presentations are] definitely very surface-level things that I could teach about in my EBI class, it’s not that we’re getting so much new information at an appropriate grade-level. I do think that the timing and the format, and having actual educated people talk about the subject, is nice,” said Ortiz.

Similarly, Jack Swales ’24, an EBI Upper, appreciated the presentation as it further reiterated the topic of consent, which hasn’t exactly become a campus-wide precedent as of yet. Swales, however, slightly deferred from Ortiz as he enjoys having the extra time to work rather than meeting every week for EBI, on top of teaching EBI to freshmen.

“I actually quite liked it, I think that it did spread a good message. I did hear a lot of negative feedback but I think that’s because [consent is] a message that they’ve been hearing over and over again. I think that the way that the speaker tackled, addressing this issue of consent and how that had not been very engaged on our campus. We still have a lot of things that are wrong with consent on our campus. I would say that it’s definitely very helpful because I’m also an EBI Upper, so I teach EBI to freshmen every week. So being able to meet just once a month, or once a term for EBI, has been very relieving compared to having it every single week,” said Swales.

# Vista Renamed To Commemorate Black Alumni

Continued from A1, Column 5

waiting and was ready to act. They reached out to networks of their alum who in turn reached out to largely the Black elite, so the Black educated, middle and upper-middle-class communities in the cities, and they found two girls, one from Washington and one from Atlanta. And ultimately, they were willing to come and interested in coming,” said Kington.

In addition to Kington and John Palfrey, Andover’s 15th Head of School, in attendance was Suhaila Cotton ’24, the student representative during the event and Co-President of the Black Student Union (BSU) at Andover. Cotton expressed her excitement about having African-American women and their role in the Academy’s history recognized, and the power and recognition that comes with this dedication.

“I thought it was about time that they honored Black women because we have the Richard T. Greener Quad right from [George Washington Hall] for the first Black Alumni from Phillips Academy, but he was a man, oftentimes, Black women are their achievements and left out of the

story. It was really about time that the achievements of Black women were honored as well. It’s just for everyone to know them. Or even if they don’t know Chandler and Wormly themselves, they will always see that name, and that’s power,” said Cotton.

On May 5, an event was held to commemorate the dedication of the Vista. Daniel Romero ’24, spoke about the success of the event and the speech made by Palfrey. Additionally, Romero noted how he wished these gestures were possible without philanthropic donations.

“I thought it was a great event overall. It did start raining during Mr. Palfrey’s speech, but the event continued and I learned a lot. Overall it was a great event and super nice to see such monumental people to our Academy history get recognized, although, at the same time, it is a little upsetting that they wouldn’t be getting this recognition without an act of philanthropy,” said Romero.

Editors Note: Daniel Romero is a Business Manager for The Phillipian.

# Peer Listener Program to Dissolve Following Departure of Director Nicole Jeter

BAILEY XU

The Peer Listener Program will be dissolved at the end of the 2022-2023 school year following the departure of Nicole Jeter, supervisor of the Peer Listener Program. Jeter’s role as the Director of Wellness and Prevention Education will be removed next year, leaving the program without suitable adult leadership.

Founded in September 2021, the Peer Listener Program comprises Uppers and Seniors who receive Certified Peer Educator Training through the National Association of Student Personnel Administrators. Afterwards, Peer Listeners are equipped to provide helpful listening, support, allyship, and wellness education to their peers in a confidential environment.

“The Peer Listeners aim to support new students transition to PA, destigmatize asking for help, provide wellness education, encourage community building, and allyship. The program was founded to support students at PA, connect students to Sykes Wellness Center when needed and provide peer to peer education... We’ve also provided drop-in hours from 6:00 to 8:00 p.m on Tuesdays and Thursdays in Pearson. This aimed to provide an open space for students to have snacks, meet with their peers and seek support,” wrote Jeter in an email to *The Phillipian*.

Peer Listener Yasmine Tazi ’24 expressed her disappointment towards the program’s dissolution. Tazi speaks upon the subtlety of the nature of

the program and hopes to gain better support for mental health issues on campus.

“[Being a Peer Listener has] been great. The training has been extremely useful, the Peer Listener Program is very well crafted... [But] there’s a lot of things going on with the program right now because our director is losing their position. The position is literally being canceled, which is also really concerning for mental health as a whole at Andover... and this has been really hard because we have been struggling to find an adult whose position is compatible with the Peer Listener Program,” said Tazi.

Tazi continued, “We’re not directly affiliated with Sykes, because the program is a separate entity and our objective was to offer alternatives to the counseling programs... We’re not a club so a faculty advisor would not make sense. We’re trying to work it out. It’s really just an issue of having adults supporting the program on campus next year. The students are all willing to do the work, and so it’s been really disappointing.”

Michelle Yao ’23, who has been a Peer Listener for two years, conveyed similar feelings of frustration. While she acknowledged that there are areas of improvement for the role as Peer Listeners, she believes the administration did not provide clear guidelines about the agency of the Peer Listener Program.

“I’m very sad, disappointed, and frustrated that it’s being dissolved because I feel like there was a lot of untapped potential we could have gone into given more time and better organization.

And I acknowledge that both students and the administration have some blame in this, because as students, I feel like we weren’t able to uphold the responsibility or expectations [we were given]... Everyone agrees, we could have done better at marketing... But at the same time, the administration did not do a good job of giving guidance or letting us know exactly how much agency we had in the program for us to step up and take on that responsibility,” said Yao.

Yao pointed out the administrations’ lack of promotion for the program. The Peer Listeners program had limited platforms to reach students.

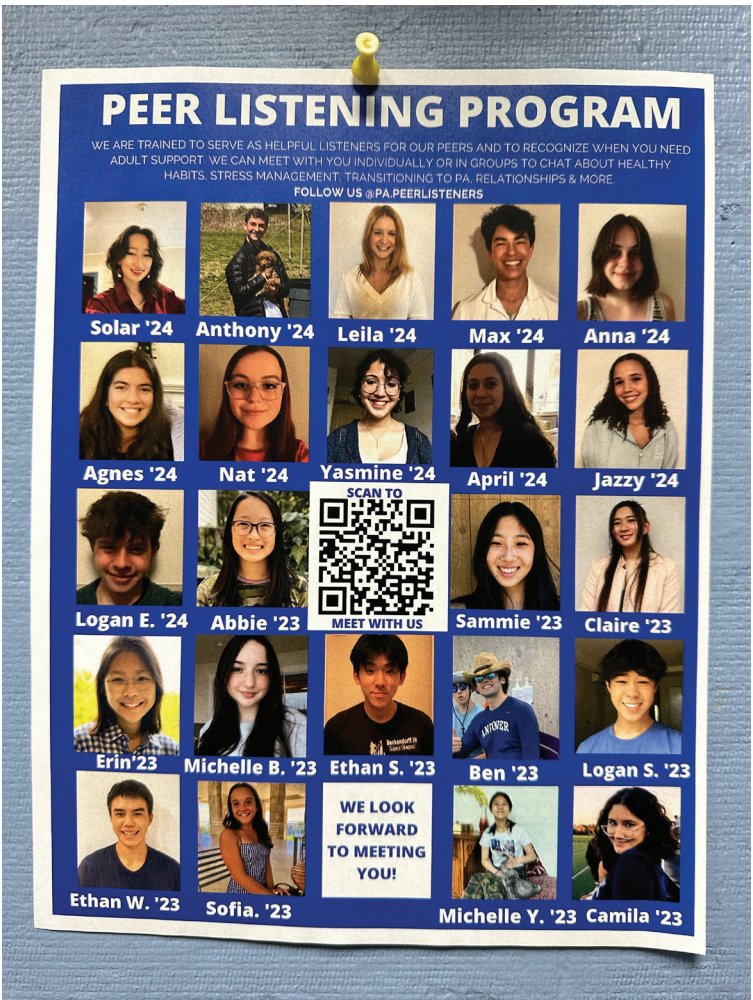
“A lot of the time, even though [the administration] says we are an organization with administrative support, I feel like we don’t necessarily receive that. For example, they said they would give us a PANet page, but I don’t know when that ever happened and, to be frank, that wouldn’t be as accessible. I feel like we’re prioritized less in any type of conversation. When you talk about, ‘Here’s a platform for student leaders or peer advisors who provide aid,’ EBI Seniors, Proctors, Prefects, they all receive those platforms while we are treated more separately, and I wish that we could have gotten more of those resources,” said Yao.

Although the future of the Peer Listener Program remains uncertain, Tazi reminded students that Peer Listeners will remain a student support system on campus. She encouraged students to seek support from Peer Listeners if needed, even if the official program was dissolved.

“If not next year, then the year after, we’ll be able to re-implement the program... [But] the Peer Listeners are still here... We may not be called Peer Listeners anymore, but we’re still there. There’s still the Class of 24 Peer Listeners and people can reach out to us whenever they need to. We have been trained, we have experience

and we love to listen to people and help as much as we can. Our posters are all around campus, people know our faces, and we’re there if people need us,” said Tazi.

Editor’s Note: The Phillipian reached out to Susan Esty, Dean of Students and Residential Life, but did not receive a response.



C. BARBIE/THE PHILLIPIAN

Pictured above is the advertising poster for the Peer Listener Program.

# Efficacy of EBI Curriculum Discussed Among Students and Faculty

Continued from A1, Column 2

and fall term. It just felt like it was a waste of time. EBI wasn’t supposed to feel like a stressful class and here we are reading articles, doing things, and most of the time, we don’t even engage with the material or it’s just going in one ear and out the other. And I feel moving past that and finding ways to engage us in other ways, rather than just reading would be a lot better,” said Fortune.

Asher Egerton-Idehen ’26 commented on the scheduling of EBI programs. Egerton-Idehen explained how it might be easier for faculty and students alike to dedicate a set block for EBI or make the curriculum shorter instead of cutting into students’ lunch blocks.

“I thought EBI overall was alright, it did teach some alright lessons. It’s a little bit hard to enjoy when it’s in between classes and you might need to study. I personally think we should make it shorter or reconsider its timeslot within our days,” said Egerton-Idehen.

Leschhorn echoed the senti-

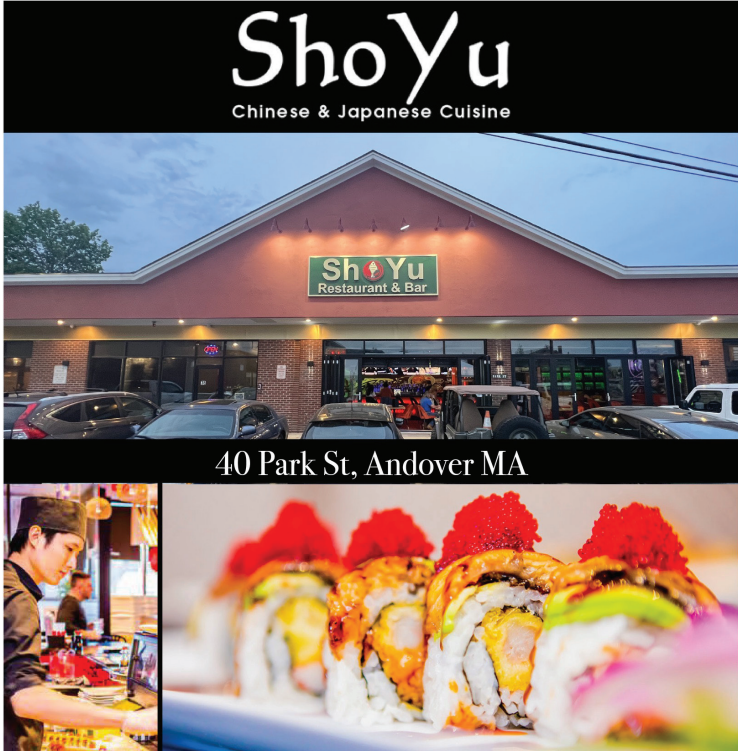
ments of the students. She shared that the shifting dynamics in the classroom have affected participation, and how the program as a whole has integrated prior feedback.

“One of the main things that I hope to do differently is to provide more choices that fit the objectives of the lessons so that instructors, TAs, and students are able to take the lesson the way they want to take it depending on

kind of the mood and feel of the room... So get some feedback on the topics that we have definitely shifted in the past, but how to integrate that as part of the programming or the structure of EBI, so that it is much more responsive. And then creating lessons that are flexible in two years so that you don’t have to redo a whole lesson, but you just have a structure there for flexibility,” said Leschhorn.



AVIVA CAI/THE PHILLIPIAN



40 Park St, Andover MA







# 10 Questions with Dakota Chang '23

REPORTING BY WILLIAM GE

*Dakota Chang '23 is a Senior from Hong Kong and Co-President of Pine Knoll Cluster. Chang is also a Co-Head of Drumline and has extensive experience in eight programming languages. In her free time, Chang enjoys reviewing headphones, skating, and going to the gym.*

**Why did you decide to run for Cluster Co-President?**

“Well, in my Freshman year, I got placed in [Nathan] Hale, and I also got elected as the dorm rep. That was the first time I got to do any type of student council stuff. So at that time, I was on cluster council as a dorm rep, and I met Karen Sun '20 and Shree Melon '20, the Co-Presidents at the time. And the events that they were hosting [and] the things that they were doing really inspired me and made me like the school. I wanted to do the same for other people who might join Pine Knoll. Especially after four years total of living in Pine Knoll: Hale, Stimson, Stevens, and Stevens [again], I've really grown to love this community. So I want to give back to this place that has brought me so many amazing relationships, friendships, and memories.”

**What advice do you have for students who want to work with the student council?**

“I would say the big picture obviously matters, but it's the little details that are the most important. Just getting to know everyone in your cluster, just being a general friendly supportive friend, doing those little things, putting in the effort every day even though sometimes it feels like it's just going towards nothing. People around you notice it, people around you see it, and just building that reputation, being consistent, that is what will bring you the most success and also respect from other people.”

**How did you first get involved with Drumline?**

“I played percussion ever since the first grade, so it's been quite a few years [that I've been playing]. When I first came [to Andover] I joined band... and met the Co-Heads of Drumline at the time, and they were like, 'Hey, you should audition for Drumline, you know how to play all this stuff, you have experience with timpanis.' So in Upper year, I wasn't planning on doing it, but one of my friends dragged me there, and I tried on the tenor and I was like, 'Whoa, it's really heavy, but it's really cool.' [So I] got into drumline and



ever since I've been super committed. I applied for Co-Head, didn't expect to get it, got it, and have just been really involved ever since.”

**Could you talk about your experience in Computer Science?**

Computer science is in general a very intersectional subject just because you can use it with so many different things. I've always known I was a STEM kid. It's funny, my parents are both in humanities, they're like, 'go for your passion, go for your passion' and [I] ended up with computer engineering. But, I've always known that I'd like to do computer science. I tried a lot of different things, encryption, game development, and ended up trying AI when I was in my Lower year here doing AP Computer Science; it was the Naïve Bayes algorithm. I fell in love with it. Like literally fell in love with it. I asked Dr. [Nicholas] Zufelt [Instructor in Computer Science,] for extra work, and actually did the extra work, and started really exploring the subjects more. I've sort of narrowed it down to human error and multilin-

gualism specifically within natural language processing, now that's all AI stuff. And because the topic is so niche, I can apply it to a lot of different topics that I'm also interested in, for example, education, literature, and a lot more. I think learning the theories, and then how to apply them is what forced me to really explore the world of intersectional computer science.”

**You have several works of Graphic Design on your website. What has your experience been with Graphic Design?**

“That was mostly for class but I do like graphic design. I mean, anything computers, I'm super into, [and] graphic design uses a lot of computers. It's also really useful for web development and overall UI (user interface) [and] UX (user experience) stuff. I like graphic design. I wouldn't say I'm good at it at all, but I'm trying.”

**What are you working on now?**

“Honestly, right now, I'm 'Senior Springing.' I guess one of the projects I'm working on for my com-

puter science class, actually, it's a research-based seminar thing, I'm learning about information theory, specifically, the Reed-Solomon codes. Right now, the application I'm trying to do is creating and decoding QR codes. So understanding the math behind error correction and informational encoding. That's sort of what I'm doing [right now].”

**How did you come to possess 24 pairs of headphones?**

“You know, it just grows the collection. I would say it's like game collections; You kind of buy your first one and you're like, 'Wow.' Then, you're like, 'I want more.' And then you ask for it every year for Christmas and during your birthdays. You talk about it all the time so it's all people give you, and you're really content with it. I eventually just ended up 24 pairs of headphones after, I don't know, actually six years now... I really like headphones. I think the thing that got me in was in sixth grade when my whole class got together and bought me a pair of JBL headphones. I tried [them] on and I was like, 'Whoa, I can never go

back. I can never listen to music through bad phone speakers again.”

**What is your favorite food at Paresky Commons?**

“My favorite non-hack, like you just grab it from [Paresky] Commons, food would be the Salisbury steak. I know this is really controversial, but I really like the mushroom gravy, and it's just an easy quick Sunday meal. My favorite sort of hackish [Paresky] Commons food is Bibimbap, but you don't get the bibimbap. You go and you ask, 'Can I get eggs and rice?' Then you put your Sriracha and soy sauce on, and it's just a good egg and rice.”

**What advice would you give to rising Seniors in terms of balancing multiple commitments at once?**

“I'm gonna be honest: you can't. Don't over-commit, and only do things that you really care about. It's really hard, it gets really hard sometimes. I go to the Academic Skills Center a lot. I know it's very cliché advice, but I literally love Ms. [Maureen] Ferris[, Student Accessibility Specialist]. I'm also kind of like an obsessive scheduling person, like you can ask my friends, I have sent them Outlook invites for dinners sometimes. Don't be like that, you can schedule your downtime, but don't drag your friends into it. Honestly, you just try your best and know that you can't handle everything. It's fine, that's just how it goes. You just gotta roll with it and figure out what you can drop, or what you really want to do.”

**How has Andover changed during your time here?**

“I feel like I've changed. I don't know if Andover has changed. I mean, obviously, a lot of the policies and stuff were reformed, and the culture is quite different, honestly. But I think it's relatively the same. You know, Seniors and Up-pers still kind of hate lowerclassmen...just kidding. We love you guys. But a lot of the core values of the school are still sort of the same... I think Covid[-19] obviously changed a lot but otherwise, I think it's relatively the same.”



Scenes from the Great Lawn



# THE EIGHTH PAGE

## WEST QUAD NORTH ALSO VOTED “CHILLEST” CLUSTER

### Eighth Page Journalists Review Campus

#### STAFF REPORT



**THE GREAT LAWN - 4 stars:** Probably up there as a top five lawns on campus especially considering that we aren’t allowed on any other lawn. The trees planted sporadically along each path are really just ideal for an unsuspecting student to slam into while trying to catch a football or, here at Andover, more likely a frisbee. Who needs teeth anyways? The lawn can also be a place of relaxation for the people who continue to decide that they need to suntan in front of the entire student body. Dually functioning as training grounds for spikeball, by far Andover’s most competitive sport, the lawn can be a place of fun competition and also angry competition followed by completely unintoxicated confrontation. It also has those two completely random, or how the administration likes to say, “beautiful” statues. There is that one cube that looks like it listened to an ASM speaker for too long and, to balance it out, we have the globe. A great spot by the way, the globe’s true brilliance can only really be discerned after sundown, usually following a brutal JV Lacrosse loss and best paired with extracurricular activities.

**JV LAX LOCKER ROOM - 5 stars:** Playing JV Lacrosse has been the best decision of my life. I really like the casual nature of the team. Running suicides for a jersey swap has really strengthened my loyalty towards our coach and our team. Speaking of our coach, he has done an amazing job to lead us to a 2-10 record following the resignation of his legendary predecessor. I’m definitely playing next year!!!

**THE DEN - 4 stars:** The Den is the pinnacle of Andover’s vibrant culture; a haven for touchy Freshman couples and four day old cookie dough. Instead of sitting alone on a Saturday night, I can sit in a blue booth and play a game of Sorry with my many friends (mostly the teaching fellows on chaperoning duty). Campus depression solved and Sykes counselors put to shame — all thanks to The Den. My favorite activities include ordering a smoothie to hold up the line between classes, moshing hard during the infamous Den Dances (on par with Ibiza raves), and hitting my strawberry custard puff bar in the bathroom. It also offers me a place to practice being rude to workers so everyone around me knows there’s a chance I will make more money than them one day.

**LOWER LEFT - 3.9 stars:** Going into this experience, I didn’t know what to expect. Sure, Lower Left has a well-known reputation as “the place you only go for the espresso machine,” but I wanted to have an open mind. Upon walking into the room I was greeted with the pleasant, almost nostalgic scent of freshly made vegan tofu barbeque sliders, harkening back to the days when I was but a young lad. The grand windows coupled with the high chairs brought me back to my years as a baby, a feeling all too accentuated by the constant stream of lukewarm milk from the on-site drink machine. The students sitting about the place gave it a cozy, rustic feel. As I watched the hope slip out of their eyes as they scrambled to finish the history paper they had neglected to write for the past two weeks, I couldn’t help but feel better about myself and my own barely sustainable work practices. All in all, I would have to say that lower left is an underrated gem for those wishing for a simpler Andover experience, one devoid of the energy, crowds, and fun that define the rest of Paresky Commons. It is advised, however, that patrons avoid making eye contact with the locals; the students sitting there are not well-known for their social skills.

“When’s the next booster droppin’?”

“If only this country had more Libertarians.”

“That EBI made me really horny.”

“Hazing is a felony.”

“He must be too busy running track and having lots of friends.”

### OVERHEARD ON THE PATHS

“You’re just going to end up running a foundation when you’re older.”

“I think he will definitely be loyal over the summer.”

“My computer won’t charge. And they say war refugees have it hard.”

“What exactly does ‘online sex’ mean?”

“Not again. What happened to Puerto Rico this time?”

### WEEK’S TOP HEADLINES

- *RayK Spotted Moping Around Commons After SOTA Hurts His Feelings*
- *Student Sues School for Having Classist Sprinklers After Goyard Bag is Ruined on the Way to Morse*
- *Deans Celebrate Opportunity to House Least Favorite Students in the Knoll*
- *Previous Blue Key Heads Sent to Guantanamo Bay for Causing Irreversible Emotional Damage to the 2023-2024 Blue Key Heads*
- *Study Shows Poor Sportsmanship Worse for Academy Reputation Than Losing by 20 at Home*
- *CIA Launches Coup to Counter Spanish Department Communism*
- *Freshman Boys Angry After Missing Out on New Ideas for Pornhub Search Terms in Upper-Senior EBI Talk*
- *West Quad North Also Voted “Chillest” Cluster*
- *PACS Officer Upset After Menial Task, Reminds Him He Is Not Real Cop*

### EXCLUSIVE: ANDOVER CBTM



Writing a love letter to your female English teacher and signing it from their favorite male athlete

Lying on the SOTA about your GPA

Bringing back McCarthyism

*Writing your number on your final so your hot teaching fellow can hit you up over the summer*

An “Ocean’s Eleven” style heist on the Addison

Winning a lacrosse game

Apologizing

Bringing your own chair to Silent

Celebrating the good old days

Taking Adderall and manscaping

Creating an intentionally diverse community

*Using EthicsPoint to get your math teacher fired*





# The Phillippian SPORTS

Volume CXLVI | Number 13

it's the final countdown

May 19, 2023

## Boys Volleyball Claims Second Consecutive NEPSAC Championship Title

MEG STINEMAN

SATURDAY	
Andover	3
NMH	0
SATURDAY	
Andover	3
Exeter	0

Andover Boys Volleyball swept both Northfield Mount Hermon (NMH) and Phillips Exeter Academy (Exeter) 3-0 on Saturday to win the New England Preparatory School Athletic School Council (NEPSAC) Championship for the second year in a row.

Entering the tournament as the No.1 seed, Andover played NMH in the Semifinals and Exeter in the Finals of the tournament, with just an hour between the two games. Eddie Lou '24 commended the team for its efforts in the doubleheader despite the limited recovery time.

"We all played our best volleyball this weekend. This weekend we had to do two games back to back. And that was unique in a sense there. We were worried about conserving energy in the first one, the prep for the final match,



T.ZENG/THE PHILLIPIAN

Boys Volleyball celebrates winning its second NEPSAC Championship title in a row.

but that didn't really become an issue because we swept both teams pretty efficiently. I think everybody was just on point that day," said Lou.

Co-Captain Sam Rodgers '23 shared a similar sentiment to Lou, with the tournament also serving as the pinnacle of the team's 10-1 season.

"We played together really well. It was probably our best two games, and Eddie Lou moved the ball around really well, he was awesome. And we responded to adversity really well, we got down a couple of times and just re-

sponded really well from that. I think we just stayed together and trusted each other," said Rodgers.

In the regular season, the team had already defeated both NMH and Exeter twice, each time by two sets or more. Despite Andover facing both teams for the third time in the tournament, nerves still got a hold of players, according to Inti Stephenson '25.

"We were losing it, but our coach was trying to tell us it's okay if we lose the set because we're ahead and we're the stronger team. And so we

were able to internalize that. And so when it was game time, and we were down, we kind of thought, 'Okay, let's just play how we normally play. If you lose a set, it's fine because there's more and we're dominating,'" said Stephenson.

The past four NEPSAC Championship Finals have been battles between Andover and Exeter; however, last year was the first time Andover succeeded the Big Red. Stephenson mentioned the importance of the team's serves in the dominant sweep

over Exeter this year.

"So we have a lot of strong servers when they're hot. So there's two serves: jump float and topspin. And a lot of our strong servers, they'll mess up a lot and then they'll start getting their really strong ones in. But the problem is point imbalance. And what we've been trying to work on all season is trying to work up to our strong serves," said Stephenson.

Lou appreciated the support and dedication that his teammates maintained over the course of the season. According to Lou, every teammate has sacrificed small parts of the game to benefit the greater team, and Saturday's result served as a reward to their non sibi behavior.

"Throughout the whole season, it was mostly the starters who played and so every single member sort of had to sacrifice some play time or sometimes being subbed out when they weren't playing well. I think everybody really owned up to that because we love this sport so much that we were just willing to do anything to contribute to the team. And so just that aspect of teamwork of putting your own desires aside for the greater good was just the biggest takeaway for me," said Lou.

Can Andover Boys Volleyball make it a three-peat?



T.ZENG/THE PHILLIPIAN

Boys Volleyball dressed up as chefs before the NEPSAC Championship. After securing the title, the team wrote on Instagram, "We prepped, we cooked, we ate, we left no crumbs."



T.ZENG/THE PHILLIPIAN

Head Coach Alex Svec '08 (left), Assistant Coach Clyfe Beckwith (right), and Assistant Coach Eddy Ciobanu (not pictured) led Boys Volleyball this season.

## Ultimate Places Third at NEPSUL Tournament

SOPHIA CRATTY

SATURDAY	
Andover	10
Xavier	9
SATURDAY	
Andover	5
Hotchkiss	13
SATURDAY	
Andover	13
St. Seb's	6
SATURDAY	
Andover	
Wooster	FORFEIT

With just one play remaining in the game, Andover Ultimate Co-Captain Charles Murphy '23 threw a pass to Carlos Cepeda-Diaz '23 in the end zone to break the 9-9 tie with Xavier High School. Andover ultimate-

ly went 3-1 and placed third in the New England Preparatory School Ultimate League (NEPSUL) Tournament, which was held at the MacDuffie School on Saturday.

The NEPSUL Division 1 tournament was split into two pools of four teams. Entering the tournament as the No. 6 seed, Andover won 10-9 against Xavier High School, lost 5-13 against Hotchkiss, won 13-6 against St. Sebastian's (St. Seb's), and won by forfeit due to injury to the Wooster School. The dramatic final play against Xavier High School set the tone for the rest of the day, according to Co-Captain Micheal Hlavaty '23.

"The team showed great spirit. It was a very tough game. They were pretty physical, it was a pretty competitive game, and we just showed good resilience, good mental fortitude... We were able to [make] a lot of those quick short passes," said Hlavaty.

Despite playing in four games back-to-back, Fumi Kimura '25 found more than just the competition memorable.

"[St. Seb's was] really kind and encouraging. They lost against us, but they didn't really care at all. I think the atmosphere was really great. It was good competition... We [let up] in the end as a sportsmanship kind of thing. [And] Hotchkiss had three people from an a cappella group [sing] for us. They sang a love song for us," said Kimura

Cepeda-Diaz shared a similar sentiment to Kimura. Even in tournament style game-play, opponents still maintained good sportsmanship and offered support.

"[Ultimate] is a pretty happy sport, so it was just nice. I think most kids are really friendly, so it's just getting together and enjoying ourselves. I'd say [the atmosphere was] very just generally positive."

Andover Ultimate will play in the Four Rivers Ultimate Tournament at Greenfield Community College on Saturday.



COURTESY OF PHILLIPS ACADEMY

Carlos Cepeda Diaz '23 scored the game-winning point against Xavier High School at the NEPSUL tournament.



COURTESY OF PHILLIPS ACADEMY

Co-Captain Charles Murphy '23 (pictured against Masconomet High School) threw the game-winning pass against Xavier High School at the NEPSUL tournament.



GIRLSWATERPOLO

“Composed, Wise, and Prepared”:  
Co-Captain Jessica Guo ’23 is Steady Hand in Net

HENRY HE

Faced with three penalty throws in the span of ten minutes, Andover Girls Water Polo Co-Captain Jessica Guo ’23 denied all three of Williston’s shots, taken from just five-meters away from the goal. Through moments like these and a level-headed approach, Guo serves as Girls Water Polo resilient Co-Captain.

According to Lyla Guthrie ’23, Guo has a tendency to make the impossible possible. In particular, Guo has been consistently effective in dangerous situations, similar to what she faced against Williston.

“The saves she was making in our last few games were absolutely nuts. Teams had a hard time scoring on us when our defense was set up, so most of their best shooting opportunities came in the form of a breakaway. At that point, you think it’s over right...and then Jess comes out of nowhere with a crazy save. [I get] chills just thinking about it, to be honest,” said Guthrie.

Guo has embraced the challenges of being the team’s mentor. As a member of the team since her Junior year, Guo aims to spread her wisdom and create a comfortable environment for her teammates.

“I do my best to give my tips and tricks to inexperienced

teammates and am overall very supportive of my team. It sometimes gets frustrating when we don’t get the results that we want, but are clearly still improving, so I make sure to check with everyone and try to keep the vibes up. I also remind people to go to the trainers when they need to, get enough sleep, and do anything else that keeps our players playing water polo,” said Guo.

Guo’s efforts have made a strong impression on her younger teammates, according to Caitlyn Chow ’25. Since the beginning of the season, Chow has felt Guo’s impact.

“Jessica has always come off as a really warm and sweet person. When I was a Freshman on the team last year, she would always help and support me, and I am endlessly grateful for her kindness,” said Chow.

Additionally, Guo has helped guide her teammates through tough moments. Sophia You ’26 noted how an individual interaction with Guo motivated her to persist through challenges.

“When I think of Jess, I think of the time that I felt down after a game. I didn’t know what I was doing, and I felt like I was in the way, and that I was holding the team back. Then, Jess sat down next to me after the game, and told me that I was a great player, and that I was doing everything right. Her words served to motivate me, and I felt that

I had to try my best for her and the rest of the team,” said You.

Guo has also bought into the team’s values. According to Guthrie, Guo is able to take advice to heart.

“[Head Coach Howie] Kalter really pushes the idea of the ‘goldfish brain.’ You get one second to think about the mistake you made and then you forget about it and move on. I think Jess has really achieved that. Water polo is a pretty high scoring game. The goalie isn’t expected to have a 100 percent save percentage. In fact, most goalies have less than 50 percent. But Jess doesn’t let any goals scored on her impact the rest of her game” said Guthrie.

You shared a similar sentiment to Guthrie. Guo’s versatility has allowed the rest of the team to play knowing that they are supported.

“Jess leads the team by example. She’s a goalie on the team, and in games she never blames us for turning over the ball, or for not countering in time. Rather, she takes every play in stride, and is always ready to adapt. Jess never seems flustered, and she serves as a calming presence within a stressful sport,” said You.

Outside the water, Guo still works to bring the team together. By organizing events throughout the season, the team continues to build its camaraderie.

“Jessica makes sure that everyone feels valued. She



COURTESY OF PHILLIPS ACADEMY

invites us to eat dinner and brunch with her and makes an effort to connect with everyone. She is always encouraging and positive,” said Chow.

In return, the team has given Guo several fond memories to look back on. In particular, Guo treasures a home win that marks strong growth for the team.

“One moment that I cherish the most as a player is probably my last Senior game which was also a home game. In this game, I saw the best water polo ever played by my team, including myself. It was such a fun time. We also beat Hopkins, which was also a plus. Seeing everyone so happy after that game was incredible. I will never forget that picture

and feeling,” said Guo.

Guo hopes to continue her water polo journey beyond Andover. She aims to continue enjoying the sport at the club collegiate level.

“It’s a very easy way to build a friend group and community, especially when all of you are sort of suffering, but in a good way, and aiming toward the same goal. It’s also a very fun sport, so I’ll definitely continue playing water polo,” said Guo.

Mind over Matter: Co-Captain Kaia Heslin ’23 Promotes Growth Mindset

PATRICIA TRAN

From swim to water polo in her Junior year, Andover Girls Water Polo Co-Captain Kaia Heslin ’23 always looks to what’s next without dwelling on the past. Prioritizing optimism, Heslin has guided the team through a season full of growth and reflection.

With many teammates starting water polo for the

first time in high school, Heslin finds comfort in the relaxed nature of Andover’s team, which is accepting of mistakes.

“We don’t have a culture centered around winning, which [is a culture that] can sometimes be stressful. So I think that just being able to be fully yourself and meet people from different grades is something that is so fun. And I’ve just really loved my time on the team and getting

close to everyone,” said Heslin.

Heslin leads alongside four-year teammate and Co-Captain Jessica Guo ’23. As experienced members of the team, Heslin and Guo work to ensure new team members have a smooth transition to the team and sport.

“We just tried to make sure that every one of all levels are all interacting with each other so there’s not a hierarchy of, ‘Oh, these are the starters, they only hang out together. And then these are other people’... We really tried to make sure that everyone is friends with everyone, or at least gets along well with everyone,” said Heslin.

For her first time playing water polo this season, Vanessa Fan ’23 appreciated Heslin’s enthusiasm and vocal nature. Fan highlighted Heslin’s ability to articulate feedback and advice.

“We were in the pool and we first started doing passing. I just happened to be matched up with her, and she was teaching me how to throw the ball correctly. She was pretty strict and honestly, I was pretty grateful for that because I definitely grew so much from the beginning of

the season,” said Fan.

Heslin strives to instill a growth mindset within herself and her teammates. With significantly more losses than wins this season, the team has depended on its Co-Captains for motivation.

“When we’re down in a game, we try to stay positive and not get frustrated. Just listening and taking feedback very positively and making sure everyone knows how appreciated [they are] and how well they did because we can learn a lot from a loss,” said Heslin.

Molly MacKinnon ’24 believes Heslin is reflective of her efforts to maintain an optimistic outlook on the season. In games, Heslin’s remarks can often swing the team’s momentum.

“In our first game, everyone was getting a little bit frustrated that we weren’t performing as well as we wanted to. But Kaia kept encouraging us after the goals that were scored and really made our offense possible... I think that her leadership and her positivity definitely helped us with the mindset of the team throughout the games,” said MacKinnon.

Heslin reflected on her

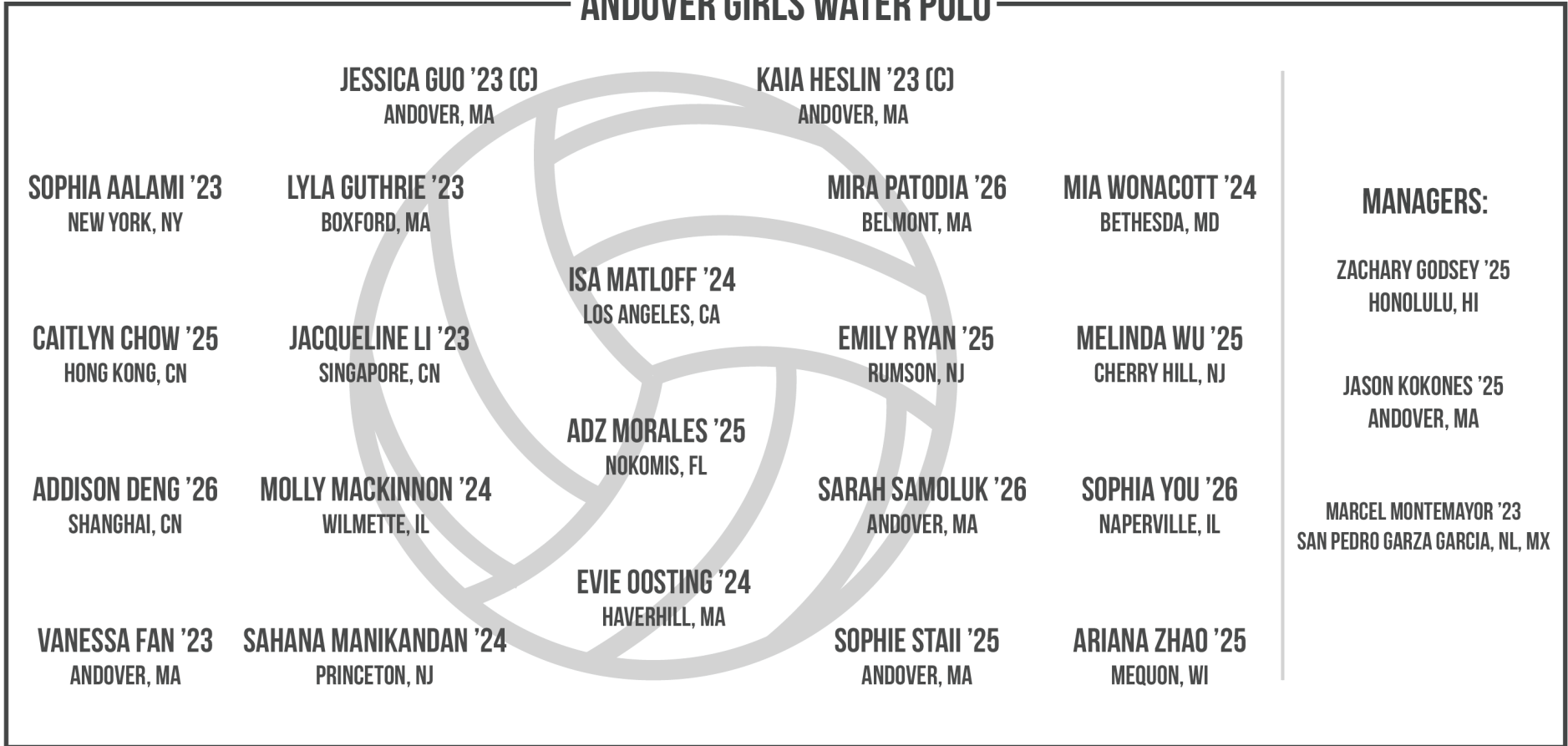
decision to join water polo during her Junior year, and she highlighted how this has impacted her Andover experience.

“It’s one of the best decisions I’ve made at Andover and genuinely it’s made my spring terms so amazing... It just is a very positive environment and it gives me a lot of joy. Just getting out of your comfort zone and trying new things is amazing, and I think that all the girls are very brave for doing so,” said Heslin.



COURTESY OF PHILLIPS ACADEMY

ANDOVER GIRLS WATER POLO





# Head Coach Howie Kalter '07 Guides Girls Water Polo Through Season of Growth

**HENRY SNOW**

In his second year coaching Andover Girls Water Polo, Head Coach Howie Kalter '07 applied experience and expertise to lead the team toward significant growth. As a Coach, Kalter strives to make each member of his team the best version of themselves by the end of the season.

"We had a slow start to the season. The team persevered and remained positive despite an unbalanced win-loss record. The season had a memorable ending with the first win in two seasons over Hopkins and a very close game with Deerfield," said Kalter.

New to the team, Sahana Manikandan '26 appreciated Kalter's efforts to create a supportive team environment conducive to learning and growth. Kalter ensured that new athletes felt welcomed



COURTESY OF PHILLIPS ACADEMY

and were able to adapt to the game's pace and strategy.

"Most of our team was new to water polo or had minimal experience. Yet, by the end of the season, the improve-

ment was clear. After getting to know each other better, we were able to communicate much better and smoother. Additionally, the team understood our teammates' in-

dividual strengths and weaknesses and were able to help each other and grow based on that," said Manikandan.

Kalter believes that it is crucial to prioritize proper training, conditioning, and skill development in water polo.

"The thing that draws me to water polo the most is its complexity. The sport is physically demanding as well as strategically complex. As a result, the team has placed a strong emphasis on training and cultivating a cohesive team dynamic," said Kalter.

According to Jackie Li '23, the team is extremely satisfied with its progress in the pool, in great part due to Kalter's guidance. While Andover's 1-10 record may not show it, the team improved throughout the season and gained invaluable experiences, according to Li.

"Regardless of how much we scored or how the games

we played ended up, I think, at the end of the day, our team has always been happy with our performance. While this didn't mean that we were complacent with our results, it meant that we were appreciating the immense growth that we had undergone. In the past few weeks, we've played several close games with Exeter and Deerfield, and even managed to secure our first win [against Hopkins on Senior night], something we couldn't even do with our Captains last year who had many years of water polo experience," said Li.

## SCENES FROM ANDOVER GIRLS LACROSSE VS. LOOMIS CHAFFEE

PHOTOS TAKEN BY ALEX LEE '25



Siobhan Reidy '23



Molly Boyle '25



Head Coach Heidi Wall '94



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BOYSVOLLEYBALL

Co-Captain Sam Rodgers '23: Pioneering with Positivity and Passion

**MEG STINEMAN**

Andover Boys Volleyball Co-Captain Sam Rodgers '23 began playing volleyball at five years old on a non-competitive co-ed team. Now in his fourth year on Andover's team, Rodgers leads with a focus on positivity, encouraging teammates to find a balance between physical and mental well-being.

"It's okay to get down or realize you messed up...but just always stay positive and continue to encourage people to talk on the court. I think just when everyone's having fun that just makes everyone play better, especially in volleyball... Energy matters so much," said Rodgers.

Inti Stephenson '25 believes Rodgers is reflective of his efforts to maintain a positive attitude, specifically in his pep talks.

"He's just always smiling... In

team dynamics, there's always the funny one, the goofy one, the one that's trying to...roast people. He's never negative. He'll just be Sam... Always smiling, trying to be positive," said Stephenson.

Eddie Lou '24 admires Rodgers' ability to collaborate with the team's coaches. Lou reflected on a time Rodgers made a crucial suggestion in the development of a play.

"When we don't get a good pass and we become out of system, we usually always have to set the ball either in one or two directions, but his suggestion added another third possible direction for the attack. And I guess his ingenuity there was, 'Whoa, we as players can also have a say in how the game works,'" said Lou.

According to Stephenson, Rodgers remains calm even during challenging games, further serving as a dependable figure to his teammates in the midst of high-stress situations.

"[When we need] to be serious and just an extra boost, he'll say the right things that need to be said. And whenever we're in a pressure situation where we're losing or we're down points, you never see a panic face on him," Stephenson said.

In addition to leading by example, Rodgers considers himself a vocal leader. By being one of the loudest on the court, Rodgers hopes to spread energy and provide direction to his teammates.

"Energy [in] volleyball matters so much because it's very much a momentum sport. And so when we get down, our coach is good at calling time outs and he'll have me and our other Captain Logan [Suryamega '23] just [lift] the team up. And basically, we'll just say, 'Hey, you know, we're struggling a little bit right now, but we know we're better than this. We know how good we can be,'" said Rodgers.



K.WANG/THE PHILLIPIAN

Co-Captain Logan Suryamega '23: "A Strong Voice on the Court"

**NABILAH NAZAR**

Stepping foot on a volleyball court for the first time just two years ago, Andover Boys Volleyball Co-Captain Logan Suryamega '23 leads with humility and passion, always seeking ways to uplift the team. As an Outside Hitter and a Defense Specialist, Suryamega represents versatility and balance on the volleyball court.

During his Lower year, Suryamega made the decision to change course from outdoor track

to volleyball. After playing on the Junior Varsity team for one season, he transitioned to the Varsity team last year.

Suryamega said, "It's just been very humbling to come from having never played volleyball before in my [Lower] year, to competing on such an amazing team with over half the team returning from last year. As a Senior, it's just been an amazing experience having grown up with all these kids around me... Like we've grown so much closer and it's just been an amazing experience being the captain of this team."

Three-year teammate Nico

von Eckartsberg '23 commented on Suryamega's efforts to place the team above all. Von Eckartsberg admires Suryamega's influence on team camaraderie.

"Our coaches mentioned at the start of the season [that] he thinks a bunch of us are better at positions that we're not actually playing, but the way we play is because, overall, it's the best for the team. And so everyone is making sacrifices so that we can play better as a whole. And I think Logan has stepped up and played that role, and helped others play that role as well," said von Eckartsberg.

Andover won its second consecutive New England Preparatory School Athletic Council (NEPSAC) Championship on Saturday. The team's passion and work ethic has all been "homegrown," according to Suryamega.

"This year was a really special year for the volleyball team because not only was it our best season in a long time...everybody on the team was homegrown Andover volleyball talent... Everyone on the team has just worked their way up through the volleyball program slowly... It was really amazing winning again and I think it was even better knowing that we weren't just handed this championship," said Suryamega.

After sharing three seasons with Suryamega, von Eckartsberg admires his patience on the court. Suryamega's ability to communicate effectively and encouragement drives the changes within the team.

Von Eckartsberg said, "[He is]

a really strong voice on the court. And that's in both when we win points, but also when we lose points. He's always there bringing energy, keeping energy on the court, but also when we lose points, he's always there talking about it... and making a plan for what to do next time, how to avoid that... It helps everyone else just keep that ambition and that excitement and that drive to get better."

This season, both Suryamega and Co-Captain Sam Rodgers '23 have embraced the new members of the team. ND Nwaneri '24 reflected on his comfortable transition to the new team environment.

Nwaneri said, "He [is] very much [gives] older brother vibes, at least like for me. I've learned a ton from him. He is kind of been my mentor on the team and he's super approachable. Both Logan and Sam are very approachable. I feel like I can depend on them, not just as Captains but as friends."

Earlier this season, von Eckartsberg recalled a moment in-game where there was miscommunication with Suryamega, resulting in a faulty defensive play. He admired how well Suryamega handled the situation.

"I think one of my favorite moments playing with Logan this year was [when] we were at NMH (Northfield Mount Hermon). And they were serving and there was a serve that went between us. Neither of us got it. We had that little moment of miscommunication and confusion. But we got togeth-

er, we figured it out, we talked through it... I think [that] moment shows Logan's influence on this team," said von Eckartsberg.

Von Eckartsberg continued on to speak on Suryamega's ability to excel on both the defensive and offensive sides of volleyball. His smart playmaking has been a big contributor to the team's success, according to von Eckartsberg.

"We talked about this a couple times in practice that if a ball drops, there should be at least one person on the ground chasing it. And I think Logan has always been pushing for that... Last year, [he] was more reliant on us as defensive players, but this year he's really embraced doing that from his role, even as an attacker and it's transferred to other people. Everyone on the court now has shown this sort of ambition to get the ball up. I think that's one of the greatest things he has done for this team," said Eckartsberg.

Looking ahead, Suryamega hopes to try out for Brown University's Volleyball Club team and rejoin Andover alumni Alex Mitchell '22 on the court.

Suryamega said, "I'm definitely going to try out for Club. Hopefully I can make it, but the Brown team is really strong and so we'll see if I can make it or not. If I do, I look forward to playing again with an Andover Volleyball alum, Alex Mitchell. He's their starting opposite outside hitter. It'll be good to reconnect to play again on the same team."



K.WANG/THE PHILLIPIAN



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ANDOVER BOYS VOLLEYBALL

<b>4</b> NICO VON ECKARTSBERG '23 SAN FRANCISCO, CA	<b>5</b> INTI STEPHENSON '25 LAWRENCE, MA	<b>6</b> ND NWANERI '24 IOWA CITY, IA	<b>7</b> BRIAN CHICA-HERRERA '24 MIDDLE VILLAGE, NY	<b>MANAGERS</b>
<b>8 c</b> LOGAN SURYAMEGA '23 JAKARTA, ID	<b>10</b> STANLEY YU '23 SHANGHAI, CN	<b>11</b> EDDIE LOU '24 READINGTON, NJ	<b>12</b> JEREMY WOODLEY '26 LAWRENCE, MA	<b>IRIS GUO '23</b> MCLEAN, VA
<b>14 c</b> SAM RODGERS '23 DALLAS, TX	<b>16</b> WILLIAM SUH '24 NORTHBROOK, IL	<b>18</b> HENRY ZHAO '23 WHITBY, ON	<b>19</b> ARTHUR WU '25 BEIJING, CN	<b>WENDY WANG '24</b> SHANGHAI, CN
				<b>TINA ZENG '24</b> PALO ALTO, CA



# SCENES FROM GIRLS TENNIS VS. HOOSAC

PHOTOS TAKEN BY ALEX LEE '25

## GIRLS TENNIS (11-0)

SATURDAY		WEDNESDAY	
Andover	9	Andover	7
Austin Prep	0	Hoosac	2



Kendra Tomala '26 won 6-1 6-3 in her singles match.



Emory Wilson '23 and Tara Phan '24 won 9-7 in their doubles match.



Amy Oku '25 and Lena Ciganer-Albeniz '25 won 8-3 in their doubles match.



Emory Wilson '23 fell to Hoosac 5-7 3-6 in her singles match.

## SCOREREPORT

### SOFTBALL (12-3)

FRIDAY		SATURDAY	
Andover	16	Andover	13
Lawrence Academy	7	Deerfield	3

### BASEBALL (13-5)

SATURDAY, 1:00 PM		SATURDAY, 3:00 PM	
Andover	6	Andover	4
Deerfield	2	Deerfield	0

### BOYS LACROSSE (7-9)

SATURDAY		WEDNESDAY	
Andover	13	Andover	10
Pomfret	11	Dexter Southfield School	13

### BOYS TENNIS (7-4)

SATURDAY		WEDNESDAY	
Andover	7	Andover	6
Choate	0	Hoosac	1

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# Arts & Leisure

The Phillipian

## Art 600 Students Explore Creative Freedom With New Gallery “On the Mend”

CLAIRE WANG

Culminating the year’s work, Art 600 hosted an exhibition titled “On The Mend” on May 12. Lasting over an hour, the exhibit welcomed families, students, and teachers to view the Art 600 gallery and learn the stories of each piece directly from the artist. Nor DeHoog ’24 shared the challenge of putting every person’s work into one gallery.

“All of our work is created individually, so at first, it didn’t seem like there was that much overlap. So we spent a lot of time figuring out what pieces from the

entire school year that we wanted to put into the show, and how could everyone’s work play off of each other, so how would it be a cohesive feeling in the gallery space,” said DeHoog.

Throughout the class, a plethora of mediums were used to create their artwork. Carly Hopkins ’24 created paintings and cyanotypes which were a reflection of the intersectionality between her maternal lineage and her Greek heritage. She commented on why she loved the class this year and how it was conducive to her creativity.

“I love Art 600 because of the people. My peers and

instructors have fostered an environment where creativity can thrive and students support each other,” said Hopkins.

Additionally, not only has Maggie Qi ’24 been able to explore new artistic mediums, they have also gained artistic freedom by taking Art600. They described the class as having little boundaries which encourages students to express their personality and further their creativity.

“I love Art 600 so much. It’s very different from the other art classes I have taken at Andover because it’s an independent project class. We have these general vague assignment topics, so we are able to use whatever material, approach it in whatever way we want ... What I love about Art 600 is that everyone comes up with their own art experience, style, and their own materials that they would like to use. Everyone’s art can end up very different even if they’re all from the same general prompt ... The teacher is there if you need it, but it’s mainly just space for you to do your own art,” said Qi.

Valencia Zhang ’25 attended Art 600’s “On The Mend”. She noted how inspiring it was to see all the artists balance their school work with their creative side.

“These are Andover students. At the same time, in their classwork, [they] explore themes that they’re passionate about. I think that’s so unique, which sets them apart from other art exhibitions I have gone to, which are by professional artists. It hits harder because I know these are students who are still exploring. They have not done this a lot, ... and for a lot of them, this is their first time



K.WANG/THEPHILLIPIAN

Valencia Zhang '25 and Amy Oku '25 explore Pema Sherpa '23's interactive artwork.



S.HASSANEIN/THE PHILLIPIAN

Pictured above is a piece created by Keira Harder '23.

## Dance Festival 2023 Welcomes Beginners and Blends Styles into Shorter Shows

SOPHIE TUNG

At the end of the K-pop Show that kicked off Dance Festival 2023 last weekend, spotlights circled dancers as they gathered together on the Abbot Academy Dance Suite stage in the Pan Athletic Center. “After LIKE” by IVE was put on repeat in the background and the audience gave a standing ovation, cheering for their peers who performed. Meanwhile, performers bowed and celebrated with their fellow performers after their successful performance.

This year, many new elements were introduced in terms of the dance department and club. The addition of club liaisons made connection with faculty members and dance groups on campus easier. Aside from that, workshops for different dance styles were also given by students. Producer Ashley Park ’24 discussed how the festival went in general.

“This year was actually the first time we did the workshops. Personally, I think it was a very good start, opening it up for everyone. After the dance festival, I reached out to a lot of workshop choreographers. They said a lot of people were interested and delved into that style of dancing. It is definitely something we will continue to do. The club show itself was very interactive. The audience was really loud and cheery. The dancers got that kind of energy from the crowd and were all able to perform their best,” said Park.

Many dance clubs, such as the K-pop club and Bol-



COURTESY OF WEI LU

The K-Pop Show began the 2023 Dance Festival and recieved a standing ovation.

lywood club put a lot of emphasis on beginner inclusivity. According to Darla Moody ’24, K-pop dance videos are made accessible online, so it is convenient for those who have never danced before to try the “flashy” and “dynamic” style out. Zadie Robinson ’26, described her new experience of joining the Bollywood performance.

“I was very nervous and I didn’t know what to expect... I didn’t know anything about Bollywood [beforehand]... I was very surprised when a lot of friends told me they enjoyed and liked it... I think it’s good to [explore new things] outside of your comfort zone... I’ve never danced at all before Andover... Bollywood is really fun to do and the people are

nice and supportive overall,” said Robinson.

A major difference in this year’s Dance Festival was how the performances were structured. Instead of putting on one to two lengthy productions, the dance groups were split up into smaller 30-minute shows, such as one that consisted of BlueStrut, Asian Performing Arts Club (APAC) and Fusion. This change was made in response to the overcrowding that occurred during Dance Open. Last term, during Dance Open, Pan Athletic Center had trouble accommodating the large audience. As a result, the show was changed to allow seating “leniency.” It was also crucial to ensure all dancers had multiple shots at displaying

what they worked on. Moody elaborated on what she found difficult.

“Performing on stage is always extra challenging because you’re not used to the cues or floor. It’s a very different feeling from having a mirror in front of you. I don’t think it’s the best I’ve ever done because I was really sick [on the day of the show], but that doesn’t make me less proud of it. Everyone worked really hard and it still came together even with the last-minute challenges and stage differences,” said Moody.

The Dance Festival also provided an opportunity for dance groups who did not have the chance to perform in other dance events to show-

case their performances. SLAM member Juliana Reyes ’24 talked about the significance of getting to perform in the festival.

“Since we were cut out of Grasshopper and other major shows on campus, performing at the dance festival was a final closing for our Captains to showcase SLAM because I feel like they didn’t really have a chance to do so this whole year, aside from performing at basketball games in [the] winter. I think having this comeback at the end of Spring Term was nice and helped us express our dedication, letting the Seniors know we’ll still be stepping regardless of them not being there,” said Reyes.

Throughout the weekend of the festival, many student-led dance workshops were held, including a Footnotes Tap Workshop, APAC Modern Chinese Dance Workshop. Adele Ciociola ’25, who was in charge of the Contemporary Workshop, explained what she hoped students took away.

“I hope [students] enjoyed the experience and found a new perspective. For contemporary dance, which was the segment I taught, there are a lot of variations, especially here [at Andover] because we all come from different dance backgrounds... I hope they got the opportunity to explore numerous dancing styles, be more comfortable with improvisation, be more in sync with each other, feel the music and choreography, etc. I want them to take something they’re not familiar with and shape that into something of their own,” said Ciociola.



# Arts & Leisure

The Phillipian

## Den Show with the Repercussions Garners Emotions Through Innovation

SOPHIE TUNG

Students from the band Repercussions sported matching flannel shirts and stood facing the crowd on the stage of Susie's on May 12. Guitarist Sinan Muratoglu '24 plucked a gentle melody that matched the soft beat from drummer Nickey Zhang '23. The audience gasped, whooped with joy, and waved their cell phone flashlights to the rhythm as Sebastian Altomare '23 sang the first three syllables of "Gravity" by John Mayor.

The Repercussions' show took place last Friday and Saturday. Isabelle Quito '25, who attended both shows, described one of her favorite moments and the emotions she felt.

"When Sebastian Altomare was singing 'Gravity' by John Mayor, that was amazing... It was relatable. There's a feeling of something holding you down but [you're] trying to fight against it. I almost cried... I liked the sense of community and familiarity the performers had with the

audience. It wasn't just all about them, but it was also about the way it made the audience feel," said Quito.

Featuring a wide variety of music, ranging from jazz to pop tunes, the Repercussions' set lists were completely different for their two nights in the den. According to saxophonist Brandon Fu '25, the band came up with most of their songs during the Academy Bands' Portugal tour over Spring Break.

"While I loved the crowd-pleaser tunes that got the crowd hyped, my favorite song that we performed has got to be 'Lingus,' a crazy tune by a band called 'Snarky Puppy.' This was the hardest one to pull off by far for everyone in the band, and everything was executed amazingly during the show. Nickey and Seb kept time perfectly. A lot of the song is in an odd time meter of 10/4, ten beats a measure. And Jacob [Kaiser '24] had a mind-melting euphoric keys solo. That was one of the tunes that represented our band's connection perfectly," said Fu.

Apart from solo improvi-



E.LIU/THE PHILLIPIAN

The Repercussions performed two unique set lists for its two performances in Susie's.

sations, the Repercussions strove to be innovative in many other ways. For example, they switched up the instruments they were playing and "shrunk the band." Instead of using a saxophone, Fu played on a recorder, while Kaiser chose to replace his keyboard with a melodica.

"We definitely drew a lot of inspiration from other performances and artists. I think we all saw a similar clip of the guitarist Cory Wong and his band, where the guitarist was on a ukulele, the drummer was on a mini drum set and the horn player was on a smaller plastic toy version of a horn. We thought this was a fun way to change things up a bit and it was just an idea we wanted to try," said Kaiser.

A major element of the Den Show was how the Repercussions collaborated with other musicians on campus. They invited singer Marie Faugeres '23, electric guitarist Andrew Zhou '23, violinist Derrick Seo '23, and countless others to play with them. One of the guest singers in the Friday night show was Jane Park '22, an alumni who returned to campus.

"My performance was pretty late in the show, [so] I watched Seb and his fellow band members dig into the atmosphere, creating a really lax but joyful vibe. I was mostly excited to be a part of that. After I stopped focusing on sounding perfect, it was easier to lean into [the song] and just have fun on stage... I [had] forgotten how great it feels to perform in front of an audience you know so well

and care about so dearly," said Park.

The planning for the show was not only done by the six musicians from the Repercussions, but also faculty members, videographers, and graphic designers. Altomare believed that their performance brought the community together such that everyone paid effort into what they achieved.

"I can't think of a better way to spend six hours a week in my Senior Spring than

playing with the best musicians I ever have and honestly ever will play with. With four rehearsals a week, all planned out with what songs we have to learn in advance and which guests will be joining us, the Den Show always kept me on my feet, and had a massive net positive on my mood in Spring Term as well as my mood in life in general. I really do view it as one of the most important things I've ever done," wrote Altomare in an email to *The Phillipian*.



E.LIU/THE PHILLIPIAN

Jacob Kaiser '24 plays guitar on stage in the Susie's.



E.LIU/THE PHILLIPIAN

Saxophonist Brandon Fu '25 plays a solo in the middle of the concert.

## iFest: Sharing Authentic International Cuisine With All

CAMERON MANZO

From pad thai and samosa to brigadeiro\* and roasted seaweed, a buffet of international cuisine lined tables in the Day Student Lounge of George Washington Hall. Freshly catered from local restaurants and businesses, students from around campus enjoyed the variety of food iFest offered. The event also featured music and soft drinks.

Last Saturday evening's iFest marked a longstanding tradition hosted by An-

dover's International Club (iClub). Kira Stepanova '25, a board member, reflected on the purpose of the event. She described how international students are underrepresented on campus and so events like iFest offered important spaces to celebrate and share their culture.

"The international student body is marginalized [at Andover]... this event acts as a safe space for international students and those interested in international culture... We tried to represent all parts of the world so that everybody could find something [they

like]," said Stepanova.

Furthermore, Stepanova commented on the challenges of running iFest. For instance, it was more difficult to procure certain international products, like foods from Eastern Europe, than others in the United States of America.

"Certain regions are not as represented in the American market. Trying to represent all parts of the world was really challenging," said Stepanova.

Funding and accessibility was another challenge of the independently hosted

event. Co-Head of International Club, Gui Lima '24, described how the board traveled around the Boston area to find and purchase international food items.

"We had to buy all the food, we had to order a lot of candy from Amazon. We [also] went to a lot of local international shops in Lawrence and the Boston area," said Lima.

Overall, though, Lima felt the event was successful. He hoped attendees enjoyed this celebration of international culture.

"There wasn't an overarching message we were going

for, we just wanted this to be fun and a good time for attendees," said Lima.

David Porto '26, an attendee of the event, agreed with Lima's sentiment. As an international student from Brazil, he came to the event to experience other international cultures and see his own represented.

"I wanted to get a taste of international culture and my own... The brigadeiro was really good," Porto said.

*\*Brigadeiro is a traditional Brazilian dessert*



COURTESY OF JESS LI

The board of Andover iClub traveled around the Boston area visiting different stores and markets to get all the food.



COURTESY OF JESS LI

Andover's iClub hoped for students to share their own cuisines while also trying new foods from other students' cultures.



# Arts & Leisure

The Phillipian

## Playlist of the Week: Farewell, Class of 2023

REPORTING BY SOPHIE TUNG AND HANA YOUNG

With just two weeks remaining in the school year, Seniors are celebrating their final days at Andover through time with friends and reflections on their Andover experience. This week, Seniors shared a song that best represents their Andover journey, from songs that kept them going through hardships to songs that serve as a reminder of a special memory. Tune into the playlist to hear what message the Class of 2023 wants to leave.



DILNAWA KIZGHIN/  
THE PHILLIPIAN

### ASHLEY SONG '23: "5AM EMPANADA WITH YOU" BY BUBBLE TEA AND CIGARETTES

Sitting in a car, I unexpectedly started crying to the song "5AM Empanada with You" by Bubble Tea and Cigarettes last summer. It was the first time a song had made me cry and it was the first time I had experienced a longing so deeply, tied to someone I've met here. I listen to a lot of sad music and I'm not sure if I'm drawn to it because it expresses a melancholiness I can't express in real life. And people and things always become attached to this music, in my memory. I've experienced many firsts here, so I'll always remember Andover whenever this love and longing resurfaces, always with some fondness, but also sadness.

### JAEYONG SHIM '23: "00:00" BY BTS

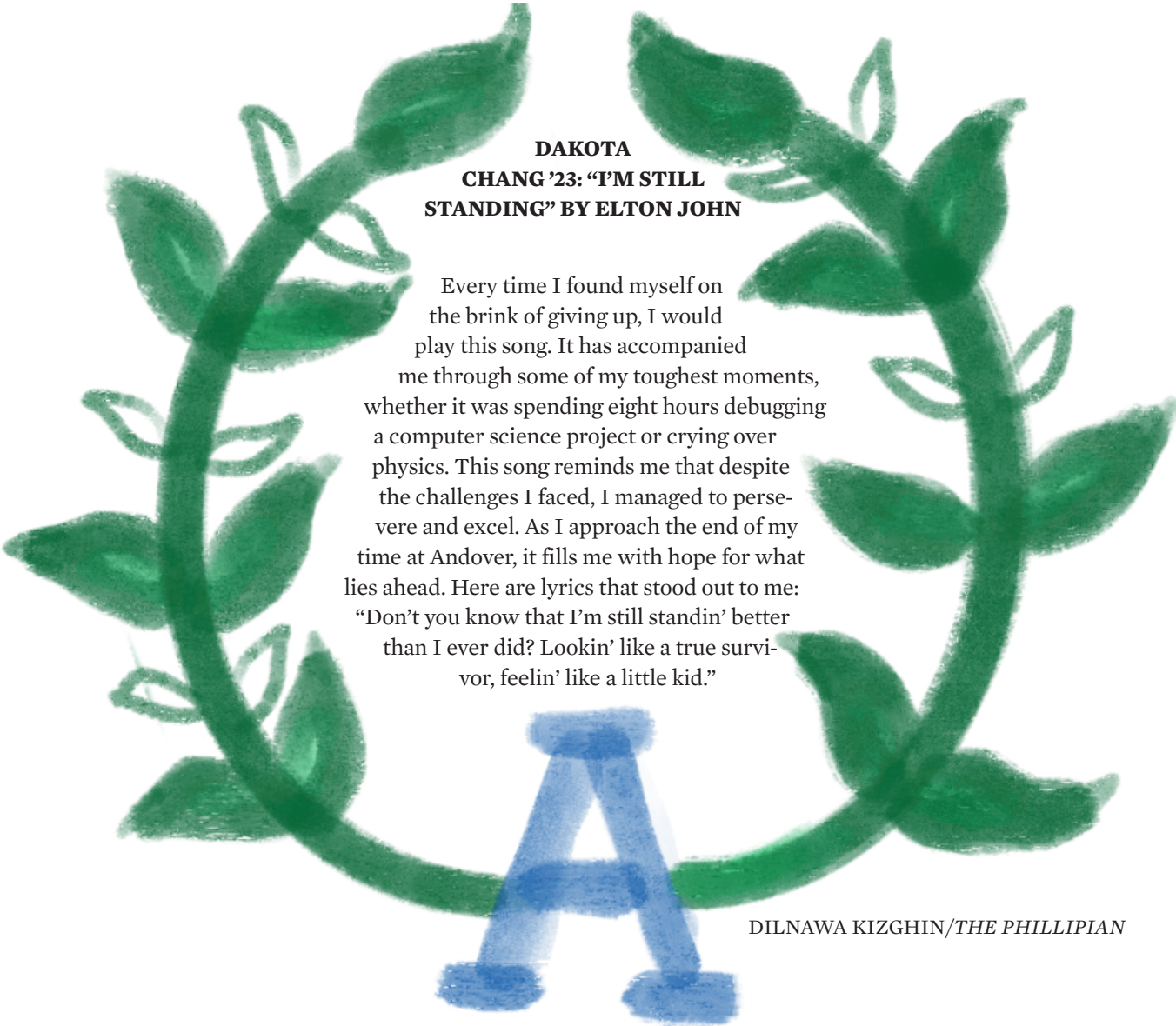
Even if you have had a bad day, at 00:00 (midnight), it's a new day and you can make it better. I think this applies to my Andover experience a lot because whenever I have a "bad" day, I like to think about how tomorrow will be a better day. I usually listen to it at night right before I go to bed to be excited for the next day. I listened to it a lot during Winter Term because it was a tough term, mentally and physically, and the song allowed me to stay positive through the whole term. 그래도 이 하루가 끝나잖아 is my favorite line because it is comforting the listener by saying, "It's okay, the day is over, tomorrow will be better."



DILNAWA KIZGHIN/THE PHILLIPIAN

### DAKOTA CHANG '23: "I'M STILL STANDING" BY ELTON JOHN

Every time I found myself on the brink of giving up, I would play this song. It has accompanied me through some of my toughest moments, whether it was spending eight hours debugging a computer science project or crying over physics. This song reminds me that despite the challenges I faced, I managed to persevere and excel. As I approach the end of my time at Andover, it fills me with hope for what lies ahead. Here are lyrics that stood out to me: "Don't you know that I'm still standin' better than I ever did? Lookin' like a true survivor, feelin' like a little kid."



DILNAWA KIZGHIN/THE PHILLIPIAN

### PEMA SHERPA '23: "SEASONS" BY WAVE TO EARTH

The song's refrain, "But I'll pray for you all the time/ If I could be by your side/ I'll give you all my life, my seasons," represents how I feel about my closest friends. We've experienced a lot together. Singing during car rides, trips during long weekends, crying and laughing at the same time, trying to find each other at All-School Meeting, and everything in between...when we have all gone our separate ways after graduating, I will hold those memories and relationships dear to my heart it and I would give my friends "all my life, my seasons."

### DANIEL SON '23: "DON'T ASK ME WHY" BY BILLY JOEL

Coming into Andover, I always struggled, and admittedly still do at times, with perfectionism. I had an unhealthy obsession with wanting everything to fall into place picture perfect, but my way of going about this was...to do nothing, and instead stress myself out by overthinking...as important as developing a routine for oneself is the ability and confidence to deviate from it. Sometimes, the best decisions are those taken through heart, not head. Perfection should we ever even set as a goal, certainly is not accomplished through complacency. So to anyone reading this, "Don't wait for answers. Just take your chances. Don't ask me why."

### CRIS RAMNATH '23: "DO IT FOR LOVE" BY THAMA FT. GEORGE

For my own Andover experience, I found myself constantly contemplating what it is that I'm doing for love, whether that be for others, like family, and a lot of times at Andover, our friends. How much we love our friends and what we're willing to do for them. And for myself, how much I am willing to do for love for myself at times, which I think is a constant battle I think we all kind of have had at Andover. It's the people that make Andover what it is, although it's cliché. I think more than that, it's the love that we give and receive is something that we constantly reevaluate and redefine.

### ELYSE GONCALVES '23 : "ALL MY LIFE" BY THE LATHUMS

However you came into Andover, however you experienced Andover, you leave not knowing what's next, but kind of knowing who you've become throughout this process. It's a song that I found on a car ride with a friend from Andover... this song came on one of our random playlists, and we both really liked it. So it both has an emotional memory, but is also just a song that is representative of my experience... There's a certain sense of curiosity about this song that's reminiscent of the amount of work and time you put into Andover... I'm sad to go but I think that I've learned so much from this school that leaving, I know it will still be a piece of me.