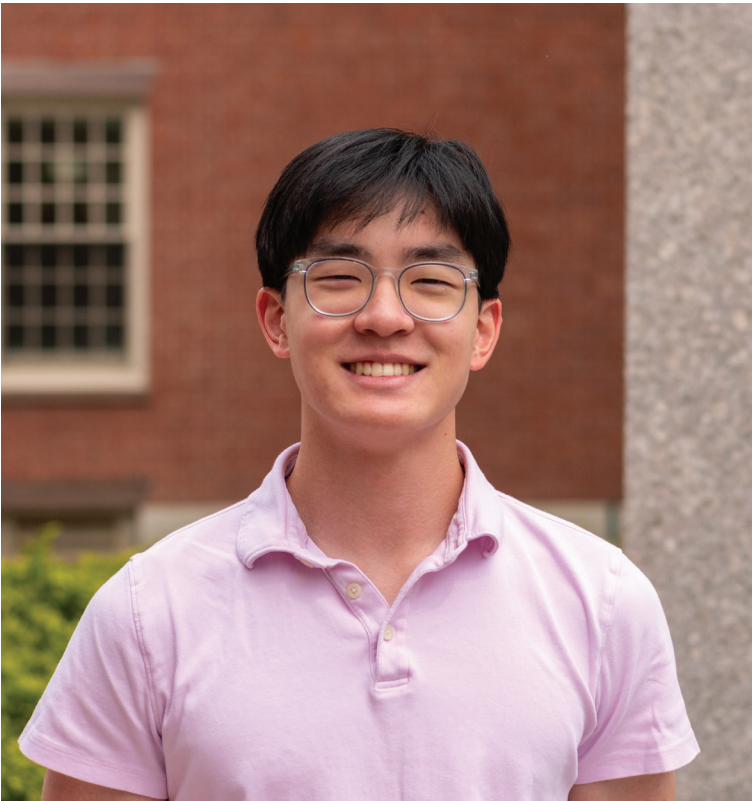


## “A Huge Honor”: Sol Kim ’23 Named U.S. Presidential Scholar



A.LEE/THE PHILLIPIAN

### LUCAS BENARDETE

Sol Kim ’23 was named a U.S. Presidential Scholar in the general academics track, an honor bestowed to 161 high schoolers by the Department of Education annually. Every year, select students are nominated based on their academic achievement and test scores, artistic talent, and technical achievement to be nominated as a Presidential Scholar.

According to the Department of Education, President Lyndon B. Johnson established the U.S. Presidential Scholar program in 1964 to honor outstanding achievements in academics. Since then, the program was expanded with two additional “tracks,” recognizing students who demonstrate exceptional talent in the visual, creative, and performing arts, as well as career and technical education. Every year, over 4,500 students apply as candidates for the distinction, with only 121 being selected in the academic track, and the remaining 40 spots going to students in the arts and technical fields.

Kim reflected on the appli-

cation process itself and his initial thoughts. According to Kim, he was originally nominated for his test scores on the Standardized Admissions Test (SAT), which made him eligible to apply.

“Nomination occurs through the state, with the top twenty boys and top twenty girls that score top -0 scores on the standardized testing automatically getting nominated. And I got an email, kind of this formal email out of nowhere, saying I got nominated, and I should apply. The application process was really similar to a college application where I had submitted my grades, my activities, recommendations, and essays and then they went through the process like that,” said Kim.

Presidential Scholars are announced mid-May, following an application review starting in February. According to Kim, after being nominated he didn’t originally expect to be selected but was positively surprised and excited to receive the news of the distinction.

“I feel really lucky to have

*Continued on A5, Column 1*

## “Stop the Violence, No More Silence”: Eighth Annual Take Back the Night Recognizes Survivors of Gender-Based Violence



COURTESY OF GUI LIMA

Quin Langham ’26 holds up a banner with the name of the event.

### BAILEY XU

Marching from the steps of Samuel Phillips Hall to Abbot Circle, members of the Andover community gathered for the eighth annual Take Back the Night march and vigil on May 19. With teal ribbons pinned to their chests, participants held self-made banners and chanted slogans to honor survivors of gender-based violence.

In addition to the march, the event featured a candlelight vigil, a capella and flow arts performances, and spoken-word poetry. Multiple banner-making sessions were also held in the Office of Community and Multicultural Development (CaMD) prior to the march. In a school-wide email, Patricia Har, Director of the Brace Center for Gender Studies and Instructor in English, spoke to the origins and mission of Take Back the Night.

“[Take Back the Night], a global phenomenon dating to the late 1970s, is a public display of solidarity with survivors of sexual assault and gender-based violence. The march uplifts a message of awareness, visibility, empowerment, and healing, and it is open to all [Andover] community members,” wrote Har.

A member of the Brace Center Advisory Board, Prince LaPaz ’24 has been involved in organizing Take Back the Night for the last two years. LaPaz expressed interest in reviving an older banner-making tradition for next year.

“Usually the Brace [Center Advisory Board] members help plan Take Back the Night. But I also just love Take Back the Night because it’s such a fun event, it’s very meaningful... [Next year,] we’ll probably have more performers. And then also, in CaMD, there’s a huge banner from 2017 and we also have one from 2018. So I’m hoping to also do one of those where we get a super large piece of paper, and we have everyone write their names on it,” said LaPaz.

Isa Matloff ’24, who volunteered to help facilitate the event, commented on her motivations for joining the event. Hearing about the march from her friends, Matloff wanted to be more involved with organizing the event.

“I have friends who are super involved in planning [Take Back the Night] and who are on the Brace Board, so [I wanted] to support them, but I also wanted to be in solidarity and in comfort with other people who are also affected or possibly affected by gender-based violence. And just showing the general school com-

munity, both [the] administration and other students, that we care about this, this is something that really impacts a lot of us and that people should care about,” said Matloff.

Eliza Francis ’26, who attended the event, voiced her appreciation for the student performances at Take Back the Night. She noted how art can provide comfort and offer healing for survivors of gender-based violence.

“I would say watching how art and its many forms, whether that’s poetry, or singing, or dance as seen in Photon, can be a very healing experience. And I was particularly touched by Kashvi [Ramani ’24]’s recital of the poem, ‘Still I Rise,’ [by Maya Angelou]” said Francis.

Having never heard of Take Back the Night before coming to Andover, Hana Young ’26, another member of the Brace Center Advisory Board, found the event impactful and relevant to the Andover campus. In the future, she hopes to expand student attendance and increase the number of performers at the event.

“This was my first Take Back the Night, so it was really powerful...to see everyone together...

*Continued on A5, Column 4*



C. BARBIE/C/THE PHILLIPIAN

From top left to bottom right, Carlos Cepeda-Diaz ’23, Semira Robinson ’23, Audrey Hsieh ’23, and Mia Xiao ’23.

## A Final Goodbye: Second Round of Senior Remarks at All-School Meeting

### TIANYI GU

The final All-School Meeting (ASM) of the year was dedicated to remarks from four members of the Class of 2023 — Carlos Cepeda-Diaz ’23, Audrey Hsieh ’23, Semira Robinson ’23, and Mia Xiao ’23. In the second Senior Remarks ASM of the term, the four students had the opportunity to share reflections and takeaways from their time at Andover.

To open the ASM, Cepeda-Diaz explored the idea of traditions, recounting his own morning runs with a group of friends. Cepeda-Diaz urged students to create time-bound commitments with friends and put effort into prioritizing the connections they make with each other. For him, the friendships and traditions he formed during his Andover journey made his experience truly special.

“I do not think the magic of Andover can be condensed into just the Fall Andover/Exeter football game, or watching the Blue Key Head tryouts in Lower Right. Instead, the magical Andover experience comes from our own little traditions and the connections we continuously deepen through them. Unlike official traditions, little traditions are created on our own terms with the people dearest to us, they’re never about the thing itself, but who you get to do them with,” said Cepeda-Diaz.

Xiao began her remarks by reflecting on her own experience applying to boarding schools, and followed by delving into how intrinsic and extrinsic motivations impact the way students live their lives. Whether it be on the Andover Girls JV Hockey team, in the newsroom, or exploring Senior electives, Xiao described her own journey in coming to find intrinsic motivation.

“When we devote ourselves to pursuing these extrinsic motivations, it is easy for us to develop and tunnel vision, and believe that there is one narrow set of criteria that, once we fulfill, will guarantee our success... Ironically, it is over my time at Andover, which used to be the very source of my extrinsic motivation, that I’ve been lucky enough to find intrinsic motivations with some of my pursuits. I speak to you here today to share my most honest thoughts, and to encourage you to join me in on this reflection, so that perhaps you can let me in on your secret when you find your own intrinsic motivations,” said Xiao.

For Hsieh, finding joy and overcoming grief at Andover has been a continuous struggle. In her speech, she shared some of her epiphanies in her personal journey in discovering how to perceive and find joy.

“It took me a long time to understand that joy is not an achievement, it is not something that you reach and ascend to a

higher plane. Joy is a relationship and, like every relationship, it has its ups and downs, so it is impossible to quantify it within a single moment,” said Hsieh. “Perhaps joy is not the absence of pain or sorrow, but the connection we find within it. So grab onto joy where you find it. Life is hard, I’m not sure it gets any easier, but in the words of my dearly departed Grande, ‘It’s a good life if you can stand it.’”

To conclude the ASM, Robinson told her story connecting with Amelia Vinton ’23, starting from their shared Biology 500 class in Fall Term of Upper year and ending with numerous adventures and subsequent discoveries. Semira shared the four pillars of life that she came upon with Vinton, the last of which they called “chocolate.”

Robinson explained, “Chocolate is about enjoying the little moments of bliss that come with your favorite snack or meaningless small talk. Chocolate is letting yourself indulge in life, it’s us telling you to relieve yourself of the stress of schoolwork and drama and to just live.” She concluded, “Everything is connected; perfection is an ideal, not a reality; the only constant is change; and chocolate. These pillars steady me because they remind me of simple truths, the things I don’t have control over. I hope you can find some comfort in them too,” said Robinson.

Commentary, A2

### AAPI Month and Struggles

Amy Oku ’25 reflects on the message of AAPI month as one that can exclusively emphasize AAPI struggle, and encourages readers to seek out personal definitions of their heritage.

Eighth Page, A8

### The Real Election

Vote for Nicky.

Sports, B1

### Baseball

Andover Baseball falls short to Dexter 1-11 in Central New England Prep School Baseball League Semifinals.

Arts, B6

### Indigo

Senior band, Indigo, performs original music at its final show.

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The oldest preparatory newspaper in the United States. Founded 1857.

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Phillips Academy

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Editorial

## A Love Letter to the Class of 2023

As the end of the school year closes in, *The Phillipian* would like to take its time to thank the students of the Class of 2023 who have had a meaningful impact on our board members. Our board has found that a good upperclassman balances friendship with mentorship, acts as a goofy younger sibling and, at other times, is a dependable buoy in the tumultuous waters of Andover. As grizzled veterans of this school, they are able to offer advice and comfort in times of need. By simply being on campus for a greater time, Seniors led the campus everywhere, acting as a Captain in sports matches and Co-Heads of a club, just to name a few.

The following are quotes from our board members recounting their favorite experiences they have had with Seniors in their Andover careers.

“You look up to [Captains] from the first time you step foot on the team to the time you say your final goodbyes. They lead by example, and even though, at first, you may be intimidated by them, they easily become some of the best people in your life.”

“I find my Swim Captains [to be] very inspiring and impactful in my life because of three main reasons: their responsiveness regardless of whatever their situation is, their ability to handle situations in a mature way, and their 100 percent commitment and determination for swimming. They always respond to my texts even if they are drowning in work, even if my text is about some random inside joke.”

“I met many of my Senior friends through the orchestra, and they were all so inviting and welcoming. After our fall orchestra concert, they were all planning on going downtown for dinner, and even though I had only known them for a few months, they invited me to come, and it was so much fun to hang out with everyone. Last year, after our rehearsal on Friday morning for our Commencement concert, we decided to plan a little dinner later that day to just decompress and destress after the long year. It was another Upper with around seven Seniors and me, and it felt like there was no age gap at all. Hanging out with them felt so natural.”

“In the dorm: Just knowing that someone is ready and available to talk to you and understand your struggles at the end of every day is so meaningful. Even if you aren’t tired or sad, the constant reminder that ‘I’m here for you’ goes a

long way, especially when you’re down, and you just need to be with someone.”

“I do ‘family dinners’ with my old prefect once every few weeks and we just catch up on life with each other and chat over good food. She’s always been there for me (even when I called her at 2 a.m. right before she had a soccer game when she was no longer my prefect) and knows me so well that her advice really works. She makes me feel seen with what I think are stupid problems and she never fails to say hi to me and give me hugs when I see her.”

“One time, when I was going through a really hard time, they [the Seniors] stayed up with me studying and writing essays until the sun rose. We were all tired and going through it, but we stayed together and cheered each other on through the night. When we all had to go to classes, even though I stayed up the entire night, I felt so much better and so understood and heard.”

“[Seniors] gave me advice on how to lead clubs and organize groups of people together, get into contact with campus adults for reserving spaces, requesting monetary grants, opportunities, etc., [and also] how to approach people I’m intimidated by to socialize and build connections (not only with students but also teachers and faculty). [Seniors] looked over emails for me when I [had] just stepped into a new leadership position and was scared of sending emails to 200 people at a time.”


In many areas, Seniors have played a role in the personal growth of our board members and, no doubt, students in Andover. Among the many Seniors whose positive influence guides students into the future, we would also like to take this time to thank all former members of *The Phillipian* in the Class of 2023. We wouldn’t be here without you. When their three or four years with the school elapse, their position within the student body will be left open for our new Upperclassmen to fill. With kindness, reliability, openness, and experience, they have instilled in us to look toward the rest of our time on campus, their gifts supporting us throughout.

Thank you, Class of ’23.

*This editorial represent the opinions of The Phillipian, Vol. CXVII.*

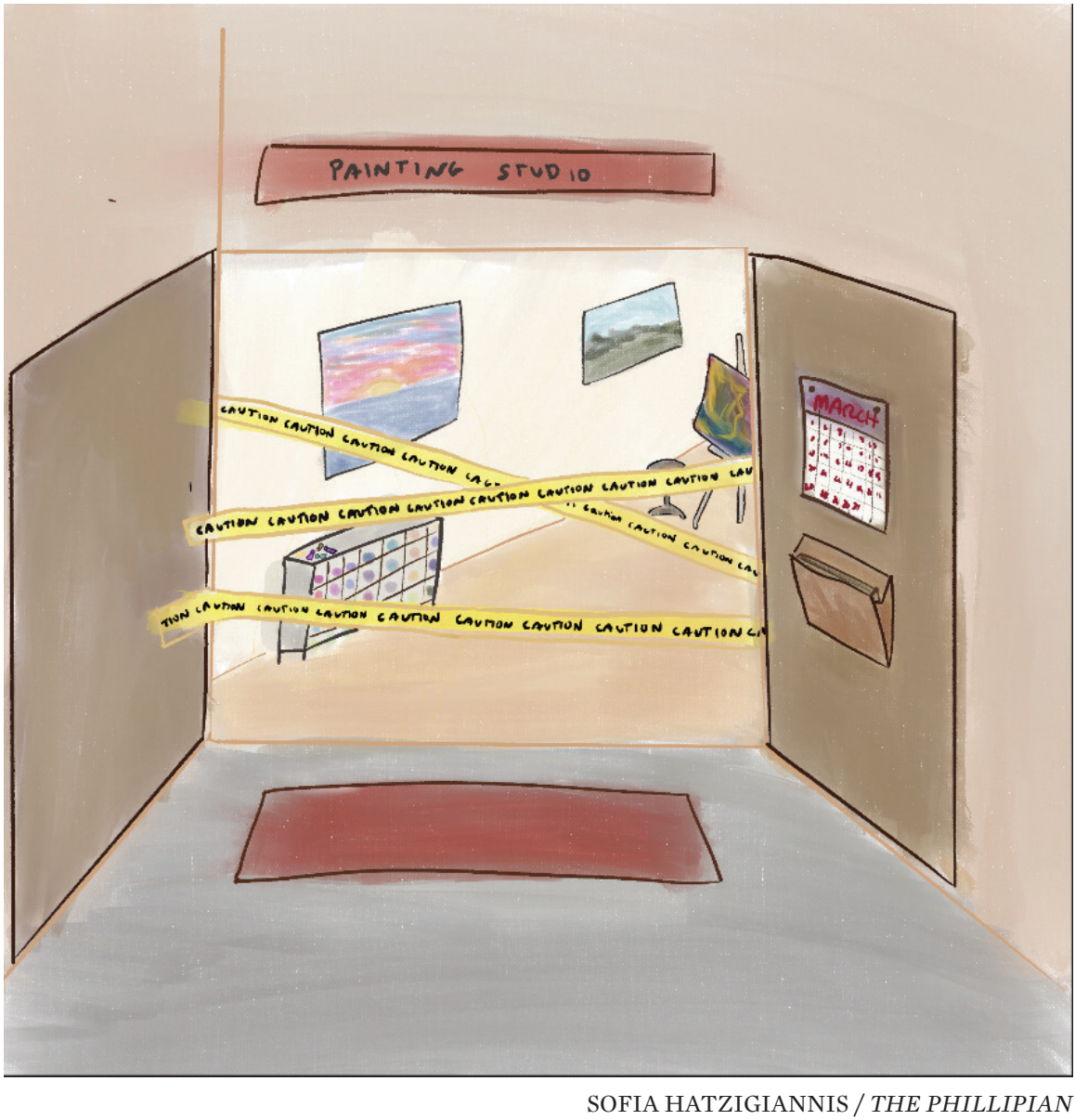
## Arts at Andover Need To Be on the Mend

VALENCIA ZHANG



COURTESY OF PANET

A few days ago, as I was curled up in my bed against a Squishmallow, a friend of mine knocked on my door to interview me for an Arts article on the Art 600 “On the Mend” Exhibition. One of her questions was, “What exactly is so special about this exhibition?” After she asked me this, I went silent for probably thirty seconds. It wasn’t because I didn’t have an answer, though – it was that I had too many. I could go with the cliché “it was so cool” or the usual “I’ve never been to an exhibition before.” But as I sorted through my thoughts, I realized that the truly outstanding thing about this exhibition was how much I admired the artists, not just for their amazing artwork, but for their ability to nurture their creative side at Andover. Andover’s culture emphasizes a strong profile for college, which necessitates significant achievements, and places academics and athletics above art. The fact that these artists in Art 600 had been able to transcend those limits and create touching art was what had awed me. But you shouldn’t have to be in Art 600 to pursue art. In order for more people to recognize and foster their love for art, Andover should provide more informal opportunities for artists to explore their interests outside of a structured class. The lack of these opportunities forces students like



SOFIA HATZIGIANNIS / THE PHILLIPIAN

me to drop their love for art and consequently lose a part of their identity.

Before coming to Andover, I painted weekly at my local studio for a cumulative six hours per week. I genuinely derived joy from mixing oil paint until I had it all over my hands even though my paintings were truly quite weird. Yet, after arriving here, I completely lost my love for art because of the demands of Andover life and curriculum. The idea of grabbing a sketchbook and doodling for hours on end felt like a waste of time, especially when I had swim practice and a math test to study for. And when I took Art 225, the class evoked deep guilt in me for being so disconnected with who I was before coming to Andover. But I don’t blame myself for losing touch with my artistic side – instead, I blame the culture that Andover fosters. I can’t even enter Elson with my Blue Card if I’m not enrolled in an art class, which shows that there is very little opportunity for me to spend any extra time I have on doing something I love.

Furthermore, the emphasis of having a robust résumé for college and only doing things if you’re “good” at it has also made me shy away from taking structured art classes at Andover. As I planned my courses for Upper and Senior Year with my advisor, I found myself searching for the “easy” arts classes to fulfill my Arts requirement. And you could say that this is my own problem, stemming from my own mindset, but it is hard to deny that students at Andover take classes to boost their GPA and improve their college profile. Andover as a college preparatory school attracts students that are extremely committed to

I completely lost my love for art because of the demands of Andover life and curriculum.

success. It feels as though that this emphasis on college means that people involve themselves in specific commitments that they are talented at just to strengthen their profile, not because they care. In this year’s State of the Academy Survey, only 23.7 percent of people said they don’t partake in extra-curriculars for the sake of college. Moreover, people also often do things because they are good at it—not because they care—and people who are “bad” at things shy away from them because it does not contribute to their college profile. This is exactly what happened to me—the pressure of placing a physics test above sketching a figure coupled with the pressure that I have to be “good” at everything I do forced me to let go of my many loves.

In order for Andover to dismantle the negative effects of its culture, it needs to provide more free-form art classes for students like me—students who love art, but aren’t that good at it, and don’t wish for a high level of commitment. In addition to that, Andover should allow students to scan into Elson whenever. By making art spaces more accessible, students can balance their creative side with the academic demand of the Andover curriculum. Overall, I believe that by making art at Andover more accessible and flexible, students like me will be able to explore whatever their heart desires.

Valencia Zhang is a Lower from Northville, MI. Contact the author at [vzhang25@andover.edu](mailto:vzhang25@andover.edu).



Celebrating AAPI Heritage

C. SHEN / THE PHILLIPIAN

# A Month for One Heritage and Infinite Stories



The month of May, AAPI Heritage Month, dedicates 31 days to commemorate Asian and Pacific Islanders in America. For those who identify as Asian American, the month serves as a time to reconnect with their culture and recognize how their heritage has shaped them. Despite the month's intention to encourage individuals to celebrate their heritage and find pride in their identities, most stories, or the ones chosen to be shared, pertain to one theme: struggle. Even as someone who does not think much about their Asian identity, this month, I realized the importance in finding my very own Asian American story. AAPI Heritage Month rightly intends to celebrate Asianness, but for me, these 31 days felt like a potential threat to my understanding of my Asian American experience.

On a campus where over 40 percent of the student body identifies as Asian, it feels easy for me to share com-

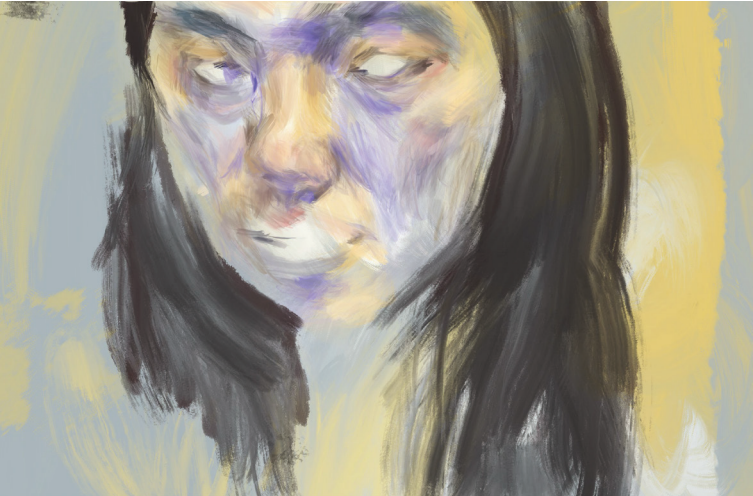
mon ground with many people about our favorite Asian snacks or trendy songs. I often forget that I am, in fact, a minority, when I am blessed with so many peers who understand my parents' Japanese accents and traditional Asian cold remedies. However, my Asian peers and I also share many differences. Many people, including myself, forget about this and begin to standardize what it means to be Asian.

When people who look like me present their painful up-bringsings, I think to myself, "So this is what it means to be Asian." I found myself thinking this during Cynthia Choi's All-School Meeting (ASM), which Andover presented to celebrate AAPI Heritage Month. She began by explaining the impact of Covid-19 on Asian-run businesses in California's Chinatown, describing how they had struggled to attract customers. While I understand that her presentation was meant to reflect on the recent rise in Asian hate crimes, I wondered what others around me were thinking. To me, her presentation exclusively touched on how the Asian community had suffered, and still suffered. Being Asian American means something different to each and every person, but when the idea of suffering is central to such a prominent Asian American speaker's presentation, it is hard to ignore the strong correlation between being Asian and enduring hardship. After

the ASM, I found the line between my understanding of my Asian American experience and others' understanding of my experience heavily blurred.

One of the first times I felt this imposter syndrome was last month in English class when we read Amy Tan's "Two Kinds." The story features an immigrant mother who expects her daughter, Jing-Mei, to become a prodigy. Jing-Mei's mother forces her to participate in activities Jing-Mei never expresses interest in and maintains high expectations for her daughter, which then causes Jing-Mei to eventually resent her mother. The discussion following the story mainly involved the Asian American students in the class who sympathized with Jing-Mei and the struggles she faced with her parents. I listened to the discussion as students kept beginning their points with, "I also shared a similar experience..." I sat quietly, unable to speak on my nonexistent broken relationship with my parents. At that moment, not only did I feel unsympathetic, but I also felt disconnected from my Asian identity.

For a long time, due to encounters such as this, I believed trauma defined the Asian American experience. As someone who, despite harboring that same background, had not gone through the same trauma, I grew convinced that something between me and my mom, something about me, must be wrong — when nothing



VERA ZHANG / THE PHILLIPIAN

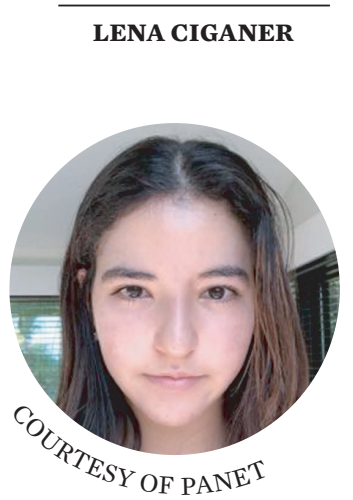
really was. To me, being Asian and Japanese-American means that I am fortunate enough to attend a school where I feel welcomed and that I share a close relationship with my parents. It took time and effort for me to realize these were the aspects of my identity that defined my personal Asian American experience.

I advise everyone to find their own narrative on themselves and their heritage. Even if we share one month to celebrate an entire "collective" heritage, that does not mean there is only one story to share. Our experiences are not, and should not be, written by the conventional narratives others announce and perpetuate, no matter how common they may be. When we are surrounded by the traumatic tales of those who look just like us, we feel pressured to undergo the same experiences as them just to belong. Whether it be from

Jing-Mei's difficult relationship with her parents, based on Amy Tan's own childhood, or Cynthia Choi's speech on Asian hate, the common theme of struggle remains prevalent. Of course, paying attention to these common struggles is crucial. But to preserve the personal connections between oneself and one's heritage, which can deviate from the standard narratives, the rest of the month should be spent on personal reflection. Instead of fitting into public ideas surrounding your identity, seek out the little moments to find out what your heritage means to you.

Amy Oku is a Lower from Hinsdale, IL. Contact the author at [aoku25@andover.edu](mailto:aoku25@andover.edu).

# Celebrating the People Who Function the City You Love



Growing up in Tokyo as a French-Japanese and white-passing child was a unique experience, to say the least. Everywhere I went the Japanese grandmas would marvel over my curly hair and big eyes, admiring my non-Asian features. Staff at the airport would try to talk

to me in English using their limited vocabulary, and would outwardly express their shock when I responded to them in perfectly fluent and comprehensible Japanese. At tennis tournaments, I would feel the eyes darting towards me as the tournament staff attempted to call my unique last name and felt nervous as numerous people watched my matches just for the sake of watching a non-Japanese girl play (though they would find out later I very much am Japanese).

These were the kinds of things that bothered me while growing up. I hated the sense of feeling different in what I considered my primary and most important community. But that wasn't enough to make me dislike my city — in fact, I love Tokyo. I love the train station bustling at rush hour with hundreds of people trying to make their

train to get to work on time. I love the sounds of the cicadas, buzzing as I bike through the park during the summer. I love watching the kind people on the streets, always picking up and returning dropped items to the owner (even wallets!). I love the smell of the bakery, the whiff of fresh brioche dough baking in the oven, waiting to come out crisp on the outside and soft on the inside. I've always loved Tokyo and I still love Tokyo more than anywhere in the world. And what I've come to realize is this: it's the people that make it a city I can proudly call my home.

The policemen who kindly help the young and old with directions, the grocery shop owners who kindly offer a free sample of fresh fruit, the primary school teachers who keep the young children safe on field trips, the people bike-repair shop staff that pump my empty

tires with air, there are so many people that partake in seemingly small roles that end up being the foundation of the city. They are the ones who make Tokyo beautiful, habitable, and so attractive to foreigners.

During Asian American Pacific Islander (AAPI) month, I want to honor the people that make Tokyo such an incredible home to me. Within my family, my mom, my grandma, my grandpa, my aunts and my uncles, but also the people outside of my family who have contributed to my experience living in Tokyo. Celebrating AAPI heritage helps recognize the contributions, achievements, and experiences of AAPI individuals and communities. It brings visibility to our cultural heritage, traditions, and history, and helps break down stereotypes and promotes a more accurate understanding of communities. It is a month where we

can validate AAPI identities, and foster a sense of pride and belonging which strengthens our cultural identity. It is the month where I can take time to show my love and appreciation for my home and the people that make up of it.

Lena Ciganer is a Lower from Tokyo, Japan. Contact the author at [lciganer25@andover.edu](mailto:lciganer25@andover.edu).

# 愛する街は人間が機能させている

フランス人と日本人の間に生まれた子供として東京で育ったことは、控えめに言っても特別な体験だった。どこに行っても、日本人のおばさんたちは私のクルクルした髪の毛と大きな瞳に感動し、アジア人ではない特徴ばかりに感心していた。空港の職員は、少ない単語で私に英語で話しかけようとし、私が完璧な日本語で返事をする、顔全体にショックの表情を浮かべた。テニスの大会では、私のユニークな名字を呼ぼうとする大会スタッフの視線を感じたり、日本人じゃないからと私の試合を見る人が大勢いて緊張していた事など覚えてる。

このようなエピソードが小さい時から私が愛に気にしていた事だ。自分が一番大切にしているコミュニティの中で感じた違和感。なんと言っても気持ちくはなかった。でも、それだけの事でこの街を嫌いになてなれない。むしろ、東京は私の世界一大好きな街だ。通勤時間の7:30になると、出勤に間に合うように満員電車に乗りとうする何百人もの人々にぎわう駅が好きだ。夏休みの際に公園を自転車で走りながら聞く蝉の声も好きだ。財布なんかでもいつも落とし物を拾って持ち主に返す親切な人たちを街で見かけるのも好きだ。新鮮なブリオ

ッシュの生地がオープンで焼かれ、外はカリッと、中はふんわりと焼き上がるパンを待つ時の匂いも好きだ。こんな小さなことを通して私が知った大切な事が一つある。東京を私が誇りをもって故郷と呼べるのは全て東京を機能させている人々のおかげだ。

老若男女に親切に道を教えてくれる警察官、新鮮なフルーツを無料で試食させてくれる八百屋の店主、遠足で幼い子供たちの安全を守ってくれる小学校の先生、空になったタイヤに空気を入れてくれる自転車修理の人たち、一見小さな役割でも、結局は街の基礎になっている人がたくさん

いるのだ。東京を美しく、住みやすく、外国人に魅力的な街にしているのは、この人たちなのだ。

AAPI月の間に、私は東京を私にとつての素晴らしい故郷にくれている人々に敬意を表したいと思う。私の家族の中では、母、祖母、祖父、叔母、叔父がAAPIですが、家族以外の人々も私の東京での生活に貢献してくれています。AAPIの遺産を祝うことは、AAPI個人とコミュニティの貢献、業績、経験を認識するのに役立つ。私たちの文化遺産、伝統、歴史に目を向け、固定観念をなくし、コミュニティに対するより正確な理解を促進することができるの

だ。AAPIのアイデンティティを確認し、私たちの文化的アイデンティティを強化するプライドと帰属意識を育むことができる月だ。自分の故郷とそれを構成する人々への愛と感謝を示すために時間を割くことができる月なのだ。





J. XIAO / THE PHILLIPIAN

# Green Ghosts: Why You Should Care About Plant Blindness

KARIS SARKISIAN



A LEE / THE PHILLIPIAN

Have you ever stopped to look at the plants on our massive campus? I know I didn't, at least until I started thinking about "plant blindness" — a phenomenon where we fail to notice the plants and the green spaces around us. As a boarder who lives in Abbot, I would walk to breakfast every morning, passing by a variety of trees and shrubs without really seeing them. When I started paying attention, I realized how much I was missing.

Phillips Academy is home to a wide range of plants, from towering pines to delicate mosses, each with their own sense of uniqueness and character. Yet, even with their beauty, most of us walk past these plants without a second thought. Why is that? And what are the consequences of our plant blindness?

When we think about plant blindness, it's important to recognize that it's not limited to our campus; it's a widespread phenomenon in many urban and suburban areas. In our fast-paced lives, we often become so absorbed in our thoughts or preoccupied with our daily routines that we overlook the natural beauty that surrounds us. The trees and green spaces on our campus, which provide shade, shelter, and a sense of tranquility, often fade into the background of our busy days.

It's a peculiar irony that as humans, we can accomplish remark-

able feats in the realms of technology and science, yet often fail to acknowledge the truly impressive presence of the very environment in which we exist. This dichotomy is brilliantly highlighted by Gabriel Popkin, an educator and tree enthusiast, in his thought-provoking article, "Cure Yourself of Tree Blindness." Popkin astutely points out that many of us, despite being highly educated and accomplished individuals, often possess a surprising lack of knowledge when it comes to the trees that surround us. In his article, he remarks, "My students are nearly all highly educated, successful people who work impressive jobs, speak multiple languages and effortlessly command sophisticated computers and phones. Yet most know barely the first thing about the trees around them." This quote encapsulates the disconnection we experience between our technological prowess and our awareness of the natural world. It serves as a poignant reminder that even with all our intellectual and technological advancements, we can still find ourselves oblivious to the trees that stand right in front of us. Perhaps it's time for us to bridge this gap by peeling our eyes away from screens and redirecting our attention to the living wonders that coexist with us on this planet.

Now, let's take a moment to delve deeper into the fascinating world of trees, for they are not just ordinary plants that populate our campus but rather some of the most extraordinary and awe-inspiring living beings we encounter every day. Consider their longevity, for instance. Trees have witnessed the passage of time in ways that few other organisms can comprehend. One such witness of time's journey is the majestic "Great Elm Tree" that stands tall and proud in the center of campus. Trees have silently witnessed the shifting tides of history and the ever-changing landscapes of campus. Moreover, trees are not

merely passive participants in our ecosystem; they are the backbone, the very life force that sustains the delicate balance of nature. As you might have learned in your biology class at Andover (and if you haven't, I strongly encourage you to do so), trees play a vital role in creating and maintaining healthy ecosystems. They act as purifiers, filtering the air we breathe, absorbing harmful pollutants, and releasing oxygen into the atmosphere. They provide habitat for countless species by offering shelter, nourishment, and a thriving ecosystem within their branches, trunks, and roots.

But it doesn't end there. Trees are also master communicators, engaging in complex underground networks where they exchange nutrients, warnings, and even support one another in times of need. Their intricate relationships with other organisms, such as mycorrhizal fungi, create a web of interconnectedness that promotes the well-being of the entire ecosystem. It's a harmonious symphony of life unfolding right before our eyes if only we take the time to observe and appreciate it.

So, the next time you find yourself strolling through our expansive campus, pause for a moment and let the magnificence of the plants sink in. Allow yourself to marvel at their ancient wisdom, their contributions to the environment, and their interconnectedness with all living beings. In their silent majesty, plants offer us not just shade and beauty but a profound lesson — a reminder of the intricate and delicate tapestry of life that surrounds us, waiting to be explored.

Karis Sarkisian is an Upper from Los Angeles, CA. Contact the author at [ksarkisian24@andover.edu](mailto:ksarkisian24@andover.edu).



C. BARBIE / THE PHILLIPIAN



C. BARBIE / THE PHILLIPIAN

# The Undiscovered Beauty of Mrs. Plumm

GLORIA CHEN



T. ZENG / THE PHILLIPIAN

This weekend, the Theatre and Dance Department presented Wendy Wasserstein's play "Uncommon Women and Others," directed by Ms. Olivia Silva, Fellow in Theatre and Dance Department. Set amidst the peak of second wave feminism, the play explores what it means to be a successful woman within a patriarchal society. Six years after their graduation, five "uncommon" women reunite and reflect back on their college days at the historically women's Mount Holyoke College.

I had the honor of playing Mrs. Plumm, housemother to the girls and a Mount Holyoke graduate herself. I must admit that she, though not one of the lead characters, remains my most beloved character. As Wasserstein works to bring the girls to life through highlighting their experiences and thoughts, I invite you all to also think about Mrs. Plumm. Her beauty — reflecting the joy of a free mind and spirit — is yet to be discovered.

In the play, Mrs. Plumm is in

her last year at Mount Holyoke before retirement. Her decisions are fast, logical, and without regret. In college, she decided that it was too dangerous for young women to go on long birdwatching trips alone, so she wrote home asking for money to buy a rifle. Despite her father's incessant disapproval, she persists and gets the rifle. Considering the era, her desire to pursue her own life choices despite having to counter her family is truly uncommon. Similarly, after retirement, she plans to travel to Bolivia to deepen her passion for birds. After staying in the fields of South Hadley, Massachusetts, for so many years, she is willing to let go of her past and embrace a new future in a foreign environment. Life moves on, and she treasures the undiscovered joys of her world left to discover. For her alacrity, confidence, and undying passion for living, I stood in awe of her character.

However, I wouldn't love Mrs. Plumm as much as I do if her character was single-dimensional. Despite her independence, Mrs. Plumm remains a dutiful daughter to her family. Most of her biggest decisions in her younger years are influenced by her family: prominent examples being her marriage and career. Through the rifle, however, the audience understands that her personality has always shined, that her spirit has never been burdened by external pressures. And now that her marriage has (presumably) dwindled in significance, and her career comes to an end, she spends the last chapters of her life cherishing her own decisions. To me, this independence is beautiful: some-



COURTESY OF BRAD SEYMORE AND RACHEL ANDERSON

thing that renders her character all-the-more charming.

A comparison to the girls at the college who have not yet attained this independence further highlights this beauty. Working to defy the image of an ideal woman, the girls struggle to balance their own aspirations with societal constraints. Their monologues consist of inner conflicts and hesitation as they attempt to discover what they really want. While Kate worries about the static life behind a successful Wall Street career, Holly struggles with her insecurities, and Rita tries to overcome gender inequities in the workforce, Mrs. Plumm — who has also reached the age when her career is no longer a worry — struggles the least. I should also mention that a similar promptness and certainty is exuded by only one girl at the College: Samantha. Amongst a field of career-oriented women, Samantha announces her decision to marry and rely on a man. She stands out, yet with no regret. Starkly con-

trasting the other girls, she shines — and Mrs. Plumm even more — as both characters demonstrate that perhaps the purest form of happiness stems merely from a free mind and spirit.

Mrs. Plumm reflects this freedom in one final yet most special way: by not being confined by her age. Even now, she experiences "transition periods" and readily adapts to the new world, different from her days. Considering again her future in Bolivia, she approaches life with the same vivacity as a young adult. As she states herself, "many memories, seasons, and teas" come to mind at her retirement speech, yet she chooses to share her most recent thoughts. Her spirit is fresh and young, as if time never affected her. Growing up in the older suburbs of China and FaceTiming my grandparents every week, I recognize how special this is. Many of the elderly I encounter frequently remind themselves of their age, which tends to discourage them from

pursuing certain activities and a positive mind. My grandparents, for example, are over 70 years old but healthy. Though this age is no small number, the state of their health should allow them to have a more positive aspect on life. Yet, oftentimes, they miss out on a fun opportunity to go on a boat ride, go for a walk at the park, or visit a new town, simply because of their age. Though fictional, Mrs. Plumm's character refreshingly breaks this trend.

Ultimately, Mrs. Plumm is lighthearted, glorious, dignified, charming, and truly alive. She was adventurous and responsible in her earlier years; now, life is whimsical, an experiment that she can take in whatever direction she desires. When we reach her age, I hope our days can be as entertaining, lively, and free. Though the girls do not mention Mrs. Plumm's life after her retirement at their reunion, we can imagine her surrounded by species of beautiful birds, enjoying the sunshine of Bolivia, and smiling at the person each girl has become, or will become, as they lead the lives they want to live. She has inspired me to fearlessly pursue the purest form of happiness I know — to make my own, unregretful, decisions and sustain my passion for life even as I age — and I hope the same goes for you. Thank you, Ms. Wasserstein, for creating Mrs. Plumm. And thank you, Ms. Silva, for introducing me to this play.

Gloria Chen is an Upper from Germantown, TN. Contact the author at [ychen24@andover.edu](mailto:ychen24@andover.edu).



HERE AND THERE: THE WORLD RIGHT NOW

COLLECTED BY JAYDA LU

**U.S. Politics: Debt-Ceiling Troubles Continue**

According to “Reuters,” President of the United States of America Joe Biden and House Speaker Kevin McCarthy have yet to reach an agreement on raising the U.S. government’s 3.14 trillion-dollar debt ceiling. The president has proposed a tax hike for the wealthy as well as a closure of tax loopholes for oil and pharmaceutical companies. On the other side of the aisle, Republicans have fought for cuts on the 2024 federal spending budget which Democrats have called “extreme.” “Brookings” noted that, if an agreement is not reached before early June, the U.S. government will default on its obligations including social security and federal paychecks. Based on a 2013 simulation, a short-term default could lead to a mild recession and a loss of 2.5 million jobs, which would worsen and be prolonged over an extended period of time. The only way to avoid such a scenario would be for a bipartisan deal to be passed in the next few days, something both parties remain hopeful for.

**Environment: U.S. States Create a Deal to Help Prevent the Colorado River from Drying Up**

More than 40 million people currently rely on

the water supplied by the Colorado River. However, the climate crisis and the extraction of water for agricultural needs have pushed the river to its limit, according to “The Guardian.” For the past 20 years, the region has been undergoing the worst drought in 1,200 years, with nearby lakes on the verge of being unable to provide electricity to residents via hydroelectric turbines. As such, according to “The New York Times,” California, Arizona, and Nevada have agreed to take 13 percent less water from the lower Colorado basin in exchange for 1.2 billion dollars in aid from the federal government. This agreement is set to last until 2026 and will likely lead to significant water restrictions on all the regions’ residents.

**World Politics: Ukraine’s Influence on the 2023 G7 Summit**

The Group of Seven (G7) is an informal organization of Canada, France, Germany, Italy, Japan, the United Kingdom, and the United States of America that hopes to combat harmful global trends as well as prevent international crises. On Sunday, Ukrainian President Volodymyr Zelenskyy made a surprise speech at the 2023 G7 summit in Hiroshima, Japan, according to “Reuters.” His appearance served as an excellent opportunity to

win over currently unaligned countries such as Brazil and India. Furthermore, through meetings with Western allies, he was able to further garner support such as U.S. President Joe Biden’s pledge of 375 million dollars in aid, supplies of fighter jets, and Britain’s new wave of Russian sanctions.

**Weather: Climate Change’s Effects on Storms like Super Typhoon Mawar**

According to “NPR,” climate change is making rapid intensification of cyclones and hurricanes more common as heat is a major fuel for large, powerful storms. Super Typhoon Mawar is an example of such an occurrence as, in just one day, it went from a Category 1 storm with relatively mild winds to a Category 4 storm with the power to rip off entire roofs. The National Weather Service even referred to Mawar as a “triple threat” that could threaten the lives of many as it approaches Guam and the Mariana Islands. This kind of rapid intensification poses an immense threat as there is less time to warn those in harm’s way.

Sol Kim ’23 Honored as 2023 U.S. Presidential Scholar

Continued from A1, Column 2

the honor, and I was just really surprised when I first got the award. It felt really good, especially because I thought there was no chance that I would get selected. I thought it was nice to be nominated, but I thought that was it,” said Kim.

Dr. Donald Slater, PhD, Instructor in Philosophy & Religious Studies, taught Kim in History 300. Slater spoke on the achievements and contributions Kim brought to his class, as well as the dedication and hard work he demonstrated.

“Sol is a hard-working self-starter, so supporting him

was easy. He is the type of student who relishes the intellectual challenge of a research project and I always enjoyed [it] when he would come to me to discuss new sources and [develop] ideas. I was impressed to hear that Sol was chosen as a President Scholar, but zero percent surprised. Based on Sol’s performance as a student at Andover, as well as his presence and contributions as a community member, I feel that the honor is most well-deserved.”

Another Faculty Mentor of Kim, Derek Curtis, highlighted the qualities that Kim demonstrated beyond the classroom. Curtis, who taught Kim as his Religion and Philosophical Studies Instructor, spoke on how Kim exemplifies traits valued in the Ando-

ver community, such as non sibi and knowledge and goodness.

“While it’s a cliché to talk about non sibi and knowledge and goodness, in some ways, I know that the students often refer to those as slogans. Sol strikes me as a person that’s really internalized those ideals both academically and in his social life and how he thinks about politics. So it’s not a surprise to me at all in some ways that Sol won something like this. I’m just very happy for him because it’s nice to see people be rewarded for the actual work that they’ve put in and the person that they are,” said Curtis.

Students Gather In Abbot For Take Back the Night

Continued from A1, Column 5

I think it’s something that is important to raise awareness about on this campus, especially considering statistics of gender-based violence on this campus. I hope that in the future, more people will come because I think some groups didn’t perform or they dropped out late, and I wished that more groups would perform and more people would attend,” said Young.

Similarly, Matloff encouraged more students to attend Take Back the Night. While she recognized the school’s current efforts to promote the event, Matloff suggested some other measures to increase student attendance.

“I don’t really know how the school could really continue to support it, because they posted things on social media, but possibly having more teachers talk about it... I know a lot of people plan events on Friday night, and they don’t realize that Take Back the Night is [on] Friday night. And so trying to have either the Student Activities [Office] or the administration make sure that there’s not as many mandatory events on that day so that more people could show up to this event,” said Matloff.

*Editor’s Note: The Phillipian reached out directly to Dr. Patricia Har but did not receive a response.*

Seniors Reflect On Their Andover Experience

REPORTING BY CATHY MA

As the date for graduation grows closer, Seniors commented on how they’ve grown throughout their time at Andover, their advice for younger students, and how they will continue to interact with this community in the future.

Aleena Kibria ’23

“I’ve gotten a lot of space to grow into myself and grow into my identity... I’ve just grown up here... I think [leaving Andover] is a little bittersweet. There’s parts of Andover that I know are going to stay with me all the time... I know I’m going to talk to [some of my close friends], but I was thinking about how I’m going to miss the people who I’m not as close to, but love seeing around campus or on the paths... Some of those people are the most important people to me at Andover.”

Cris Ramnath ’23

“I think all it takes is effort is something that I’ve learned at Andover... If we could do that for our homework and our own personal things, I think we can also do that for friends and that goes such a long way... I also think success comes and looks in many different ways. We really need to start acknowledging that success is so different for different people. I think we need to start celebrating those successes for what they are, and not just in the college way... We should start appreciating people for the small and big things.”

Max Gomez ’23

“Prioritize the relationships you have with the people in your life over everything. I think once you start thinking [and] acting in a selfless way, and putting other people’s priorities mostly before yourself, in the long term, it does help you. It fosters a better community that has more energy and is more healthy... [Also], don’t limit yourself to a singular team or friend group. Don’t be afraid to meet new people. Don’t give in to fear of what people think when you’re trying something new. I’d say just go for it.”

Jaeyong Shim ’23

“I think the most valuable lesson [I’ve learned] is probably just [being open] to new things. That was the first thing that I heard when I was on my tour at Andover... My tour guide recommended [that I] take [all opportunities] and just send it because you don’t get that anywhere else... [Also], everyone here is different, but the one thing that is the same is everyone’s willingness to learn, care, so [build] that community. Join clubs, sports teams, and be in an environment where you’re surrounded by a lot of people that you are comfortable with.”

Emory Wilson ’23

“I’ve become more adventurous and more outspoken [at Andover]. I grew up very introverted, [but I’ve grown] to be able to speak up for myself, be more outgoing, and express everything that I was too shy or too scared to express when I was younger... I feel sad [about leaving]. I had a great run. This term, I feel like I’m closing out everything [and] I’ve come to a good resting place... I feel like it’s my time to go, but I’ll still really cherish all the memories I’ve made and keep in touch with the people.”

Nigel Savage ’23

“I came in as a new Lower, so I’ve had a shorter time span than most Andover students, but I think that’s made me appreciate it more, because I’ve seen [it as] fleeting... I made a lot of really important friends and grew a lot as a person because of [personal] hardships... Being able to navigate change and being able to work with people are the two biggest [lessons I’ve learned]. You learn how to work with people and learn how to deal with people that you don’t like, or work with the ones that you do like.”

John Sanchez ’23

“I like to frame my time at Andover as one where I’ve grown a lot. I’d rather not focus on all the tiny ‘mistakes’ because that implies I’m already putting some sort of standard onto myself... In the end, I [don’t] think I would change anything. [My experiences] complement a growth mindset I’ve always had during my time here at Andover and it would seem very arbitrary for me to wish to go back when I’ve already grown so much. I can’t wait to see what will come next, because there’s always new fruits that are being born out of your experiences.”

Esmé Young ’23

“I think I’m definitely more ‘Esmé’ than I would have been if I’d stayed at my old school. I’ve grown into my personality, and figured out that I don’t have to change my personality to fit in with a specific social group. When I enjoy being myself, other people enjoy that too. That goes for work as well. When I’m enjoying my work, other people enjoy it... Taking a class just because you like the contents of the class and the experience of it, and getting a bad grade is a good thing rather than taking a class just to get a good grade.”



# 2023-2024 CaMD Scholars and Brace Student Fellows

## COMMUNITY AND MULTICULTURAL DEVELOPMENT (CAMD) SCHOLARS:

Chloe Rhee '24

*“Knowledge Without Goodness? Phillips Academy, Abolition, and Anti-Slavery 1830-1860”*

Advisor: Dr. Paige Roberts, Director of Archives and Special Collections

“It’s important for us to understand the legacy of [Phillips Academy], and I’ve done so much work regarding challenging histories here. It’s something that I feel isn’t spotlighted enough [as well as] the archives in general... I hope that by looking into our past, and specifically understanding our ties to enslavement, I hope that students will be able to more deeply consider the legacies that this campus has and what role we play being students that interact with this institution.”

Gui Lima '24

*“Pedagogy of the Brazilian Favela: Fighting a Century of Oppression Inside the Classroom”*

Advisor: Dr. Miriam Villanueva, Instructor in History and Social Science

“I want to do some field research because I’m going to go back to Brazil for a good part of [the] summer. I want to go back to my old school and talk to teachers because even though they’re obviously not teaching in favelas, they’re already in the educational world and they’re closer to that area... There are so many great people in my old school and so many resources that I just have not tapped into there. I just want to see where that leads me. I don’t really have a set plan for that. Of course, I’m going to be doing my research in reading lots of texts and abstract theories, but I also want to see where talking to people in my city goes.”

Sarah Pan '24

*“Now Approaching Dystopia: What the Hazy Promise of AI Alignment Means for Us”*

Advisor: Thomas Armstrong, Instructor in Mathematics, Statistics, and Computer Science

“I want to raise AI consciousness [in the student body]... I want more people to understand what’s going on in the field right now, and for [AI] to be more than just a ‘hype’ term. Hopefully, people understand [AI] to be more than just, ‘Oh, ChatGPT knows everything.’ [Then], people can start to pick apart what’s going on, figure out what needs to improve, and just move away from the ‘hype.’ And I think that extends beyond Andover... with all the layoffs that have been happening at big tech companies.”

Tam Gavenas '25

*“A History of Trade-offs: The Black Scholar-Athlete in U.S. Colleges from 1968-2022”*

Advisor: Patrick Rielly, Instructor in English

“I am extremely connected to my topic. My project is about the history of Black student-athletes in U.S. colleges. This is their story and about the experiences they go through when combating stereotypes and lowered expectations, as a Black and athletically gifted student. This is the story about the countless forced tradeoffs Black scholars had to go through between choosing athletics or academics.”

## BRACE CENTER OF GENDER STUDIES FELLOWS:

Max Berkenblit '24

*“An Introduction to Women’s Gender, and Sexuality Studies: A Series of Teach-Ins”*

Advisor: Brigitte Leschhorn, Instructor in English

“I was sitting in Starbucks one day and looking through a bunch of departments at different colleges and noticed that pretty much every college I was looking at had a department dedicated to Women’s Gender and Sexuality Studies. Of course, Andover has the Brace Center, but it doesn’t really work academically with teachers or actual departments, and any classes related to the topic are split up and often 500-level [courses that are] really hard to get to.”

Nadia Choophungart '24

*“Reshaping Religion: Examining the Evolution of Theravada Buddhism by Women in Thailand”*

Advisor: Amanda Foushee, Instructor in English

“I’m from Bangkok, Thailand, and I’m Buddhist. Theravada Buddhism is like the main branch, but isn’t in Thailand. But one thing I’ve noticed... in my personal life... is that Buddhism, like a few other major religions, is very patriarchal. For example, if I went to a temple in Thailand, I wouldn’t be able to wear short shorts, even though anyone who is male identified would be able to... I really want to do different kinds of research [in Thailand]. If I can actually go in and do interviews or fieldwork, that I think I’d be really excited for, it would be really cool. I would really want to touch base with other scholars in Thailand as well.”

Anna Du '24

*“It Was a Pleasure to Burn: The Development of Queer Censorship in the United States”*

Advisor: Comfort Halsey, Instructor in Spanish

“I’m hoping to look into how different forms of censorship have developed over the years. Specifically, I think, maybe looking into different ways to share news and spread media things, like with the advent of technology with film, and eventually the internet. How things that originally took place, such as book bannings, might take place like online and the Internet and even social media.”

Lillianna Villanueva '25

*“Following Modern Girls Through the Justice System: Increase in Incarceration, No Change in Gender Based Systems of Oppression”*

Advisor: Garrett Richie, Instructor in English

“Originally, I was doing preliminary research for a CaMD presentation on POC kids in the justice system. I grew up in an area that had a lot of incarceration for kids. And so it was something that was very personal to me. But as I did more research, I started coming across new research that was being presented and created about the unfair way that girls were being incarcerated, or girls were being put in front of judges, disproportionately to men in certain areas.”



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# 10 Questions with Devin O'Reilly

REPORTING BY PRISHA SHIVANI

*As he completes his fifth year at Andover, Devin O'Reilly works as an athletic trainer in the Snyder Center, a house counselor in Foxcroft, and one of the class advisors for the Class of '23. He also enjoys working out in his free time.*

**What led you to be an athletic trainer, and what did you do before you were an athletic trainer here?**

I came here right from college. I went to University of Albany right from high school and played football there. After that I transferred to Merrimack College, played football there, where I got my degree in athletic training. That's what I was doing before Andover. I came for my interview, I met with Mr. [Michael] Kuta [Head Athletic Trainer and Instructor in Athletics], the rest of the athletic department, and [Linda Carter Griffith, Associate Head of School for Equity, Inclusion, and Wellness], and I had a great time. They introduced me to some of the kids on campus, and showed me the resources they had here to help the kids and I fell in love with it. That's how I got here. I played sports all my life, and the athletic trainers I had growing up always gave me a sense of calm when I was scared about being hurt. That's why I love athletic training; I can feel a sense of peace and calm when kids are injured or scared and I can provide that sense of reassurance that everything's going to be okay.

**How was the transition from being an athlete to an athletic trainer?**

It was easy in the sense that I kind of understood what kids were going through but it was also tough because I wanted to still be playing. I think I bring energy and joy to sports, but also care. There's so much more that goes on than besides just playing the sport. There's the mental health side of it, and just feeling like I can be there to support the kids when there's life going on and they're playing sports. I think that's the best aspect that I bring to the kids here.

**What's your favorite part of your job?**

I would say the common answer would be the kids, but I really have the greatest time of my life in the afternoon. Obviously game days are great but during Monday through Friday in the Fall I would work in the rink with football and field hockey, in the winter I work in the Snyder Center with squash and indoor track, and in [the] spring I work with outdoor track and tennis. Having the kids just come and hang out is really great. There's so many times before we close at six where we're just hanging out having a conversation about the day. They give me a lot of joy and peace in my life and I love being there for them.

**How is your experience as a house counselor in Foxcroft?**

I've been in Foxcroft ever since I got here, so five years in Foxcroft. Being



L. MECHEGIA/THE PHILLIPIAN

able to mentor kids outside of school or outside of the athletic training room is something I've really found a passion for. We talk about life and everything that comes with it, and how to make everything viable. We talk about how to see everything as an opportunity and how to be there for others and find joy in that. I love being a house counselor, I think it's one of the best parts of my job. It's a powerful place to help students learn and I also learn so much from students. I truly enjoy my time when I'm on duty, and our Sunday dorm meetings that we have and it's been an amazing experience.

**What's been your most notable experience at Andover?**

One would be being the class advisor of Class of '23. I love the Seniors, I've been rolling with them since their Lower or Upper year. I've got to know them and seen them grow, succeed and help them through their failures. It's

been a great accomplishment of mine, because it's something I did think I could be able to do good, but helping them succeed and teaching them how to grow up and mature and find joy and passion in their life is awesome.

Two would be being an advisor to my advisees. We meet almost every Tuesday. We have good conversations and have worked a lot through what the world has thrown at the Seniors now including Covid[-19], being online, applying to college. That's a great joy and I'm very proud of being their advisor. I'm sad to see them go on June 4 but I'm super excited to see how they succeed in life and hopefully I made an impact on them.

The last thing I think is that sometimes athletes give me notes after the season or school year. It's really emotional for me to see how our relationship as an athletic trainer and athlete grows and it's something really special. They've given me so

much joy and I just hope I've made an impact on their life where they can feel proud of themselves and successful in who they are.

**Which one of your jobs have been most important to you?**

I don't really know if it's a role I get paid for, but it's just being a supportive adult on campus. Yes I'm an athletic trainer, a house counselor, an advisor, an EBI teacher, but just walking down the paths and being someone for kids to lean on or come to if they need support or share an important life event. That's my favorite role. Every time I step out of Foxcroft I'm looking to help and serve the students around me. Even though I don't get paid for it, being a supportive adult on campus is my favorite job.

**How has your experience with LIFE Sports been?**

I'll be H.O.T. here (Humble, Open, and Transpar-

ent). Students try to take the sport that is the least amount of time which I understand. Students here have so much to do, and there's a lot of work and stress. There's a lot of students who enjoy intramural basketball in the winter, but most of the student body don't want to engage. Like I said, I completely understand but I also hope and wish that the program gets reinvigorated so students feel a sense of joy doing it. It's important for mental health to move and have social connection and find joy and understand how to pursue joy. I think LIFE sports are awesome and they give students an outlet rather than doing homework all the time. We're looking to make it better so kids feel energized to move after school whether it's pilates, stretching meditation, trying out new sports, dancing, playing badminton, but trying to make it better.

**What's an important piece of advice that you want to share?**

I've mentioned H.O.T. before, it's Humble, Open, and Transparent. If you can live your life that way being humble about who you are and humble about the advice people give you, open about sharing who you are and receiving advice, and transparent in always being you. I think that's so important because if you're able to live your true life you'll be a light for people around you so they can feel like their true selves. Also, resiliency. Being resilient doesn't mean you just force through hard times. If it's good or it's bad, you remain your true self. You can feel emotion, you can feel happy or sad but you are always who you are. Being H.O.T. and resilient no matter good or bad you always remain who you are, and I think people can make a difference that way. Third is to love the people around you. Those would be the pieces of advice I would like to give people.

**What do you like to do in your free time?**

I still work out a lot from my college days and I'm trying to be a triathlete, or run a triathlon... I also like to just chill and listen to music. I'm a big chiller. People are like 'you wanna go out?', and I'll go out sometimes, but if I get a chance to just relax, I'll just chill.

**What is your spirit animal?**

It's changed over the years. I would say an eagle. Like an eagle, they can be in the air and chill and fly and take in the beauty of the world, but if it's time to go to work they can be vicious... An eagle can go to work and be strong... So they can be peaceful and calm, but also passionate about what they're doing.



# WATCH OUT FOR THE DEANS AT PROM

**Allie Chung and Gio Pagliuca**

Average intelligence and equal intelligence  
Grade: Destined to be together

**Ava Sullivan and Bobby Corkery**

The person with the fattest ass on campus and Ava Sullivan  
Grade: Belaz 75710 Ultra Class Haul Truck

**Kiley Buckley and Daniel Rekoske**

No one saw this coming  
Grade: Sneakiness 100

**Thomas White, Trevor Grady and Colby Duggan**

Future professional athletes and Thomas White ;)  
Grade: Stay tuned for July 9

**Hope Nardone and Simon Kane**

One plays basketball, one is on the team  
Grade: Slam dunk

**Ruby Flaherty and Ben Garozzo**

Workplace relationship  
Grade: Boys Varsity Lacrosse

**Siobhan Reidy and Nolan Roche**

Shiv Roy and Rodeo Roche  
Grade: Oscar-worthy

**Kiera Reidy and Reid Malatesta**

Sorry about the Bruins :(  
Grade: Boston sports

**Ameri Vest and Ryan Chandor**

Two true pioneers of diversity  
Grade: CaMD

**Elyse Goncalves and Joe Murphy**

Going “as friends”  
Grade: Afternoon delight

**Alanna Olsen and Sam Rodgers**

True love doesn’t exist  
Grade: GVS budget

**Nishani Clarke and Andy Barton**

Representing Youth From Every Quarter  
Grade: Wiz Khalifa Enthusiasts

**Ethan Qi and Mia Xiao**

Musty Newsroom incoming?  
Grade: Plipcest

**Carson Cormier and Sofia Traversari**

Athlete and former athlete  
Grade: Twin Towers

**Javeon Talbot and Thomas O’Brien**

Committed, to each other  
Grade: Better than football record

**Julia Montgomery and Chris Rey**

Subtlety at its finest  
Grade: Brainpower

**Maggie Satterthwaite and Joey Zheng**

26 is a fundamental player  
Grade: Besties

**Aidan Fenton and Lulu Rourke**

Max Verstappen might make an appearance  
Grade: Pole Position







# The Phillippian SPORTS

Volume CXLVI | Number 14

coffee runs :)

May 26, 2023

## Girls Tennis Crowned NEPSAC Class A Champions

### PATRICIA TRAN

SATURDAY	
Andover	5
BB&N	0

SATURDAY	
Andover	5
Greenwich Academy	0

SUNDAY	
Andover	5
Hoosac	1

WEDNESDAY	
Andover	5
Exeter	1

Andover Girls Tennis claimed the New England Preparatory School Athletic Council (NEPSAC) Class A Championship on Sunday, giving up just one of 16 matches played in the team's two-day championship run.

En route to claiming the title, the team defeated BB&N 5-0, Greenwich Academy 5-0,



A.LEE/THE PHILLIPIAN

Girls Tennis won 5-1 against Phillips Exeter Academy (Exeter) on Wednesday.

and Hoosac School 5-1. Andover entered the championship as the top seed with an undefeated 11-0 season record.

Co-Captain Ananya Madduri '23 said, "We were very focused on preserving the state of our bodies, the state of our mental health, and to make sure that we were just as well rested as possible. And I think we didn't come in with overbearing expectations. We didn't come in with kind of the, 'We're the number one seed we're gonna win it.' We came in with, 'We've had a great season so far and

we look to continue it in the same manner.'"

The team played eighth seed BB&N in the Quarterfinals and fifth seed Greenwich in the Semifinals on Saturday. With both rounds held at Hotchkiss, Andover faced an early wake-up and long drive before its double-header.

"That moment in the rally wagon with the whole team for five hours really helped us not just learn more about each other but grow comfortable on how to present ourselves. And I think having that before going into the matches helped

us really understand who we are as individuals and how we can support each other," said Amy Oku '25.

Due to inclement weather, both matches on Saturday were held indoors. Despite the unexpected change, the team found the indoor environment helpful in conserving energy for the finals the next day, according to Oku.

"Our coach makes a huddle and she always tells us to be present in the moment and she always tells us what we need to work on at that moment. So we never look for-

ward. We just keep looking at what's in front of us and what we need to do at that time," said Oku.

Andover hosted the final round of the championship on Sunday against third seed Hoosac. Hoosac entered the matchup with a 7-1 record, with the single loss being to Andover just four days earlier.

"We started off the day at nine a.m. at [Head Coach Deb Chase's] house. She and her husband cooked us an incredible breakfast, homemade breakfast. Her kids were playing such fun and motivating music which got us really in the mood. We warmed up for a long time to kind of get those nerves out and we started off strong, and I think that was the key to our success on Sunday," said Madduri.

Andover had relied on its depth and consistency for the majority of its regular season, losing just eight of 95 total matches played. Emory Wilson '23 found the team's depth reflected in the championship final.

"We didn't push the burden onto any particular people, and all of us went out there and tried our best to get the win. So we weren't relying on a number one. Making sure that we all were just basically putting in as much effort as we could and doing everything we could perfect," said Wilson.

*Editor's note: Amy Oku is a Copy Editor for The Phillippian.*



COURTESY OF PHILLIPS ACADEMY

Girls Tennis lost just eight out of 95 total matches played in its regular season.



A.LEE/THE PHILLIPIAN

Co-Captain Ananya Madduri '23 (pictured above) and Emory Wilson '23 played their last matches of their Andover career on Wednesday against Exeter

## Girls Lacrosse Wins to St. Paul's at Prep Cup and Falls to Dexter Southfield School

### SOPHIA CRATTY

SATURDAY	
Andover	16
St. Paul's	11

SATURDAY	
Andover	9
Dexter Southfield	16

In the annual Prep Cup, Andover Girls Lacrosse went 1-1, winning to St. Paul's 16-11 and losing to Dexter Southfield 9-16. The Cup, held at Dexter Southfield from Friday to Sunday, also included Lawrenceville, Phillips Exeter Academy (Exeter), Sacred Heart, St. Paul's, and Deerfield.

Andover was down a significant number of players over the weekend, forcing teammates to adapt to new roles, according to Shea Freda '24.

"Considering the circumstances we did play really well and a lot of people were able to step up and fill some shoes. Actually our JV goal-

ie, Gracie Fagan [ '24], played for us which was awesome and she did a great job filling the shoes of our goalie who wasn't able to be there," said Freda.

Co-Captain Lulu Rourke '23 also stepped up in the tournament, according to Quiana Bell '26. With Dexter Southfield's draw taker standing at six feet tall, Andover faced difficulty maintaining possession throughout Sunday's game.

"Our coach ended up putting Lulu on the draw. She plays defense usually and I think that was one of the big momentum changes. We still didn't end up winning that game, but I feel like putting Lulu on the draw and having her speed and her aggressiveness and her ability to just like find those ground balls and scoop through them really helped motivate our team and just helped us build our confidence," said Bell.

The team faced heavy rain in the game against St. Paul's. Despite the poor weather conditions, the team rose to the challenge and showcased its persistence, according to Bell.

"We all felt super close to each other during that game. [We] all felt like a team... we all just had fun playing. Sure, we wanted the game to be over and get out of the rain, but I think it was kind of a

rallying moment. Like, 'What are we gonna do with this weather? How are we going to let that stop us? How are we going to push through that and keep supporting each other as a team?' And so I just think that created a really fun little community in the rain on Saturday," said Bell.

Charley Drouin '25 expressed her excitement for the team's final game of the regular season: the annual Andover/Exeter rivalry. Exeter enters the matchup with a 13-1-1 record, while Andover enters with a 15-4 record.

"Exeter has a lot of skill and a lot of talent and they are going to be a very strong team. But I think that our team is even stronger because we have just improved so much from the beginning of the year to the end. And I think that our plays have definitely become a big part of this team. And I think just working as a team and being there to support everyone will make a very big difference when we go to Exeter on Friday," said Drouin.

Andover will play at Exeter on Friday.

## SCENES FROM BOYS LACROSSE (4) VS. BERKSHIRE SCHOOL (8)



A.CHINN/THE PHILLIPIAN

Boys Lacrosse celebrated its Senior Night against Berkshire School on Saturday. Ben Forman '23 is one of 13 Seniors on the team.



A.CHINN/THE PHILLIPIAN

KJ Edwards '23 is committed to Dartmouth University for football.



SOFTBALL

Co-Captain Kiley Buckley '23 Leads Through Skill and Reliability

MEG STINEMAN

Andover Softball Co-Captain Kiley Buckley '23 began her softball career in elementary school, after competing in sports throughout her childhood. Buckley continued her love for the sport through middle and high school, eventually earning a spot on Stanford University's team for next year. Buckley believes that her dedication to softball is what got her to where she is and what helps push her team to provide effort.

"I think the value that I fixate on is just dedication and, making sure that the whole team is involved, in practices and games and even if they're not playing, just making sure that everyone's playing a part and, everyone's just doing their job," said Buckley.

Angie Ceballos Cardona '25 commended Buckley's dependability on and off the field. Buckley's talent benefits the team during games due to her consistency on offense and defense. She also has the

ability to calm nerves in challenging moments which helps the team play at its best.

"She's one of those people that's really reliable. I think in big moments we can rely on her to come up big and I think she definitely uses her natural talent to really step up in those big moments. And I don't think you don't really see Kiley sweat in big moments, she's very calm and collected, and I think that helps de-escalate difficult situations and games. She's a very calm presence in the field, and I think it helps the anxiety in other players within the team, whether we're losing or we're having a bad game," said Ceballos Cardona.

Emerson Buckley '25 appreciates how Kiley Buckley approaches her teammates with constructive feedback. Kiley Buckley uses her wealth of experience to maximize the team's success.

"I think through her actions as well as...[her] want to help people. You'll see her telling girls what they can fix about their swing or just how they can get better. Not to a

point that gets annoying, she wants to help. So I think that makes her a great Captain," said Emerson Buckley.

Buckley played a large role in creating team bonding experiences during the team's pre-season trip to Florida, according to Ceballos Cardona. She continued to push for team chemistry after pre-season because Buckley felt that would create the best atmosphere during the season.

Ceballos Cardona said, "We did a lot of team bonding in the preseason. I think Kiley and the rest of the Captains really helped orchestrate going to parks with friends and staying in groups and really getting to know each other. So I think that was a really good way to bring the team together before the season started."

According to Kiley Buckley, she uses team huddles as her way of communicating during challenging games. She makes it a point to encourage her teammates no matter the score, so that each player believes that they have the skills and ability to persevere through adversity.



A.LEE/THE PHILLIPIAN

Kiley Buckley said, "I think for a team as a whole... After each inning, when we come back and we're all meeting in a circle just making sure that everyone resets and focuses on the next inning, what they have to do next, and just not worrying about if they made an error or whatever was causing the dull in the game.

I think that meeting for each inning is very important [to make] sure that the energy in the dugout stays high and everyone's involved."

Co-Captain Evalyn Lee '23 Is the "Definition of a Leader"

ANGIE LUCIA

Softball Co-Captain Evalyn Lee '23 has been playing softball for seven years, but since coming to Andover, she has had to navigate playing for the Andover Softball team while playing on a travel team back home in Chicago. Although Lee has had to miss out on practices with her home team, she has enjoyed playing in two separate softball communities.

Lee shared the development of her leadership throughout her time on the Andover Softball team. She described what it was like to find her voice on the team and to shift into a more vocal position on the team.

"When I was a younger player on the team, I could never see myself becoming Captain... I was more quiet and just looked up to the older players, even though the Class of 2023, my grade, made up the majority of the team for basically all three or four years playing here. I still felt like I had to take a step back and listen to the older players and then gradually, I felt that my grade began to take more leadership and ownership," said Lee.

Leila Boesch-Powers '24 described Lee as "the defini-



COURTESY OF PHILLIPS ACADEMY

tion of a leader," as she uses her knowledge of the field and her lightheartedness to support her teammates.

"She always has an answer to everything or every question, every play, every...situation on the field... All three Captains are very knowledgeable of the game, but she [has] a very in-depth knowledge of the game that's very inspiring. She also loves to crack jokes and it's very much comedic relief. So I always enjoy talking to her and so does everybody else," said Boesch-Powers.

Angie Ceballos Cardona '25 highlighted Lee's passion for the game and how it has positively impacted the people around her. When cheering for her teammates, Lee shows enthusiasm towards everyone on the team.

Ceballos Cardona said, "I think her spirit is something that really connects the team. She's very passionate about the sport and about supporting everyone on the team. She's always one of the people that are the loudest in the dugout and encourage people to cheer for everybody, not

just like certain people that are friends, but everybody on the team."

When describing her leadership style, Lee noted how "one-on-one interactions" are important to how she leads as a Captain. Lee also shared how she sees everyone on the team as a teammate and a friend, regardless of grade or leadership title.

"I'm not one to yell at a group and or tell people what to do. I like to talk to people one-on-one in more casual ways. I really view everyone on the team as an equal. That's why I feel like leader is a weird word to me because I won't talk down to freshmen on the team. I talk to all of them as if they're the same age because I feel like a four-year age difference, like 18 to 15 [years old], that's really not that big of a difference. I view everyone, all my teammates as just like my teammates, my friends," said Lee.

Ceballos Cardona shared how much she has seen Lee improve throughout her time on the team. She attributes much of Lee's growth to her ability to reflect and her willingness to learn from others.

"She's very humble in the way that she's really willing to learn from other people, no matter their experience or if they play the same position as her... She's a very reflective,

good player, and I think that's why she grows so much every season. I think she's definitely not the same player as she was last year, and I've seen so much growth within her... She generally works on her game and is not afraid to take criticism because she knows it comes from a good place," said Ceballos Cardona.

Co-Captain Fallon O'Connor '23 Creates Positive Camarardie

SOPHIA CRATTY

Andover Softball Co-Captain Fallon O'Connor '23 has been playing softball since sixth grade. Initially, she was convinced to try the sport by her mom, who played when she was younger, so O'Connor decided to see if she would love the sport as much as her mom.

According to Leila Boesch-Powers '24, O'Connor is a leader that treats each member of the team with kindness and is able to bounce back from just about anything that she faces.

Boesch-Powers said, "Fallon is one of the friendliest people I know. She always, always has a smile on her face and [is] laughing about something. She bounces back faster than anybody I've ever seen. If she gets hit by a ball or if she walks somebody she's just very easygoing in that sense. And she's also extremely friendly to every single person on the team regardless of level of talent and grade. She's just an overall very inspiring captain and softball player."

When O'Connor was a lowerclassmen, she looked up to her Co-Captains and considered them to be role models for her. O'Connor hopes to

have a similar influence on the lowerclassmen on the team. She intends for her teammates to consider her a role model and a relatable friend.

O'Connor said, "For me, I think it's to bring positivity and also instruction...and when I had Captains when I was an underclassman, I always looked up to them. So just being a role model, but also being super personable and being able to relate on a friend level is also nice too. Being able to look up to someone but also be friends with them I think is great."

Angie Ceballos Cardona '25 explained how O'Connor may look intimidating based on her high skill level, but is a "kind-hearted" and "humble" player dedicated to Andover Softball. O'Connor was named MVP of the Big East Tournament, and according to Ceballos Cardona, the award was well deserved.

"I have so much love for Fallon and she's one of the best athletes on our team and she's just so humble about it. She's so kind-hearted, I think she looks intimidating but she's very soft, she's so hardworking and I think she proves every single day why she was the MVP of the tournament and she's really taking this team on her back and

really brought us some big wins...and she just works hard every single day. And again, I don't think she lets her being committed to a college really get to her. She still works [hard for] the team every single practice," said Ceballos Cardona.

Boesch-Powers highlighted the importance of the Co-Captain role on the team. Since softball has a large roster, this means that it is often difficult to create camaraderie. Boesch-Powers commented on how it is a captain's role to unite the team and maintain a high level of play.

Boesch-Powers said, "The softball team is a very big team, so I think it's especially important for captains to be able to unite the team and... be there to foster that sort of inclusive environment while also maintaining the level that we play at. [Also] just always encouraging everybody to do their best and encouraging everyone to get better."

Ceballos Cardona described how O'Connor lifts up the team in every moment. When the team is feeling down on themselves after a mistake, it can count on O'Connor to lift it back up.

"I think she really just brings people up in times of disappointment. [There are] times where I really wanted



A.LEE/THE PHILLIPIAN

to come up for the team and I tried my best but I wasn't able to. It happens, mistakes happen. This game is about failure. Fallon is one of those people that really picks other people up, reminds them that they belong, that there's

a reason why they're there, why they're in the lineup. I think she really helps the people around her believe in themselves," said Ceballos Cardona.



## Head Coach Lindsey Maroney '07: From Decorated Athlete to Decorated Coach

MEG STINEMAN

In her fifth year as Andover Softball Head Coach, Lindsey Maroney '07 has led the team to a 15-4 season record and a Big East Championship title. With decorated, record-breaking softball careers at Andover and at University of Massachusetts Amherst, Maroney brings extensive experience and knowledge to the team.

“I try to make sure that one, it’s fun hopefully, and that everyone that’s on the team regardless of their year, skill, talent, ability wise has as many reps and opportunities as possible to improve, to get experience at positions

that they want to get experience at. And then hopefully get as much game time as possible. Of course, at the end of the day, it does come down to putting a lineup out there that we think offers us an opportunity to win,” said Maroney.

While attending Andover, Maroney was named Eagle Tribune All-Star three times and Boston Globe’s New England Preparatory School Athletic Council (NEPSAC) Player of the Year twice. Team member Leila Boesch-Powers '24 met Maroney her Junior year and immediately appreciated Maroney’s ability to connect with her players through her experiences.

“It was great to have a coach who really understood the game of softball and re-

ally could work with all the talents on the team to get us where we needed to be,” said Boesch-Powers.

Rihana Gomez '26 shared a similar sentiment to Boesch-Powers.

“She’s always there to be there and motivates us with positive things to say... What makes her thrive is her knowledge towards the game as well as her experience really helps her coach us and motivate us. Her coaching strategies are really just to keep an open mind throughout the game, you know, anything can happen,” said Gomez.

According to Boesch-Powers, Maroney pushes the team to play its best softball while offering constructive feedback.

“I think she’s a really good balance between competitiveness but also supportiveness. So I feel like she definitely holds us to a high standard in terms of playing and all that. But she’s very encouraging,” said Boesch-Powers.

Maroney prioritizes maintaining focus and energy within the team. Through these two aspects, Maroney hopes that teammates can consistently support one another and identify any mistakes to be fixed during games.

“The energy is huge, because softball isn’t the fastest sport, so it’s easy to kind of get distracted or start thinking about other things. So trying to maintain the focus and energy so they’re constantly cheering each other



M.MACKINNON/THE PHILLIPIAN  
on, knowing what’s going on in the field or out,” said Maroney.

SOFTBALL

16

C KILEY BUCKLEY '23

METHUEN, MA

2

EMERSON BUCKLEY '25

METHUEN, MA

21

RIHANA GOMEZ '26

SALEM, NH

19

MARIS MOODY '24

NORTH ANDOVER, MA

7

C EVALYN LEE '23

VERNON HILLS, IL

14

BECCA CARBALLAL '24

NEW YORK, NY

6

MADISON HUGO '25

BOXFORD, MA

5

ANAYA QAMAR '26

COSTA MECA, CA

MANAGERS:

SOPHIE DANDAWA '25

DERRY, NH

JACK SWALES '24

LYNNFIELD, MA

9

C FALLON O'CONNOR '23

ANDOVER, MA

11

ANGIE CEBALLOS CARDONA '25

LAWRENCE, MA

13

LAUREN MAHONEY '23

ANDOVER, MA

20

ISABELLE QUITO '25

OSSINING, NY

8

LEILA BOESCH-POWERS '24

CAMBRIDGE, MA

22

NICOLE CELI '23

CONCORD, MA

15

KATIE MANGRAVITI '23

NORTH READING, MA

4

ANDIE SHIM '25

VAIL, CO

12

KEIRA BRUEN '26

WEST ROXBURY, MA

23

AVA DAVEY '25

ANDOVER, MA

18

OLIVIA MCMANUS '23

WINTHROP, MA

3

EVIE WOOD '25

ANDOVER, MA

K.WANG/THE PHILLIPIAN

## Boys Tennis Closes Out Season with Victory Against Exeter

TRISTAN MARNOTO

SUNDAY	
Andover	4
Taft	0
SUNDAY	
Andover	2
Groton	4
WEDNESDAY	
Andover	6
Exeter	1

After hitting several forehands in a row, Co-Captain Ethan Wong '23 forced his opponent into an error, sealing the first set in a tiebreaker against Phillips Exeter Academy (Exeter). Wong went on to win his match 7-6 6-4 for first singles, securing a 6-1 victory over Exeter in the team's last match of the season on Wednesday.

Prior to the match against Exeter, the team played in the New England Preparatory School Athletic Council (NEPSAC) playoffs. Andover swept Taft in the quarterfinals but lost 2-4 against Groton in the semifinals. Despite its loss, Kian Burt '24 was impressed with how close Andover was able to make the match. With each match they lost, it was a tight battle, and many ultimately came down to tiebreakers.

“Our match against Groton

was a very even matchup, it was our second match that day, so everyone was a little bit more tired, and it feels like it really could’ve gone either way. I know Kevin [Niu '25] had a really close first set, he went to a first set tiebreak, and I believe he won 12-10, which is very close. Ethan and Ben [Shin '26] both went to a tiebreak at the end. They were the last two people playing, so it was a very close match. In doubles it came down to the number one doubles, and it was very close,” said Burt.

When Andover emerged victorious from its match against Exeter, Chase Burke '25 mentioned how every team member was playing their best. As Andover's last match of the season, this helped the team finish on a high note.

Burke said, “I would say I am definitely happy about the

way the season turned out. We had a dominant 6-1 win against Exeter, everyone was playing their best by the end of the season, and beating Exeter is always a good way to finish a season.”

Brandon Horne '25 highlighted how competing against opponents at such a high level has allowed for him to improve his tennis skills throughout the season.

“[Playing for Andover] has helped my consistency, especially in doubles play. I’ve improved my volleys and overheads a lot,” said Horne.

Although the team had a slow start, Burt highlighted how the team has made a lot of progress over the season, and how it should be proud of its accomplishments.

“We had very tough matches at the beginning, playing two of our biggest opponents on the same day, but I think

we’ve seen a lot of people improve over nine weeks, which was really impressive, and so I’d consider this a strong season,” said Burt.

Several members of Boys Tennis will be competing at Choate for the NEPSITT tournament on Friday and Saturday.

## Boys Baseball Falls Short in CNEPSBL Semifinals Against Dexter Southfield

ANGIE LUCIA

SUNDAY	
Andover	1
Dexter Southfield	11

Andover Boys Baseball competed in the Central New England Prep School Baseball League (CNEPSBL) Semifinals on May 21. The team fell short to Dexter Southfield (Dexter) 1-11.

Pitcher Marek Krystofolski '25 described the team’s preparation going into the game. While the pitchers were catering their training to the Dexter and Worcester Academy (Worcester) lineups, the rest of the team was working on perfecting its game, connecting as a team, and going in with a positive mindset.

“I know the pitchers were especially focused on the Dexter and Worcester lineups. We were anticipating those were the games we were going to play, so we knew they were going to be tough hitters and we were going to have to pitch in big spots, so working on a lot of our off speed in the bullpen, working on stand-ins. From the whole team aspect, we were working on just being quick to the ball, playing as a team, making as little mistakes as we could, and preparing our mindset for the game,” said Krystofolski.

Co-Captain Andrew DeBenedictis '23 mentioned some areas where the team could improve offensively. In terms of defense, he shared that Dexter’s offense was strong and ended up overpowering Andover’s defense.

DeBenedictis said, “Offensively, I feel like we had a handful of base runners, there were a lot of missed opportunities. I think a lot of runners weren’t in scoring position.

We just couldn’t really execute and cash in, and then defensively, I mean, Dexter’s offense was just really high power that day, and they were hitting everything our pitcher was throwing. It wasn’t like we were making errors. It was more just them getting the hits.”

Robert Brown '25 noted that although the team was losing in the second half of the game, the energy of the team didn’t falter. With a history of some significant comebacks, it was able to stay positive until the end of the game.

“Despite being down for the second half of the game the team never got flat. We stayed up and yelling through all seven innings. We have had some big comebacks throughout the season and that definitely helped us keep energy up through the game,” said Brown in an email to *The Phillipian*.

The team was able to score a run early on in the game.

DeBenedictis noted that the impressive performance from the hitters gave the team a boost of energy.

“The one run we did score was a really, really great run. It was back to back, I believe, doubles by our three and four hitters. So that was really energetic,” said DeBenedictis.

While the team was able to use each other for support early on in the game, the team struggled to hold onto that. According to Krystofolski, Dexter recognized the lack of unity and ability to work together and used it to its advantage.

“I think in the early innings we really were playing off each other, which is good. It just happened in the later innings where we could have used a little more of that and that’s where they caught us on our heels,” said Krystofolski.

Looking forward to the Andover/Exeter game, the team hopes to shift its mindset and focus solely on Phillips

Exeter Academy (Exeter). DeBenidictis shared that the team is now honing in on small details and things that it can control to prepare for the rivalry.

“I would just say flushing this out of our memory. Now, we gotta shift our focus to our rivalry. I guess just focus on the little things. Take care of the controllables for Saturday,” said DeBenedictis.

Boys Baseball will play Exeter on Saturday.



ULTIMATE

## Co-Captain Charles Murphy '23 Exemplifies Positivity and Drive for Competitiveness

HENRY SNOW

From playing in the yard with his father and brother to becoming one of the team's leaders, Andover Ultimate Co-Captain Charles Murphy '23 has developed an ever-growing love for the game. Murphy's exceptional skill set, coupled with his unwavering dedication to the game, makes him an inspirational teammate, instilling positivity and enthusiasm amongst those around him.

"I was always really great at throwing a frisbee, mainly from just tossing around with my dad or brother throughout the years. I first learned about ultimate when my brother played for Andover and I came to a game one time. I was immediately sold and it was everything I was hoping for," said Murphy.

Murphy strives to create a positive team environment, ensuring that everyone on the team looks forward to having fun and staying competitive. This aspect holds immense significance as it fos-

ters team cohesion and enhances overall performance.

Murphy said, "I think the most effective form of leadership is lifting others up and ensuring that everyone is happy to be there. At the end of the school day, I want everyone on my team to look forward to showing up to practice or a game, and the best way I have found to do that is to create a positive and welcoming culture while maintaining our competitive nature."

Everett Woo '25 highlighted Murphy's ability to make every member of the team feel welcome, particularly younger players that are new to the team. As a Blue Key Head, Woo also described Murphy's ability to cheer and energize the team before games.

"Charles played the role of a captain and he took the responsibility of leading the team in warm-ups, chants, and overall being a role model for everyone on the team. He's a great player and he helped people understand the game better tactically and technically," said Woo.

Aside from his high level of

patience, Murphy acknowledges that there are certain areas in which he can improve upon, which would benefit the majority of the team. Murphy believes that by addressing these areas of improvement, he can contribute to the overall growth and success of the team.

"I would say my biggest strength would be my patience. I think I have a lot of patience in dealing with my teammates and the other team when things get frustrating. I think my biggest weakness would be how I can get quite quiet when I am very focused, which is not helpful when in a game that requires a lot of communication," said Murphy.

According to Murphy, the Co-Captain role demands a considerable amount of patience. It involves navigating the intricacies of team dynamics, handling different personalities, and addressing conflicts or challenges that may arise.

"Well, thankfully there is almost always more than one [Co-Captain] so there is never an incredible burden or anything like



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that to bear. Shoutout to [Co-Captain] Michael Hlavaty '23. I'd say that it takes a great deal of patience in working with newer players as well as a high degree of accountability. Holding yourself accountable for mistakes is one of the most important things as the

team typically has a large range of ages and therefore the older players are typically all role models," said Murphy.

## Co-Captain Michael Hlavaty '23 Uses "Tiki Taka" Mindset to Outplay Opponents

NABILAH NAZAR

Ultimate Co-Captain Michael Hlavaty '23 approaches Ultimate with the "Tiki Taka" strategy and passion for the sport. His athleticism and creative play-making asserts him as an asset to the team and a leader to look up to. Additionally, his background playing soccer has inspired a new approach to ultimate, which the

team has used in practices and games.

Hlavaty first played at an ultimate summer camp in the summer of ninth grade. He then joined the varsity team at Andover as a new Lower and has since contributed to the team's success. In spite of challenges over the years, Hlavaty's optimism toward the team has built camaraderie.

Hlavaty said, "The program is super inclusive and supportive of one another and I think that

comes from the players themselves. So, I think as Captain, it's just been trying to uphold that and making sure that even when we're in the sort of toughest, most stressful situations, we just keep on smiling, just keep on supporting one another... I [have] just been trying to funnel that passion, that energy, that enthusiasm."

Although Hlavaty specialized as a cutter, this year he switched to being one of the handlers of the team. His spatial awareness and experience have helped him lead the team and provide effective feedback, according to Sakina Cotton '24.

"He brings a lot of strategy and passion to the game. I think that one, he's a great handler, but also a great cutter. So he knows all the positions and has a good awareness of what people should be doing on the field. I think that plays a lot into how we do in our games. And he just gives us motivation to do better because he always gives 110 percent in every practice and game and that just shows us that we need to be doing the same thing as a team to be the best that we can be," said Cotton.

Similarly, Everett Woo '25 commended Hlavaty on uplifting the team's spirit and helping players progress on the field. His abili-

ty to navigate space contributes to making successful offensive plays.

Woo said, "He's very good if we're kind of stuck in a position on the field, going back and forth, passing back and forth, but not really making forward progress. He'll come up with something creative. So he's a very creative player. So in terms of skills, he has the throw and he has the athleticism, but he's also very good at motivating the people on the field."

Cotton highlighted Hlavaty's positive attitude despite facing other schools that have more developed ultimate programs. She admired Hlavaty's outlook on growth more so than the results.

"At the beginning of the season, [Head] Coach [Scott Hoenig] purposely planned really hard games for us. Our first three were ones we lost because they were just really good teams... We had really stressful, tense games and big losses, but I think [Hlavaty] definitely led us to one, see the progress that we're making as a team, but also push us to try and meet the challenges that we were facing," said Cotton.

As part of strategic play-making, Hlavaty embraces the "Tiki Taka" technique, most commonly used in soccer. "Tiki Taka"

consists of quick short passes to move the ball up the field. Hlavaty hopes to continue implementing that strategy, which has helped the team in tournaments.

"This past weekend at the Four Rivers Tournament where we played with even stronger teams and actually performed even better than we did the next weekend. So we're really proud of everyone for that. We're really happy that we're able to achieve that 'Tiki Taka' play style. I think if we were to keep on doing this or I think that's one thing they're going to try to do more next year is continue to work on that play style. And I think the future of the program is looking pretty bright," said Hlavaty.

With the Alumni Game approaching next week, Hlavaty reflects on his ultimate journey beyond Andover and looks to enjoy the day with the program alumni.

Hlavaty said, "I really look forward to playing more ultimate. Next week, we have an Alumni Game. We're going to play some of the alumni from the Ultimate program. And I think a lot of them continue to play in college... It's just a really exciting sport and I think my Andover experience would have been a lot less exciting without it."



COURTESY OF PHILLIPS ACADEMY

## Head Coach Scott Hoenig Leads Ultimate with Confidence, Composure, and Expertise

HENRY SNOW

Led by Head Coach Scott Hoenig, Andover Ultimate ended the season with a dominant 18-7 record. Hoenig consistently emphasizes the importance of fair play and honesty, especially in the absence of referee oversight in the sport.

"I started playing in college and I was hooked: eight seasons in college and several club seasons after that... At its core is the 'Spirit of the Game,' which places the responsibility for fair play on the player. There are no referees, and more accurately, every player is a referee. Players make the calls and the only way that works is with the built-in assumption that players will make every effort to avoid violating the rules and will trust that the opponent is doing the same. This demands a high level of sportsmanship and respect

among opponents," said Hoenig.

As a coach, Hoenig works with each player to help them improve to reach their best performance by the end of the season, while ensuring that they feel comfortable on the team.

Hoenig said, "I hope to create opportunities every day for players to push themselves to become better at the sport, to work hard, to encourage each other to improve their skills, and to deepen their knowledge of the rules and strategies. I also want to create and maintain a welcoming and inclusive team environment where everyone feels like they have a home on the team and everyone feels that they can contribute."

Everett Woo '25 believes that Hoenig's coaching methods have inspired each member of the team to develop into a better player after every practice. Hoenig's mentality has fostered an environment in which each player is encouraged to constantly improve.

"Coach Hoenig had an enormous impact on the team and he helped with the mentality of the team. Before each game he has us breathe in a circle and grounded [us] in the moment. He is also very knowledgeable about the game and is able to help everyone get better in every aspect, be it throwing or game IQ," said Woo.

Along with preaching a positive team environment, Hoenig also believes that practice should be more challenging than games. By putting his players into difficult situations during practice, Hoenig believes that with the greater effort they invest into practice, the more significant the results will be on the field.

"Big practices are more important than big games. Practices should be harder than games. In practice we think about what we're doing so we don't need to think as much in games. At the same time, we're willing to try new things during games since

it's a short season and we don't always have time to practice everything as much as we want to," said Hoenig.

Woo feels that Hoenig's approach to coaching Ultimate has pushed him to his limits, while also creating an environment where Woo can have fun and enjoy the game.

Woo said, "Coach Hoenig also set us up for success by having us always work hard. He is often intense but in a motivational way... This dedication to pushing us beyond our limits and fostering a relentless pursuit of excellence has been instrumental in our achievements."

Hoenig's experience and love for the game has helped him to push his team through the challenges it faced during the season.

"Ultimate is a fun, challenging sport with a variety of offensive and defensive strategies... To be able to play with great intensity and competitiveness while also



A.LEE/THE PHILLIPIAN

playing fairly and with respect for your opponent; this is the sport at its best. It's what drew me to it, and what keeps me involved as a coach," said Hoenig.

## ULTIMATE

🏀 **MICHAEL HLAVATY '23**  
BASKING RIDGE, NJ

🏀 **CHARLES MURPHY '23**  
CHARLOTTESVILLE, VA

**NATHAN BLUMOFFE '24**  
CAMBRIDGE, MA

**GLEN CAHILLY '23**  
OLD GREENWICH, CT

**CARLOS CEPEDA-DIAZ '23**  
BOCA RATON, FL

**SAKINA COTTON '24**  
CAMBRIDGE, MA

**DEVAN HERNANDEZ '23**  
NEWBURYPORT, MA

**FUMI KIMURA '25**  
TAJIMI, JP

**LINUS LAW '24**  
PAINTED POST, NY

**RICHARD LIN '23**  
NEWPORT COAST, CA

**TJ MOODY '24**  
ANDOVER, MA

**KEI OBATA '23**  
TOKYO, JP

**BEN PEREZ '23**  
BOSTON, MA

**SEAN SHIM '23**  
SEOUL, KR

**ROBERT SHIN '23**  
PASADENA, CA

**SERAFINA SHIN-VON NORDENFLYCHT '25**  
SEATTLE, WA

**EVERETT WOO '25**  
LEXINGTON, MA

## MANAGERS

**MAGNUS ADAMS '23**  
PELHAM, NY

**DAGNY BINGHAM '23**  
LA GRANGE, IL

**MEGHA NARAYANAN '23**  
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# Arts & Leisure

The Phillipian

## Indigo’s Last Performance: Epic Finale for Beloved Senior Band

PENELOPE TONG AND CAMERON MANZO

Comedic, romantic and inspiring, Indigo’s bittersweet finale evoked a myriad of emotions as the band performed both original songs and well-known covers. Colorful lights and lively music filled Kemper Auditorium for the band’s final performance together. Audience member Anny Wang ’26 reflected on the atmosphere of the performance.

“I’ve seen a lot of shows and I think one of the major reasons for what makes a show successful is how much the performance can portray or convey their passion about music to the audience members either through music or just their energy and all that is a really important part. No matter how good or bad the music is, you have to have fun when you’re doing it because when you love it, the energy and charisma that you have as a musician is different than you just playing the music” said Wang.

The band, composed of Seniors Jason Zhang ’23, Dylan Oh ’23, Iris Guo ’23, Sebastian Altomare ’23, and Nickey Zhang ’23, was formed in their Upper year and has been per-



E.LIU/THE PHILLIPIAN

Dylan Oh ’23, Jason Zhang ’23, Emily Wu ’25, and Sebastian Altomare ’23 performed their final show in Kemper Auditorium.

forming on campus since. Indigo also invited friends to perform on stage, such as Sol Kim ’23, Jacob Kaiser ’24, and Ethan Liu ’26.

“[It was] wonderful, more people than I thought, because there was rain, and it was all

our friends, so they were very into everything we were doing, especially the originals,” said Altomare.

Indigo has been preparing for the event since the beginning of the term. Though the preparation process was

stressful and challenging for the members, Guo noted how the friendship and communication between the band members made the process easier.

“We rehearsed quite a bit.. We had a lot of late starts to rehearsals, but because it’s

all with my friends, it always makes it really fun, which is great,” said Guo.

The band’s creative interactions with the audience was a staple part of the performance. Zhang led this sentiment, making jokes about messing up songs and running off the stage to high-five audience members.

“I just talked with the audience like a casual conversation...[it] usually goes decently. It’s mostly spontaneous” said Zhang.

Oh furthered this idea in a different manner, inviting Marie Faugeres ’23 on stage for a duet, ending with a touching promposal. Audience member Jackie Li ’23 shared her reaction to the promposal.

“I liked a lot of songs from the performance, but mainly one of my favorite [moments] was the moment when Dylan and Marie went on stage together and performed together. It was really cute in my opinion, and a really good representation of their relationship. I think it was so adorable, and it was also just the way they performed regardless of whether or not they had an audience... I think they just had so much fun up there. It was just so beautiful to watch” said Li.



E.LIU/THE PHILLIPIAN

No matter the conflict, Iris Guo ’23 felt rehearsals were always fun because her bandmates were her best friends.



E.LIU/THE PHILLIPIAN

During performances, Jason Zhang ’23 connects with the audience by having “casual conversation.”



E.LIU/THE PHILLIPIAN

Sebastian Altomare ’23 appreciated the audience’s engagement with the band’s original songs.

## Alana Chiang ’24 and Lindsey Lee ’25

### Spread Awareness on Ukraine Through Youth Chamber Initiative

SOPHIE TUNG AND CLAIRE WANG

The Youth Chamber Initiative — composed of violist Lindsey Lee ’25 and pianist Alana Chiang ’24 — hosted its first community concert on Wednesday in hopes to spread awareness for the war in Ukraine. Held in the Cochran Chapel, the concert aimed to feature the works of Ukrainian and underrepresented composers.

“We thought that it was an issue that impacts and has been impacting everyone globally, so there were a lot of people who were able to relate to the cause. Also, we thought that we haven’t seen that many youth organizations, especially on campus, spreading awareness about this conflict, so we thought it would be appropriate to do a concert on it,” said Lee.

As winners of the Lincoln Center Chamber Society Young Musician Innovation Challenge, Chiang and Lee received a 1,000 dollar grant to launch their initiative at Andover.

“We’ve been working on planning this concert for months now. There were many challenges, especially with scheduling because we had mentors at the Lincoln

Center Chamber Music Society and also at Andover. The back-and-forth and making sure our concert was ready required a lot of time and preparation... We planned the program, venue, catering, [and] pieces. Getting the performers together and coordinating the schedule was a lot of work,” said Lee.

Holly Barnes, Instructor in Music, and Jessica McCormack, Music Department Coordinator, assisted Lee and Chiang in the concert planning process.

“I wish we had done a rehearsal of the performance before, but we didn’t have the opportunity to reserve the chapel space for that. It’s really hard to get those permissions. Me and Lindsey went through the entire programming for the night, but we didn’t actually get to do it in the space, so during the concert itself, the rearranging of the chairs and stands were a bit hectic,” said Chiang.

In addition to Ukrainian works by Mykola Lysenko and Boris Lyatoshinsky, the concert included works by Jennifer Higdon and Wolfgang Amadeus Mozart. While developing the concert program, Lee and Chiang aimed to tell a story.

“Even [the ‘Ave Verum

Corpus’] was well-incorporated into the story that [our] program was telling because it’s commonly used as funeral music, and we wanted to tie our program together by sharing our condolences for those who have suffered greatly due to the conflict in Ukraine. Every piece we chose was very purposeful,” said Lee.

Chiang shared a similar sentiment to Lee, describing the goal to convey her personal thoughts on the Ukraine-Russia conflict through the concert program. The two look to address other issues of diversity, equity, and inclusion in future concerts.

“We are hoping to continue this initiative in the fall and hopefully even longer than that. We want to collaborate with the Classical Music Club and Music Department again and put on a concert for a different social justice cause. The one that we have thought about a lot recently was the AAPI community and how the coronavirus brought about a lot of hate to that specific community. We were thinking that we could put on a concert in awareness of that hate, featuring works by Asian composers, played by Asian students,” said Chiang.



COURTESY OF ALANA CHIANG

Alana Chiang ’24 and Lindsey Lee ’25 recieved a grant from the Lincoln Center Chamber Society which funded their initiative to raise awareness for the war in Ukraine.



# Arts & Leisure

The Phillipian

## Avery Lin '25 Selected as First Recipient of Emily Trespas Memorial Scholarship

JADEN CHYU

The Emily Trespas Memorial Scholarship was created this school year when the family of the late Emily Trespas funded the program to commemorate the art instructor's legacy at Andover. Beyond the passion Trespas shared teaching at Andover for over two decades, her legacy now extends to art students at Andover who are pursuing art in their pre-college work during the summer. Avery Lin '25, who has been accepted into the Tufts SMFA summer program, was granted the first fund through the scholarship.

"It's truly a great honor for me to receive this scholarship, and I want to express my gratitude to the Trespas family and the Art Department for endowing me this opportunity. Art has always been an important part of my life. From doodling on restaurant menus to studio art courses at Andover, I've always dedicated time to pursuing my passion. This summer, I'm excited to spend an entire month at the Tufts SMFA program, and it wouldn't have been possible without the help in pursuing my interest in art", said Lin.

Lin also mentioned the joy behind connecting with the

Trespas family during the process and being able to embody Trespas' love for arts.

"When I found out that I was receiving the Emily Trespas Memorial Scholarship, I did some research on Ms. Trespas and the inspiring legacy she left at Andover. It was also a nice experience when her husband and her mother reached out to me via email and asked me to share the work I produce this summer. Being in touch with them, I feel more gravitated and thrilled for the summer experience ahead of me," said Lin.

Renee Silva, Instructor in Arts, acknowledged Lin's accomplishment and shared excitement for his summer at SMFA. Silva recalled her first encounter with Lin this term as he skipped into her Advanced Drawing and Painting class, where most students identify as female.

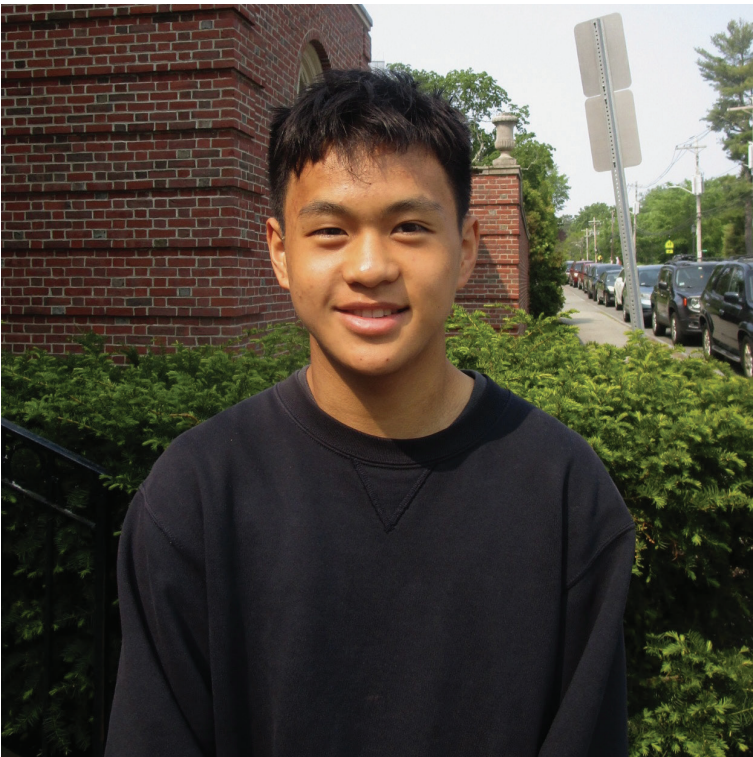
Silva said,"It's exciting, I was super excited when Avery told me that he got the scholarship and he will be in the summer program at SMFA. It's also great to have more masc-aligned students pursue art beyond the classrooms: in Art 600 it's a very female space generally, so it's great to have diverse identities pursue art beyond taking the intro classes."

Silva continued, "He came into the class very highly skilled in representational drawing and shared that he was self-taught. He was able to surpass the intro level drawing and come into the advanced class with his own skills."

The Art Department hopes that more students will take advantage of the scholarship in the future. According to Thayer Zaeder '83, Instructor in and Chair of the Art Department, the scholarship is open to all rising Uppers and Seniors in supporting their pre-college program during the summer.

"We decided to create this scholarship to further highlight and recognize the amazing contributions Ms. Trespas made to arts education at Andover over her more than two decades as an instructor. Avery is the first official recipient and others will follow as students continue to learn about this opportunity... Our selection process is evolving as interest in the scholarship grows but essentially as long as the students applying have a strong commitment to our visual arts program then they will be considered for the scholarship," said Zaeder.

Similarly, Silva echoed the aspirations of the scholarship and viewed the program as a



M.MACKINNON/THE PHILLIPIAN

**Avery Lin '25 got to connect with Emily Trespas' family and share his artwork with them.**

window for any students intending to pursue visual arts more seriously to look into and to experience art at a higher level.

"The scholarships are for pre-college programs so it's really a great opportunity for students if they are considering minoring in art, art pro-

gram, or art schools whatever it is, for [them] to develop [their] portfolio further and get a feel of what that experience might be like. So as a department, we really want to encourage students to look into this opportunity," added Silva.

## Turning Into Almonds: The Surreal and Emotional Comedy of the "Melancholy Play"

"Duck, duck, goose!" called Joan, played by Wambui Nyiha '25, patting Lorenzo, played by Denzel Dickson '26, on the head. After the ensuing mad chase, Joan successfully sat down in Lorenzo's spot in the circle, leaving him to be "it." "Peasant, peasant, goddess!" Lorenzo shouted, incorporating a characteristic twist into the classic children's game.

Held on Saturday and Sunday in the Steinbach Theatre, the Theatre and Dance Department presented the "Melancholy Play." Actor Chris Mouradi '25, who has participated in various theater productions at Andover, gave his impression of this play.

"It's a fun look into surrealism, farcical, comedy, and also drama; and it's really fun. I mean, I've laughed and I've cried reading the script; sometimes both at the same time," said Mouradi.

The plot of the "Melancholy Play" revolves around a girl called Tilly, whose therapist, tailor, and hairdresser falls in

love with her, elevating her emotional state from melancholic to happy. In the end, however, the characters turn into almonds, symbolizing emotional breaking points. A central message was the idea of normalizing the melancholy and depressive feelings that come with mental health issues.

"There's these societal norms or these societal views that we all kind of conform to based on what is meant to be felt and what is normal and what's not normal, and I think this play put it into perspective that it's not really for us to judge what is normal and what isn't, and some of our judgments, when put in this context, seem so silly," said audience member Ivy Randall '25.

At the emotional climax of the play, Tilly realizes that she is now happy, rather than the melancholy gloom she felt at the beginning. Yet this serious plot point takes place during the deceptively childish game of duck duck goose, a contrast

that Alex Giarnese '25 highlighted.

"I just thought it was funny because it was a childhood's game, but it turned into this huge thing and it was a pivotal moment in the story but it was comedic. Because you see a lot of stories when they have pivotal moments or climaxes like that, they're super serious, but this big change was funny and it was comedic. And they were using funny lines and a funny setting to convey that which I thought was interesting and was just really fun to watch," said Giarnese.

In terms of the preparation process, the "Melancholy Play" was a relatively long show compared to the shorter productions that Andover usually hosts, making rehearsal commitments and memorizing lines heftier than usual. Dickson reflected on the hectic nature of the rehearsal process, remarking that it was somewhat difficult to have weekly two to four hour practices, in addition to memorizing lines

and scenes.

"Sometimes it was hard going there and doing tech; I'm not used to doing these for three, four hours...But it was also really fun because I had many scenes that were funny and amusing to see my friends playing out with different characters and I could just laugh at that...And just how understanding everyone was through the mistakes and how everyone was going through the same thing and guiding each other," said Dickson.

Additionally, due to the small cast, Mouradi felt that his fellow actors were able to foster closer camaraderie throughout the process. Furthermore, he reflected on how the play's complex structure allowed the audience to gain a nuanced understanding of multiple characters' stories and thoughts.

"I was a really small cast, first of all; it was a lot closer knit... I have never done a play quite like this before, and I think it was very special. There were a

lot of props. I mean, I've been in plays with a lot of props, but it was very fun. I think we got to explore the inner workings of all the characters instead of just one main guy and their journey," said Mouradi.

Despite the absurdity of the almond transformations, Giarnese noted how they nonetheless functioned as poignant metaphors that paid homage to the complexity of the "Melancholy Play's" messaging. Overall, seemingly simple themes like children's games and almonds effectively juxtaposed underlying themes regarding mental health.

"I just enjoyed how different it was. Because the almonds, it was just, it was a confusing metaphor but it was also a really beautiful metaphor. I really enjoyed the complexity of the overarching theme, and a lot of plays and musicals, they don't get to hit points like that. But I think with this play, I really got to see the complexity," said Giarnese.

## Audrey Sun '23 Performs Senior Recital with Passion, Precision, and Poise

HANA YOUNG AND  
PENELOPE TONG

As the spotlight illuminated, Audrey Sun '23 began playing Violin Sonata No.1 in G Major, Op. 78, "Regensong" by Johannes Brahms. Accompanied by pianist Mana Tokuno from the New England Conservatory of Music, Sun's Senior Recital on Saturday showcased an extensive program, including works from the romantic, classical, and contemporary genres.

Audience member Jeremy Yeh '23 highlighted his favorite parts of Sun's performance, specifically how she utilized intense facial expressions to immerse the audience into the music.

"I really liked some of the slower movements in the pieces she played because I think she puts a lot of emotion and expression into those pieces where you can really express feeling, and it really shows the depth of her playing," said Yeh.

In addition to the three movements of the Brahms Violin Sonata, Sun played "The



K.WANG/THE PHILLIPIAN

**At Andover, Audrey Sun '23 has focused on improving her musicality and artistry while practicing without an instructor.**

Lark Ascending" by Ralph Vaughan Williams and the entirety of Violin Concerto No. 5 in A major, K. 219, "Turkish" by Wolfgang Amadeus Mozart. In total, Sun's recital lasted 90 minutes.

"I chose [Brahms] for the beginning [because] I thought it was like the sunrise, very open... It ends very quiet-

ly, everything kind of fades away. And that's how it leads into the next piece, 'The Lark Ascending,' which is based on this poem about a lark, which is a bird, and it's flying and ascending and it's springtime, and it's really ethereal... My final piece is Mozart and it's a very playful piece, so it was really fun to play," said Sun.

Audience-member Julian Rios '26 found Sun's performance of "The Lark Ascending" particularly effective in portraying the lark.

"It felt like an uplifting vibe from the song... There is almost a sense of freedom, like flying," said Rios.

In her four years at Andover, Sun has been involved in almost every aspect of the Andover Music Department. Sun has served as Co-Concertmaster of the Chamber Orchestra, performed with several chamber groups, and shared her passion for music as a tutor for Andover-Lawrence Strings — a community engagement program.

"At Andover, I've been trying to figure out how to become more proactive in my own playing, which is definitely still an ongoing thing. Thinking about how without being instructed with a teacher, how to make the phrasing and musicality and make artistic choices on my own... Andover has [also] helped me become more of a leader, especially [through] chamber music. If we rehearse on our own, being able to manage things by ourselves," said Sun.

Sun described the challenges that she encountered throughout the preparation process. She acknowledged difficulty with preparing each piece comprehensively in her long recital program.

"I honestly struggled a lot with figuring out how to manage my practicing, but I think just focusing on the small parts... At that point, you want to focus on the music and you want to sync instead of focusing on how to get every note. Obviously you want to get every note that you can but once you're performing, try to figure out how to sync the music," said Sun.

Many of Sun's friends and music teachers attended the recital to celebrate the end of Sun's musical journey at Andover. Sun described the bittersweet feeling that came with her last performance.

"I'm really happy to be able to share all this music with my friends and all of my work and share it with my teachers. I think it was really cool to do that. It's my last performance at Andover, so it was bittersweet but also really fun," said Sun.



# Arts & Leisure

The Phillipian

## “A Stylish Mobster”: The Ethereal Fashion of Dorian Park Wang

PENELOPE TONG AND CAMERON MANZO

Defying both gender and aesthetic constraints, a staple piece of Dorian Park Wang ’23’s wardrobe is an Asian smoking jacket embroidered with dragons. He combines traditionally feminine and masculine items in his outfits,



A.CHINN/THE PHILLIPIAN

In the past year, Dorian Park Wang ’23 has moved away from defining his style with specific aesthetics and has focused on fluidity.

emphasizing fluidity and experimentation. “So say I want to dress like this tomorrow and I take a look at however many degrees it is outside, and the article of clothing that I would usually pair with this outfit or the article of clothing that I was really looking forward to wearing is in the wash, or I just wore it yesterday and I don’t want to wear it again... But that

whole chaos is the new outfit that emerges from the ashes. So I appreciate those moments even if they’re a little bit stressful,” said Park Wang.

Park Wang feels that aesthetics artificially compartmentalize fashion, limiting people’s stylistic choices to cultural validation instead of self-expression. He doesn’t characterize his style as embodying any specific aesthetics, but rather a cohesive and independent amalgamation.

“My first instinct is to push back against the idea of aesthetics. Around 2019, when the idea of aesthetics started coming up, I was drawn to them because they represented more of a lifestyle than a specific fashion style. That was something that was pretty fascinating. But as time has gone on, it’s one of my biggest pet peeves, the cottage core, dark academia-efying of almost all fashion,” said Park Wang.

Instead, Park Wang constellates his style from a diverse range of sources, describing his fashion as fluid and mobile. He emphasized how he can find inspiration from almost anywhere, whether that be from the landscape around him to a book he just read.

“I like runway shows. I like avant-garde fashion and I like shapes and styles and geometry and all of that... I take inspiration from Victorian fashion plates, from the Alexander McQueen shows of the ’90s, from news clippings in the ’50s and sketches and paintings sometimes, from The Renaissance and color schemes and all of that. That, I think, gives my style fluidity that it wouldn’t have if it was particularly dedicated to one aesthetic,” said Park Wang.

Park Wang’s friend, Fae Ross, described their favorite outfit of his as a tie paired with a leather trench coat and leather gloves, which they characterized as “ethereal” and “stylish mobster.” Ross also commented on the evolution of Park Wang’s style over the last few years, such as experimenting with more feminine and androgynous clothing.

“I would describe Dorian’s style as sometimes male-model



A.CHINN/THE PHILLIPIAN

Dorian Park Wang ’23 finds inspiration from a multitude of platforms, some including ’90s runway shows and ’50s news clippings.

prowling the streets in some European city, sometimes deviant yacht owner...on the balcony of his yacht, smoking a cigarette looking out at the ocean, sometimes Greek god, [like a] Greek marble statue...

I think he’s gotten a lot more free and open with the way he expresses himself: playing with gender, playing with androgyny,” said Ross.

## Glow Show 2023 Overcomes Rainy Condition and Lights Up Borden

SOPHIE TUNG

The members of Photon swung their poi in around the dimmed Borden Gym, illuminating the gym with yellow balls of light. Suddenly, two orange beams pounced towards the center of the court as Cheon il Allado ’24 twirled his poi in an intricate routine. Last Saturday night, Andover’s flow arts dance group Photon hosted their annual Glow Show. Audience member Magnus Julin ’25 commented on what he thought of the show.

“It’s really interesting to see how everything blends together and eventually, even your eyes start playing tricks on you because you can’t keep track of them. It was fun,” said Julin.



COURTESY OF LEO CHRISTODOULOU

Although initially planning to perform outside, Photon member Prince Lapaz ’24 shared that the darkness in Borden Gym made the lights contrast more.

Due to the rainy weather, the Glow Show switched venues from the Elson Courtyard to Borden Gym. According to Photon member Prince LaPaz ’24, while the temperature inside was a lot warmer, the darkness indoors more effectively contrasted the poi’s lights. LaPaz reflected on the preparation process for this show.

“[The preparation] is a lot every year. A million people had to do their own stuff, we had to check in with them, they had to find time on this Andover schedule to do it. In the end, it all came together and we got to see a lot of the acts for the first time, right before we had the show. It was really exciting,” said LaPaz.

With weekly rehearsals on Saturday, Photon has been preparing for the Glow Show

since winter term. Photon member Aeva Cleare ’26 reflected on memorable moments from learning poi for the first time this year.

“Something memorable was the series of times we threw our poi over the [GW] stairs...I joined the club officially this year, but Darla and Sebastian have taught me a thing or two before... Some techniques were a lot more difficult than others, like learning three beat; I hit the glasses off my head multiple times. But I enjoyed the learning process,” said Cleare.

The Glow Show consisted of many solo performances by upperclassmen members, as well as duets. Audience member Addison Deng ’26 elaborated on her favorite performance, which was a dance to Eminem’s “Love the Way You Lie” by Kurt Meyer ’23 and Wendi Zheng ’24.

“[Their performance] was super cute and the entire crowd just went wild over that... There was this pretend fight scene. They were pushing each other and in the end, they came together. It was really sweet,” said Deng.

In addition to poi performances, the Glow Show featured a Chinese yo-yo performance by Cindy Yang ’26 and Wooba Song ’26 to the song “Do-Re-Mi-Fa-So-La-Ti” by Peter Robinson. Deng ’26 expressed her appreciation for Yang and Song’s performance.

“Wooba and Cindy’s performance...really spread the culture of these practices that I’ve seen in my parent’s generation and it’s really cool to see them bring these back into student’s culture for performances like these,” said Deng.



COURTESY OF LEO CHRISTODOULOU

New member of Photon, Aeva Cleare ’26 shared that a technique called “three beat” was difficult to learn when first joining the club.

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