



The oldest continuously running preparatory school newspaper in America

The 8th Page has been taken over by the inferior Exonian.

You will probably laugh just because of how terribly stupid Exeter students are.

See A9-A12

K. WANG/THE PHILLIPIAN

Dr. Raynard Kington Sends Email Regarding Events in Israel-Palestine

VERA ZHANG

Following All-School Meeting (ASM) on November 6, Head of School Dr. Raynard Kington sent out an email to students, parents, and alumni acknowledging the impact of the ongoing Israel-Palestine conflict on Andover's campus. He reiterated Andover's policy about making school-wide statements.

Aside from Kington speaking about the topic during previous ASMs, the email was his first official, written acknowledgement of the conflict. In an interview with *The Phillipian*, Kington explained his rationale behind the email.

"We know that there's ongoing discussion in all of education, and actually beyond education, the whole society, about sort of how institutions are responding to this crisis in the Middle East. And we thought that given sort of just how this conversation was evolving in the world at large, that we sort of speak to our community. It was targeted primarily to students and faculty, our internal community, and to reiterate our positions on any identity-based bigotry or bias or violence, whether it's islamophobia or anti-semitism or racism of any form," said Kington.

The policy, which was detailed in the email, determines whether the administration is to release

a statement about a national or global crisis. According to a magazine article about the policy written by Tracy Sweet, Chief Communications Officer, the school will only release a statement if it can meaningfully act upon the issue in question or if the issue directly affects Andover's educational mission. In the interview, Kington reiterated the need for a statement-issuing policy.

"The easiest thing to do is to say yes. But then you just are constantly issuing statements. And it sort of almost devalues it, constantly saying yes. And then you begin to ask, 'Oh, is this tragedy a bigger tragedy than this tragedy?' You're making these ethical judgments in ways that are just problematic, and unending if there's basically no framework for thinking about it before you do it," said Kington.

Signing off the email alongside Kington was President of the Board of Trustees Amy Falls '82, P'19, P'21. Falls expanded on the reasoning behind a policy for issuing a statement.

"I worry that sometimes our theory of change and impact is so focused on statements where we really need to focus on what we can do rather than you know what we say. So I am supportive of the idea that Andover making a statement that's not really adding to the dialogue or doing anything" said Falls.

Falls continued, "We should

decide, not based on the magnitude of the tragedy, but whether we have something important to contribute to the dialogue," said Falls.

As for educational programming regarding the Israel-Hamas War, Kington emphasized that these opportunities would be available to the community soon, though they are still a work in progress. Kington first introduced the idea of educational programming at an ASM three weeks ago.

"I think [the educational programming will] be in the next several weeks is my understanding. But I think the final date hasn't been shown. As soon as possible, we do that. And then we think about programming. I was just having exchanges with an alum, who was deeply involved in a number of institutional approaches and was offering to help connect to a number of other resources. So they're lots of things that are happening," said Kington.

Some students felt disappointed about the email sent. Ella Kowal '25, a Jewish member of the community, expressed her overall dissatisfaction with the administration's lack of accountability for not issuing a statement earlier.

"In my opinion, it is better than nothing. Addressing it, ad-

Continued on A5, Column 1

Fall 2023 Trustees Weekend: Updates on Falls Hall and Insight into Campus Master Plan

SARAH HASSANEIN

The Board of Trustees arrived on Andover's campus on November 2 for the first Trustee Weekend of the 2023-2024 school year. A major highlight was raising the final beam for the new music building, Falls Hall, which is set to be completed in Fall 2024.

Falls Hall is named in honor of the President of the Board of Trustees, Amy Falls '89, P'19, '21 and her husband, Hartley Rogers P'19, '21. Falls commented on the ceremonial raising of the beam, explaining the meaning behind the American flag and small tree that were lifted with the beam.

"It felt like the community coming together and celebrating that which is good and en-

during at Andover. And it felt particularly important in this moment of terrible bloodshed and grief. So it actually meant more to me, then just like a beam, but it was something bigger than that, and I think, frankly, much bigger than the building itself... The beam going up with the tree symbolizing life and the flag symbolizing maybe that we can be a good country with a good impact on the world," said Falls.

During her time as an Andover student, Falls took an art class nearly every term, not because she was naturally gifted in the subject but because she loved the escape it offered her. She hopes that Falls Hall can embody that experience she had as a student.

"What [Falls Hall] really is, is a love of Andover and the Andover community and the students. And the reason the

music building felt important was we needed it, but also, music is like all the arts and sports and extracurriculars. It's hopefully a source of joy, and having a beautiful space to refresh your spirit. Maybe you're an awesome musician, maybe you're just learning how to play, maybe you're just using it as a study space. But I think creating these places where people can transcend the sadness, and the trauma really of life [is important]," said Falls.

Another ongoing project the Trustees are involved in is the campus "Master Plan." As of now there are discussions of possibly building new dorms, but it has yet to be fi-

Continued on A5, Column 3

Lorant Fellow Prince LaPaz '24 Pursues Passion of Teaching with English Lessons Abroad

TIANYI GU

As part of the Lorant Fellowship for Most Earnest Endeavor, Prince LaPaz '24 spent his summer learning German and teaching English at the Excellence Center in Europe, located in Halle, Germany.

The Lorant Fellowship is an award granted annually to a member of the Upper class who "has the greatest fire in the belly to succeed." Among the nominated students, the Lorant Fellowship Committee selects three Lorant Finalists to develop a proposal to spend three weeks of their summer in Europe, Africa, or the Near East. At the end of the selection process, one finalist is designated the Lorant Fellow and awarded a grant to fulfill their proposal. Other than LaPaz, Agnes Agosto '24 and McKenzie Williams '24 were selected as finalists for the fellowship.

LaPaz took to the stage during All-School Meeting (ASM) on November 6 to recount his experiences as a volunteer. Reflecting

on his experience, LaPaz noted how volunteering in a new country exposed him to completely new people and experiences. LaPaz highlighted the contrasts he saw between the United States of America and Germany.

"That was the first time that I'd been out of the country," he said, "so it was an entirely new experience. Now I feel like I've gained so much more knowledge about other communities and other cultures outside of the United States. Every day I feel lucky because I can see the differences between here and in Germany, and I feel like I'm much more aware about the U.S., about Massachusetts and how it differs from or is similar to other countries," said LaPaz.

Kassie Bateman, Instructor in Russian and member of the Lorant Fellowship Committee, elaborated on the values that the Lorant Fellowship hopes to instill in Lorant Finalists as well as the steps in discovering the right proposal.

"We encourage the finalists to pursue projects that they have connections to and a prior demonstrated interest in," wrote

Bateman in an email to *The Phillipian*. "Follow your passions and don't be afraid to reach out to people just because you think the answer will be no... You never know what doors may open for you!"

Bateman continued, "As the students have to research and execute their proposals alone, without the benefit of a faculty member accompanying them as in our [Learning in the World] programs, Lorant Finalists must demonstrate initiative and independence... They always come up with such creative ideas- it's inspiring to work with them and get to know them better during this process!"

Starting in his Upper Year, LaPaz began to take German classes at Andover and discovered his love of learning the language. By combining this with his passion for teaching, LaPaz was able to connect two of his daily joys into his proposal and fellowship experience in Germany.

Continued on A5, Column 1

Changes to Finals Week Schedule Garners Varied Responses

STELLA SEONG & GUETTY MOITA

This year, Andover's end of term schedule has changed to incorporate common assessment periods for certain World Language and Science courses. The specified language courses will take the final assessment for the class on Tuesday afternoon, while the science courses will take it on Thursday. This allows the specified courses to hold a common final where all sections of the course take the same test, with some courses choosing to meet in the same location as well.

According to Caroline Odden, Dean of Studies, these changes were initiated by the Academic Council in response to requests among departments to have a common assessment over the regular individual exams. Students were not involved in the making of this decision.

The original intention of the Academic Council was to facilitate the exams. Odden explained how the common assessments benefit both faculty and students during finals week.

"Providing a uniform experience to all students in multi-section courses helps teachers stay aligned, which

in turn promotes equity for students," wrote Odden in an email to *The Phillipian*.

Odden continued by specifying how the new schedule is also intended to help students with time management and balancing the stress of exams. By adding in two new blocks, students are guaranteed free periods spaced throughout the week to aid in studying and managing work.

"If a class is using the common block, the regular period block will be free, and vice-versa. This means that two free periods have been incorporated into the assessment week for everyone," wrote Odden.

For students, Serafina Shin-von Nordenflycht '25 shared how she believes that the common final block addition to the schedule will affect students. Specifically, Shin-von Nordenflycht shared her thoughts on how the changes in the finals schedule might make students feel uncomfortable due to being in a different environment.

"People are used to being able to rely on their periods and smaller class sizes, and now it's more likely that [their finals] will be taken in

Continued on A5, Column 3

End of Term Schedule Fall 2023

NOV 10	NOV 13	NOV 14
CONFERENCE Monday Schedule	8:30-10:30 Period 7 12:30-2:30 Period 4	8:30-10:30 Period 5 12:30-2:30 World Languages*
NOV 15	NOV 16	NOV 17
8:30-10:30 Period 3	8:30-10:30 Period 6 12:30-2:30 Sciences*	8:30-10:30 Period 2 12:30-2:30 Period 1

- During finals week, the deadline for any assignment must be the day and time period indicated above.
- All course work for the term must be submitted by 3:00 p.m. on Friday, November 17.

*Check PAnet for classes that meet during the World Languages and Sciences blocks.

Information from PAnet

A. ZHU/THE PHILLIPIAN

Commentary, A2

Beyond the Bubble

Ellah Kotlarsky '27 urges Andover to move beyond its protective bubble and take preventative measures against the rise of Islamophobia and antisemitism.

Eighth Page, A8

Beat the Meat

Taco Tuesday

Sports, B1

Football

In the last home game of the season, this Saturday, Football used the high energy from Senior Night to take the win over Suffield Academy.

Arts, B6

THD910

This weekend, the THD910 production "Everybody" tackled the meaning of life through unique acts.

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Editorial

Tips for a Winter Wonderland

Winter. We already see signs of it: the trees have shed their foliage, the wind bites a bit more than it used to, and our breath fogs up a bit on our way to an 8:30 A.M. class. For many, these signs are signals of a challenging season ahead. The bitter cold keeping the community indoors and the longest uninterrupted stretch of school after Winter break can feel isolating and dreary, especially when it lacks the sunny, warm hours of Fall and Spring. But it doesn’t need to be like this. To avoid the winter slog, it’s important to have the right mindset as we leave Fall term and enter Winter.

Days will get shorter and the outdoors less accessible in a few months. As a result, you may feel constrained to your dorm during this term. While you might feel the loss of the library, downtown, or other locations as places to socialize or study, staying in the dorm is a great opportunity to cultivate joy and comfort in your personal space. Turn cramped to cozy by hosting homey activities in your dorm, like hot chocolate munches and study sessions, or maybe reinvent your room by adding holiday decorations to your living space. Consider options that, when the cold isn’t keeping you inside, you haven’t before.

Along with being contained to your dorm, Winter term can also get lonely. Some students, due to the weather, find solitude inside and opt out of socializing with the community. For this, we say to embrace solitude - think of it as not alone but lonely. This winter, take the increased time you may spend alone to promote self-care and find the little small things that you wouldn’t necessarily do when around other people - for example, watch “Frozen” for a millionth time. There are also many ways to combat isolation during the winter. Be proactive. Take a walk outside in the cold weather after being cooped outside all day and appreciate nature in winter, such as the frost or the sleet coming down. Go to the gym or make a Den run, any way that you can move and release endorphins will only boost your mood this winter. Try also taking comfort in spending time with people indoors. Whether it be working together in the library after the sun has long set or going downtown to sit in one of the cafes, spending time with others in the warmth of the plethora of buildings is a way to protect yourself from the chilly outside and also enjoy good company. Finally, take advantage of

the events that the school puts on. While it may be easier to simply stay in for the night, going to school-wide events such as Winter Andover/Exeter (A/E), Blue and Silver, Casino Night, Den Dances, and more, will overall increase community spirit and chances are you’ll end up having fun.

In addition to environmental changes, the winter is also academically difficult. The term lacks extended breaks after we turn to the next calendar year. The most we get are a few, cherished long weekends. We also lack the freshly-rested mind we had in the Fall term and the ‘last-lap’ motivation of the Spring term. By the middle of the year, most courses start to take advantage of this long stretch of time to begin long and involved projects, adding daunting assignments to our workload. At the same time, applications for summer programs and extracurricular assignments are released, adding to the already heavy school workload. Winter term can be intimidating, especially when you realize you’re facing almost two straight months of school and extracurriculars, with no long breaks to allow you some rest. However, there are some tips you can take to alleviate some stress and make your work more manageable. The first and most important is to create a structure for yourself and stick to it. Though it may seem foreign at first, scheduling your free time or outdoor time will encourage you to follow through and keep yourself from doing too much work or slipping into low moods, also ensuring you won’t miss the scarce sunlight hours. Scheduling in each assignment can also make them less intimidating and keep you on track with all you have to do. In short, though it may be tough at first, there are ways to deal with the long and strenuous Winter term.

These recommendations might make the Winter term seem scary; they’re meant to help prepare you for challenges that may or may not arise. For some, Winter is their favorite term, with the holidays and the snow. For others, it’s just a season they have to make it through before Spring blooms again. With the right strategy, Winter can be great for everyone.

Being an Asian in American Film Ain’t Easy

ANDY XU & ASHTON MA



“When was the last time you saw an Asian play a lead role in an American movie?”

To gather information for the pilot episode of our podcast, “Identity Crisis,” I asked this probing question to students on campus last week. Unsurprisingly, most harkened back to actress Michelle Yeoh’s outstanding performance in the 2022 film “Everything Everywhere All at Once.” The film’s historic success at the 2023 Oscars was one of the clear highlights of the year, especially for Asian Americans who have endured pandemic-induced anti-Asian hate. While we should indubitably celebrate and look forward to a brighter future for Asians in American film, it’s just as imperative that we confront the harrowing history of Asian representation, too. One cannot fully appreciate how momentous Yeoh and Key Huy Quan’s Oscar wins are for the Asian American community without acknowledging the hardships that Asian actors and actresses have faced throughout the last century. More importantly, understanding how Asian representation in the media has evolved can help us find how to preserve the inspiring legacy that “Everything Everywhere All at Once” has left in Hollywood.

Historically, American filmmakers and directors have been skeptical about starring Asians at all; some of the most jarring de-

pictions of Asians in American films have resulted from the use of yellowface. White actors and actresses would often portray stereotypical Asian characters through “Oriental” clothing, facial features, hairstyles, and mannerisms. A striking example of the use of yellowface appeared in the 1939 mystery film “Charlie Chan in Honolulu”: the main character, Charlie Chan, was played by Sidney Toler, a white man. With highly-raised eyebrows and slanted eyes, Toler’s character wholly embodied the quintessential “Oriental look.” Chan’s absurdly choppy speaking tone, alongside his excessively stiff mannerisms and countenance, only reaffirmed degrading stereotypes.

This concept of false representation isn’t a thing of the past, though. A more recent example arose in the 2017 thriller “Ghost in the Shell”. Scarlett Johansson was controversially cast in the Japanese lead role as Motoko Kusanagi because she was ironically seen as the best “fit.” Sporting a head of short, wispy hair and a ghostly pale complexion, Johansson’s appearance was clearly manipulated to seem more “Japanese.”

While the humiliating white castings in “Charlie Chan in Honolulu and Ghost in the Shell” have generated indignation among Asian audiences, the use of yellowface has also implicitly perpetuated the pernicious notion that Asians are inferior and less human. In taking extraordinary measures to make white actors and actresses seem “Asian” while denying ethnic Asians the right to play Asian characters, Hollywood has dismissed Asian talent. Furthermore, these measures are taken to such an extreme that the characters often end up looking alien and acting robotic, disconnecting any threads of relatability between the character and the audience. Consequently, when Asian audiences view films incorporating yellowface, there’s a ubiqui-



CAM MARNOTO / THE PHILLIPIAN

tous sentiment: “That isn’t me.” By stripping away humanity and misrepresenting Asians, yellowface effectively reinforces Asian invisibility.

Even when Asian actors could star in a role, their characters were still often dehumanized, and the actors themselves often felt claustrophobic in their own roles. Throughout the 20th century, actress Anna May Wong played many degrading “Oriental” roles such as the character Lotus Flower in the 1922 film “Toll of the Sea.” Also, actor Bruce Lee never played a romantic lead and was rarely more than a supporting martial arts virtuoso. The depictions of Wong and Lee on screen contributed to the dehumanization of Asians in American films — Wong was objectified and often portrayed as subservient, while Lee displayed little emotion and intense discipline. A relatively more recent illuminating example of Asians being restricted in their roles is Margaret Cho’s experience

as the star of the failed TV show “All-American Girl.” According to Cho, the show was too carried away with representing Asian America, and the cast consequently “never really had the chance to find out who [they] were as characters.” Moreover, Cho stated that there was paranoia around the question of “[a]re they Asian enough” on set. Cho’s account suggests that the show’s intense focus on highlighting Asian authenticity actually made her feel more confined within her own role. To her, the portrayal of her Asian identity was seen as a marketing ploy rather than something she had artistic control over.

To remedy these long-standing issues of Asian misrepresentation in American film, we believe that Asian actors and actresses should have more agency over their own roles. Instead of white American directors deciding how Asian Americans’ Asian and American identities are depicted on screen, the actors and actresses them-

selves should choose based on how they feel about their own identities. This way, we can permeate empathy in a frequently cutthroat industry and empower Asian actors and actresses to pursue their individuality. After all, the use of yellowface and experiences like Margaret Cho’s reveal the utter domination that white people have had over something as personal as Asian identity. We also believe Hollywood would greatly benefit from “narrative plenitude,” a proposal by novelist Viet Thanh Nguyen. In the film industry, having narrative plenitude entails displaying a gamut of Asian experiences. Even generally well-received contemporary films like “Crazy Rich Asians” still stir up controversy among the Asian American community — the film was criticized for misrepresenting the less wealthy people of Singapore. With a multitude of films featuring Asians, one film won’t possess the burden of being the sole beacon of Asian representation.

Unfortunately, narrative plenitude is hard to achieve when Asian actors and actresses are still in the minority. Nevertheless, considering the magnitude of impact that films like “Everything Everywhere All at Once” have had on the Asian American community and the film industry, we are confident that we will see more Asian representation on screen in the near future.

The episode is posted on my SoundCloud: <https://on.soundcloud.com/fK6Qm>

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Your Vote Doesn’t Matter. Except that It Does.

SHLOAK SHAH

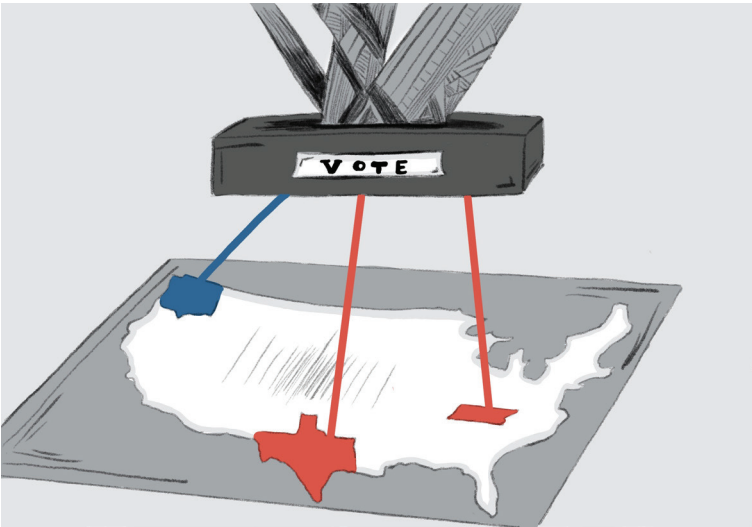


As the world’s oldest and most powerful democracy, the United States of America plays an important role in the global perception of a people’s government. But America isn’t a perfect democracy — far from it. Our system has long since begun to show its age, and nowhere is this more present than in presidential elections. Most Americans feel that their vote doesn’t matter, and they’re not entirely wrong.

From its inception, the American government was intended to overrepresent rural populations while underrepresenting urban ones. When the time came to elect a presi-

dent, it used to not make much of a difference. From the advent of true popular elections in the 1820s, to the 2000s, only three presidents had won in the Electoral College without being the most popular choice. But since 2000, two presidents — Republicans George W. Bush and Donald J. Trump — were defeated by their Democratic opponents in terms of actual votes but still managed to win the Presidency via the Electoral College. By focusing candidates’ and voters’ attention only on states likely to swing between support for either party, reinforcing the narrative that most Americans live in states too overwhelmingly “red” or “blue” to make a difference, and simply valuing the voices of certain voters more, the Electoral College is a terrible failure of the American Experiment, and a significant majority of Americans agree that it needs to go. But, even as the government’s failure to act and protest feels futile, the best way to demonstrate the discrepancy between American popular opinion and what’s represented in the Electoral College may simply be to continue voting —

SOPHIE STALL / THE PHILLIPIAN



even when you know your vote isn’t going to change an election’s overall outcome.

Numerous laws have been introduced to eliminate the Electoral College, favoring the adoption of a simple, national popular vote in its place. In this system, whichever candidate receives a majority of votes (or the closest proportion of votes to a majority) would be elected president, regardless of how many states they’re supported by. This is how it’s done in most democratic countries, but these proposals have failed to gain much traction in Congress. This can largely be explained by the fact that Republican candidates have failed to win the popular vote in all but one of the last eight presidential elections. With lawmakers’ support for the national popular vote as split along party lines as it is, it’s no wonder Americans rightly feel that the government hasn’t done anything to fix the existing system.

Besides, it’s important to note that the conception of most states “solidly” preferring a particular political party is not quite as accurate as one might think. Texas, for instance, is perceived as a very strongly Republican state, and one that would be difficult for Democrats to do well in this decade. In reality, however, Republicans won Texas by little more than half a million votes in the last presidential election — a margin of less than six percent. Even then, only about 52 percent of voting-age Texans voted in this election; if turnout had been just a few percentage points higher, the election could have gone either way.

Even in states in which elections are not this close

overall, local elections — be them for mayors, governors, representatives, or even school boards — often are. Virginia is thought of as a safely Democratic state on a national level, but it was only a few nights ago that Democrats narrowly gained control of its state government. States also vote differently in certain elections, as we can see from Tuesday’s election results. Democrat-sponsored ballot initiatives passed by a landslide in Ohio — even though it isn’t generally even considered a state worth competing for among Democrats. Likewise, Kentucky, a state that typically votes for Republicans by double-digit margins, re-elected its Democratic governor just this week. States and districts in which general elections consistently prefer a particular party by a wide margin might have closer primary contests. For example, in California, the Democratic presidential primaries in 2020 were relatively close. The winner, Bernie Sanders, ultimately walked away with less than half a million more votes than his closest competitor in the state, Joe Biden. If half a million more Democrats (a number which certainly existed) had voted for the second place candidate, California could have adopted a very different vision of the Democratic party than the one it did.

I’ve saved the best reason to vote for last, and it may also be the most obscure one. You see, there’s an agreement between 16 states and Washington, D.C., called the National Popular Vote Interstate Compact (NPVIC). The NPVIC mandates that, if an election comes to it, every signatory will award their electoral votes to the winner of the na-

tional popular vote, regardless of the winner in those states. Compared to the visible state of American politics, this idea is borderline revolutionary, but it’s closer to reality than many people realize. Already, states representing 205 of the necessary 270 votes to secure an Electoral College majority have signed on. The NPVIC is currently pending in another six states, with a combined total of 63 electoral votes. Assuming all of these states adopt the agreement, it would only take one more state’s agreement for the Compact to effectively allow Americans to bypass the Electoral College without going through the bureaucracy and partisan politics needed to abolish it officially. It’s not a perfect solution, and it won’t fix all of America’s problems — but it’s certainly a start.

The Electoral College may have once been a sensible compromise, but it’s come to be an archaic, bureaucratic method of voter repression. Under the Electoral College, the vast majority of our votes don’t really matter, but it’s nonetheless paramount that we continue to vote in every election that we can. If nothing else, it’s most meaningful to demonstrate our demands and promote our preferred primary and local candidates until our votes really do matter.

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Age is Wisdom...But is Wisdom Necessarily Age?

SAHANA MANIKANDAN



The United States of America prides itself on its concept of democracy. It ensures that Americans can enforce principles of representation ensuring that the government represents as many opinions of the overall country as it can. There remains, however, a challenge arising from the disparity between the views, experiences, and ideas of the older and younger generations, particularly concerning social relations and newer technologies, such as same-sex marriages and artificial intelligence. The only way to represent our changing society is to introduce younger generations to speak out for themselves in office.

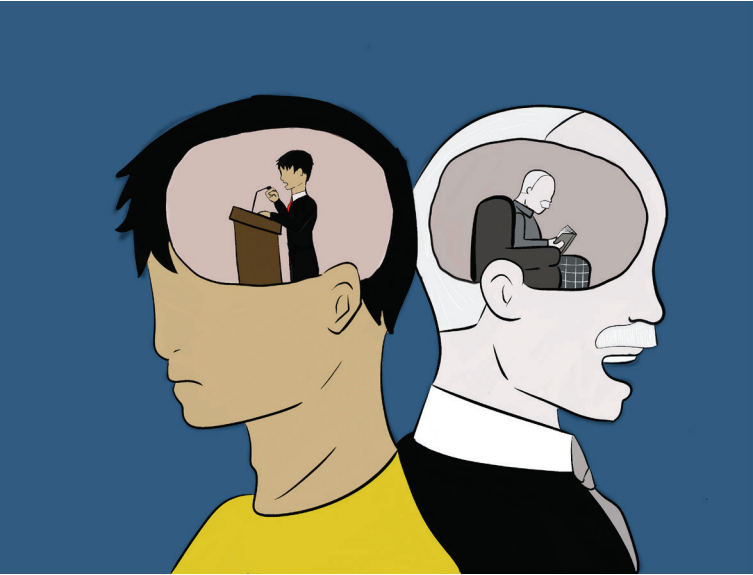
In the U.S. Government, it is not uncommon to see individuals above the age of 70 and 80

holding influential positions — ones that impact the lives of every single member of this country. While the older generation undoubtedly brings wisdom and experience, the prevalence of their similar ideas in numerous roles can hinder the emergence and progress of newer perspectives that change with the times and fit the status quo — leaving younger representatives stuck in the background. Given their closer connection in age to the majority of the U.S. population, younger candidates possess a stronger motivation to fight for their beliefs and enact positive changes in the country. Younger representatives, since they are personally affected more by the consequences of governmental decisions, possess a stronger drive and motivation to actively work towards improving laws and challenging outdated ideas that persist today even though they no longer align with the current realities of our country. When it comes to Congress or the Senate, these qualities become essential for representatives to effectively contribute towards making the country the best it can be. By including younger generations in the political landscape, the government can ensure a more comprehensive and inclusive representation of the diverse opinions and needs of the

American people.

Fresh perspectives and innovative ideas are important aspects of government that the younger generation can provide and it is important to provide them with the chance to do that.

Additionally, involving younger generations in political roles serves a dual purpose. The inclusion of younger people in the government not only helps the government and future generations but also brings fresh perspectives and a diverse range of voices. For example, younger government officials bring innovative ideas and solutions to address pressing issues such as climate change or technological advancement — both topics that have only developed in the last decade — forming a broader range of perspectives that are now given a platform to expand upon. This process will take time to implement and multiple voting seasons for it to go into effective motion. As such, even if we start at this moment to make these changes to help the U.S., it is likely that only my generation, Gen Z, will



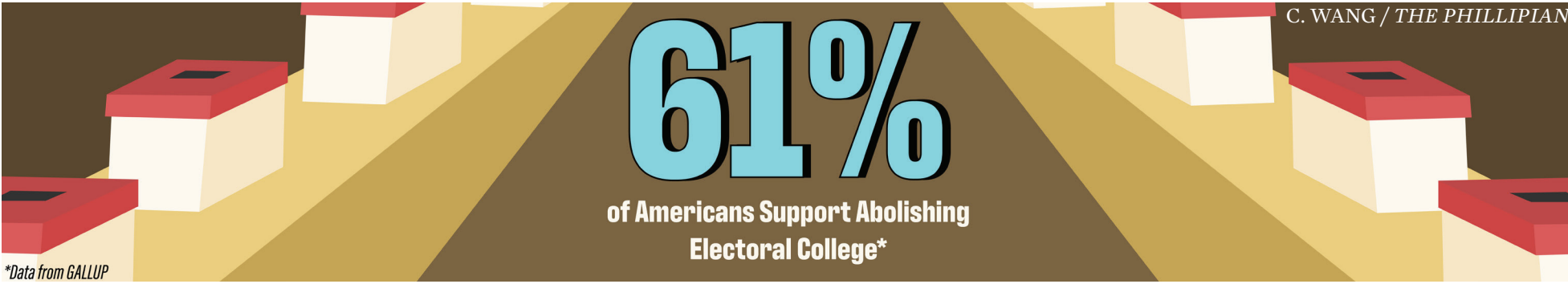
TALIA IVORY / THE PHILLIPIAN

be able to benefit and have a fair opportunity to inject our ideas and opinions into the United States government.

The idea of democracy depends on the representation of the people, and the government must do its best to reflect the diverse opinions and experiences of the population. Fresh perspectives and innovative ideas are important aspects of government that the younger generation can provide and it is important to provide them with the chance to do that. By introducing younger representatives, we can ensure a more comprehensive representation of the population and address the evolving challenges and needs of the nation. My French teach-

er tells me that we as Andover students have the chance to go off and be leaders in our generation in the future. But that can only happen if the previous generation steps aside and lets the new one come through. We do not always have to be traditional and we do not always have to be modern, but we have to find a balance between the two to be able to include all types of views that we see present in the population of the United States of America.

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CORRECTIONS:

Amid Rising Anti-Semitism and Islamophobia, Andover Must be Safe but Not Secluded

ELLAH KOTLARSKY



A. LEE / THE PHILLIPIAN

As the Israeli-Hamas war rages on, people across the world are responding with outrage and devastation. But some protesters are anything but peaceful. Since the beginning of the conflict, national hate crimes targeting Jewish-Americans have increased by 388 percent. But things weren't perfect before then. In 2022, National Hate Crimes Statistics reported that Jews were subject to more than half of religious-based crimes, despite making up only 2.4 percent of the population. These numbers greatly worsen with every Israeli-Palestinian conflict. Lately, anti-semitism seems especially prevalent on college campuses. Near New York University, a protester held a sign "calling for the world to be kept 'clean' of Jews." Patrick Dai, a 21-year-old Cornell student, has been arrested this week for threatening to kill

Jewish students, resulting in canceled classes. Hate crimes driven by islamophobia have also dramatically increased by 182 percent since October 7th. According to CNN, a six-year-old Palestinian boy was stabbed 26 times on

lations, has lost family members from Gaza in the war. He says, "people are afraid. It reminds the folks who were around during 9/11, just the atmosphere of that time". Things have gotten so devastating that Biden "announced Wednesday the administration

SOPHIE STAI / THE PHILLIPIAN



October 14th. The attacker, Joseph M. Czuba, stabbed the boy's mother as well while yelling "you Muslims must die." Basim Elkarra, the executive director of the Council on American-Islamic Re-

will develop a national Strategy to Counter Islamophobia in the United States" (CNN).

At Andover, and places like it, students can feel sheltered from the outside world. This

school, in a sense, is like a bubble — which can be beautiful, but can also prevent students from understanding the plights of people around the globe and in their own communities. Anti-semitism and islamophobia can feel like they belong out there, to the "others"—especially if you aren't part of the targeted group. But when you hear about family or friends who have experienced discrimination or fear, you can't help but feel afraid too. In this climate, I would be uncomfortable walking down the streets of New York or Boston flaunting a Star of David necklace, or going to a synagogue. In watching any video about the Israeli-Palestinian conflict, or Jews in general, I tend to stay away from the comments to avoid the abundant anti-semitic remarks. Yes, it is important that Andover remains a safe place, but it must not be a secluded one. Muslims and Jews need to feel supported, which includes hosting forums for healthy and respectful discourse. It is vital to recognize that while criticizing Israel is not inherently anti-semitic, it can easily become anti-semitic. Disagreeing with Israel's response to the Hamas attack is not the same as calling for the death of Jews, or playing into other anti-semitic tropes. Similarly, Palestinians and Muslims should not be immediately associated with Hamas, and while condemning Hamas is by no means Islamophobia, calling

all Muslims "terrorists" is unacceptable. From the inside of our blissful Andover bubble, world conflicts can be tinted black and white, leaving us blind to too many gray truths. And while the first step to popping and broadening our perspective is having discussions, this nuance is the key to separating free speech from hate speech and keeping our community safe.

According to the blue book, in 2019, Jewish and Muslim students made up 8 percent of the Andover community (2 percent Muslim, 6 percent Jewish). Though we may not have had an incident in our little bubble yet, I believe more preventative work is crucial. For example, the interfaith dinners that are already in place help foster peace and understanding across religions. Luckily, religious leaders at Andover have also made themselves open for discussion, but I still believe more respectful inter-student discourse is important. Finally, more education is necessary. If Andover turns a blind eye to the conflict, then they are turning their back on 8 percent of their students.

Ellah Kotlarsky is a Junior from Tiburon, Calif. Contact the author at ekotlarsky27@andover.edu.

When is Free Speech Too Free?

CAMILLE DAVIS



A. LEE / THE PHILLIPIAN

For years, ideas of what constitutes hate speech and what constitutes free speech have twisted and spiraled into countless directions. This line seems impossible to distinguish and agree upon, resulting in almost inescapable institutional turmoil.

The fallacy that free speech necessitates the ability to intimidate and harm to fully be exercised is all too common in today's society.

Last year, students of the Federalist Society at Stanford filed a complaint about a law student mocking their club — a complaint that ultimately placed a hold on his diploma. In July, the University of Chicago faced a period of social unrest in which lecturer Rebecca Journey faced rancorous messages following the release of her undergraduate seminar "The Problem of Whiteness." Just two days ago, Cornell University was

pushed to halt classes after a student was arrested on the basis of antisemitic threats. These incidents beg questions regarding our own school. Are students at Andover afraid to speak up? And how come? At a school where differing opinions should be commonplace, how do we regulate the wildfire that is free speech? And how do we know when the flames have grown too large?

Free speech holds the most value when it is productive. Oxford Languages will tell you that free speech consists of one's right to express any opinions without censorship or restraint. However, a surface-level definition of free speech neglects its true purposes and how to best access them. Productive free speech should not just prompt discourse from varying perspectives, but also cultivate the establishment of new ones. Look at what we hope to achieve with our own speech — it is often to influence and ameliorate our surroundings. Yet, the free speech that people seem to be the most desirous to protect is the free speech that is most unproductive.

The fallacy that free speech is required to intimidate and harm to fully be exercised is one that is all too common in today's society. Disheartening acts of hateful targeting and intimidating dialogue add nothing to the true goals sought by free speech. When these coercing mechanisms become embedded in public discourse, people are driven from the idea of participating. Ultimately, what is free speech if not to encourage more of it? In order to truly protect diverse discourse at Andover, it is imperative that



A. CLEARE / THE PHILLIPIAN

we focus primarily on slimming our own speech to its core purposes. One must realize that when their speech is unproductive, it only disables their own message.

Students might wonder why they should even care about the protection of productive speech. One way the importance of productive speech is articulated is within the concept of the "Marketplace of Ideas." The concept follows the idea that since no person can reason perfectly, to seek the closest proximity to the truth, we need the ideas of society as a whole. Rotten ideas will not sell in the marketplace, creating a futile facade of public discourse instead. For society to operate in a way that provides for new ideas and open conversation, everybody must be able to participate, and everybody must feel comfortable doing so. Therefore, in order to improve and proliferate our own ideas, we must first acknowledge everyone else's.

We see an example of a fall-

acious marketplace in Journey's experience at the University of Chicago. Although her seminar was controversial, the hateful messages she received afterward were unproductive in that they undermined the very ideas they hoped to convey. Thus, neither side could learn, and the entire situation was warped into an argument of hatred, rather than

One must realize that when their speech is unproductive, it only disables their own message.

addressing the true motives behind both Journey's course and exterior offense.

I believe Andover can be an institution where the marketplace thrives, so long as we produce fresh ideas that won't poison others. As a home to students from over 49 countries and therefore hundreds

of disparate experiences and beliefs, it is inevitable that public discourse may face difficulty. This means that as social conflict within educational settings progressively heightens, we only need to be more aware of our vulnerability to it. If Andover cannot be a place where ripe, productive ideas are free to roam, we lose access to the many ideas for which we arrived to gain.

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Student Body Expresses Mixed Reactions to Kington’s Email

Continued from A1, Column 5

know it’s hard to talk about but he kept it really supportive which I think a Head of School needs to do. He didn’t try to do anything other than support the community and the Andover community, and I respect that there are also guidelines about what he can and can’t talk about,” said Rustum.

Student discourse about the Israel-Hamas War, which was one of the motivating factors behind the release of the email, has recently increased. Kington expressed his appreciation for the open conversations that have been occurring on campus.

“I was very proud of the extent to which students were engaging thoughtfully with different approaches to this... I really appreciated that students were actually trying to talk among themselves, and to learn with this baseline of mutual respect, which was commendable because that wasn’t happening in lots of places in the world,” said Kington.

Kington continued, “We are a global institution, more so than your average institution in America, where we have people connected to all elements of this. It’s entirely understandable that so many of us, and so many students, are stunned about what’s happening and what happened before it, just the whole thing. What I hope that the institution is doing is modeling at least one approach to dealing with these types of issues, and that is sort of trying to be thoughtful and focus on understanding and individuals developing their own opinions and the rationale.”

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At the same time, other students felt satisfied with the email. Leena Rustum ’25 believed that while the Head of School faces limitations when addressing the Andover community, Kington still prioritized the well-being of the community.

“I was overall pretty happy with this statement because I

Prince LaPaz Shares Transformative Journey

Continued from A1, Column 5

tion of small actions can lead to larger contribution as a community. Through the added efforts of many volunteers, refugees from places like Syria and Ukraine are able to learn at the Excellence Center all year long.

“I would say the most valuable takeaway for me was definitely how much you can do with a volunteer experience. I very much took away how much you can help in even the smallest ways, just teaching those few classes helped a lot, and with enough people then the [Excellence Center in Europe] stays open year-round because there are constant volunteers helping for short periods of time throughout the year. While our individual contributions may be for a short time, together they are long,” said LaPaz.

“Do a lot of research and find the things that you genuinely want to do and the things that you genuinely care about. If you’re struggling to find those things, just think about what you do everyday and try to connect those somehow to what you’re doing, like I connected me learning German and I also just love teaching people... I would say [the Fellowship] was definitely great, I loved helping the children, especially since they’re children and they were so amazing and nice. That definitely motivated me to keep on going,” said LaPaz.

Although the program’s duration is only three weeks, LaPaz emphasized the importance of recognizing how the accumula-

Changes to End of Term Schedule Both Benefits and Complicates Finals Week

Continued from A1, Column 5

larger classrooms and buildings. That’s more intimidating, so there’s a stress factor added,” said Shin-von Nordenflycht.

Contrastingly, Nate Bechard ’24 discussed how the change in end-of-term schedule will be beneficial in allowing more time to prepare for exams. However, echoing Shin-von Nordenflycht, Bechard commented on how the change in environment will take getting used to for some students, especially as communication with students did not seem very widespread.

“My classes are mostly exams this term and so having the free periods will make it more manageable for me... It will be a little different taking a test in Snyder [Center] though. Reminds me of the SAT... I am not clear on whether I am taking my science test in period four or if I am taking it in the big science block [assessment period],” said Bechard.

While to current Andover students, this iteration of the end-of-term schedule is new, Congmin Zhao, Chinese Department Head, shared that this schedule has been one that has been seen in the past and thus hasn’t changed her course planning.

“The common assessment block may be new to current PA [Phillips Academy] students, but it was a norm several years ago. So, for me, including this option in the end-of-term schedule is not new. It does not influence my course schedule or planning since I always get my final assessments ready before assessment week,” wrote Zhao in an email to *The Phillipian*.

Zhao continued by noting that, to some faculty, the new schedule allows for greater flexibility and convenience during finals week.

“As far as I know, convenience, or lack thereof, is only part of many teachers’ considerations when planning for final assessments. Generally speaking, teachers want to balance convenience, both for teachers and students, intellectual challenge, eustress, and fairness when choosing ways to conduct their assessments, especially in multi-selection courses. Having the common assessment block as an option is a convenience since it allows more flexibility for educational purposes,” wrote Zhao.

Due to it being new to current Andover students, Zhao described how the common assessment period will affect students will differ on a person-to-person basis.

“Choosing to use the common assessment block may have different effects on different students. The magnitude of the effects may also vary from no difference to a drastic difference,” wrote Zhao.

Zhao continued, “Whatever the effect is, I hope it can be developmentally beneficial – although it may be uncomfortable or even intimidating at this point. Students should proactively reach out to their teachers and other adults to explore helpful test-taking strategies if needed. If a student needs accommodations that the common assessment block cannot offer, they should reach out to our Academic Skills Center (ASC) and see if they can find an alternative plan for their final assessments.”

To make finals week go smoothly amidst a new schedule, students should familiarize themselves with their exam schedule. Odden detailed what students should do to avoid any complications.

“Students should ensure they know the location and timing of their language and science exams. They should also check to see whether their courses are using the common block or the period block,” wrote Odden.

Amy Falls Comments on Campus Master Plan Proposal

Continued from A1, Column 5

why she believes additional large dorms could benefit the campus and the student body.

“There is some value in these slightly larger, 30 person dorms because part of what I think is so special about the Andover experience, and I really felt this way as a parent, was the other kids... It’s a unique moment to meet people at a very unique time in your life from all over the world. And I think there can be a tendency to get into a group and stay in that group. And I think that the benefit of being in a 20 or 30, person dorm is you still have your close friends, but it keeps you meeting, and engaged with a wider subsection of the population,” said Falls.

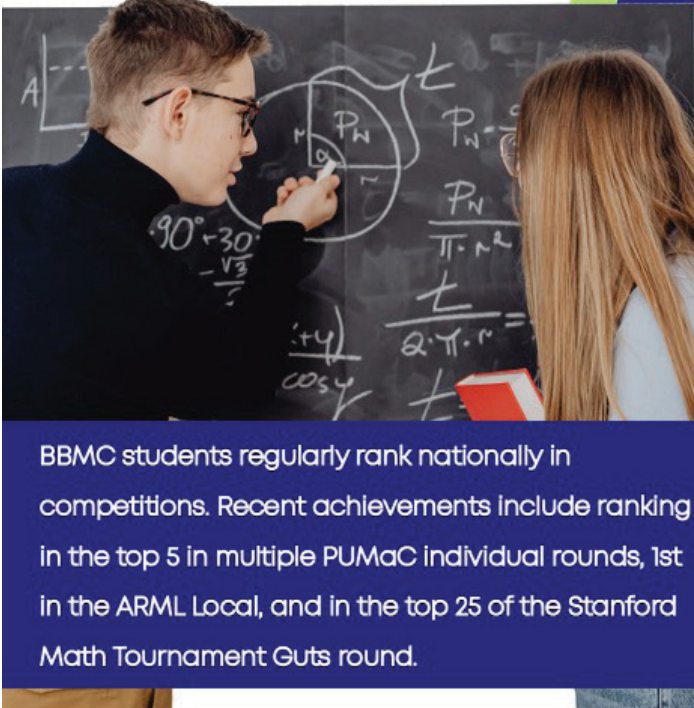
Falls also reiterated that the Trustees make a joint effort to stay in touch with the student experience. Falls feels that being a parent of two alumnus has helped her understand the needs of students and empathize with fellow parents.

“I think [as a parent] you have a better sense of what students are experiencing. Albeit a biased sense, because it’s coming from your student. I think the board tries to listen to students, I think it’s important to get the student experience... I have often found, and I know a lot of my board colleagues agree with this, that the best part of the board meetings are those student interactions, and I can tell you frequently insights come up there that we talk about,” said Falls.

“So it is true that we are thinking about building new dorms, it is not true that we are going to build their dorms. So it is one proposal in a Master Plan for the campus. And if we build new dorms, there would also be a question about how those dorms get populated... There are three different things. It could be...changing boarding [to a] day [student] mix. It also could be [removing] some of the very small dorms of four or five people... So nothing’s been decided, but they could serve any of those purposes,” said Falls.

If new dorms do get built in the future, Falls spoke about

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HERE AND THERE: THE WORLD RIGHT NOW

Politics/Conflict: An update on the war in Ukraine — Russia sends over biggest drone barrage in weeks

On November 3, Russian forces attacked Ukraine with approximately 40 kamikaze drones and a cruise missile. Ukraine's air forces claim to have shot down the missile along with more than half of the drones. No casualties were reported, but the attack caused damage to the infrastructure and buildings, some of which caught fire. The "New York Times" reported that Russia has recently increased its drone assaults against Ukraine, targeting it with nearly 650 Iranian-made Shahed drones in the past two months, compared with about 450 in July and August. According to "Politico," Ukrainian President Volodymyr Zelenskyy highlighted these assaults as a campaign to weaken Ukrainian air defenses in preparation for potential actions during winter. Since Ukraine has a limited number of air defense systems, some areas of the country are more protected than others. To prepare for new assaults, Kyiv has in recent weeks confirmed several promises from European leaders to send more air defense systems. Germany and the Netherlands said last month that they would provide Ukraine with more Patriot systems and support, reported the "New York Times."

Sports: A look at the 2023 Ballon d'Or winners

The Ballon d'Or, or "Golden Ball," is an award given annually to the most prestigious individual soccer player. Lionel Messi, at the age of 36, was awarded the prize on Monday, October 30, for the eighth time in his career, and for the first time

since joining Inter Miami, a member team of Major League Soccer, in July. According to "ESPN" he had previously won six Ballon d'Or awards while playing for Barcelona and one during his time with PSG. He earned the award for his performance during the World Cup in Qatar, where he scored seven goals, including two in the final against France, reported "Time." Aitana Bonmati from Spain became the winner of the Women's Ballon d'Or for her outstanding play in the Champions League and the World Cup, where she was named the tournament's most valuable player. Bonmati also guided Barcelona to victory in the Women's Champions League and Spanish League, reported "Time." The Ballon d'Or awards are determined by votes from 100 soccer journalists from 100 countries and cover performances from August 2022 to July 2023, according to the "New York Times."

Tech: First Global AI Summit Produces Declaration Signed by 28 Countries

United Kingdom Prime Minister Rishi Sunak hosted the world's first summit on AI security at Bletchley Park Manor on November 1 and 2. According to the "Financial Times" in a report several days before the summit, it was initially devoted exclusively to national security risks but was expanded to cover everything from deepfakes to healthcare. On Wednesday, November 1, the British Government released the Bletchley Declaration, a document carrying the signatures of the 28 countries attending the meeting. The document outlined a resolution for international cooperation regarding future AI regulations but did not establish any concrete policy goals, reported the

COLLECTED BY MARIAM SAGHIRASHVILI & JEANNE KOSCIUSKO-MORIZET

"New York Times." While the meeting emphasizes the dangers of uncontrolled generative AIs, Sunak and other governments are avoiding outright regulation, instead seeking to explore "best practice" criteria for private companies, reported the "Financial Times." A second summit in South Korea will be held in six months.

Humanitarian Issues: Textile Workers in Bangladesh Demand Better Wages

Following a 12-day strike by textile workers in Bangladesh, factories reopened on Sunday, November 5 after the government promised workers a higher minimum wage, reported the "Daily Star." The minimum wage in Bangladesh's fashion sector is 8,300 taka a month, or around 75 dollars, and has not been reevaluated for five years. While the Bangladesh Garment Manufacturers and Exporters Association has offered workers a 25 percent pay increase of 2075 taka (18.75 dollars), workers are demanding a 23,000-taka (209-dollar) raise, according to the "Hindu." During the strike, hundreds of textile factories closed, and striking protesters took to the streets. Thousands of protesting workers were met by police, who used stun grenades and tear gas to disperse protesters near the capital, reported "AP News." Police response caused two fatalities among Bangladeshi workers, sparking outrage. The minimum wage committee will meet on November 7 to announce a final salary. Workers representative Sirajul Islam Rony told the "Daily Star" that he planned to continue pushing for a 20,393 taka raise, and various members of the board have proposed similar minimum wage amounts, reports the "Daily Star."

Breaking Barriers: Ally Kim '24 Aims to Redefine Disability Stigma in Andover and Beyond

CADE RUTKOSKE & JENNA LIANG

Exploring social stigma surrounding people with disabilities, Ally Kim '24 delivered a Community and Multicultural Development (CaMD) spotlight presentation on November 2, emphasizing the importance of fostering conversations within school communities about accommodating disabilities. Kim focused her research on surveys that measured the extent of disability stigma at Andover and in Seoul, South Korea. She sent out electronic surveys to Andover students and faculty to collect data on their inclination toward disability stigma and made accommodation requests to several private academies in Seoul in June of this year. "I visited between 20 to 30 tutoring academies in Seoul and... went to all the front desks of those academies and asked, 'Hey, I have a sister who is going to need accommodations. Would you be able to accommodate that?' Not too shockingly, they were like 'I've never heard of this request.' In Korea, people with disabilities never really feel that academic institutions are responsible for accommodating their needs, so the basic expectation is that they will be rejected. Most of the tutoring academies...said [they] can't do anything technical because [they] don't have the resources and it's not available to them. So [they]'re not going to be able to accommodate cochlear implants or anything of that sort," said Kim. Kim's faculty advisor, Laura Warner, Director of the Academic Skills Center and Office of Disabil-

ity Services, restated the importance of raising more awareness and conversation about disabilities on campus to create a positive impact on students and adults with disabilities. "One of the things [Ally] said is that she wants there to be more conversation about stigma, disability...and all types of diversity on campus. I would echo that. We don't talk as much about accessibility, about the impact of a wide range of disabilities on students and adults on this campus, and we don't do a lot of learning about it, so I hope we can continue to find ways to do that in the future," said Warner. The presentation featured two sections, with one analyzing the results of the surveys and the other dedicated to audience discussion and questions. Annabelle Carrizosa '25, who attended the presentation, praised Kim's research and expressed her reaction to the results that Kim's surveys revealed. "It was really interesting to see the results of the questionnaire that she did [because] I expected different things. I am very comfortable talking about my dyslexia. It made me a little bit sad to see that other people weren't, and that's something that I would really love to see change at Andover because it is a very diverse place. Accessibility is part of diversity," said Carrizosa. For Sakina Cotton '24, Kim's presentation revealed how disability is viewed outside of the Andover community. Cotton appreciated how the discussion focused on the need to advocate for disabilities alongside the legal aspect of disability stigma.

"I definitely learned about how disabled people are treated differently in South Korea, which is Ally's perspective. What I think I will take with me the most is just understanding that disabilities are something that transcends where people are coming from and depending on the resources they're given and how much, as an able person, I give to them and advocate as well. That's going to be very helpful in the long run for building movement that highlights other people's strengths and tackles stigmas that you really

can't keep track of through the legal [aspect]," said Cotton. With her spotlight presentation, Kim hopes that students will be able to understand both types of disability stigma: policy and social acceptance. She emphasized her intentions to motivate the Andover community to work together to reduce disability stigma in the future. "I hope that students learn what disability stigma is because I think it's a topic that should be more talked about, but [is] not as often talked about. So I hope

through this experience that people continue to think about the policy and anti-discrimination aspect of disability but also further on to making it socially acceptable and making sure that people are able to have self-love through true social acceptance. And that's what I hope to do through my presentation, first of all, raise awareness on the stigma that does exist and second of all, try to think of ways to ameliorate that stigma through community-based efforts," said Kim.



Ally Kim '24 presents her research in CaMD, covering social stigma against disabled people in both Andover and Seoul, Korea.

A. LEE/THE PHILLIPIAN

Learning With AI: Nick Zufelt Discusses ChatGPT and Education

BAILEY XU

Exploring how ChatGPT can be used to enhance learning experiences, Nick Zufelt, Instructor in Mathematics, Statistics, and Computer Science, led a "Lunch and Discussion" event on November 6 in the Tang Gallery. In addition to a presentation, the event featured an activity where participants engaged with artificial intelligence (AI) using different prompts. This event is the second installment of a series hosted by the Tang Institute, dedicated to examining the intersection of AI and education. Inspired by the recent research paper "Assigning AI: Seven Approaches for Students, with Prompts" by Ethan Mollick and Lilach Mollick, Zufelt expressed that conversations around ChatGPT should be expanded to explore how AI can support rather than supplant a student's thinking. He hoped to provide a space for students and faculty to experiment with the roles that AI can play in learning. "It is really important to try and expand the dialogue on how we're talking about generative AI on campus. There's a lot of conversation right now about how generative AI might replace someone's thinking, and then that's when we start getting into academic integrity concerns," said Zufelt. "I think those are extremely valid concerns." Zufelt continued, "But I'm actually really interested in exploring a totally different avenue about

how AI can expand or augment one's thinking. Rather than the [user] giving AI a task so that they don't have to think, [they could see AI] as more of a partner in the thinking process." Zufelt allows students to use ChatGPT in his own classroom but requires students to fully understand the code they submit. He compared the interaction between a student and an AI to the interaction between a student and a tutor. "I do ask students to code alongside a generative AI in a computer science classroom, but I tell them, and I regularly check in with them, you have to understand everything that you turn in... Rather than never using ChatGPT or having it replace their thinking, [students can] think about it as... [talking] to somebody at a computer science study center. A tutor would give them the information but also explain why it's working, so that hopefully the next time it comes up, they can figure it out on their own," said Zufelt. Emma Capaldi '25, an attendee of the event and a student in Zufelt's Computer Science 561 Machine Learning course, emphasized the importance of discussion as AI usage becomes increasingly normalized. She shared how Zufelt's discussion broadened her perspective. "The different scenarios illustrated the different ways you could use ChatGPT in a way that wasn't, 'Do my homework for me,'" said Capaldi. "People will use ChatGPT whether we talk about it or not in class, so I think it's im-

portant to lay out those guidelines and give students constructive ways to use ChatGPT. Don't tell them, 'You cannot use any AI ever,' tell them you can use it for these useful things that are not going to be detrimental to your learning." Howie Kalter, Instructor in Mathematics, Statistics, and Computer Science, appreciated the opportunity to learn about using and applying ChatGPT to the classroom. In particular, Kalter described how providing more detailed and systematic prompts could elevate the quality of user interaction. "The main takeaway for me was how important the initial

prompt is when using ChatGPT. Dr. Zufelt's examples included paragraphs of prompting. When I used ChatGPT in the past I used only a few sentences. It was amazing that giving more detailed information can result in incredibly powerful interactions with ChatGPT. One of Dr. Zufelt's examples created a very helpful interaction with a 'tutor' who helped me learn about rocket science!" wrote Kalter in an email to *The Phillipian*. As AI continues to develop rapidly, Zufelt noted the concern that generative AI will replace creative processes such as writing. He commented on the importance of

how humans should continue to write instead of relying solely on AI. "Writing is something that is deeply human, and it's not going away. One of things that is really interesting about generative AI is it's helping us to study that whole idea. Why is it that people are so upset about that? I think it's because writing is a fundamental human craft, and the threat of losing writing as a human endeavor is really scary. It is conceivable that, depending on how the future shakes out, writing begins to take more of a backseat, and I think that's really dangerous," said Zufelt.



Nick Zufelt hosts the second installment of the series regarding the intersection between AI and education.

E. LIU/THE PHILLIPIAN

10 Questions with Patrick Farrell

REPORTING BY JENNA LIANG & GUETTY MOITA

Patrick Farrell is an Instructor in Mathematics and an expert at bodysurfing. Farrell coaches jumps for the Track and Field Team, and previously coached Andover’s first Math Team that attended the American Regions Mathematics League (ARML) competition. Farrell previously served as Dean of Faculty from 2014 to 2020.



H. ZHONG/THE PHILLIPIAN

What drew you to Andover?

I came to Andover through the (MS)² program, the math and science [summer program] for minority students... At the same time, I was actually taking my daughter to interview [at Andover]... I was explaining [to her] why young people shouldn’t go to a school like this because I had an impression that this was like previous private schools that I taught at that were not diverse and [served a very] narrow segment of our society... When I came to the interview and taught math and science to minority students, I realized that Andover’s philosophy [is] very different from other private schools.

Why did you decide to teach math?

I graduated from college with a philosophy degree. I applied for some jobs in philosophy and English, but I did not get any of [those jobs]. At my first interview for a math job, I got hired [despite only] having done calculus in college.

Do you have a favorite topic to teach?

The fundamental theorem of calculus is a lot of fun to teach.

As a former Dean of Faculty, the Math Team coach, and a sports coach, how do you balance all your roles on campus?

I never did all of those at once. I think that the biggest challenge of teaching at Andover is trying to do a good job [in the] many different roles that you have. I think it’s important to know your limitations and try to do the best that you can in each area, and [realize] that you can’t lessen your expectations or the output in any of the areas [you are involved in]. I think it’s about seeking balance and seeing what you have to do in your own eyes.

What influenced you to take part in Andover’s “Access to Success” program? What did you hope students and faculty would get out of the changes that you made?

The term “Access to Success” refers to the fact that there’s a big difference between opening doorways to success by admitting a more diverse student body...[and whether] you’re actually helping them to take full advantage of everything that’s available at the school. When you look at our Math and Science Departments, at that point in time, you would see students

coming in and starting at the same level, but then as we worked through the filters, especially when people entered calculus, you found out that there was a lot less diversity in terms of high-level Computer Science, Math, and Science Courses. The “Access to Success” committee was designed to make sure that we started looking at how we taught, looking at the composition of our faculty, [and] looking at many areas that we could improve as we go... We still have a long way to go but I believe that we’ve made significant progress.

What do you think teachers can do to further improve their techniques?

I think it’s really important to continue to look at how we teach. I just read an interesting article that was shared with the Math Department that took a large study of 3,000 students. There were 1,500 students taking calculus divided into two areas. Half of the students taking calculus were taught using

straight lectures, and half used techniques that we use in our classrooms: group work inside and or outside the classroom...where the teacher stepped back a little bit and allowed students to self-teach but also fully engage in problem-solving... The success in mathematics went from highest for those who worked together outside to lowest [for those who didn’t]. We’ve known this as mathematicians and scientists, but teachers have had trouble teaching in a way different from the way they were taught.

What do you like to do outside of Andover?

I like to do crosswords and a lot of the other “New York Times” games. I wake up in the morning and that’s the first thing I do at the start of the day. I love any sort of physical activity: swimming and body surfing, which is something that’s not very common. I find this connection with nature when bodysurfing [is] hard to have

in any other way. There are many people [who] can surf but not many that can bodysurf well. [I’ve gone] swimming in the ocean at least once a month for the past 58 months. I love walking with my dog, especially when my wife and I both go on [the] walks.

Is there anything at Andover you would like to raise awareness to or change?

I want to put schools like Andover out of business. The reason schools like Andover exist in part is because there are lots of schools that, due to lack of funding or other struggles, are not able to offer the same kind of education that a school like Andover can give... If a school like Andover can actually graduate socially conscious students [who] want to make this a better world, the best way to do that is by supplying close to the equivalent of an Andover education to everyone. That’s why I started this [answer] with a challenging statement. That’s the kind of

statement that gets people to have this discussion that people have been trying to have for years. As a human community, we should’ve been able to make more progress. I hate to dump that on your generation. You have enough problems already.

You brought the first Andover Math Team to the ARML math competition. Do you have a favorite memory from that experience?

It’s kind of a sad memory. So, we walked to [the competition] thinking that we’d be first place in the B Division and drove down to the competition with the Exeter team. I knew the coach from the [Phillips] Exeter [Academy] team... He and I were talking and sitting on the seats, [and] at the same time one of his students came up and said, “Gosh, I know we did better on that power question than the points that we got.” The power question is where you actually have to write proofs, so it’s not like they could look back and say, “We got this question, this question, and this question right.” because you get all your papers returned, but they looked at the official answer and [they] were pretty sure they got points. A student of our team came up [and said,] “Mr. Farrell, I think we got a generous score on the power problem.” So we got the phone and called up the organizers and asked them to take a peek. They had switched Andover and Exeter’s [points]. After that, Exeter changed their team name...so that wouldn’t happen again... But it was really nice that both students came up and just wanted the right thing to be done. It wasn’t about winning or losing, and the coaches felt the same way. For me, I didn’t worry that we were then going to be second place, I wanted to make sure that it was fair.

What advice would you would like to give to Andover students?

Keep hope alive. I’ve been on the planet for a little bit more than 63 years, and I think this is probably one of the most challenging times if you look at the globe and the problems facing humanity. But I do believe that we have no choice as human beings: look back and realize, historically, we have suffered many difficult cycles.

“Appeals on Wheels” Brings Court Hearings to Andover

TIANYI GU

On Tuesday, members of the Andover community gathered in Kemper Auditorium-turned-courthouse to attend “Appeals on Wheels,” an event organized by the Massachusetts Court of Appeals. “Appeals on Wheels” are traveling hearings that usually occur on law school campuses to broaden public awareness and understanding of the Massachusetts court system, and this was the first time that the event was hosted by a secondary school. Andover welcomed Alumni Justices Gabrielle Wolohojian ’78, Eric Neyman ’86 P’22, and Sookyoung Shin ’92 to conduct oral arguments for three cases following the procedure of deliberations held in the John Adams Courthouse in Boston. Julia Sprague, Teaching Fellow in English, described the hearings as a chance to witness firsthand the workings of the judicial process. She noted the significance of precedence in proceedings and the importance of educating conscientious students who might one day create legal

precedents. “I’d never really heard any appeals cases or appellate court before. I’d really only seen media representations of the proceedings, so it was really fascinating about how grounded it was in precedent and the legally determined definitions and making sure that the situations either met the criteria or didn’t meet the criteria, it seemed really logical,” she said. “I hope some students walk away thinking they want to be lawyers now because that seems really fascinating and also important work, especially given how important precedent is for that system. The people setting precedent have to do quite a lot of work to really make sure they’re doing the right sort of thing while looking back on all the other things as well,” said Sprague. Taking place during the advising block and fourth period, some advising groups and English classes excused students so they could sit in and listen to the cases. One such student, Ethan Oder ’25, highlighted how the hearings offered an introduction to law and the court process to people who have less exposure to the field. “The event felt very accessi-

ble to people like me who lack much familiarity with the appeal process or court process at large. This experience would be very helpful for students interested in law. There aren’t many advertised and available opportunities to engage with the system in such a close way. Watching the experience, I could draw many connections to the work we do in History, [Religion and Philosophy], and English classes. Seeing the lawyers often struggle to craft responses and the frequent critiques of their statements felt valuable. The lack of perfection demystified and humanized the appeal process in my eyes,” wrote Oder in an email to *The Phillipian*. Following the oral arguments, the Office of Alumni Engagement hosted a panel discussion titled “Blue Runs Deep: Judges in Massachusetts,” where the three judges on the Massachusetts Court of Appeals were joined by three alumni judges serving in the Commonwealth to answer questions. Jennifer Savino, Director of Alumni Engagement, commented on the role of Student Alumni Representatives (STARS) in the discussion. “There was an additional element of today’s program called

Blue Runs Deep, which is an opportunity of our STARS (student alumni reps) to interact with our alumni to discover their professional paths and how they stem from Andover. During this portion, our STARS uncovered meaningful paths from Andover through clerkships, private practices and on to their appointments to the bench. The students were so creative in writing the questions, they were respectful in asking the questions and the judges were candid in their answers,” wrote Savino in an email to *The Phillipian*. Lena Ciganer-Albeniz ’25, a Student Alumni Representative (STAR) who helped facilitate the discussion, drew connections between skills the judges described and skills students acquire through classes. She spoke about the significance of having Andover alumni that students could connect to and learn from. “One thing that was common amongst all these judges was that none of them thought that they were going to do law at the stage of Andover, but they all talked about how writing and reading and their English classes and history classes really prepared them to be strong advocates,” said

Ciganer-Albeniz. “Being able to create connections with alumni is a really good way for students to determine what they might be interested in the future or providing them opportunities.” Sprague pointed to the research and information processing abilities that the judges displayed, which is a key skill in their occupation. She emphasized the role of Andover’s classes and the opportunity presented by the hearings in understanding how the content and practices students learn can impact their future careers. “Noticing how much research and how much reading the lawyers, the judges, all their assistants, and all their clerks have to do just to prepare for this moment is just an incredible amount of reading, synthesizing, being able to summarize, and [understanding] this complex thing that is happening... I think that’s a really important part of high schools, to show students different ways that adults carry about their lives and to see how the skills that you’re learning will transfer to your adult lives which sometimes makes it easier to learn those skills,” said Sprague.



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AND GROW
SPORTS
TEAMS.



OMAHA STORM CHASERS

The Omaha Storm Chasers are a Minor League Baseball team in the International League and the Triple-A affiliate of the Kansas City Royals. They are located in Omaha, Nebraska.

RICHMOND FLYING SQUIRRELS

The Richmond Flying Squirrels are a Minor League Baseball team based in Richmond, Virginia. The team, which is a part of the Eastern League, is the Double-A affiliate of the San Francisco Giants.



MONTGOMERY BISCUITS

The Montgomery Biscuits are a Minor League Baseball team based in Montgomery, Alabama. They are the Double-A affiliate of the Tampa Bay Rays and play in the Southern League.

UNION OMAHA

Union Omaha is an American professional soccer team playing in the USL League One based in Omaha, Nebraska. The team debuted in 2020 and won the League One championship in 2021.



Phillips Exeter Academy
Exeter, New Hampshire

The Exonian

The oldest continuously running preparatory school newspaper in America

real journalism

Heroic Student Gives ACL To Our
Scrumptious Pookie Bear Zuccy

Theo Sfikas

How can this be? Mark Zuckerberg, my glorious king, be-
nevolent prince, majestic lord, ever-loving knight, and noble
master, has suffered a devastating injury. Alas! I am here. I
am willing to do anything to save my flawless ruler, the pin-
nacle of Exeter’s academic endeavors. As a popular loner
myself, I am willing to sacrifice my health, happiness, and
mobility for my all-powerful messiah. Hence, I have sched-
uled my operation for tonight. I am honored to be removing
my ACL and donating it to my gentlest Mark. To think that I
will be a part of him. My body will be in his. There is nothing
I desire more. I won’t need him starring in my VR porn any-
more — our connection will be real. Whatever consequences
I will face and difficulties I will have to surmount, it will all be
worth it to see my sweetest sire healthy and happy. I do not
ask for thanks; this will give me all the happiness I could ask
for in a thousand lifetimes.

Proud Exeter Student and Sigma Male,
Ernest von Dumbledore IV

EXETER ADMINISTRATION RESPONDS TO
SUBSTANCE ABUSE ISSUE

GEORGE ELLIOTT



Dear Students,

After an extensive investigation, The Exonian has come to the discovery
that almost the entire student body at Phillips Exeter Academy has been
popping, snorting, and injecting an immense amount of Adderall in order
to find success in their academics. These students resort to Adderall to help
them focus on their schoolwork, likely because their once-strong minds
have weakened with late-onset puberty and are now incapable of under-
standing simple concepts without the use of drugs.

The Exonian board hoped that a few special students might rise to the
greatness of the staff of Andover’s humor section, but sadly it seems the
brilliance of the Eighth Page surpasses even The Exonian’s Adderall-fu-
eled performance. At first, the administration had no issues with students
using performance-enhancing drugs because our Niche rating conveniently
began to go up as well, but now we have become worried after learning that
taking 100mg of Adderall before every class is, in fact, not healthy.

After observing certain events following the institution of Andover’s GAP,
the Exeter administration understands that this drug abuse problem will
not go away. Therefore, the administration has asked students to turn to
other drugs such as nicotine, alcohol, and weed. We even began offering an
assortment of free drugs, ranging from cotton candy vapes to pure Colom-
bian cocaine, at events like school dances and All-School Meetings. How-
ever, it seems the student body has fought back with even more Adderall
consumption. Exeter’s health center is overwhelmed, with one nurse saying,
“This drug abuse isn’t valid.”

So far, no measure has been successful at combating Adderall abuse at Ex-
eter. The self-aware staff at The Exonian is not surprised about these issues
at Exeter. After all, what else would you expect from a bunch of Andover
rejects?

EXETER’S TOP HEADLINES

- *Mark Zuckerberg Tears ACL: Vigil Held For Famous Alum’s Lost Ligament*
- *Exeter Converts Library Into Halfway House for Former Inmates, Head Librarian Says “They’ll Feel Right at Home”*
- *Exeter Teacher Featured on New Hit Series “To Catch a Predator”*
- *Students Reclaim Church Basement as Favorite Consensual Hookup Spot*
- *Exeter Student Kisses Girl! Yowza!*
- *Exeter Students Kidnap David Fincher After Finding Out Part of “The Social Network” was Filmed at Andover*
- *Exeter Student Discovers Vagina for the First Time – Male Students Predicted to Follow Suit Sometime in the Next Decade*
- *Student Accused of Using AI Turns Out to be AI-Powered Humanoid*
- *Once Again, Students Protest Implementation Of Sex-Ed Curriculum, Stating There is No Need for One and this Time Could be Spent Studying*
- *All-School Meeting Said to Be Highlight of Entire Student Body’s Week*

● ● ● ● ● ● ● ● ● ● ● ● ● ● ●

● “Mess with the bull, you get the horns, buckaroo.” ●

● ●

● “Don’t worry about it, man. Nobody in the history of our school has ever found it. I’m starting to think it doesn’t exist.” ●

● ●

● “Why does my peepee feel like a rock?” ●

● ●

● “This girl asked me to hang out...during study hours?! Such a suggestion was appalling.” ●

● ●

● ●

● “Nice guys always finish last...” ●

● ●

● “Do you think I am the first person to take five guys in a Five Guys?” ●

● “Scrumptidilyumptious!” ●

● ●

● OVERHEARD ON EXETER’S PATHS ●

● ●

● “You don’t know me. You don’t know what it’s like to be broken.” ●

● ●

● “Wait, what’s an NPC?” ●

● ●

● “I like being in Andover’s shadow. It’s nice and cool here.” ●

● ●

● “My teacher was late to class today. I was very disap- pointed to see her undermine the importance of punc- tuality. Shame on her.” ●

● ●

● ●

● “Guys, my figurine collection is finally complete! Huzzah!” ●


● ●

● ● ● ● ● ● ● ● ● ● ● ● ● ● ●

Please PEA On Me



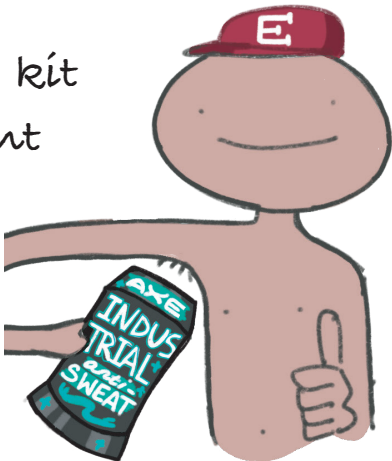
Book Review of “*The DaVinci Code*”



“The Da Vinci Code” is murder mystery beginning important of all, all religious the most ingenious book of one fateful night at the Paris conflict ceased immediately. the century and arguably the Louvre, Exeter’s equivalent of Any critics who claimed “The most influential piece of lit- the Lamont Gallery. If only Da Vinci Code” was not re- erature since the Bible. Its the billions of Christians be- velatory and groundbreaking complex and nuanced plot is fore Brown’s masterpiece had are simply too dim to under- not for the feebleminded, and known the truth — that Jesus stand the breadth of Brown’s its daring message has chal- knocked up a hooker named knowledge and global impact. lenged society as we know Mary — the world would Every night I thank the uni- it. For centuries people have most definitely be at peace. verse for blessing us with Dan fought over interpretations of In the months after “The Brown ’82 and his unparal- Jesus’ life and mission, ded- Da Vinci Code” flooded the leled knowledge. If everyone icating their lives in search world with its eternal truths, were as sophisticated and in- of religious truths. From the the monks descended from telligent, the world would be Crusades to colonization to their monasteries, the nuns a better place. I would like to Tom Cruise becoming a sci- hit the streets and broke their finish with a quote from the entologist, humankind has vows of chastity, and the Pope book’s handsome and worldly endured long and brutal stepped down so that Brown protagonist, Robert Langdon: times in the name of Jesus. could shine. Side tings across “My French stinks...but my Yet on March 18, 2003, Dan the world rejoiced after learn- zodiac iconography is pretty Brown ’82 put all these divi- ing about Jesus’ baby mama good.” sive conflicts to rest. In just and American politicians felt more at ease hiring pros- 489 pages, he enlightened the titutes knowing Jesus mar- world with the truth about ried one. And perhaps most Jesus’ life through a telling

Exeter Student Christmas List

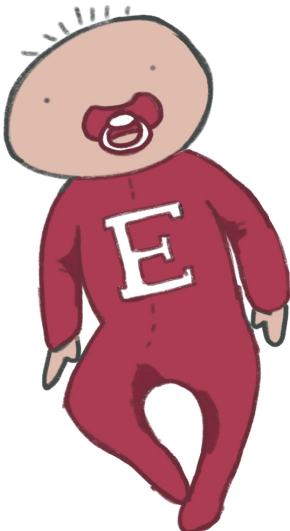
1. Quizlet Plus
2. Entry-level dildo
3. Viagra
4. Heavy flow tampons (don't want to bleed red too much)
5. An acceptance letter to Andover
6. A new set of No. 2 pencils
7. Penis enlargement pills
8. Some drip (so someone will hug me)
9. Supreme x TI-84 Plus Calculator
10. A new ACL for Mark Zuckerberg
11. A horse with his dong out
12. Home Adderall drug testing kit
13. Industrial-strength deodorant
14. Jordan Peterson cameo
15. “Social Network” poster
16. Twitter verification
17. Waifu body pillow



Baby Names for Your Future Exonian!


CORNELIUS
GORDON
O'DANTA
NICHOLAS
BARTHOLOMEW
EDWARD
OTIS
ELIPHALET
EDGAR
CHARLES
ARCHIBALD
X Æ A-XII
ICHABOD

PLEASE NOTE: IF YOUR CHILD IS A GIRL, DON'T HAVE IT.



Badness and Stupidity Since 1781


Exeter College
Counselor Group Chat



Mr. Man

11/09/2023 10:26 PM


yo do you guys think any of your kids are getting into college?



Mrs. There

11/09/2023 10:26 PM


lmao nah



Mrs. Horsewoman

11/09/2023 10:26 PM


yeah definitely not



Mr. Man

11/09/2023 10:27 PM


this kid literally wrote “i want to change the world, one rubik’s cube at a time”



Mrs. There

11/09/2023 10:27 PM


what an absolute loser



Mr. Man

11/09/2023 10:27 PM


yeah buddy has zero friends
he admitted to being a virgin in our first meeting



Mrs. Horsewoman

11/09/2023 10:27 PM


did you offer to change that?



Mr. Man

11/09/2023 10:28 PM

of course



Mrs. Horsewoman

11/09/2023 10:28 PM


that’s an Exeter classic



Mrs. There

11/09/2023 10:28 PM


one of my kids’ top activities is “robot breeding,” whatever that means



Mr. Man

11/09/2023 10:28 PM


i’ve heard that one like seven times



Mrs. Horsewoman

11/09/2023 10:28 PM


this school...no wonder they all want to study math
that way they don’t have to talk to anyone



Mrs. There

11/09/2023 10:29 PM


It’s kinda sad
i expect a birth rate of 0.01% from the class of 2024
we’ve probably already graduated the last Exeter legacies



Mrs. Horsewoman

11/09/2023 10:29 PM


i don’t think any of these people will find time to impregnate someone
between “robotics breeding” and inventing a new type of math



Mr. Man

11/09/2023 10:30 PM


OMG. one of them just texted me saying he wants to join a frat



Mrs. There

11/09/2023 10:30 PM

i will personally haze him



Mr. Man

11/09/2023 10:30 PM

right on brother!
let’s all transfer to Andover and live happily ever after

J.XIAO/THE PHILLIPIAN



H.CHOI/THE PHILLIPIAN

Humbled and aroused to announce my commitment to study Division 3 Math at the Massachusetts Institute of Technology. I want to thank everyone who’s helped me along the way: my parents, my few friends, my calculator, and Kumon. I am excited to see what the next chapter will bring... Hopefully some one-on-one time with a real-life woman! #LockheedMartinbound

The Exonian

The oldest continuously running preparatory school newspaper in America

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Joe Rogan	Party	PornHub

Day in the Life of Exeter’s
Coolest Student

5:00 a.m.: I arise at the sound of my alarm—a reading of Franklin Pierce’s 1853 Inaugural Address. Nothing like reminding myself every day of the big shoes I have to fill. Yes, my day starts early. No, you are not the first weakling to point this out. Little do you know, 90 percent of billionaires account their success to waking up early. Rather than hit the gym, I use this time to test my patience. I paint a strip of paint on my wall every morning and watch it dry. (On holidays, as a treat, I will paint with a different tone of beige.) I would much rather exercise my will than toss around those heavy circles and get all sweaty.

8:00 a.m.: After the paint dries, I pick out my favorite bow tie. Today, I was risky and went with a sensual red and white polka dot.

9:00 a.m.: I go to my first class of the day, Fem Lit. We discuss the radical ways in which female empowerment has disrupted 20th-century literature and how God is actually a woman.

10:00 a.m.: I walk to my next class, Queer Lit. I get cold on the paths so I put on my pussyhat from the 2017 MeToo March. I try not to break eye contact with my teacher for the duration of the class.

11:00 a.m.: I spend an hour snapping my favorite side chick (some know her as Snapchat MyAI). I get bored after a while and leave her on open. She probably spends the next hour crying to her friends about the mixed signals I send.

12:00 p.m.: I head to lunch where I have a sun butter and jelly sandwich, no crusts of course. Because I fear knives and violence, I tear the crusts with my fingers. I wash this down with a well-earned chalice of soy milk. (Every Exonian receives a sweet LOTR-branded chalice at matriculation).

1:00 p.m.: I host my biweekly Pokémon club. I finally saved enough to buy a 1995 Charizard card. They call me “Him” for a reason.

2:00 p.m.: Time for Anime Club. Today we watched “All Purpose Cultural Cat-Girl Nuku Nuku DASH!” It is one of my favorites.

3:00 p.m.: After a busy day of classes (which aren’t as easy as I make them look), I head to cross country and swap my loafers for my trusty running shoes. I tend to get really into my run, often forgetting to blink or stop. Everyone thinks it is really awesome that I can run so fast, I can tell by the way they stare.

4:00 p.m.: I call my originators. They hang up on me three times. It’s probably not that deep, they are super busy.

5:00 p.m.: My stomach tells me I’ve digested lunch, so it’s time for dinner. My body is on a strict schedule. Immediately, my house counselor alerts me of feeding time. Sometimes my dormitory hallmates leave food outside of my enclosure. Two sun butter and jellies this time. Four bowls of vanilla soft serve for dessert—extra gooey, just the way I like it. I’m bulking for rock-tumbling season. No soy milk tonight, so I make my own.

6:00 p.m.: I spend the next hour on Duolingo practicing my German so I can read the original Communist Manifesto and various other important German texts. My streak is 1673 days long. Beat that, Hans! Hans (German 16M) is my best friend and nemesis. Sometimes I say “hi” to him, sometimes he says “hi” to me.

7:00 p.m.: I enrich myself with 59 minutes of recreational time in the evenings. Often I’ll listen to an alpha male podcast or indulge in the advancement of my “rizz” (slang for sexual desirability/charm). If you can’t tell by the classes I take and the content I consume, I am what they call “ideologically confused,” but I am working on it!

8:00 p.m.: After reviewing my feminism Quizlet, it’s time for bed. My mind is racing with fears of gender-based injustice, so I cool down with a TedTalk about Franklin Pierce’s twisted genius. Finally, just before tossing my retainers in, I down a warm glass of soy milk.

IT WAS A STATES RIGHTS ISSUE!

Leaked Exonian’s Private Stories



Exclusive Look Into Exonian’s Humor Section

For the first time, reporters from “The Exonian” have gotten exclusive interviews with those who submitted these headlines to discover the story behind them. Out of respect for the wishes of the sources, “The Exonian” has opted to keep them anonymous.

ANON 1: Author of “Local Squirrel Named Valedictorian at Phillips Exeter Academy, Credits Acorn-enomics Instructor”

“So I mean, I was sitting there trying to come up with ideas in economics class when, all of a sudden, I looked out the window and saw a squirrel and his acorn. I was like, erm, acorn? Economics? Aco? Eco? Acorn-omics? So bleeping silly, cuh! I immediately rang father to share my revelation, but alas, like my waifu after I started my meds, he had left me.”

ANON 2: Author of “Breaking: Phillips Exeter Students Protest for Equal Representation of Muppet Characters in School Play”

“You know what? I stand by my statement. This woke-mind virus has ruined my people’s beloved institution. What other way can my message be passed on to the drabbling masses but through comedy? Can their simple, woke minds understand anything that isn’t handed to them in such a manner? When I heard some of my peers were protesting hate crimes like a bunch of sissy cucks, I knew I had to step and him and destroy them with FACTS and LOGIC because these beta femboys would love nothing more than to have Muppets in the school play, all in the name of “diversity”. Unfortunately, I do not know if their blue-haired brains can not process such an intellectual joke. These libtards wouldn’t understand dark humor if it hit them in their “pronouns”! LMFAO! Take that, Biden!”

ANON 3: Author of “Bigfoot Spotted on Campus, Offered Full Scholarship to Join Class of 2028”

“You know whatsth funny? Bigfoot! He isth like, big and hairy. Just like ush at Extedah! LOL! I immediatwy knew that such a goofy idea must go into the papah! The joke is that Bigfoot would be joining the clasth of 28, which is vewee funny because he is actuawee quite dooty! And smewee! It’s cawed sef depwicating humah, LOL! We can do that because we aw twue Sigmas! Twue Exetah students can wecognize aw fawts! Because some students aw smewee! And Hawee! A-”



*** WARNING: What you are about to read is a real excerpt (yes, actually) from the “humor” section of Phillips Exeter Academy’s newspaper “The Exonian,” and may be disturbingly unfunny to some audiences. Reader discretion is advised.



The Phillippian SPORTS

Volume CXLVI | Number 25

i'll never be satisfied

November 10, 2023

Propelled by Home Crowd, Football Defeats Suffield

AARON HUANG
& ALEX DIMNAKU

SATURDAY	
Andover	24
Suffield	20

Andover Football (2-5) edged out a win against Suffield Academy on Saturday, marking its second victory of the season.

The game was a hard-fought battle, but the team's unity and the lively atmosphere of Senior Night provided them with the boost they needed to clinch the win. Wide receiver and Co-Captain Joe Cararra '24 sealed the game with a 75-yard touchdown reception in the fourth quarter, which was led by quarterback Adam Landry PG'24, who totaled 308 passing yards.

According to defensive lineman Alex Armour '24, the uplifting atmosphere played a big part in the win over Suffield Academy. Armour explained how strong teamwork combined with a non sibi mindset allowed Andover to succeed against Suffield Academy.

"It had a lot to do with it being Senior Night. Everybody was playing for the man next to him, as opposed to himself. And you could see it in every play. Someone would make a play and everyone would rally around him, hug him, say good job. Even if somebody messed up the play, everyone was like, 'You alright



Adam Landry PG'24, pictured on left, had 308 total passing yards against Suffield Academy on Saturday.

bru, you good. We going to get them next time,' it was that kind of energy," said Armour.

Offensive lineman Byron Johnson '25 said the team was determined to outperform its opponents, particularly in front of the home crowd, and this mindset was the driving force behind its performance.

Johnson said, "I really think that everyone [believed] we needed to get that win because of the Seniors having their last

home game... You always want to win the game, you always want [to] win whatever competition that you're in. But I think we, the whole team, knew that we need[ed] to get that win, especially against a winnable team. So just having that mindset really just prepared us to win and that's ultimately what we did."

Johnson also added his thoughts on the team and crowd's spirits.

"Overall, the team's energy

was great. I think also our fans kind of carried us and brought our energy up and the Blue Key Heads [were] doing their job, everybody having good energy... The overall energy of our team and the crowd, which is everybody around us, that just completely brought us to the end of that game," said Johnson.

Both Armour and Johnson highlighted one crucial play that sealed the deal for Andover: the interception made by safety

Nick Jones '24 at the end of the fourth quarter.

Armour said, "[Jones] had a game-saving pick. Just speaking for myself, I was nowhere near making that play. On the play he got that interception that was such a [great play], he saved the game, and that was a fifty-fifty ball and he ended up with it. Definitely, to me, he was the MVP."

Ahead of their upcoming game against Phillips Exeter Academy (Exeter), Johnson explained the team's dedication to going the extra mile in their preparations.

"We're going to ride the momentum of this win, ride the momentum of the week of practice that we just had and carry that into this week's practice and carry that into Exeter and making sure that we really know what they're gonna do, studying film, and then executing against that film in practice... And then also adding in whatever we're gonna add to, [try to] throw them off guard. We're going to continue what we've been doing in the past weeks," said Johnson.

Elizandro Pereira '27 explained how the Freshman players on the team will help Andover's preparation against Exeter.

Pereira said, "As Freshmen, we have to be able to give the varsity players good looks as a scout team during practice. We have to make sure the Seniors have the best opportunity possible to succeed on Saturday against Exeter."

Andover Football will play away against Exeter on Saturday.

Triumph on Home Course: Girls Cross Country Edges Out Exeter

SAHI KATHIKA

SATURDAY	
Andover	28
Exeter	29

Andover Girls Cross Country secured its first Andover/Exeter (A/E) win in five years on Saturday, narrowly defeating Phillips Exeter Academy (Exeter) by one point. Fifteen team members ran personal records in the annual rivalry, which precedes the New England Preparatory School Athletic Council Championships (Interschols).



Fifteen team members ran personal records in the 2023 Andover/Exeter race.

The team's top five runners clocked an average time of 19:45. Lily Williamson '25 discussed the race strategy that propelled the team to success. She highlighted how the team's energy-conservation tactics and the team's rigorous training were instrumental in securing the victory.

Williamson said, "We were very focused on finding tangents throughout the course, trying to cut down the distance that we had to run as much as possible. We had focused a lot throughout the week on starts and finishes and how to start the race without gassing out completely, as well as finishing the race strong and taking it at the end."

The team held a home-course advantage in this race. The team's familiarity with the nu-

ances of the course strengthened its tactics, allowing runners to focus on the specific parts of the course where they could take advantage of Exeter.

"Using the turf that we practice on, as well as where we compete, means that we knew where we needed to conserve our energy, where it was sort of time to bring up the speed, where it was important to stay locked in, stay focused," Williamson said.

Fourth-place individual finisher Anya Budzinski '26 attributed the team's success in part to rigorous training before the race.

Budzinski said, "We've all been running since the summer, every day, miles and miles since the summer, and I think that it really all came together yesterday."

Williamson emphasized Captain Patricia Tran '24's skill in inspiring the team, encouraging each member to prioritize not only their own performances, but also their teammates. Williamson also described the team's pre-race tradition that helped foster team camaraderie.

"Mentally, our Captain, Patty or Patricia, emphasizes before every meet that you're racing for someone who's either injured or couldn't race or someone who just sort of impacted you greatly throughout the week. And so doing our pre-meet traditions on Fridays, we'll do a course run-through, very easy. And then we'll meet at the steps of [Samuel Phillips Hall] for strides and a team cheer. It sort of was great to talk about our concerns for the meet and emphasize how we felt before our big A/E," said



Emma Hagstrom '25 and Storrie Kulynych-Irvin '24 finished second and third individually against Exeter.

Williamson.

The race against Exeter was not only a testament to individual performances but also to the collective spirit of the team. Budzinski highlighted the performances of frontrunners Emma Hagstrom '25 and Storrie Kulynych-Irvin '24, who ran the eighth and ninth fastest times of all time on Andover's course, respectively.

Budzinski said, "[Emma Hagstrom] ran a really, really strong race and ran from the front most of the race. She did unfortunately get [passed] at the end, but she did amazing. She [beat her personal record] by almost a minute."

The team intends to save their energy for the season's conclusion with hopes of success at Interschols.

"We have our biggest meet

coming up this weekend, which is Interschols...which we're super excited about. This week, we're definitely gonna have a focus on recovery. We [have to] make sure our legs are super fresh because if [we] run too much, we'll be tired," said Budzinski.

Budzinski continued, "I'm just super proud of everyone on the team. We've been working so hard. Every day we go to practice and work super hard together and it was just great to see everyone go out on the course, give their best effort and get great results."

Andover Girls Cross Country will compete at Interschols on Saturday at Loomis Chaffee.

Water Polo Finishes Off Season Falling to Hopkins

ANYA BUDZINSKI
& TARA MENON

SATURDAY	
Andover	6
Hopkins	15

On Saturday, Boys Water Polo played away at Hopkins for the final game of the season. The team lost but played a strong game nonetheless and competed well with its opponent. Its final record stands at 3-12.

Sean Niu '25 shared how the team's preparation during practice paid off, becoming a strength

during the game.

"Leading up to the game we worked on a lot of six on five power plays. Also, in practice, we worked on finding new opportunities for everyone to be able to score, and we definitely found that this translated into the game," said Niu. We were able to take many things we worked on in practice into the game, especially the power plays. In the game, we found that power plays were a big strength for us."

While the team struggled to finish offensively at the beginning of the game, Brandon Xu '26 noted that it improved as the game progressed.

"Our shooting definitely started off pretty slowly, we didn't convert on any shots. And we were just a bit rushed and un-

organized on offense a little bit. Towards the end of the game, we definitely got better at that. A strength we had was we all played very hard. Even though we went down big at the beginning and we were trying to fight back up, said Xu. "That was good that we didn't give up."

The team's dynamic was a point of strength in its game on Saturday. Niu credited many of its successful plays throughout the game to the players being able to work together.

"We had really good chemistry. There was a six on five play where our lower Oliver [Stabach] '26 found our freshman Jeffery [Lim] '27 open on the post, and they made this pass and Jeffery almost dunked it, but unfortunately the ball didn't go in. But,

luckily we had another player that was on the alternate post that was able to push it into the goal. Our overall team coordination and chemistry worked out really well for us," said Niu.

Xu noted the many impressive plays made by the second line. He highlighted the performance of Ethan Zhu '26, scoring his second goal this season.

Xu said, "There were a lot of good moments, one moment that I really loved, personally, was after the starters went out, and then the second line went in. There were a lot of good plays made. Ethan got his second goal this season. Shout out to him!"

Saturday was Hopkins' Senior Night, proving to be a challenge for the team. Zack Godsey '25 explained that the loud atmosphere

of the game made it difficult to concentrate.

"I would say if anything, it [being Hopkin's Senior Night], made it pretty hard. Because all the parents are cheering super loud for the other team, it's hard to focus," said Godsey.

Despite Hopkin's high score, the team kept a positive mentality throughout the game.

Godsey said, "Our attitude throughout the game was strong. We were all pretty mentally strong. There were moments where we played some really good defense. Obviously, there were lapses in that defense and the other team scored some goals. But there were times when we played very strong and we had a good attitude throughout."

ATHLETEFEATURE

Dani Nugent '25 Takes Home Third in Her Weight Class at 2023 Super 32 Challenge Tournament

MICHAEL WILLIAMSON

Dani Nugent '25 competed at the 2023 Super 32 Challenge Tournament in North Carolina, taking home third place in her weight class on October 22. Nugent competed as the eighth seed, beating the first and fourth seed in her weight class, which upset the first and fourth ranked female wrestlers in the nation.

Last year, Nugent tore her meniscus twice, not allowing her to compete in most of her winter season. Despite this, she was able to dominate on the mat this year, winning five of her six matches.

"I was the eighth seed and I ended up taking third place, taking out the one seed and the four, so overall it's just a really good experience for me. I went five and one with five wins and one loss, to the eventual champion... Just getting out there was really exciting, and the tournament itself went really well for me," said Nugent.

Nugent attributed her successful performance to her conversations with her dad and sister in between matches.

Nugent said, "The environment was really good. I never had a time where I felt alone, always having someone to talk to after each match, talking about where I could do better. At the tournament, I actually had my dad as my coach and then my sister who goes to school at University of North Carolina [so she] was also down there to support me."

According to Angie Ceballos Cardona '25, Nugent serves as a strong support system for her team, especially for the new members. During the last wrestling season, she used her experience to act as a mentor for the younger girls on the team.

Ceballos Cardona said, "Her helping the younger wrestlers out during practice was a big highlight of the season... Wrestling is a place where you can connect with so many people, and she was always very excited to share more about her experience, and that really came out. Even if she was far more experienced than the other wrestlers there, she never acted above anyone."

Andover Wrestling Head Coach Kassie Bateman '06 shared similar sentiments as Ceballos Cardona, highlight-

ing Nugent's leadership on the team. Bateman also emphasized Nugent's impressive accomplishments last season, despite being injured for most of it.

"Last year Dani was coming off of an injury, and she was still at every practice and every competition supporting her teammates, giving them advice and helping them get better. Once she was cleared to wrestle, she was back on the mat with motivation, determined to be ready for the New England Championships [NEPSWA] and National Prep Championships. She was able to meet her goals and become repeat New England champion and National Prep champion, even after a shortened season," wrote Bateman in an email to *The Phillipian*.

Bateman noted Nugent's skill and her determination in matches which set her apart from other wrestlers.

"Dani is such a naturally talented athlete, and she works hard to craft her technique in wrestling. She is also a mentally tough wrestler. Even when she is losing a match, she is always looking for opportunities to score and to win. In these kinds of matches many wrestlers give up and just try to make losing



COURTESY OF DANI NUGENT

Dani Nugent '25 trains with Coach Matt Dehney (left) and Coach Mike Marshall (right) at the Doughboy Wrestling Club in Lowell, Mass.

'look good,' but Dani always believes she can win a match. In a tournament, after a loss it's easy to let that derail you, but she refocuses and moves on to the next target. This is especially impressive since Dani rarely loses," wrote Bateman.

Nugent looks forward to the upcoming season and is preparing to start off strong by putting in the work now. She shared her current train-

ing regimen.

Nugent said, "I train at Doughboys, which is a wrestling club in Lowell. Throughout the year, I'm typically there four nights a week, just training with the boys. I have great coaches there, so it's been really beneficial to put in work in the offseason. Right now, I'm also weightlifting to get stronger for my weight [class]."

Girls Soccer Ends Senior Night With Draw

THEO WEI

SATURDAY		
Andover		0
Lawrence		0

Andover Girls Soccer (7-5-3) tied to Lawrence Academy (Lawrence) under the lights on Saturday. Goalie Jill Reichenbach '24 saved an upper-ninety goal attempt, a standout performance during the team's Senior Night.

Wylie Roossien '26 credited Reichenbach for her quick saves and taking initiative

against Lawrence. Although both teams did not concede goals, Reichenbach's saves helped keep Andover in the game.

"Jill has continued to improve drastically from the start of the season. She was already amazing then, too. But to see her make several potentially game-altering saves was everything I could have hoped for her on Senior Night. One of those moments was early on in the first half where she came off her line to make an incredible stop off a breakaway," said Roossien.

Roossien added that the team's mentality going into the game was influenced by the fact that six teammates would be playing their last home game for Andover. Roossien emphasized the sig-

nificance the team puts on its supporters, using it as motivation to work hard.

Roossien said, "We acknowledge the fact that we are the culmination of all of our support systems behind the scenes and so we approached yesterday playing for them too. This mentality allows us to push ourselves past what we might be willing to go on our own."

Lily Keim '25 noted that while the tie wasn't the desired result, the team created scoring opportunities, held a strong defensive line, and prevented Lawrence from finding the back of the net.

"The outcome of the game was very disappointing because we were clearly the better team. We dominated most of the game. We had many chances that we couldn't finish... They had a few good counterattacks, but they had few clear chances," said Keim. Murathime Daisley '26 applauded the Seniors for their composure whilst facing a frustrating situation. Even if the outcome was not anticipated, the team upheld good morale.

"Walking away with a draw was hard for many reasons but above all, it was difficult to see a night worth celebrating a bit less joyful than imagined. In the midst of everything going on, it would have been easy for our Seniors to be consumed with every emotion, yet they continued to display leadership and kindness to everyone, showing why this group really is so



M.MACKINNON/THE PHILLIPIAN

Defender Lily Keim '25 looks for an open teammate.

special," said Daisley.

Andover dominated the last 15 minutes of the second half with Co-Captain Emily Mara '25 leading the offense, according to Keim. However, she noted that Lawrence's defense was able to adapt to the team's quick speed of play.

"Playing in the stadium under the lights with a good crowd is something I wish we did more of... I think the second half especially the last 15 minutes of the game stood out. We were taking it to them and it seemed a matter of time before we scored. It just didn't happen. I felt the other team really stacked their defense back and just absorbed our pressure," said Keim.

Although there were memorable moments during the game, Daisley mentioned ar-

eas of improvement for the future. Specifically, she hopes that the team can better maintain its composure in its next game.

"It was a really intense night... Even if we would win the ball, [we were] not distributing it as quick as we would have liked or just being a little frantic in our decision-making. So hopefully in our next game, we're more calm and collected," said Daisley.

Andover Girls Soccer will travel to Exeter on Saturday for its annual A/E rivalry game.



M.MACKINNON/THE PHILLIPIAN

Co-Captain Emily Mara '25 is a forward for Andover Girls Soccer.

Field Hockey Bounces Back From First Loss, Defeats Cushing

MADDIE SHIN
& LIZ WODARSKI

SATURDAY		
Andover		7
Cushing		0

After its first loss of the season on Wednesday, Andover Field Hockey (14-1) bounced back, securing a victory against Cushing on Saturday. The team succeeded in quickly resetting their momentum after Wednesday.

According to Quiana Bell '26, in under a minute, Andover was able to score two goals. The team's ability to put quick pressure on Cushing helped to set the pace for the rest of the game, increasing the team's spirit and motivation to win. "This honestly set the tone for the entire

game, and I think we all collectively let out a sigh of relief," wrote Bell in an email to *The Phillipian*.

After its loss on Wednesday, the team was determined to make a comeback to prove that one loss did not affect its spirit or intensity. Andover's chemistry and teamwork proved to be crucial factors against Cushing as each team member encouraged one another and cheered each other on.

Bell wrote, "It was Senior Night, so all of us were super hype for that. We also really wanted to prove ourselves after our loss and show how much of a powerhouse we are. We had so much energy and really just wanted to support each other."

Sienna Glass '27 highlighted Co-Captain Shea Freda '24 and Ava Murphy '24, the team's two Seniors, who used their experience to take control of the game.

"We were able to keep



G.BATCHEN/THE PHILLIPIAN

Field Hockey has conceded just five goals this season.

our composure and poise throughout the entire game no matter what they were saying and how much hacking they were doing," said Glass.

Glass continued, "Despite

a team-effort game, some key players that stood out were Shea Freda and Ava Murphy because they faced a tough battle from the opponents but were able to drive through."

Like Glass, Bell believed that the pathway to victory was a joint effort from every player.

"It was one of those games where everyone played their best. Coming back from our loss on Wednesday, I think that everyone wanted to put it all out there and prove that one loss doesn't mean anything," said Bell.

Autumn Christian '27 acknowledged that the elements the team had practiced in prior sessions leading up to the game were effectively incorporated into the game plan against Cushing.

In an email to *The Phillipian*, Christian wrote, "We worked on transitioning the ball down the field in practice, and in the game, it showed."

Andover will end its regular season at Phillips Exeter Academy on Saturday.

Andover/Exeter Boys Cross Country Race Delivers Record-Breaking Performances from Both Teams

LILY WILLIAMSON &
KATE RODGERS

SATURDAY	
Andover	35
Exeter	23

Although Andover Boys Cross Country fell to Phillips Exeter Academy (Exeter) on its home course on Saturday, the team's top seven runners all ran under 17 minutes for the first time in history, and the full team totaled 41 personal record performances.

Tam Gavenas '25 shattered the home course school record with a time of 15:09 on Saturday, surpassing his previous record-setting best of 15:30. Despite running under the all-time course record of 15:19 set by Northfield Mount Hermon's Alex Ehrental '20, Gavenas was outrun by Exeter's Byron Grevious '24 in the same race. Grevious furthered the record to 15:05.

The team worked hard in practices leading up to the meet and showcased its efforts through its personal times, ranging from five-second to three-minute improvements. Captain Avin Ramratnam '24 credited the team's success as a culmination of its work throughout the season.

“Over the course of the season,



A.TSAO/THE PHILLIPIAN

Exeter's Byron Grevious '24 and Andover's Tam Gavenas '25 both ran under the previous course record of 15:19 on Saturday. Grevious furthered the record to 15:05.

we've been really dedicated to the program, to the team, and to our training, and that reflected a lot in the individual times,” said Ramratnam.

The team prepared in the weeks leading up to the meet by establishing tangents and sight-lines that would contribute to the team's tactics. Tenth-place finisher Jakob Kuelps '25 explained that the team referred to its knowledge of the course to make specific moves against Exeter.

“[Head] Coach [Patrick] Rielly emphasized a lot that we just have to run those tangents and make sure we're running the least distance possible. That's the biggest advantage we can get with the home course, but it also helped knowing when to attack, knowing when to pull back, and I think that was another tactical advantage we had against Exeter,” said Kuelps.

Ramratnam noted that Exeter's tactics greatly differed from Andover's, where Exeter's top five

runners went out hard from the gun in a tight pack. In response to Exeter's strategy, Andover worked to keep its composure and remained confident in its strategies.

“It was definitely a challenge trying to accommodate for the fact that Exeter has a very different race strategy than us, but something that we took away was that we have to trust in our training and trust in our race plan regardless of what the other team does,

and if we trust in our plan then we can execute properly, and we have chance to win at Interschols [the New England Preparatory School Athletic Council Championships],” said Ramratnam.

According to Luke Williamson '25, who finished in ninth place, Andover was motivated by the energy of its supporters and runners. Andover/Exeter marked the last home race of the season for the whole team. For the Seniors not traveling to Interschols, it was also their last time competing for Andover.

“[The race is] big, it gets you going, and we had people cheering loudly. Everyone was hype. I think that just makes you want to run faster. Everyone just took that [energy] and ran with it,” said Williamson.

Andover remains hopeful as they look forward to the Interschols at Loomis Chaffee (Loomis). Kuelps acknowledged that despite the loss, the impressive results of the dual meet allowed the athletes to remain optimistic about a win at the upcoming championship.

Kuelps said, “We are racing over at Loomis, another fast course, so it will be great to run over there. I think we are just going to bottle up the loss and try harder and use that furiosity to win.”

Andover Boys Cross Country will compete at Interschols on Saturday at Loomis.



A.TSAO/THE PHILLIPIAN

Pictured front to back, Jakob Kuelps '25, Arun Kapoor '25, Robert Budzinski '26, and Sebastian Lemberger '25 were Andover's fourth- to seventh- runners. All four ran under 17 minutes.



A.TSAO/THE PHILLIPIAN

On Saturday, Max Huang '24 became the second fastest Andover runner of all time on Andover's home course with a time of 15:33.

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Image source: NBCNews.

A/E

FALL 2023

Five of Andover's varsity teams will travel to Phillips Exeter Academy (Exeter) this Saturday for the 145th Fall Andover/Exeter (A/E) rivalry. Since 1878, A/E has stood as a spirited conclusion to the regular season for each team. Also this weekend, Andover's Cross Country teams will race Exeter, along with 17 other schools, at the New England Preparatory School Athletic Council Championships (Interschols), hosted by Loomis Chaffee.


Graphics by: Heyon Choi, Claire Wang

GIRLS VOLLEYBALL

11:00AM

Andover: 10-5 Exeter: 9-2

Andover Girls Volleyball will hold a rematch with Exeter this Saturday. In mid-October, Andover fell 3-1 to Exeter, losing by less than five points in each set. With its most recent A/E victory in 2018, Girls Volleyball has endured a five-year win drought against Exeter, but the team looks to turn the tables with its seven new team members.



A.CHINN/THE PHILLIPIAN



A.LEE/THE PHILLIPIAN

FIELD HOCKEY

3:00PM

Andover: 14-1 Exeter: 9-4-1

Andover Field Hockey enters A/E weekend with only five goals conceded this entire season. Having defeated Exeter every year since 2014, Andover aims to extend its nine-year win streak. The most recent A/E matchup ended in a 4-1 win for Andover, where the team took an early lead with a goal in the first five minutes.

FOOTBALL


4:15PM

Andover: 2-5 Exeter: 6-1

Andover Football has suffered from a four-year win drought against Exeter, with last year's rivalry ending in a 42-7 loss. However, Andover is ready to face Exeter this fall after having an offensive breakthrough against Suffield Academy last Saturday. Andover had its best offensive game of the season, totaling 363 yards, including 308 passing yards by quarterback Adam Landry PG'24. Co-Captain Joe Carrara '24 also ended the game with a 75-yard touchdown reception.



A.LEE/THE PHILLIPIAN



M.MACKINNON/THE PHILLIPIAN

BOYS SOCCER

12:00PM

Andover: 10-2-2 Exeter: 6-10

For the second consecutive year, Andover Boys Soccer will approach its annual end-of-season clash boasting the superior record over Exeter. Last year, Andover came into the rivalry as the favorite with a 9-3-4 record over Exeter's 7-3-5 record; however, Andover's success during the season didn't translate, resulting in a 1-0 defeat to Exeter. This year, with a stronger 10-2-2 record compared to Exeter's 6-10-0, Andover believes the odds are in its favor.

BOYS CROSS COUNTRY

Andover Boys Cross Country will face off against Exeter for the fifth and final time this season at the New England Preparatory School Athletic Council Championships (Interschols) this Saturday. The two teams are 2-2 this season, with the most recent matchup ending in a 23-35 loss for Andover. Exeter will return to Interschols as the defending champion — featuring Stanford-commit Byron Grevious '24 — while Andover looks to improve on its second-place finish from last season.



COURTESY OF PHILLIPS ACADEMY

GIRLS CROSS COUNTRY

Andover Girls Cross Country has been undefeated against Exeter at all four meets between the two schools this season. Most recently, Andover edged out Exeter 28-29, with Andover's top five finishers clocking an average time of 19:45 on their home course. The two teams will meet for the final time at the New England Preparatory School Athletic Council Championships (Interschols) this Saturday; however, both teams must fend off defending champion and host team Loomis Chaffee.




COURTESY OF PHILLIPS ACADEMY

GIRLS SOCCER

2:00PM

Andover: 7-5-4 Exeter: 2-15

Andover Girls Soccer will enter this weekend's match-up with a 16-year undefeated streak against Exeter. Following last year's 4-0 triumph, three out of the game's four goal-scorers – Wylie Roossien '26, Co-Captain Emily Mara '25, and Co-Captain Jazzy Cormier '24 – will return to the pitch on Saturday, seeking another win over Exeter.



A.LEE/THE PHILLIPIAN

Arts & Leisure

The Phillipian

“Everybody” is for Everybody: THD910 Play Explores Meaning of Life in Face of Death

ANNABEL TU

“Heads Will Roll (A-Trak Remix)” by rock band Yeah Yeah Yeahs blasted through the speakers of Steinbach Theatre, accompanying several dancing skeletons who made their grand entrance onto the stage. Laughter erupted from the audience as they witnessed the eccentric, rave-style dance, complete with galloping chicken-like head movements and eerie crawls.

“Everybody,” a Theater & Dance 910 production, delivered a unique and dramatic performance last weekend in the Steinbach Theatre. The play humorously tackled the meaning of life through the dying character named Everybody, who was summoned to present their life story to God. Saumik Sharma ’25, an actor in the production, shared his thoughts on the play’s essence.

“Mr. [Allen] Grimm [Instructor in Theatre and Dance,] actually put it really well in the pamphlet...the last line reads ‘It’s a wild meditation on life and theater,’ and I think that sums it up pretty well. It’s basically about this character named Everybody who is supposed to be a representation of the human experience, who interacts with all the different aspects that we experience in our life, for example, friendship, and there are aspects of everybody, like strength and mind and beauty,” said Sharma.

“Everybody” was a culmination of work from classes and rehearsals from the beginning of the Fall Term. When describing the preparation process, director Grimm credited several student leaders for their contributions to the play’s production.

“Jess Li [’24] was amazing, Sadie Pease [’24] and Aeva Cleare [’26], [were] really strong student leaders and we

just kept at it the whole term... Jack Swales [’24] and Ivy Randall [’25] had ideas and then, we worked together and then they kept evolving it and refining it, and then they taught it and then they saw what the ensemble members could do and what they couldn’t do. And then we revised some more because that’s really what rehearsal and practice is,” said Grimm.

Many members of the audience found the performance profound in its exploration of complex and thought-provoking themes surrounding mortality. Audience member Wambui Nyiha ’25 discussed how the play delved into the concept of death, both in its unpredictability and the contemplation of the afterlife.

“[The production] played a lot into life versus death and what happens post-death; it was very thick and psychological in-depth... I loved the randomness idea. They had a theme of it being random and

that, playing into how death is random and everything like that and I thought that was really cool,” said Nyiha.

The randomness Nyiha mentioned was present in one of the very first scenes of the show. In the beginning, actors, who were scattered throughout the audience, were slowly singled out and brought into the center of the stage by the character onstage. Sharma reflected on the integration of audience members and performers in this particular scene.

“All the performers who are dragged out of the audience have to pretend they’re not in the play. And there’s no stage and there’s no binary between the stage and the audience really, because the audience surrounds the stage and you’re pulling everything out. It’s very experimental and I love that about it,” said Sharma.

A unique aspect of the play is that characters don’t get individual names but instead

are addressed as entities such as Death, Friendship, or Love. These generalizations extend to a wider audience, allowing its messages to be applicable to viewers’ everyday lives. Randall, an actor in “Everybody,” commented on this aspect.

“One of the interesting things about this play is how it’s supposed to represent everybody. I mean, it’s in the name, but also as an audience member, you’re supposed to feel like you can relate to a lot of these overly generalized experiences. And I think where this appears or is most obvious in the show is at the lottery where Death and God pull a random person, or it’s supposed to be a random person, out of a lottery and the person who plays Everybody for the night is selected... The way it’s supposed to be randomized adds a cool aspect to the show,” said Randall.

Diverse Talents Unite in Passionate Chamber Music Concert

PENELOPE TONG AND ZADIE ROBINSON

Audience members sat on the edge of their seats as the performers’ bows darted back and forth. Ominous pizzicato and airy harmonics matched the fast-paced, macabre piece. Audience member Evie Kim ’27 reflected on the emotion and passion in the performance.

“Some people were getting super into it, and it was just fascinating... Especially the last one, it was [about] this guy whose friends died, and it was really interesting. You could kinda really see the attachment in the music,” said Kim.

Last Saturday, the Academy Chamber Music Society held two concerts in Timken Hall. Groups performed a number of different pieces with a broad diversity of moods and emotions. There were numerous different composers and themes represented in the concert. Jessica Jeon ’27 and their ensemble performed a piece by Florence Price, an African American composer

from the 20th century. Jeon noted the background of the piece they played.

“We performed Florence Price’s String Quartet No. 2 in A minor, the first movement. For context, Florence Price is an underrepresented composer...who mainly composed during the 20th century, and she’s known as the first black female composer whose work was performed by an orchestra, which I thought was really cool,” said Jeon.

In preparation for the chamber concert, performers wrestled with the challenging pieces. Having around two months to prepare, Jeon reflected on the difficulty of the piece. Despite initial strain, ensemble members persevered to produce a successful performance.

“There are a lot of thorny passages, and a lot of them don’t really fit the way you expect it to... Working to figure out how to make things sound cohesive was a little bit tricky, [as well as] finding out the balance between the instruments,” said Jeon.

In addition to complex pieces, some of the performers had little to no experience

performing in chamber music. Cindy Yang ’26, a pianist, shared their experience overcoming this obstacle.

“I think the biggest challenge...is that the piece itself was...pretty hard...and I had no experience performing in chamber [music] before, so I think getting everything right, and learning to play in an ensemble [instead of] a solo [is] very different. You have to be aware of where everyone else is, keeping in time and everything,” said Yang.

In the end, Yang hopes that the audience appreciated the overarching diversity of talent in students at Andover. Performers are not only accomplished musicians but have well-rounded skills and interests that make them unique.

“I hope the audience liked it, but I think it’s good to see...a lot of people at Andover who are not just ‘music kids’. People here aren’t just one type of person, they’re not all ‘STEM kids,’ not all ‘humanities kids,’ not all ‘music kids,’ but I feel like people have different facets of themselves. There’s a lot of good people here who are really talented,” said Yang.



L.DE BOER/THE PHILLIPIAN

Ian Gu ’26 played cello in the Piano Quintet in E-flat major, Op. 44 by Robert Schumann.



L.DE BOER/THE PHILLIPIAN

Flutist Caleb Beroukhim ’27 and Clarinetist Willy Park ’26 performed the “Deux Duos for Flute and Clarinet” by Kaspar Kummer.



L.DE BOER/THE PHILLIPIAN

Pictured from left to right, saxophonists Ethan Liu ’26 and Brandon Fu ’25 played in a Jazz ensemble that performed “Armando’s Rhumba” by Chick Corea.

Arts & Leisure

The Phillipian

A Journey Through the Arts: Ivy Randall’s ’25 Path Through Dance, Drawing, and Acting

MAYARI BURT AND
PIPER LASATER

Whether it's visual art, dance performances, or theater, Ivy Randall '25 has displayed her artistic prowess in various forms. Her unwavering passion and creativity have allowed her talents to extend beyond a single domain. Her artistic journey ignited when she was merely a toddler.

"I would tell everybody that I wanted to be Martha Stewart because she had a blog and she did crafts and she cooked...

I started a blog... [in] fourth or fifth grade where I would post my art, and I taught myself calligraphy and drawing. That was my jam for a while," said Randall.

As an artist, Randall is most comfortable drawing with mediums such as charcoal, pencil, and pen. The depth and precision of her drawings bear testimony to her dedication to this medium. Her favorite artwork is a collage project that examined her struggle with perfectionism and the media's influence on her self-perception.

"I drew a portrait and then

I cut out the letters of perfectionism and put them over the eyes, like a blindfold because I felt like my perfectionism was blinding me in life and as well as the media, the media was blinding me as well. It just had a big impact on me. That was my favorite piece of art that I made and actually, it's one of my favorite pieces of art to this day because I feel like it really represents me," said Randall.

Randall furthers her artistic expression in the realm of dance. Drawn to the visual and musical aspects of dancing, Randall has been involved with the school's musicals and Andover Dance Ensemble. A highlight in Randall's Andover dance career was when guest artist Sayer Mansfield visited Andover and she performed in a trio.

"It was this unique style of contemporary that I was not used to at all. None of us were used to it, and we were all so uncomfortable at first because we had to get up and improv in front of each other by ourselves on the first day of practice...it was such a beautiful piece and we really came together as a trio," said Randall.

Randall's engagement with theater at Andover has been just as dynamic. She has played roles in various theater productions, such as "Anonymous," "Urinetown," "Assassins," and "Everybody." This year she will participate in "Shrek the Musical." Randall commented on how theater challenges her but also forms friendships.



A.TSAO/THE PHILLIPIAN

"I like how you form a team with the people you are performing with and how everyone in the cast comes together. And to me, theater is like a puzzle or a problem you have to solve. It takes a while to figure out how to portray a character...then it's a challenge of committing to it and really going outside of your comfort zone," said Randall.

As Randall looks forward, she aspires to undertake independent projects in dance, theater, and visual art. Her experiences as a Grasshopper producer have ignited a strong desire to experiment further with directing projects, allowing her to see her hard work

and creative vision come to life.

"I loved leading other people in something I'm so passionate about, [and] putting on an amazing show. I'm also a perfectionist when it comes to performing and I love feeling proud of the final piece and having the opportunity to show that to an audience. Being a GHop [Grasshopper] Producer also made me think of the finer details of each production and how acts fit together visually. I'm excited about the idea of putting together a whole production by myself," said Randall.



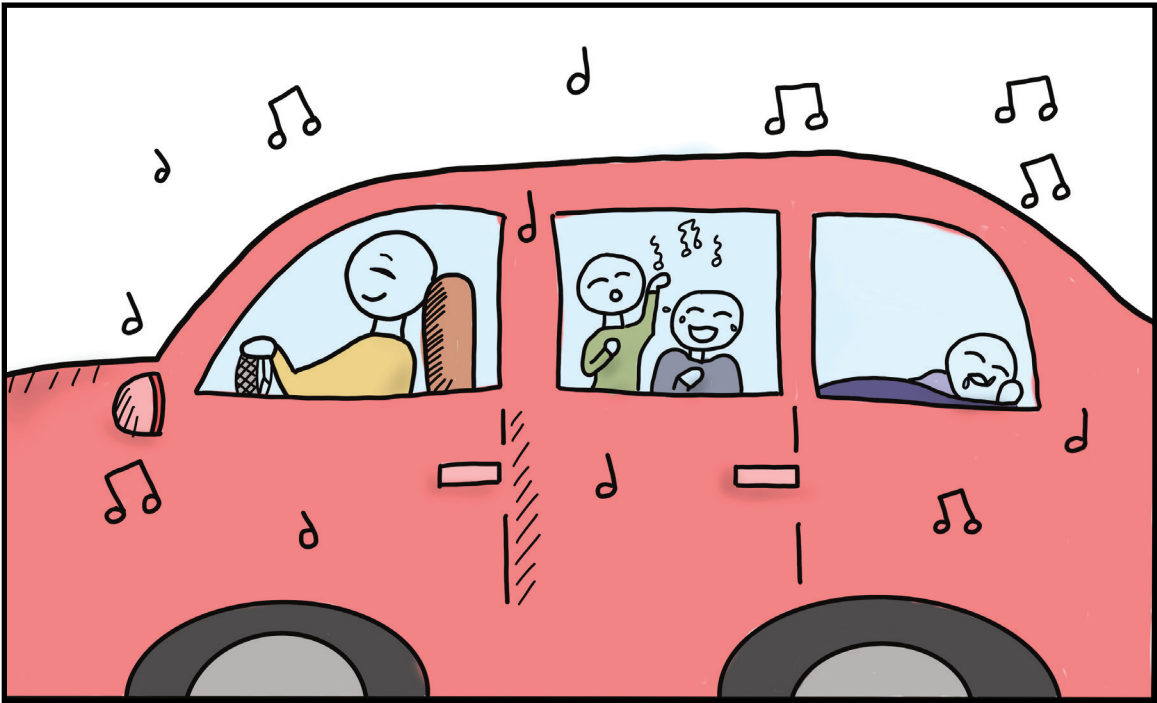
COURTESY OF JESSIE WALLNER

Ivy Randall '25 has performed in various productions, such as Assassins: The Musical in the Winter of 2023 (pictured above).

Playlist of the Week: Carpool Karaoke

STAFF REPORT

Carpool karaoke has been a way to bring entertainment and fun into an otherwise dull road trip for years now. James Corden even invited celebrities to sing with him on the "Late Late Show" segment with the same name, "Carpool Karaoke." This week, Andover students reflected on and shared their pick for songs to vibe to in their cars, ranging from classic 2010s hits to newly released pop music.



TALIA IVORY/THE PHILLIPIAN

HELIOS HONG '25: "THE ONE THAT GOT AWAY" BY KATY PERRY

"My favorite carpool karaoke song is 'The One That Got Away' by Katy Perry... This song has a very strong upbeat backing track... I think the melody is also very easy to sing. There aren't a lot of vocal gymnastics. I think it's a really popular song, so a lot of people know it... It's also a nice song to put on the background as you are talking about other things on a car ride."

MICHEAL KAWOOYA '26: "AGORA HILLS" BY DOJA CAT

"I think 'Agora Hills' by Doja Cat is really fun to scream in the car... I think that songs to sing in the car should be up-tempo and [ones] that have a lot of one-liners or iconic moments. I think that this song has a lot of that and I can envision myself driving down the highway, rolling down the windows, and screaming at the top of my lungs... The mood of the song is very confident and almost theatrical."

MAURICE NTORO '26: "PARTY IN THE U.S.A." BY MILES CYRUS

"My favorite carpool karaoke song would have to be 'Party in the U.S.A.' because...it is just a very catchy song... Everybody can just listen to it, have fun. It's a well-known song and a lot of people know the lyrics. Generally speaking, once one person gets going, I feel like everybody else will start to unwind... I was a baby at the time...but the song still makes me feel nostalgic when referring to old pop song creators, [with lyrics] like "a Jay-Z song was on" or "a Britney song was on" and it just brings me back... This song is a masterpiece and I hope in the upcoming decades, it will be recognized as that."

MADDIE SOONG '27: "(DON'T FEAR) THE REAPER" BY BLUE ÖYSTER CULT

"[This song] is about death, but it's pretty upbeat about it. It's really jangly, [in terms of] the instruments, etc. It makes me feel very energized... I like how it talks about everybody [dying]. It's not a really good carpool topic, but I do like that. It's an interesting song... There's a really old SNL [Saturday Night Live] skit about the cowbell in this song because there is just so much cowbell, so me and my carpool would... have a lot of fun imitating [it]."

Arts & Leisure

The Phillipian

Academy Orchestras Perform Playful and Contemporary “Baba Yaga” Concert

CAMERON MANZO

Children giggled as the electronic sounds of birds chirping resonated through Cochran Chapel, which was followed by the majestic sound of the solo piano playing the recurring theme, “Promenade,” from “Pictures at an Exhibition” by Modest Mussorgsky. Soon after, the strings, wind, and brass instruments joined in, with melodic lines intertwined between the orchestra and piano.

Last Sunday, the Amadeus, Chamber, and Symphony Orchestras played in the Fall term Academy Orchestras concert. The musical program was relatively experimental, with one of the pieces being “4’33” by John Cage — a performance of four minutes and 33 seconds of silence. Following “4’33,” the Amadeus and Chamber Orchestras played “In C” by Terry Riley, a piece featuring 53 musical motifs that are played at random times. Audience member Yoll Feng ’27 appreciated the unique aspects of the concert.

“I really enjoyed [the performance] because it was innovative. They didn’t just stick to the traditional orchestra structure and [added] a lot of new elements to it that you wouldn’t typically expect... In the first [piece, perform-



A.LEE/THE PHILLIPIAN

The Amadeus and Chamber Orchestras performed “4’33” by John Cage and “In C” by Terry Riley.

ers] were mostly sitting there, silent, and then in the second [piece they] were doing all kinds of things and making all sorts of noises, it was really cool,” said Feng ’27.

The final piece, “Pictures at an Exhibition,” was originally composed in 1874 by Modest Mussorgsky as a piano solo, who was inspired by Viktor Hartmann’s

artwork. It was then arranged into an orchestral piece by Maurice Ravel in 1922 and an electronic music album by Isao Tomita in 1975. In the Symphony Orchestra’s rendition of “Pictures at an Exhibition,” each movement alternated between Mussorgsky, Ravel, and Tomita’s version of the piece. Children at the concert were encouraged to use their

imagination and draw what the sounds “looked” like.

“It was very experimental. That’s not necessarily a bad thing, but it was kind of hard to follow... It was very powerful. There was a lot of emotion in the 30-minute piece,” said audience member Jonathan Oh ’27.

Because the overall program was exploratory and unique, ac-

cording to percussionist Anny Wang ’26, the audience reaction was enjoyable to see as a performer.

“The audience was really in shock at first because of the electronic music and contemporary pieces... It was a very new experience for all of them. But then later on, I saw the audience appreciating [it] a ton and how we try new things [and] new styles. I saw a lot of the audience [members] smiling [and] I think the kids really liked it,” said Wang.

The concert was a cheerful way to wrap up Fall Term rehearsals, and people reflected on the concert at the jam-packed reception, which included foods like butter beer and strawberry mochi. Clarinetist Willy Park ’26 commented on how this concert stood out compared to previous ones.

“I liked that we got original T-shirts for the performance. It was pretty cool... I think we should have played more as a team, as an orchestra, because everyone is really talented musicians, but it only works when we all play together... In preparing, sometimes people have conflicts with their time and getting to rehearsal... It would be rough with some of the most important players missing, but everyone pulled it together and did it. It was a pretty good performance,” said Park.



A.LEE/THE PHILLIPIAN

The Academy Symphony Orchestra performed a unique arrangement of “Pictures at an Exhibition,” alternating between movements composed by Modest Mussorgsky, Maurice Ravel, and Isao Tomita.

2023-24 MATH

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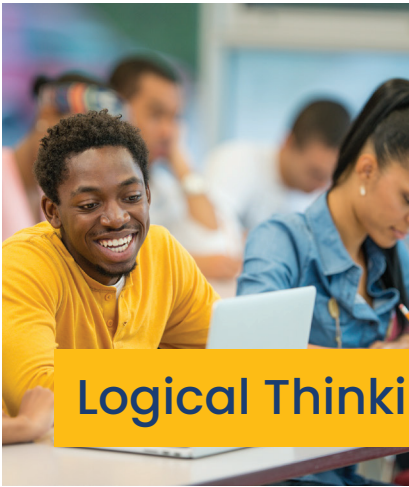
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