

Asian Society and South Asian Society Hosts Author and Activist Loung Ung

ANNA TSVETKOV & SAKETH LINGISETTY

Loung Ung, activist and author of “First They Killed My Father,” a memoir about her experience growing up through the Cambodian War, spoke at an event last Friday hosted by Asian Society and South Asian Society. In her current professional life, Ung works to help her home country heal and strive towards a better future, advocating for human rights issues through campaigns and lectures.

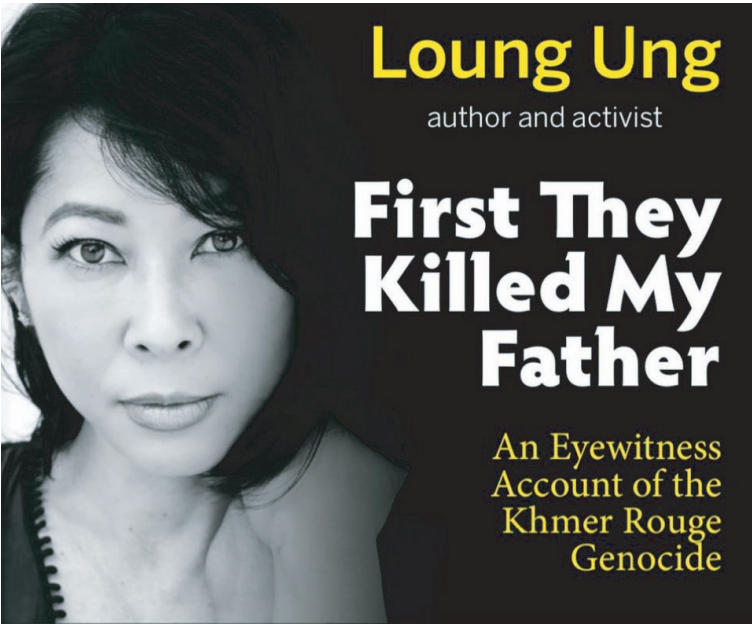
In the event, Ung described her story as both a daughter of Cambodia and a refugee to the United States. Piecing together reflections of her traumatic childhood with memories of the dizzying novelty of America, Ung explains how war continues to influence her life and world outlook.

“Little by little, I worked, and I learned, and I went to school,

and I went to math classes, and I studied geometry, and I studied English. And, all the while, the war would not leave me because wars do not end because guns have fallen silent. Wars do not end because we need it. Wars do not end because presidents declared it so. Wars do not end because you moved and left the country. Wars continue to live in your heart, in your mind, and for me, wars continue to haunt me,” said Ung.

As a Co-Head of South Asian Society and board member of Asian Society, Magdalena Mercado ’26 worked closely with Aya Murata to bring Ung to campus. For Mercado, Ung’s words reminded her of how fortunate she is to be living in the U.S., where democracy and individual liberties are valued and protected in ways that are unimaginable in many other countries.

Continued on A5, Column 1



COURTESY OF PHILLIPS ACADEMY
Loung Ung was hosted by Asian Society and South Asian Society in Kemper Auditorium to present on her memoir

Student Body Co-Presidential Election Emerges From First Round of Voting



A.LEE/THE PHILLIPIAN

(From Left to Right) Nate Liang ’25, Saraya Angbazo ’25, Ozochi Onunaku ’25, Cathy Ma ’25, Giuliana Cardinale ’25, and Zachary Godsey ’25 gather on the steps of Samuel Phillips Hall

PHILIP JEONG & PRISHA SHIVANI

Three pairs of Student Body Co-President candidates remain. Following an open meet-and-greet with each pair in Paresky Commons on February 23, a second round of voting will narrow the field down to two prospective pairs who will advance to the final round debate held the first All-School Meeting (ASM) after Spring Break.

Initially composed of five pairs of Co-Presidential candidates, the first round of voting following Candidate Inquiry speeches in Lower

Left on February 16 narrowed the field down to three pairs of candidates who advanced to the second round.

Current Student Body Co-President Ryan Lam ’24 pointed out the changes made to this year’s election proceedings. He emphasized the importance of hearing candidates’ ideas and offering more opportunities to interact with them before each round of voting.

“Last year the first round of voting occurred before any of the pairs had a chance to speak, and that’s pretty important. When you’re voting you want to know who the person you are voting for is, and how they are

able to present themselves. So, we wanted to give every candidate a chance to speak to students before the first round of voting happened,” said Lam.

Candidate Saraya Angbazo ’25, running with Nate Liang ’25, highlighted how the role of a co-president extends beyond platforms and initiatives. She stressed the importance of being present in the Andover community beyond the scope of the election.

“Being a Co-President doesn’t just mean making

Continued on A5, Column 4

Blue Key Heads Spread Love and Spirit Across Campus on Valentine’s Day

GUETTY MOITA & BAILEY XU

Pink, red, and white streamers adorned the doorways in Paresky Commons, announcing the arrival of Valentine’s Day. With vibrant outfits, kiss stamps, and Hershey’s Kisses, the Blue Key Heads (BKH) continued the annual tradition of spreading love and spirit across campus.

In the week leading up to the holiday, Blue Key Heads sold extravaganzas — acts which ranged from romantic dinners and serenades to interpretive dances and Ring Pop proposals — in Paresky for two dollars each. Choosing aggressive compliments for her extravaganza, Adaora Mbanefo ’24, one of the ten BKHs, reflected on their mission of bringing joy to campus.

“Valentine’s Day is a special holiday for us, because Blue Key Heads are meant to spread

love, so it’s a day to really show who we are. Our favorite Valentine’s Day tradition is called extravaganzas, where students sign up, they pay but it goes to a good cause, for [which-ever] Blue Key Head they like to spread the love... It’s really nice to see how others choose to celebrate their own friends and it’s really great to be the ones helping facilitate that,” said Mbanefo.

Besides donating all proceeds to the American Cancer Society, the BKHs also offered to deliver white roses, a symbol of cancer research, as part of their collaboration with Relay For Life. Another Blue Key Head, George Stooddy ’24 appreciated the fundraiser as a way to contribute towards a meaningful cause.

“[Valentine’s Day] coincides often with Relay For Life, which is a cancer fundraiser. It’s nice in this hard winter season that we are able to raise money for a good cause, and it’s definitely a feel-good mo-

ment. The extravaganzas are fun, so we always do some sort of charity event in the winter to get people excited,” said Stooddy.

While the Blue Key Heads have kept many traditions alive, since returning from Covid-19, they have transitioned away from a long-held tradition of kissing students on the cheek. Instead, they now offer kiss stamps and chocolate kisses, according to Blue Key Head Cristina Donovan ’24.

“Before Covid[-19], BKHs used to put on lots of lipstick and actually kiss people on the cheek, but we haven’t done that. Spread love, not influenza. The kiss stamps have been a more recent [addition] to make sure that no one’s getting sick,” said Donovan.

As Valentine’s Day occurred

Continued on A6, Column 1

Max Berkenblit ’24 Presents “So, What is Gender?” Mini-Seminar



L. DEBOER/THE PHILLIPIAN

In December 2023, Max Berkenblit ’24 showcased his design of a new potential curriculum for gender studies at Andover

ALLEGRA LEE & LILY LIU

As an extension of his Brace Fellowship, Max Berkenblit ’24 presented a discussion-based preview of a class exploring “So, What is Gender?” In the talk, on February 15, Berkenblit focused on designing a curriculum for gender studies, discussing the importance of understanding gender theory intersectionality in everyday interactions and the deconstruction of patriarchy and other power systems.

Berkenblit discussed his inspirations behind the project and the process of planning the event. He expressed how Love Better Week seemed like the right time to provide this educational opportunity, due to the emphasis on healthy relationships.

“[The talk] was kind of an extension of my Brace project. Dr. [Patricia] Har ’95, Director of the Brace Center for Gen-

der Studies], reached out to me and thought it might be a good idea to include [the presentation] during Love Better week as an educational opportunity, because Love Better week [focused on] self-care, but [to have] something specific about gender and how it relates to the theme of relationships, [Dr. Har] thought it would be interesting. And, I agreed, absolutely,” said Berkenblit.

Berkenblit continued by describing why it is important to discuss these topics about gender, and how being aware and educated ties into the grand scheme of life.

“It’s really important to me to think about gender theory intersectionality, including feminism, race, class, [and] all these ideas within the scope. So I think branching into that idea, having the discussion about femininity and what’s considered good or bad femininity

Continued on A5, Column 1



COURTESY OF MOLLY MACKINNON

Blue Key Heads dressed up in Valentine’s-themed clothing to perform their extravaganzas in Paresky Commons

Commentary, A2
Economics of Climate Change
Andrew Morgan ’24 explores the potential of data-driven research in reshaping global energy strategies and effectively addressing energy poverty.

Eighth Page, A8
Andover Phreaks
It’s Phinals Week

Sports, B1
Team Abbot Wins Again
Twenty Andover wrestlers competed at the New England Prep Championships, where Team Abbot claimed the title for the third consecutive year.

Arts, B6
Shrek The Musical
Shrek the Musical stuns audience and brings the script to life with vibrant performances, intricate costumes, and a powerful message of community.

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Editorial

On the Other Side of Finals

In seven days, we Andover students will set down our battered pencils, make the closing edits to our papers, and file out the doors from our last final. Winter Term, for us, will have at last reached its conclusion. As students, our work will be done. But, at the same time, a different countdown begins, ticking down the days until final grades and comments are due and eventually published to BlueLink for us and our families to view. Although we will be resting, hanging out with friends, watching a movie, or perhaps on a plane somewhere, a different community of hundreds toils on: teachers, tasked with meticulously grading a mountain of essays, tests, and projects within just days.

The chaos of finals week is a ruthlessly familiar one, one which often forces us to reduce ourselves down to the fundamental systems of simply surviving. Faced with the culmination of ten weeks' worth of content, finals week finds us searching for ways to push ourselves through assessment after assessment. Whether it be writing essays, taking tests, presenting projects, or something else, finals week can feel like an insurmountable mountain at times. Going through the frenzied motions of this last week can be stressful, strenuous, and anxiety-inducing; as the end of the term nears and the release of grades that are permanently printed into our transcripts looms ahead, it can become exceedingly easy to become lost in the work and pressure ahead. As we go from class to class during ultimate and finals week, the thought of major assessments may end up occupying our thoughts and taking us away from staying fully engaged with the present moment. In class, we may find ourselves studying problems, doing readings, or packing up early so we can get ready for our next class, where we might have an upcoming test. We may end up drawn into conversation with classmates about a question for an essay in another class. The thought of cutting a sports practice to squeeze in a few precious hours of studying can suddenly become extremely appealing.

But even beyond the particularly stressful circumstances of finals week, it is of the utmost importance that we continue to treat our teachers with respect. All of the time. Because we see them most in the context of a classroom, it can be easy for us to subconsciously reduce them from real people with their own personal lives into solely their professional roles. Yet, just as we exist outside of our roles as students, whether it be our involvement in sports or clubs, our teachers take on a variety of identities that extend beyond the classroom. While we're busy embodying our athletic side during track practice

or tennis season, our teachers are similarly shifting to become coaches to guide us through drills and offer us valuable feedback. When we eat dinner at Commons as teenagers enjoying a meal with friends, our teachers are adults wanting to spend quality time with the people they care about. When we call our parents after a long day in search of comfort and the feeling of being a kid again, our teachers are also often tending to the emotional needs of their own families, for they too are parents or children or siblings or friends in the same way that we are. Whether student or teacher, all of us have priorities and passions that don't solely pertain to the academic environment we most commonly interact with one another in. In the same way that our teachers understand that we do not have unlimited time to study and complete work for their course, we should also be mindful to give back that same kind of courtesy and empathy that they demonstrate towards us.

Though what constitutes respect can look different depending on the setting or specific class dynamic, there are still baseline expectations that we should hold ourselves to and be able to meet consistently. For example: say "hello" and "good morning"; don't start packing up before the end of class when your teacher is still talking; In general, don't have side conversations with your friends when your teacher is giving a lecture they spent energy and time on for the purpose of your learning. Always, always, always thank them when you leave. If they seem tired or sick, ask after their wellbeing. Don't expect immediate replies to your emails, and understand that they can't meet with you outside of class for extra help whenever you need. Be accommodating when extraneous circumstances emerge: accidents and emergencies happen, and your teacher, despite how superhuman their intelligence in the classroom might make them seem, has their bad days too. When we think about it, being courteous really just boils down to treating our teachers with the same kind of kindness we would our friends and any other adult in our lives. Yes, one of our most potent anxieties — our grades — lies in the hands of our teachers, but they are not the enemy. In our heads, it is imperative that our grades are separated from our teachers as people; an instructor who grades more harshly is not a worse person for it, and an instructor who is nicer with their grading is not inherently better. No matter how we are performing academically in a class, we should still show our teachers a level of empathy and respect that they have earned for being the main pillars behind our education and that they, just like any human, deserves.

Black Women’s Health Crisis: An Intersection Between Racism and Sexism

HLUMA MANGCU



COURTESY OF PANET

For centuries, Black women have confronted countless healthcare challenges stemming from systemic racism, gender bias and socioeconomic disparities. This intersection of race and gender for Black women is more than the sum of being black or being a woman, and is instead the synergy of these two minority groups. These medical challenges manifest themselves in many ways such as significantly shorter average life spans, higher rates of maternal mortality, disproportionate rates of chronic diseases, lack of representation in medical research, and inattentive research. These are obstacles that all Black women, like myself, may face at some point in our lives and often have to live in fear of.

To be Black in America, is to experience chronic illnesses such as asthma, diabetes, Alzheimer's disease, and Covid-19, at some of the highest rates in the world. Regardless of wealth or status, Black people are more likely to die from these diseases and as a result, their life expectancy is lower than their white, male coun-

terparts. Since the early 2000s, the higher mortality rate among Black Americans resulted in 1.6 million more deaths compared to white Americans. For decades society has blamed this on genetics, when in reality it is due to racism, specifically the restrictions preventing Black people from living and having access to adequate healthcare. Until the Civil Rights Act of 1964, Black families were prohibited from visiting the White, well-funded hospitals and instead resorted to poor, and limited medical treatment. Although black-led clinics and doctors did their best to make up for the disparities, Black women did not get the amount of support they needed. For generations, Black people were put at medical disadvantages.

The maternal mortality rates of Black women are almost four times higher than those of white women and the highest of any racial group in the United States of America. Not only that, but Black babies are more likely to die in childbirth, and 14.8 percent of them are born prematurely which could possibly lead to health issues later in their lives. Black women are objectively less cared for medically and it starts with the doctors, nurses, and medical profession who refuse to believe them. For example, maternal sepsis, a life-threatening condition in which organ dysfunction is caused by infection due to pregnancy, is the leading cause of maternal mortality in the U.S. It also happens to be twice as common in Black women than white women. Sepsis is difficult to diagnose because, in its early stages, many of its symptoms are similar



CAM MARNOTO / THE PHILLIPIAN

to regular pregnancy symptoms. However, it develops quickly so it is imperative for it to be caught quickly. Unfortunately, Black women are often not taken seriously when expressing their pain. People of color alone are 29 percent less likely to receive regional anesthesia compared to white patients and women are 11 percent less likely than men. Within this statistic, Black women are unfortunately significantly more impacted by this statistic. This is partially due to a false belief that

Black bodies are biologically different from white bodies, with some healthcare providers claiming that black people have thicker skin, stronger bones, or less sensitive nerve endings. It is also due to a lack of proper research of Black bodies, as they are often under-represented in clinical trials and research studies across various medical specialties. The negligence of Black women originates from post-slavery medical practices of gynecology, where Black women's bodies were abused and

used as a means of improving the economy. Torturous and fatal surgical experiments were performed on Black women without anesthesia, and this continued even after slavery, as hysterectomies were performed on them without their consent. This era may seem far and distant, but these institutions have a direct impact on today's healthcare systems, and the notions held by healthcare providers.

It is necessary for us to understand how public services continue to uphold America's historically racist values. Recently, I had a conversation with a close Black, female family friend where she shared that when she needed to go to the hospital or see a doctor, she had to exaggerate her symptoms and pain levels. At first I did not understand why someone would have to go so far as to lie about something like this, and I was starting to wonder if everyone went through something similar. Ultimately, Black women have been forced to accept the notion that unless their situation is dire, they will not receive the necessary treatment. I now have a clearer understanding of the roots of medical care disparities and the issue is far more simple. Black women do not have the same support systems that men, or people of other races might, meaning they have to consider factors that other groups do not even know are relevant to their daily lifestyles.

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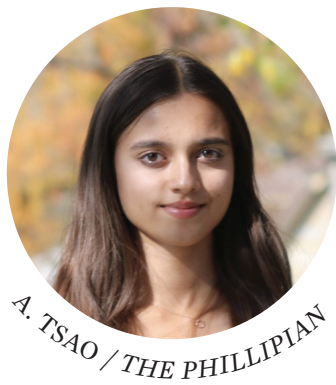
CORRECTIONS:
The Sports photo taken by Leena Rustum for the article “Girls Basketball Loses Two, Wins One” was misattributed.
The Sports photo in the article “Boys Hockey Loses to Governors and Cushing in Highly Competitive Games” was taken by Leena Rustum.
The Sports title “Indoor Track and Field Co-Captain Emerson Kington ’24 Seeks to Inspire his Teammates” was misspelled.
The Phillipian regrets these errors.

Human Desires

C. WANG / THE PHILLIPIAN

The Pursuit of Extremity

RANIA ALI-SVEDSATER



A. TSAO / THE PHILLIPIAN

Monotony is humanity’s greatest vice. Life ceases to have meaning unless overdramatized. Our daily obligations tend to become repetitive, whether it be work, school, or maintaining our health and equity. Due to this, we constantly distract ourselves with political issues, extreme sports, and, to be frank, overdramatized events to satisfy our desire for something greater than our monotonous routines. The catharsis of these dramatizations offers a sense of “meaning” beyond the constraints of daily routine. This is most prevalent in our collective thrill gathered from extreme sports. As an example, Formula 1 (F1) is one of the most popular extreme sports. In 2021, the global audience for F1 was 1.55 billion people. Formula 1 alludes to danger and epitomizes catharsis. It is a key example of our collective pursuit of extremity, evident through its large audience and intense racing system. However, we often neglect this collective pursuit of extremity and lack awareness of the danger it causes if it leads one to endanger their own life.

Aristotle spoke of the social benefit of catharsis, as he philosophized that tragedy was a medium of aesthetic pleasure for the

viewer. Contextually, this theory refers to the terms of his dramatic plays, but the same principles apply to the aforementioned “pleasure” we acquire from tragic, extreme events. In a Formula 1 race, we assign tragedy to any negative circumstance that may occur and feel a sense of twisted joy. Suddenly, we are part of an issue that enhances our bare existence. We can grasp onto emotions of hope and fear, as well as incriminate ourselves with the sickly pleasurable feeling of being on the verge of death. Strictly speaking, we suddenly feel more important than we are. Arguably, extremity provides us with the necessary excitement in life. We cannot live, breathe, work, or operate without excitement; parallel to extremity. Tragedy is natural; catharsis, unavoidable. It is rooted in our inherent composition.

The most attractive feature of F1 is the sheer intensity of every race as drivers are required to reach their highest physical and mental limits each time that they get into a car. Driving a racing car is physically strenuous, as the immense speed may cause the driver to experience forces up to five times their body weight. Consequently, there is also a severe mental impact on the drivers, as they must take extra precautions to prevent fatalities. Following its recent rise in popularity, safety has become a predominant concern in the sport, and various technological advancements have been made to prevent potential future accidents. F1 cars typically go at speeds above 200 miles per hour, and casualties were not uncommon before the 21st century. Historically, 52 drivers have died in racing events, either from crashes or car failure. Drivers are quite literally putting their lives on the line with every race.

So, why do we still find ourselves drawn to the sport, when the threat to human life is so evident? Simply put, F1 fuels us with adrenaline. Personally, the “life-or-death” scenario in each race is addictive to watch, and I almost wish that I could experience the same rush of adrenaline when on the verge of such extreme casualty, or, rather, on the verge of death. The same principle applies to drivers, who constantly risk their lives on the track. They continue due to the adrenaline that racing gives them, fulfilling an inherent need for extremity, and somewhat, catharsis as well.

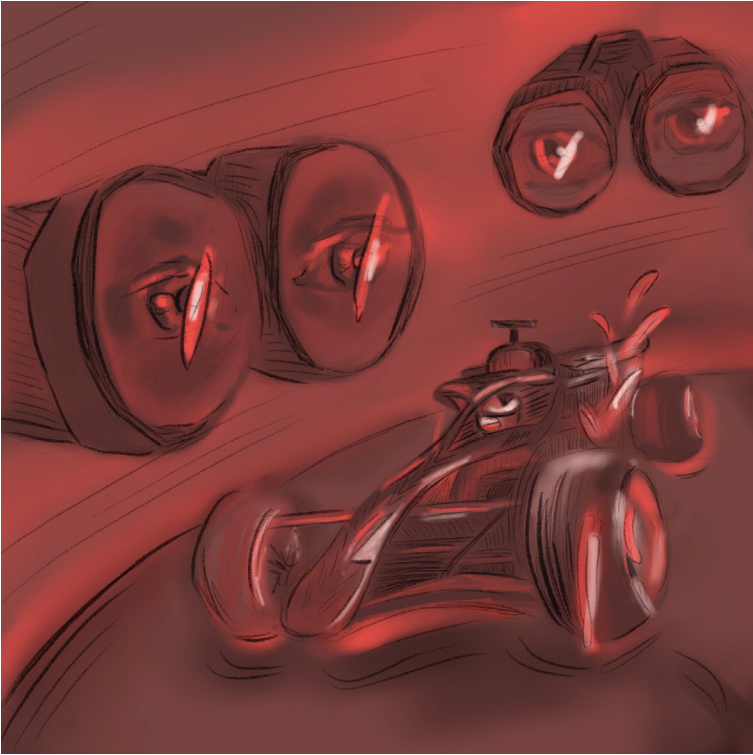
To simply watch a race is exhilarating. The audience wonders — how is it possible for our limits to be reached in such a drastic way? We are mesmerized by the tenacity of the drivers and cannot help but invest our attention into the competitive nature of the sport. Here, extremity is abundant and provides one with an escape from routine and regularity.

Extremity is not mediocre, nor repetitive. In contrast, it is fascinating, unfamiliar, and stimulating to the core, undeniable no matter how often we disregard it.

For example, in 2021, I was able to experience the live finale race in Abu Dhabi, a historic race that would determine the overall championship for that season, since the two top drivers were tied for points. Undoubtedly, the race was full of plot twists, and I was on the edge of my seat from the very beginning. I longed for the success of famous Mercedes driver, Lewis Hamilton, but also felt charged with excitement when another car crashed, causing Hamilton to lose the first place position that he had held throughout the race. The outcome was shocking and degrading yet also inspiring to watch: a clear representation of pushing the utmost limits of the driver. As a devoted fan, Hamilton’s tragedy was not the most pleasant. Nevertheless, as a viewer,

the high-stakes events caused by his tragedy stimulated a sense of adrenaline for me, and immensely fueled my intrigue for the race. I believe my interest was stimulated more by the overall intensity of the race, rather than the drivers themselves. Primarily, I watch F1 for its intensity, fulfilling an inexplicable instinctual need for extremity and catharsis.

As a whole, we pursue extremity in world issues just as we engage in overdramatized television and excessively emphasized sports games. Extremity relieves us from our mundane lives, providing us with catharsis and pleasurable drama. We thrive off of life-or-death scenarios by overemphasizing events, primarily found in our engagement with extreme sports. In theory, we benefit from the adrenaline of extremity. Yet, in practice, we effectively aid its resolution, as we do not wish to experience the same extremity, no matter how appealing it may seem. For example, we do not wish to experience an F1 crash, yet we are still drawn to it and still watch it as it occurs. The extremity provides us with excitement, caused by our own deeper desire to transcend our limits; a predominant example of our natural desires. Collectively, it may act as a solace or an escape from our reality. Nonetheless, we tend to forget this shared desire for extremity, even when we subconsciously pursue it. It is important to recognize our inherent urges, especially those that are shrouded by our lack of awareness.

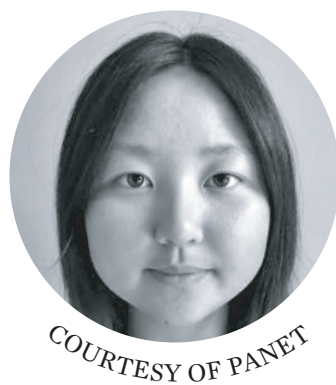


SOPHIE STAI / THE PHILLIPIAN

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A Quest for Lasting Happiness

SOPHIA LIU



COURTESY OF PANET

As a child, I found joy through playdates with my friends at the park. Then, I became addicted to Shopkins and Barbies. Now, my happiness comes from texting my friends on social media and watching TikToks on an hourly basis. For others, happiness sparks

from playing a sport or pursuing an interest. Everyone finds happiness in their own unique ways, and there are many different aspects of life that can elicit positive emotions. There’s no doubt that the pursuit of happiness is universal because of its physiological and mental benefits, but it also has a dark side that is rarely mentioned despite being quite prevalent in our community.

I had an amazing childhood that thoroughly exposed me to feelings of pure joy. Pure joy is the state of happiness untainted by worries and fear. Inevitably, I became well-acquainted with the sensation. But as I grew older and busier, I began to long for it more and more. I no longer felt the same all-encompassing lightheartedness as all the responsibilities of a young adult overwhelmed me.

The critical role of pure joy in our well-being suggests that moments of intense happiness contribute significantly to our overall satisfaction and dramatically impact our lives at Andover.

The science behind happiness may seem very simple because it is an emotion everyone experiences, but there are still nuances to consider. Happiness is usually split into two main theories: hedonism and desire. Hedonism is by far the most common. By the name, I am sure anyone can connect it to the dictionary meaning of self-indulgence. Sure enough, it is the most raw form of happiness, where there’s purely pleasure and minimal pain. For example, the Netflix movies you watch that make you laugh hysterically are caused by the hedonism theory — you are actively pursuing genuine pleasure. This type of happiness is something everyone at Andover should experience. We are all blinded by a never ending stream of tests and assignments, the fear of getting anything less than a 6, and extracurricular activities that jampack our schedules. Constant schoolwork hinders us from noticing the joy in our experiences. Instead of pursuing success and perfection, we should also take a step back and acknowledge the efforts we have put in so far. Even though it is difficult to stop worrying about all our academic and athletic commitments entirely, we should also make sure to find enjoyment in them.

The other half of happiness, desire, is mostly self-centered. This theory suggests that getting what you want is the most important contributor to your happiness and that the fulfillment of your desires will lead to happi-

ness, regardless of the actual pleasure gained. Unlike hedonism, where you pursue the pleasure in the process, desire tends to focus more on the outcome rather than the journey there.

In reality, the desire theory of happiness is usually what high schoolers experience. In our eyes, grades, sports, and all the other activities we do to get into an Ivy League are all what matters. Little do we realize that it’s not the endless hours in the Garver Room that will help us achieve those goals. This includes preparing for major tests and finishing all our homework. We also often have commitments outside of school that add on to all the schoolwork we need to finish. At the end, we will be faced with an endless pile of papers and assignments. For example, I used to believe, if I studied non-stop, then I would get a 6 for everything. If I ignored all social event, I thought I’d be ahead of my peers, but that wasn’t the case. I got burnt out quicker during finals week. Now, I’ve learned to change my perspective: my peers are my supporters, not my competitors. As we all know, if we don’t enjoy doing something, then the result will be very poor. It is better to do nothing than do something that you absolutely detest. Forcing yourself to do something is never the solution. That is just cheating the desire theory of happiness because of the relief you feel once you’ve finished. However, you’ve just merely wasted your time. We should always avoid the desire theory of happiness as much as possible and strive to achieve the hedonism of happiness. When in doubt, always seek pleasure over forced happiness.

There’s always a down side to

everything, even happiness. While the pursuit of happiness is a noble and universal endeavor, it’s crucial to acknowledge and understand its potential pitfalls. Over time, it’s natural to get used to the spectacular feelings of pure joy, but it can also become an obsession. Constantly pushing aside feelings of sadness, anger, or fear to find the feeling of “happiness” can lead to a diminished capacity to recognize and understand these emotions. Emotional numbing restricts our ability to navigate complex emotional situations and respond appropriately to life’s challenges. Ignored or suppressed emotions don’t simply disappear; they accumulate over time. This buildup can lead to increased stress, anxiety, and depression. Moreover, it can erupt unpredictably, causing disproportionate reactions from the most minor triggers. Therefore, longing for happiness unexpectedly produces the opposite side effects from what we aimed for in the beginning.

When in doubt, it’s better to feel nothing than to feel a volcano of anger, stress, and sadness. Happiness will come naturally as we journey through life. We will go through some struggling times that make us doubt if we made the right choice but as we overcome these processes, this is where the pure emotion of happiness will kick in. Instead of seeking happiness, we should indulge it and try to make the best out of tough times. Then, happiness will come naturally to us.

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KARA HORNE / THE PHILLIPIAN

Data-Driven Operations Management in the Struggle Against Energy Poverty

ANDREW MORGAN



J. JI / THE PHILLIPIAN

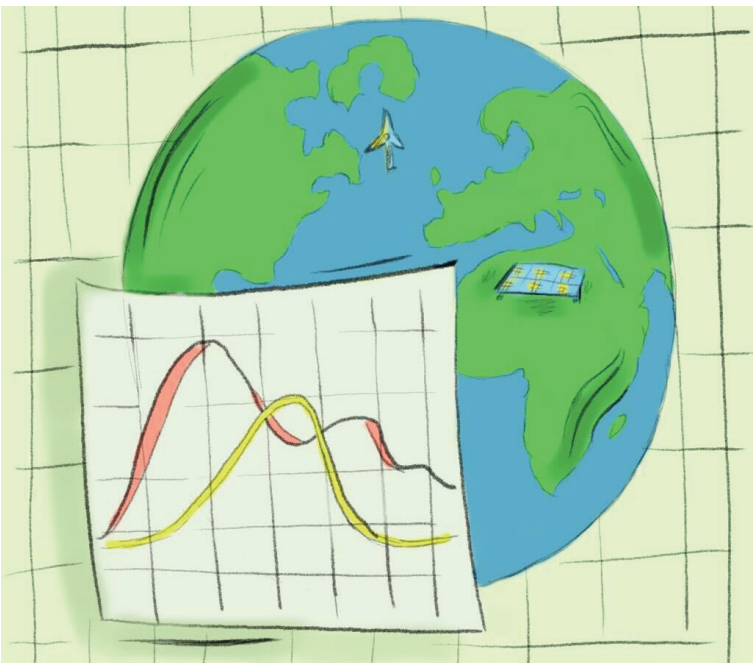
At a global summit on climate change last summer, I attended a workshop run by Ghanaian entrepreneur Peter Benhur Nyeko. Unlike many of the luminaries at the event, he argued that the path to sustainable energy was not a one-size-fits-all proposition; many countries, for political and economic reasons, could not simply “turn off the tap” regarding fossil fuels. While Western solutions often prioritize centralized energy grids, Nyeko’s discussion demonstrated the importance of decentralized solutions like off-grid lighting in regions where traditional infrastructure is lacking. This emphasis on decentralized solutions rooted in local contexts underscores the significance of data-driven research in redefining energy strategies. I understood at that moment that the typical understanding of energy issues was culturally bound — the West believed whatever “worked for us” would work for everyone else. Yet Western leadership on this issue could, in some places, deepen climate injustice. How, in this diverse, disagreeing world, do you recognize and account for every interest, for every point of view? And when interests conflict, how do you choose between them? Achieve some rough justice, where difficult problems are

solved, with the cost spread fairly, if not equally?

Those questions have been around for centuries, and will never be solved to everyone’s satisfaction, but modern technology — massive computing power, artificial intelligence, incomprehensibly large data sets, scientifically valid algorithms — at least means we can ask them with reams of evidence at our fingers. Data analysts have a better chance, today, at correctly predicting the future — and suggesting what went wrong in the past. The topics they analyze are diverse, but they share an approach and methodology — the idea that data, utilized properly, can highlight systemic errors in standard practices, and show a path toward greater efficiency and equity. Utilizing off-grid lighting solutions as a microcosm, we can delve deeper into how data-driven operations management can transform traditional energy paradigms and address challenges specific to underserved regions like sub-Saharan Africa.

One such analyst demonstrating this approach is Wharton’s Professor Serguei Netessine, whom I interviewed by email while researching “energy poverty.” Professor Netessine has contributed to numerous scholarly articles concerning energy issues — swapping out batteries on electric vehicles rather than waiting for a recharge, the economic trade-offs between renewable and non-renewable energy, optimizing investment in the face of uncertain demand, and so on.

The highly regarded “Foreign Policy” magazine recently published an article concluding that “rich-world advocates and policymakers should realize that their demands for immediate fossil-fuel abstinence are very likely to perpetuate the extreme poverty that many Africans face today.” Professor Netessine agreed with that assessment, believing that a



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more nuanced approach is necessary to address energy poverty sustainably. His notable work in Sub-Saharan African countries like Ghana and Rwanda focused on revolutionizing off-grid lighting solutions for underserved communities. Collaborating with a local rechargeable lamp operator in Rwanda, Netessine and his team proposed practical strategies to address operational inefficiencies of these energy sources, such as expanding the network of recharge centers and implementing flexible payment options. In the paper titled “Design of Off-Grid Lighting Business Models to Serve the Poor,” his team explored how inconvenience and liquidity constraints affect the usage of rechargeable lamps, a popular off-grid lighting solution in developing regions. Netessine’s findings shed light on the potential of off-grid renewable energy sources to combat energy poverty in Africa and beyond by emphasizing the importance of effective operations management tailored to cash-constrained markets.

Data-driven operations management encompasses the strategic utilization of data to inform

decision-making processes across various operational facets. This involves collecting data from multiple sources, including consumer behavior patterns, operational performance metrics, and market dynamics. By leveraging advanced analytics and artificial intelligence algorithms, this data can be analyzed to gain insights into the effectiveness of current operational practices and to identify areas for improvement. Professor Netessine and his team, in their research conducted in Rwanda, exemplified this approach by analyzing consumer behavior and operational inefficiencies related to off-grid lighting solutions. For instance, data on consumer recharge behavior can inform the optimal placement of recharge centers. In fact, the paper shows that lowering the price for recharges (a typical tool recommended in third-world countries to increase adoption) is not nearly as impactful as a simple operational decision of collecting lamps door-to-door and recharging them. Ultimately, data-driven operations management enables informed decision-making that enhances the efficiency, scalability, and impact of off-grid lighting

initiatives in addressing energy poverty in sub-Saharan Africa.

I agree with Professor Netessine’s approach that emphasizes data-driven solutions and evidence-based strategies, and I think a key component of solving energy poverty involves the political will of the developed world. Economic giants like the U.S. and Germany prioritize investment in African infrastructure, particularly in renewable energy sources such as solar and hydropower. Africa’s transition to renewable energy aligns with global decarbonization efforts and presents significant economic opportunities. By investing in renewable energy projects and supporting Africa’s capacity to produce essential components of the zero-carbon energy economy, the developed world can play a pivotal role in promoting sustainable development and combating climate change. This approach not only addresses immediate energy needs but also lays the foundation for long-term economic growth and sustainability across the continent.

The proper use of data, deployed in properly thought-through systems, can revolutionize business models in tackling energy poverty, particularly in African countries like Ghana and Rwanda. By embracing data-driven solutions advocated by thought leaders, we can effectively address energy poverty and promote resilience and prosperity in underserved regions. Leveraging innovative approaches informed by robust data analytics empowers communities to access reliable and affordable energy sources, paving the way for inclusive development and a brighter future for all.

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Let’s Talk

ZOE VON ECKARTSBERG



COURTESY OF PANET

I decorate my room with secrets — items that reveal personal stories or interests of mine: my nunchucks above my desk, my cross-country uniform and spikes in a crate on my shoe rack, and my childhood stuffed panda at the end of my bed. Instead of hiding my secrets on a shelf in my closet, I decorate my room with them because I want people to know about them. I want people to know me. After excitedly unpacking these secrets at the start of my Junior year I was disappointed to hear no one from outside my dorm was allowed to see these secrets until winter. Three months later, when room visits were finally allowed, I was disappointed again to hear I could have only one guest in my room for an hour and a half, three nights a week; I might as well have hidden them in my closet. So, instead of sitting on my bean bag or the edge of my bed in the privacy of my room, my friends and I sat at loud tables in the library and stood outside buildings while the cold air bit us through our thick jackets. Not knowing how to change these rules preventing my friends and me from hanging out in a private space, I would just complain about how much looser they used to be before 2021. That year, the rules were changed in response to the prior heteronormative policy, but

those changes just created a new set of problems. Room visitation rules need to be altered again to allow students a safe and private space to connect with friends on campus.

When I say “connect,” I don’t mean physically. Sure, room visitations could be used intimately and I understand the school’s desire to protect students from unhealthy relationships and non-consensual activities — especially when a quarter of the students on campus are under the age of consent — but the current policy isn’t stopping students from engaging in them. Instead, it only makes intimacy uncomfortable, unhygienic, and unsafe. Rather than students being intimate in the safety and privacy of a dorm room, students who want to be sexually active are just finding other spaces such as public bathrooms, empty classrooms, or even the Cochran Bird Sanctuary. More importantly, the rules make it exceedingly difficult for students to find a space on campus where they feel safe enough to have personal and private conversations. In an attempt to control the relatively small proportion of intimate relations happening in dorms, the school has banned a much larger proportion of platonic connections from happening. These platonic connections are essential to the mental health and well-being of teenagers.

A month and a half ago, when I just got back to my dorm after a long night in the Rebecca M. Sykes Wellness Center, I lay on my floor in silence overwhelmed by my emotions. I was confused: Why can’t I move my foot? What’s a pinched nerve? I was scared. I don’t understand what’s wrong with me. How long will it take for me to recover? And I was sad. Does this mean I’m out for the whole cross-country season? I trained so hard this summer and now I can’t even run. I needed to explain my emotions

to a friend so I wouldn’t feel as confused, scared, and sad, but I didn’t want to sob in public while everyone around eavesdropped. Room visits hadn’t started yet, so I lay alone on my floor in silence. This is only one personal example of the need for a safe, private, and personal space on campus for students to connect. All I wanted was to pour my heart out to my best friend in my room, but I wasn’t allowed to. Because of the school’s unreasonable room visitation policy, I wasn’t allowed to have a private and personal conversation.

Since the rule change in 2021, students have had no place for these conversations and connections; my experience is just one of 1,200 students. As teenagers, we already struggle with mental health and a lack of personal connection in our digital world. Instead of talking to each other, our conversations exist in blue and grey bubbles on screens that illuminate our faces as we sit in the dark solitude of our rooms and our relationships are made of text messages, Snapchats, and Tik-Toks since we’re missing a space for personal connection. We only see each other at desks in our history classes or at a loud library table where it’s too public to confide in each other and where our private feelings and conversations are mere gossip to those in earshot. Without a personal space to deepen our friendships, we’re forced to bottle them up until we get to our dorms where we can cry alone in our rooms as we scroll through Instagram.

The current room visitation rules don’t only affect boarders. Before 2021, day students were allowed to spend nights in boarders’ rooms on weekends, allowing them a sliver of the boarding experience. Now, however, day students are denied this opportunity. I was shocked that a school whose core values include “building an inclusive communi-



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ty” (Core Blue, 7) would disallow students this chance to connect. So, instead of spending quality time on campus with friends, day students stand at the circle waiting for their parents to drive them home.

As an issue that concerns all students on campus, I believe the current room visitation policy needs to be reviewed and adjusted yet again. I understand that lowerclassmen — the majority of whom are under the age of 16 — need to have stricter rules because of legal requirements considering the age of consent, but the room visitation rules for upperclassmen need to be broadened to allow them a private space on campus. While I acknowledge the fact that upperclassmen already have wider room visitation rules — room visits allowed every day of the week, and more time on Saturdays — these rules could be further broadened by allowing room visits anytime between 6 a.m. and sign-in, at least on weekends, and doors closed. While finding a private space on campus would still be difficult for lowerclassmen, they would be more willing to comply with their stricter rules knowing that they will have much more freedom as upperclassmen. As well as providing students with the privacy we need, more lenient

rules would additionally serve as an opportunity to build trust between students and faculty.

Although I agree with the intent behind the rule change of 2021 — to terminate a heteronormative policy — the current room visitation rules are too narrow to enable the building of close personal relationships and support systems for students. Not only is an hour and a half too short a time for students to engage with one another deeply, but the requirement for a student’s door to be open when having a guest is just another example of the lack of privacy for students on campus. My dorm room doesn’t feel like a private space anymore when my entire hall can hear my conversation. If my dorm-mates also have open-door visits within the short hours they are allowed, then my conversation is being shared with even more students, some of whom I may not even know. So, with the current rules, where on campus is it sufficiently private for students to feel safe enough to connect with others personally? The answer is: nowhere.

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Rixy Fernandez Partners With Intersectional Feminist Forum (IFFo) to Discuss the Feminist Movement

CADE RUTKOSKE

Andover’s Intersectional Feminist Forum (IFFo) recently hosted artist Rixy Fernandez in a discussion about her work, which is on display in the Gelb Gallery. During the event, Fernandez delved into her multifaceted approach to expressing feminism and intersectionality through her art.

Murathime Daisley ’26, a member of the IFFo, spoke to the significance of the club’s mission in advancing feminism. She highlighted the IFFo’s past discussions and work in expanding the scope of feminist perspectives.

“[IFFo] is the concept of different parts of identity feeding into feminism: your class, race, gender, sexual preferences. I’d say that intersectionality is a really important concept that we should get more accustomed with because it allows us to deeply understand how a wide group of people can be infected by big types of oppression such as sexism or racism or anything else like that,” said Daisley.

She continued, “Traditional feminism was a movement which advocated essentially for the rights of cisgender, predominantly, wealthy white women, [but] intersectionality is essentially a more inclusive take on feminism. At IFFo, we talk a lot about the crossover with sexuality, race, class, socioeconomic status, political views and how they affect feminism and how we, as female-identifying people, view ourselves as well as others.”

In accordance with this intersectionality, Rixy Fernandez explained how her own

artwork relates and expresses similar ideas. She noted how her background and own personal experiences have contributed and inspired some of her pieces.

“I’m sharing some old works that I have that are different illustrations of female characters on upcycled canvases. With these, I’ve tried to create a world where all the characters live. Hopefully, others feel inspired to think about their own worlds and universes and be a character in their own spaces. I usually do [these works] in public spaces or [as] murals to bring these conversations in bigger ways,” said Fernandez.

As someone who is experienced in many career subjects, Fernandez shared how one of her main goals, both at Andover and through her art, is to inspire conversations and to evoke curiosity and growth in participants.

“I really appreciate academia and learning and growth, so my main goal is to still be able to provide new conversations and knowledge about what is out there in the world. I remember being a high schooler and just being very curious about exploring, but not knowing what was out there. I love talking about all these different routes and paths to arts, education, programming, and even some of the more administrative entrepreneurial things I do,” said Fernandez.

She added, “I like to use my work as a foot in the door for bigger conversations and help others find what makes them happy. At a school like PA, [everyone] is so smart and surrounded by so many resources, so I hope it was a way for you all to realize all that’s out there, and encourage y’all to dream big and go for it.”



Rixy Fernandez’s Art was showcased in the Gelb Gallery

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Georgianna Harpole ’25, a board member of IFFo and attendee of the event on Sunday, elaborated further upon the themes and objectives of Fernandez’s work. She noted how Fernandez’s inclusion of personal experience and her exploration of living as a woman is closely tied to the emotional impact of her art.

“Rixy mentioned that the narrative through a lot of her art was based on the experience of herself and the women around her, and relates to the experience of living in a woman’s body. So, part of [her work] is conceptions of sexuality as opposed to sexuality in her perspective, meaning that women’s beauty can be appreciated without being sexualized. She plays with that a bit, and this can relate to the sensations we emotionally feel in her artwork, and even perhaps the sensations from the different multimedia

tools and methods she uses in the art piece,” said Harpole.

Harpole mentioned one painting depicting a pregnant (humanoid) woman, talking about how it struck her because of how many revelations and questions about feminism it invoked. She pointed out Fernandez’s skill at provoking thought through her artistry.

“I looked at that painting, and I thought that something that is tied across many cultures to what it means to be an adult woman is still misunderstood, even by adult women: how do we value motherhood? I think that painting summed up the crux of the event, which was to get people to think about how their relationship with sex and gender might interact with their lives. It shows some of Rixy’s great technical skills, and that art has the ability to teach us things and represent things that we can’t fully compre-

hend through a data string,” said Harpole.

In a final message to the community, Fernandez encouraged students to be confident and strong-willed in their pursuits. She emphasized resilience to young women who are exploring their interests and work paths.

“It is very tough to be a woman in male-dominated fields, but I think that if you’re really passionate, you’re going to find a way to do it. As a girl, nothing should stop you. Don’t listen to people trying to box you in or slow you down. Especially as a kid, y’all are so smart and young and have all this time to make decisions, so if it makes sense to you, that’s all that matters. That’s what’s important, even if your friends and family might not get it,” said Fernandez.

EBI Curriculum Looks to Further Incorporate Brace Research Into Curriculum

Continued from A1, Column 5

and how that ties to other social constructs and social systems of oppression in America, that was interesting,” said Berkenblit.

Hana Young ’26 spoke on how the group setting of the talk brought about a sense of community. Specifically, she explained how talking with other people at the event helped her further develop and ponder on some of her pre-existing thoughts on gender.

“His presentation...was really interesting and it had me think[ing] about a lot of things that I had in the back of my mind, but weren’t fully developed thoughts. The group conversations and just talking about people in the room was really helpful. These are things that I already was thinking about... in the back of my head, but this really helped me to think about them more,” said Young.

Nadia/Aidan Wilkins ’24 remarked on the benefits of having a presentation centered around community and discussion, rather than formatting the talk as a research paper. They expressed appreciation for the accessibility of the talk to all

students, regardless of their background knowledge on gender studies.

“It was really interesting to me to see the way that he formatted his talk, because most of these papers are very research oriented...but Max’s project was more community-oriented... That was really exciting to me because I haven’t really seen it done that way before... everybody kind of comes in with this huge variety of experience and I think it was important to Max that he create a curriculum that would have a variety of things to approach from, like, I’ve never interacted with this before’ to ‘I already know most of what you’re trying to teach me, what do I do now?’ So that felt considerate to me,” said Wilkens.

Brigitte Leschhorn, Berkenblit’s Brace Advisor, talked about her role in supporting Berkenblit through the long process of organizing this talk. She touched on the various aspects that come into preparing for an educational event.

“Because I’m a curriculum expert, Max chose me as his advisor to help guide him through the different, pedagogical obstacles that he might face as he was thinking of putting the lessons together. He wanted to focus on not just researching

gender, but [also] how to teach about gender, how to scaffold that teaching. We talked a lot about what would make sense, his approach, what should come first, what should come next, [and] what it means to shape a lesson,” said Leschhorn.

Leschhorn also described future plans to incorporate topics from Berkenblit’s talk into the EBI curriculum. She emphasized the importance of being able to discuss topics such as gender more in depth in a setting like EBI.

“I’m really hoping to make EBI more of a student-derived student-driven thing. So, providing the proper credit, I’m hoping to continue further collaboration so those introductory conversations can be more fruitful and students can be more excited to then go out into the community and be like, ‘What if I want to talk more about gender,’ ‘What if I want to talk more about how... neuro-spicy I am,’ ‘What if I want to talk more about how stressed out I am,’ that there are places on campus where the EBI conversation has felt more student derived and meaningful to them. I’m really really grateful that Max is willing to share that,” said Leschhorn.

Students Reflect on Their Reasons for Running for Student Body Co-Presidents

Continued from A1, Column 5

these ideas and watching them become successful or not. It’s also being a friend to everyone. We’ve had such a good [time] meeting new people: we love talking to random people and hearing what they have to say about our school, hearing what they have to say about our ideas. I think our mindset as we continue is not necessarily about whether we move on to the next round... Our mindset is really just to embody what we think a co-president should mean whether we are one or not,” said Angbazo.

Ozochi Onunaku ’25, a candidate running with Cathy Ma ’25, spoke about how the diverse perspectives of Andover students inspired him to run for Co-President. He touched on his past experience in the student council and his goals for the co-presidency.

“I always felt it was really interesting to see everyone’s different unique experiences, dreams, and passions, and how that defined Andover for them... The experience that I’ve accrued from student council, being able to have the opportunity to work with three sets of different Co-Presidents and seeing how student council transformed over the years has inspired me... to go for the position in [order] to represent the student body’s needs and interests. I feel as though every student has value on this campus, every student is important towards this campus, and I want to represent that in our initiatives, in our themes that we have on our platform,” said Onunaku.

Zach Godsey ’25, a candidate running with Giuliana Cardinale ’25, highlighted the student body’s wealth of ideas. He underscored how adapting and being aware of students’ sentiments on

campus have the potential to spark change on campus.

“The student body has so much to say. There’s a lot of voices that need to be heard. I feel like I’m well-established enough that I felt like I could really listen to what other people are saying and try to put it on a platform that people would like and try to really just hear everyone in the student body of Andover and try to make those changes that people want... We want to shift the culture to be more involved and integrated into the community,” said Godsey.

Reflecting on the pressure of running for Co-President, Lam urged candidates to treat the election as a learning experience. He commended the work each pair has accomplished so far, and encouraged them to enjoy the race.

“It’s easy to be overwhelmed by this process. When you’re thinking about all this different voting, and steps in the process, and thinking about, ‘How do I carry myself and convey trust to my peers,’ [it’s] easy to get overwhelmed when you think of all these factors. But really, I think the most important thing is not getting so wrapped up in that, but taking the time to actually have fun and grow in the process. Because not many people get to have this experience super young, and there’s so many different things to learn, like being able to communicate with others, being able to connect with others. [The pairs have] all taken the first step in being super bold and putting their name forward, and now it’s [about] taking advantage of their first step,” said Lam.

Editor’s Note: Catherine Ma is a News Editor for The Phillipian

Editor’s Note: Nate Liang is a Digital Editor for The Phillipian

Ung Inspires Students to Strive for Peace Following Event

Continued from A1, Column 2

“[Ung] said that, in Cambodia, they didn’t really have a choice for anything, especially what they were doing, and they couldn’t really protest. She was talking about how lucky Americans are to be able to have some sort of democracy because, in Cambodia, they weren’t allowed to protest or fight back, they just had to be quiet. So, it kind of gave me a lot of insight on where I stand, especially being in the United States where we have a lot more privileges than other countries. That was one big thing that impacted me and just gave me a very big outlook on how lucky I am,” said Mercado.

After reading Ung’s book, “First They Killed My Father,” in their English 300 classes, many Uppers were touched by Ung’s story and felt compelled to attend Ung’s speaker event on campus. One of these students, Giuliana Cardinale ’25, shared how listening to Ung’s talk not only enhanced her un-

derstanding of the memoir but allowed her to see the full extent of Ung’s inspiration and impact.

“[Ung] wrote [her book] as an adult from her perspective as a seven-year-old girl and the couple years under the Khmer Rouge, which is the communist regime. She went through such unimaginable pain... and I couldn’t believe that she had gone through something so traumatic and then decided to write about it...I had never read much about the Cambodian genocide before, and it was just an interesting insight... In-person, [Ung] talked about it, but I got to see more of how she’s been living her life now in America because the book didn’t really really touch on it. She seems like such an optimistic, hopeful person, and it was really incredible to see someone who had gone through so much still have hope and be a really good person,” said Cardinale.

Following the speaker event, Ung shared that the key message she wanted to convey through her talk was the importance of taking action. She hopes her words will resonate

with students and prompt them to consider ways in which they can enact change in their local communities and the larger society. To Ung, the only way humanity can win the fight for peace and a brighter future is if everyone takes an active role in making the world a better place.

“I feel at Andover, what I have to share isn’t anything new, but I hope I said it to [students] in a way that it will stay with them longer and clearer. And it is this: peace is not an automatic, peace is not a wish that we wish up on the stars and we hope it’s granted. Peace is not something we wait for our leaders, whether they’re politicians or school leaders or instructors, to deliver. Peace is not something we go to sleep at night and think, ‘Oh, tomorrow I’m gonna wake up to a new day.’ No, peace is not a wish, peace is not something to be granted. Peace is an action, or rather many, many, many actions. Peace requires us to act and us to be committed and to strategize and to think about and to choose on a daily basis, and it could be a very small act of peace,” said Ung.

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10 Questions With John Bird

REPORTING BY DYLAN SIEGEL & NIKI TAVAKOLI

John Bird is an Instructor of English, complement in Clement House, and faculty advisor to the Dungeons and Dragons club on campus. In his free time, Bird is a fan of rereading John Milton’s epic poem “Paradise Lost,” watching old anime, reading manga, and cooking with za’atar.

When did you decide you wanted to teach English?

I had to do some teaching as a graduate student at Columbia [University] while studying poetry of the English Renaissance. Part of what you have to do [in Columbia] is you have to teach freshman composition courses... Everyone at Columbia gets a year where they just get to work on their dissertation, and they don’t have to teach. So, I’d been teaching for a couple years, and I started working on my dissertation, and what I found is that I missed teaching, I really missed being in a classroom, and I didn’t really care that much about the dissertation. I really didn’t want to be a scholar: I’d rather be a teacher.

Your courses talk a lot about dissidence and political advocacy in poetry. Why does this interest you?

I’m interested in coming at it from the point of view of sort of studying the sixteenth and seventeenth century in English poetry. What I find interesting in there is the poets themselves tend to be from this emerging class, we would call them the middle class or the bourgeoisie, if you want to be kind of Marxy about it. One of the things that you notice is that all the best poets come from this, broadly speaking, artisanal tradesman class, whether it’s Shakespeare, Marlowe, Dunn, Marvell, [or] Milton... I’m very interested in how poetry works in the world for these writers in particular... One of the things we’ve been talking about with Milton in my Milton elective is how much “Paradise Lost” imagines what private life should look like, married domestic life. So much of the epic poem is devoted to thinking about what the home life of men and women should be, and I think that in itself is very different from an aristocratic type of poetry that sees itself as being prominently about displaying and power. I find that kind of stuff very interesting.

What is your favorite English course to teach?

I’ve taught all the grade levels, and they’re all fun in different ways. I think I’ve always had a real fondness for tenth grade even though I haven’t taught tenth grade in a few years. I find tenth graders are fun, they’re not as worried about college yet, so they’re more able to take risks and have a good time, although I really love teaching English 300 and teaching Uppers, because really what I love to teach is literature. I really love teaching great works of literature, [and]



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Uppers are in a place in their education where they can really begin to sort of dig deeply into the pleasures of great literature. I like the freedom of the electives, but you know honestly I really have a lot of freedom anyway, and this is really one of the things I like about working here, is that I can pretty much teach whatever I want however I want, and I think that’s worked out really well here.

If you could teach or create any other course, what would it be?

I’ve always sort of had this dream of teaching a kind of intellectual history course. I was able to do this a little bit when I taught at Cooper Union [College] briefly. I would teach, say, “Utopia” and “The Book of the Courtier” by Castiglione, and Hamlet, but I was also teaching Descartes, Hobbes, Locke, Milton, and putting them all in conversation. I really liked that idea. I was talking to Mr. [Aidan] Spencer, [Instructor of Philosophy and

Religious Studies], about this... What if we were able to do a kind of “Paradise Lost” course that would branch off into all the different things that Milton branches off into, like the history of science, and political theory, and things like that? [We’d] catch where the literature intersects with all these other disciplines. I think that would be really interesting.

What advice would you give to someone who wants to express their ideas through writing?

Just spit it out. Just say it, that’s what I would say. I think that it’s always better to be direct, it’s always better to just say it. I think the more you worry about being kind of fancy-pants, the less chance you have of really just expressing your idea. The idea that you can say aloud is the idea you can put on the page. Once you get it on the page, then you can start to play around with it, if you want and polish it and give it a sort of spit-shine, but mostly if you need to, if you’re trying to

express it, just get it out. That’s the thing you need to do.

How did you get into the D&D club?

I played Dungeons and Dragons as a kid, and I returned to it, actually, when I was here. I was house counseling in Fuess, so that was this big boys’ dorm, and so on Saturday nights if I were on duty, I didn’t really have anything to do except sit around and wait for boys to come back home... It got kind of boring, so I thought, “Why don’t I bring this back? Why don’t I go back to this?” [So,] I brought back the older version of it, [and] I’d play every other week or so with a group of kids. It was great in the dorm because I could take the common room, and I had lots of kids coming in from outside the dorm and some kids in the dorm and it gave us something to do on a Saturday night. It was nice. It gives me a way to interact with the students here without having to assess them. I don’t give them a grade for playing D&D, and that’s actually

really nice. I find that that kind of social interaction is just really fun and a big part of why I like working at a school like this.

What hobbies do you enjoy?

I read and I collect books. I collect particular kinds of books: I collect vintage paperbacks and small press editions, first editions. But, they tend to be fantasy, horror, sci-fi, and that type of stuff. I don’t know if I really have any strange hobbies, to tell you the truth... There’s some anime I really like. I’m a really big fan of Junji Ito and [Shinishiro’s] Watanabe’s stuff, so Cowboy Bebop, Samurai Champloo, Space Dandy, and really old stuff [like] Space Pirate Captain Harlock.

What’s your favorite holiday and why?

I’m not actually a big holiday person. I’ve gone from being a Christmas hater to being a Christmas liker, which is nice... Christmas is one of those holidays where if you don’t have any money it’s a drag, because you can’t buy anyone presents. I went through way too many Christmases where my wife and I couldn’t get gifts for each other because we had to get gifts for other people... I like the season: winter in New England, I like that. I like summer, I like summer break.

What’s your favorite location on campus and why?

I like almost all of the outdoor spaces. I like right behind Bulfinch Hall, I like to have class out there on nice days. I like the [Cochran Bird] Sanctuary. I think the Gelb [Science Center] lawn area is nice... Before my stroke, I used to walk around campus more, and I used to go on these walks where I would just zip around the campus. I actually just liked all of the outdoor spaces. I find [them] really just very nice, very restorative, so I don’t know if I have one in particular that I like.

If you could eat one thing for the rest of your life, what would it be and why?

Well, I have to have coffee... Probably roasted brussel sprouts and roasted tofu sounds good. [I’d roast] the tofu [and] the brussel sprouts. The brussel sprouts [with] salt, pepper, and olive oil. The tofu I could probably do soy sauce, cornstarch, and olive oil marinade. My wife and I do this pretty well. But there’s also more interesting things with za’atar that you could do.

Valentine Extravanzas Entertain in Lower Right of Commons

Continued from A1, Column 3

on a Wednesday this year, the BKHs collectively performed their extravaganzas after school in Lower Right. Though initially hesitant about the condensed time frame, Saraya Angbazo ’25 expressed how the larger audience increased excitement and the immersive experience. “At first, my friends and I were a bit skeptical of how [the

extravanzas] would play out, because typically [performances are] during periods four, five, and six. But because everyone was having lunch at the same time, right after class at 1:00 p.m., there was so much more excitement and energy in the room... I also loved how at random moments, each BKH would have their [extravaganza] going on, so in one corner, there’s Jack [Swales ’24] getting down on one knee proposing to someone, and in another corner, Adaora telling someone how much she loves

them,” said Angbazo. For Jakob Kuelps ’25, watching the Blue Key Heads Valentine’s celebration as an upperclassman enhanced the experience. Kuelps shared his appreciation for the Blue Key Heads’ enthusiasm towards Valentine’s Day and enjoyed it as a break from the stress of ultimate and finals week. “Being an Upper, it was my first time in Lower Right to get the real experience. It was definitely something I hadn’t imagined before... I think, in some places, Valentine’s Day is

something under-celebrated, but the Blue Key Heads did a great job of making sure it was celebrated and a part of our school culture. I really enjoyed that, as somebody who is not a huge Valentine’s Day celebrator. I thought it was fun. It was good for the school culture, quite funny, and brought our mood up, while everything is turning into crunch time, everything with finals [coming up],” said Kuelps. Acknowledging that not all students may enjoy Valentine’s Day, Mbanefo hopes these cel-

ebrations ensure that everyone receives love, in all its forms. “As much as [Valentine’s is] a beautiful holiday about sharing love, it can be a little lonely for some people. It’s about taking away the concentration on love being an individual [celebration] and making it into a community-wide [one]. Love is for everyone and everybody deserves love. I think it’s just a beautiful, beautiful tradition to make sure that everyone feels loved,” said Mbanefo.

HERE AND THERE: THE WORLD RIGHT NOW

COLLECTED BY CHRISTIAN ESTRADA & ZACHARY YUAN

Politics

Alexei Navalny, an anti-corruption activist and critic of Russian President Vladimir Putin died on February 16 at the age of 47. Navalny was being held in a penal colony north of the Arctic Circle by the Russian authority before his death. According to a report by the “New York Times,” the Russian authorities said that, “Navalny felt unwell after a walk, and lost consciousness after.” Navalny had been serving multiple sentences that would have kept him in prison until 2031. Despite harsh conditions in prison, Navalny managed to retain a social media presence. Prior to this, Navalny had been serving a nine-year sentence for embezzlement and fraud and a nineteen-year sentence for “extremism.” He had survived poisoning attempts back in 2019 and 2020, as well as multiple cases of assault. After his death, Navalny’s wife Yulia Navalnaya said that she would carry on her husband’s work to challenge President Vladimir Putin’s rule.

Science & Technology

The Odysseus lunar lander, nicknamed “Odie,” launched on February 15 on a mission developed by NASA and Intuitive Machines of Houston. Scheduled to touch down near the lunar

south pole on February 22, Odie carries innovative equipment including the EagleCam for descent capture, an original sculpture by artist Jeff Koons, and scientific experiments crucial for future lunar missions such as Artemis III. An article by CNN noted this mission marks a significant step forward in lunar exploration and scientific advancement, heralding potential breakthroughs in our understanding of the Moon and paving the way for future endeavors beyond Earth’s orbit.

Culture

The 66th Grammy Awards took place on February 4 at Crypto.com Arena in Los Angeles. Rolling Stone captured all of the wins, highlighting Taylor Swift’s fourth Album of the Year win, making her the artist with most Album of the Year wins in Grammy history. Meanwhile, Miley Cyrus and SZA both won their first solo Grammy awards, with Cyrus winning Record of the Year for “Flowers,” and SZA winning the Best Progressive R&B Album for “SOS” and Best R&B Song for “Snooze.” Phoebe Bridgers won the most Grammy awards this year with four awards — one shared with SZA and three shared with boygenius. On top of that, Victoria Monét won the Best New Artist award and best R&B album for “Jaguar II.” In the Rock and Alternative category, boygenius secured the

Best Rock Performance and Song categories for “Not Strong Enough,” while Paramore won the Best Rock Album for “This Is Why.” Finally, Killer Mike won his first three Grammys in Best Rap Album, Best Rap Song, and Best Rap Performance for his album “Michael.”

Economy

According to “The Economist,” Germany’s central bank warns of a potential recession in the first quarter of 2024. The country’s economy, already strained by Russia’s 2022 invasion of Ukraine, now faces weak industrial demand, constrained consumer spending, and labor strikes in rail and aviation. According to a report by Barron’s, the Bundesbank stated, “After contracting 0.3 percent in the final quarter of 2023, output is “likely to once again decline slightly, from January to March.” Despite efforts to combat inflation and stimulate growth through interest rate adjustments, Germany’s GDP is likely to contract for a second consecutive quarter. While hopes for a rebound exist, with inflation easing and wages rising, the path to recovery appears more uncertain, with growth forecasts significantly reduced compared to previous estimates.

History in Your Pocket Explores American Stories Through Coins and Currency

JAY JUNG & MARIAM SAGHIRASHVILI

Over the course of the past term, students in History 507, History in Your Pocket—American Stories, Ideals, and Economics as Told through Coins and Currency, a course taught by Dr. Donald Slater, Instructor in History & Social Science, delved into the stories of United States coins, tokens, and currency notes produced from 1652 to the present.

Students approached these currencies from a variety of perspectives to spark conversations regarding topics including American idealism, political propaganda, and the exclusivity of people chosen to be depicted on currency. Slater spoke on how his childhood coin-collecting passion first inspired the course.

“I have been collecting coins since I was about five years old. Doing so at such a young age ignited a passion in me for material culture and history that has never faded. Close to a decade ago, the Abbot Academy Fund generously provided me with support to build a coin collection for the History Department. Seeing how students positively reacted to being able to handle and study material culture in the classroom inspired me to create an elective course to take a deeper dive into numismatics,

or the study of coins, currency notes, tokens, and medals,” said Slater

In the elective, students partake in a learning style that turns away from lecturing and centers around discussion. Student Sean Winston Luo ’24 highlighted how the course gave him an understanding of the stories behind currency.

“The interactive part is really appealing. You’ll be working really hands on and for a lot of people that’s much more interesting than listening to a teacher talk. You’ll be discussing a lot, learning from each other. Everyone comes in with very little knowledge when it comes to the coins and Dr. Slater builds you up to sort of get that knowledge, understanding how numismatists think,” said Luo.

He continued, “[I learned] how the coin [and] currency began in America. [Different currencies] came out of necessity, in a way before it was portrayed between random objects. It standardized people’s actions and people’s thinking and mentality of the time or cultures that were prevalent during the time. Religions or... for example, slavery, how [they] impacted what was on these coins, on the currency.”

Slater curated the curriculum to overarch various topics related to currency and the historical economy. The course culminated in a

final project in the style of a museum exhibit, with students choosing and researching coins, collaborating with Gordon Wilkins, Robert. M. Walker Curator, James Sousa, Director of Registration and Administration, Leslie Maloney, Chief Preparator, and others at the Addison Gallery of American Art to install their exhibit.

“We have investigated topics such as historical economic drama, the meaning of iconographic elements on numismatics, gender and racial representation on U.S. coins, and have learned about mysteries, intrigue, or even criminal cases surrounding certain objects,” said Slater.

He continued, “Actively working with the Addison to install our exhibit has been an eye-opening and professionalizing experience for students. I think that they are getting a first-hand look at the level of research, planning, attention to detail, and overall effort that goes into staging a museum exhibit.”

Another student, Andrew Tollman ’24, delved deeper into the preparation for the final project the class had been preparing for the course final. Tollman described the symbols and designs that appear on many currencies. The projects are currently displayed in the Addison.

“After looking at many coins over weeks, we’ve cho-



L. RUSTUM/THE PHILLIPIAN

As a culmination to the term, History 507 presented an exhibition of curated coins in the Addison Gallery of American Art

sen coins in the Andover or Dr. Slater’s collection, and then we really decided to hone in on [the coins of our choice]. It’s been pretty fun to kind of dive into each coin and then come up with an explanation and a presentation for people who don’t have the same experience... Some of them have really cool designs and stuff like that... I was surprised to see the history behind the coins, but also the symbolism behind the cool faces,” said Tollman.

As the term concludes, Slater emphasized his hopes for students to take away communication and research skills developed from the course. Despite the fields that the students enter later in life,

Slater noted the importance of these skills in anything a student chooses to pursue.

“I feel so fortunate to be able to teach three narrowly focused courses, but I am also realistic in understanding that few students will leave my classroom to become archaeologists, historians, or numismatists. Instead, I think of these courses as novel vehicles to get students to sharpen their observational, research, and critical thinking skills, and to effectively communicate complex ideas with the written and spoken word. These skills will be transferable to any vocational or avocational future path our students choose,” said Slater.

Tang Institute Speaker Dr. Lydia Cao Spotlights Effective Strategies for AI Integration in Education

JENNA LIANG & JONATHAN OH

Dr. Lydia Cao, a Postdoctoral Fellow at the Next Level Lab, delivered a presentation on Artificial Intelligence’s (AI) impact on modern education at the Tang Institute this past Wednesday. As part of the Tang Speaker Series, Cao focused on education in a new academic environment where AI platforms, like ChatGPT, are highly accessible.

In her presentation, Cao detailed the ways AI can be utilized to streamline learning processes in which collaborative insight plays a key role. She described examples of how AI can organize and

extract main ideas from important discussions, making information easier to digest and build upon.

“Instead of seeing AI as the one who knows the answer, we can see it as [a] dialogue partner as part of our collective intelligence. [After a discussion], to really reflect on how we talked to one another and how we used our collective intelligence, one thing you could do is voice record the conversation and ask AI to summarize the state of the discussion. There are a lot of ideas that tend to be generated in a discussion, but often, it’s hard to go back and return to ideas and have sustained work to continually improve those idea. [When you] have

AI identify the divergent ideas in the community, [you can] maximize the potential to rise above and generate new ideas,” said Cao.

Reflecting on the presentation, Patrick Xu ’27 highlighted how Cao’s talk helped him better recognize AI as a beneficial tool rather than something to avoid. Additionally, Xu stressed the importance of taking advantage of all the capabilities AI has to offer.

“We should adapt how we learn to AI instead of deciding between using AI and moving away from AI because I think [Dr. Cao] brought up a lot of really important points about how AI can be integrated into our learning, and how we can change the way we teach and

learn to take advantage of the benefits that AI can bring. At Andover, we do a lot of collaboration in classes, and I think what Dr. Cao shared about working together and how AI can come into play with group projects really applies to a lot of classes here,” said Xu.

Cao also emphasized AI’s impact on the education system, noting that its technological advancement necessitates a reevaluation of what learning truly entails and how institutions approach their curriculums. She pointed out the fundamental human-centric aim of learning and the need for it to adapt to a new era of AI.

“AI is forcing us to reconsider what’s worth learning and how our current education system operates. We need to reconsider, as a society, what the role of education and learning [is] and what students need to learn... With AI now capable of writing proxies, essays, [and] answers to multiple choice questions, we are now considering the goal of learning; otherwise, it’s inevitable that people are going to use AI to do the work. We need to think about what is so unique about humans and also emphasize the process of learning and not the product,” said Cao.

Andy Housiaux, Director of the Tang Institute, voiced his hopes for students to connect themes from the presentation with their experiences at Andover. Noting the complex and nuanced nature of the discourse around AI in education, he encouraged campus adults to take on a

guiding role in the conversation and ponder upon similar questions as well.

“I hope our students will... reflect on the purpose of an Andover education, and of education more broadly. Does [the] use of generative AI help [students] to grow in knowledge and goodness, or does it instead lead to the development of habits that are antithetical to virtues such as curiosity or steady effort in the face of difficulty? It’s [also] important to note that... adults and teachers in this community have a role to play as well. As educators, [we need] to communicate clearly to students our vision of what a meaningful education looks like in the face of such powerful technologies,” said Housiaux.

Solar Lu ’24 shared how Cao’s usage of analogies in her presentation helped them gain a new perspective on AI. Through Cao’s unique framing, Lu began to see how AI was not the alien machinery they’d originally thought, but rather an embodiment of humanity in some ways as well.

“I really loved when Dr. Cao talked about AI as a reflection of sunlight on the Moon; I never really thought about it that way. I always thought of AI as something separate from humans and something that I was afraid of. But in changing my mindset about AI and thinking about it just as a reflection of human knowledge and human cognition, I think I see more value in what she was talking about, like creating knowledge,” said Lu.



E. LIU/THE PHILLIPIAN

Dr. Lydia Cao spoke on how to best implement AI into learning as part of the Tang Institute Speaker series

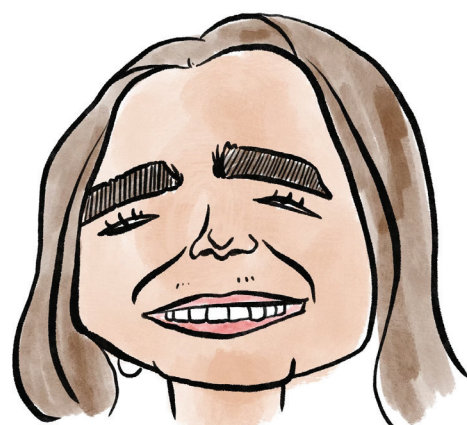
PHINALS :(

Cut Spirit Week Themes

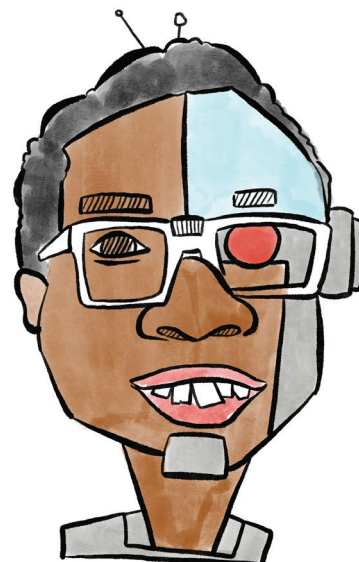
- *Anything but Clothes Day*
- *Walter White and Jesse Pinkman Day (Bring Real Meth)*
- *Atheism vs. Religion Day*
- *Michael Vick vs. Furry Day*
- *White T-Shirt Day (Write Your Favorite Kanye Quote)*
- *Taylor Swift vs Kanye day*
- *No Shower Day. We Know This Might Just be a Normal Day for Some of You*
- *Dress Like a Virgin Day (Look to the Eighth Page Editors for Inspiration)*

Week's Top Headlines

- *Deans Rumored to Threaten GAPs for Any Co-President Platforms With Promises of Room Visitations*
- *Florida Man Convicted on Two Charges of Battery Against a Law Enforcement Officer*
- *With Finals Coming Up, Borden Showers Have Seen a 2000 Percent Increase in Plumbing Issues*
- *In an Unprecedented Turn of Events, Boys Varsity Hockey Wins Two Games in a Row*
- *New Study Shows a Significant Correlation Between Buzz-Cut Prevalence and Contraceptive Sales*
- *Student Escorted to Sykes for a Breathalyzer Test After Being Caught Consuming Paresky Commons' Seafood Gumbo*
- *Student Given Level 2 GAP for Referring to His Majesty as "Dr. Kington"*



Who is Your



Co-Pres?

AVERY LIN/*THE PHILLIPPIAN*

This message has been approved by your Co-Presidential Candidates.

THE IDEAL DAILY SCHEDULE

Staff Report

Over the years I have been here, it has become increasingly clear that you fools are in desperate need of some structure. As Andover's resident savant, I feel that it is my duty to share my wisdom with you... undesirables. As such, I have decided to record a day in my life during finals week.

5:00 a.m.: I wake up and stare at my ceiling for two hours to maximize sleep loss. Once I get out of bed, I go over my script for the conversation I plan to have with my English teacher about the complex nuances of the systems of power in our novel. He claims he's sick of me not letting anyone else talk, but I think he's just testing me to see if I'll give in to the pressure of the lesser-thans. After a few quick additions to my theory of super-duper-special relativity, I head to class.

9:47 a.m.: I was too good for that stupid English class anyways.

9:55 a.m.: Time for physics class. I noticed my teacher was moving a bit slowly today, so I decided to keep her on her toes by calling in a bomb threat. As expected, she lost her cool and rushed to call the “professionals” instead of preparing to defuse it herself. Some doctorate...

12:00 p.m.: Lunchtime. I make sure to power my brain with only the purest nutrients. I work on my history paper as I eat, coming across as so locked in that the rest of the students feel too ashamed to sit within a 30 feet radius of me.

12:30 p.m.: Grind time. I don my Genius-Inducing Mathematical Paraphernalia suit and get to work. Thanks to my agreement with Beezelbub, I can use six monitors to work on every class simultaneously.

6:00 p.m.: Waifu break! “Butt Attack Punisher Girl Gotaman” here I come!

7:00 p.m.: I improve my critical thinking skills by pondering the factors that contribute to mass homelessness. Ultimately, I decide that they should ask their parents to buy a home for them. Once again, I prove to myself that my brain is superior to that of the lowly proletariat.

7:15 p.m.: Bathroom break.

1:45 a.m.: I study for tomorrow's math test. Unfortunately, my brain works too fast to comprehend the works of the simpletons. I instead work on my personal project: sewing on an additional finger so that people know my GPA just by shaking my hand.

4:45 a.m.: I reflect on the day. By my count, I made eye contact three times today. I'll need to get that number down if I'm to have any shot at graduating magna cum laude.

.....

●	“I should have run for	“Is the holy water supposed to burn	“I’m writing in Killer Mike for	●
●	Co-President! I’m so	this much?”	Co-President.”	●
	good at embezzling.”			

OVERHEARD

“Be honest, is the haircut scaring the girls away?”

● “Can I put the Watermelon Game as an extracurricular on my Common Application?” ●

ON THE PATHS

● “My teacher was so mean to me in 11th grade. I didn’t

me in class yesterday... I kinda liked it."

●	“I swallowed an egg in physics class today.”	●
●	“Is it bad to reject the ‘Most Likely to Check Themselves out in the Pornhub Cam”	●
		●

Check themselves out in the Paley's Commons' Mirrors' superlative?"



Boys Swimming and Diving Brings Home First Place From Easterns With Electric Performances

MICHAEL WILLIAMSON

On Saturday, Andover Boys Swimming and Diving (4-0) won the Eastern Interscholastic Swimming and Diving Championships (Easterns) in Pennsylvania. The team scored a total of 599 points, maintaining a comfortable lead throughout the meet before securing the ultimate victory.

Oliver Feng '25 described the exciting environment at Easterns, sharing how the team was elated at the win, particularly as a culmination of the team's success after a season ridden with challenges.

Feng said, "The environment at Easterns was very exciting and encouraging, with everyone cheering each other on and supporting each other

about the win. I think we're all very grateful because this was a tough season because of a lot of factors that were out of her control such as injuries, sicknesses, and other issues that plagued our team. We were just proud that we could come together as a team and win Easterns and put up some pretty impressive performances."

According to Jay Wei '27, everyone on the team played an essential role in obtaining the victory at Easterns. Wei spoke about his experience as a first-time participant in the meet.

"Going into the meet, I felt sick on the ride to Easterns in Pennsylvania, which carried over to the full first day. However, once the meet started, I felt better. After our relay [was] disqualified on the first day, we were able to bounce back from that, and on day two, we



COURTESY OF RICHARD FENG

The Andover Boys Swimming and Diving team celebrates a massive victory from Easterns.

kept our relays going. All the relay performances were really good. My individual events were on day two, and they went well. For the 100-[Yard] Backstroke, I ended up getting the [Junior] record, which made me pretty happy with my overall performance," said Wei.

Despite being unable to compete in the pool, Oliver Staubach '26 highlighted how he was able to still actively contribute to the team by providing moral support and physical assistance.

Staubach said, "Easterns was a very hype environment with a lot of good competition.

I wasn't able to swim because I got my appendix removed two weeks ago, which was kind of difficult for me. Although I wasn't able to swim, I did cheer for everybody on the team and was helping coach everyone as well. I did my best to help people with their splits, warm-ups, and everything else, which was a great way I was able to connect with the team."

Wei also emphasized the inspiring recovery journey of Andrew Kim '24 and his excellent performance at Easterns.

"I want to highlight Andrew Kim '24. He had a shoulder injury [at] the start of this season.

He just joined back to practice around a month or two ago... It was awesome to see him bounce back completely and perform really well in his [100-Yard] Butterfly. His progression has been incredible, and I think he placed second or third in the [100-Yard] Butterfly with some really strong times," said Wei.

Boys Swimming and Diving will jump the blocks once more against Phillips Exeter Academy on Saturday.



COURTESY OF RICHARD FENG

Daniel Seong '25 swam breaststroke at Easterns.

Girls Hockey Defeats Worcester and Exacts Revenge on Loomis After Previous Loss at Taft Tournament

JOSIE O'ROURKE

SATURDAY 2/17	
Andover	7
Worcester	2
WEDNESDAY 2/21	
Andover	4
Loomis	2

On Saturday and Wednesday, Girls Hockey (15-2-1) played against Worcester Academy (Worcester) and Loomis Chaffee (Loomis) respectively, ultimately com-

ing out on top in both games. Andover's final game before it enters its postseason is against Phillips Exeter Academy (Exeter) on Saturday.

Co-Captain Peyton Kennedy '25 highlighted Margot Furman '25's electric goal in the game against Worcester, which brought together the entire team.

Kennedy said, "I would definitely highlight Margot Furman. She scored her first career goal. It was amazing when it happened, our entire bench lit up. It was one of the best moments of my Andover hockey career. I feel as though Margot scoring her goal brought the whole team together because we could all really see the love on our team."

Kennedy also spoke on the slow pace of Saturday's game. Then, Kennedy brought up how the team was eventually able to pick up momentum

and ultimately win the game by five goals.

"We started off a little slow, which was a bit strange considering that Worcester isn't as strong of a team as we're used to. It was a little difficult to play on the level that we aspired to play at. Eventually, we started to pick up the energy in the second and third periods. By the time the game was close to finishing, we had brought the energy up significantly," said Kennedy.

Prior to facing Loomis, Emily Mara '25 emphasized the importance of the game. She explained the value of being a good seed in the postseason to gain home advantages as the playoffs progress.

Mara said, "We have a big game against Loomis tomorrow, which can determine our seating going into the playoffs. Right now, we are hoping to win our game to then get a home game for our quar-

ter-final game and hopefully our semi-final game as well. Our team plays well with confidence and I think being at home for our postseason games would be awesome for the team."

While speaking on the preparation for the big game against Loomis, Gabriela Batchen '24 mentioned the team's focus on mindset throughout its games. She highlighted the team's big wins against Williston Northampton (Williston) and Nobles and Greenough (Nobles).

"In our training, our mindset is that we've been working really hard this whole season. We've had really good success against Williston and Nobles and we're just going to keep continuing and like trusting ourselves and our team with the effort that we put in will mirror the results we're going to get out," said Batchen.

Margot Furman '25 also commented on how the team hype and momentum helped them beat Loomis and how the team is focusing on performing well in the playoffs.

"Loomis is a good team and we were super excited to play them because we had lost to them earlier in the season at our Taft tournament. We knew that we were ready to defeat them this time, and we approached the game with excitement. We knew this game would put us in a good position for playoffs if we won, so we've been preparing for a while and putting our all into training. We've been super focused as a team on this event, and we are excited to play Exeter," said Furman.

Girls Hockey looks forward to facing off against Exeter on the ice at home on Saturday.

With Personal Bests and Record-Breaking Times, Girls Swimming and Diving Places Eighth at Easterns

MADDIE SHIN

Girls Swimming and Diving competed against 30 different teams at the 2024 Eastern Interscholastic Girls Swimming and Diving Championship (Easterns), coming in eighth overall. Ariana Zhao '25, Alice Zha '25, Co-Captain Elissa Kim '24, and Mia Wona-cott '24 broke the Andover record in the Medley relay, taking home third place. Zhao also broke both the Andover school and the New England League record for the 100-Yard Butterfly, placing first. In addition, Co-Captain Izzy An '24, Zhao, Kim, and Zha broke the 4x100 Meter relay record.

Sophia You '26 shared that going into the meet, the team focused on the quality of its practices over the quantity. You noted that this training strategy directly translated into better performances at Easterns.

"Leading up to Easterns, we tapered a lot. So, we did a lot less volume and a bit higher intensity, so we were just working on sprinting and trying to conserve energy. I think that helped us in the meet," said You.

Hannah Song '27 emphasized the strength of the team dynamic. She noted that both the coaches and co-captains aided in fostering a positive team environment.

Song said, "A crucial moment for the team is when we really bonded or became closer because of our meet or prelims (preliminaries) or finals or how we were cheering each other on. Even though some people didn't make it to finals, you're expected to cheer for everyone. The whole team worked on this because our coaches and captains both encouraged us to show good sportsmanship or team bonding and cheer for everyone else. The strength of the team was that we were really there for each other."

Chloe Ru '27 highlighted Zhao for her impressive performance. In addition to breaking records and placing top three in multiple events, Zhao racked up many points for the team.

"Ariana Zhao, she's an Upper. She got one first place and one second place, which is really good because the entirety of this meet was East Coast, which is National Level. It's a really high-level meet. She broke the record at the meet for 100-[Yard] Butterfly, and then basically she did really well, and she helped us earn a lot of points," said Ru.

Ru also commented on the supportive atmosphere at Easterns, remembering how every team member would go and cheer each other on during their races.

"We were all really supportive throughout the entire meet. And, also, whenever an Andover student was swimming at a race, we would all go down to her lane and then cheer for them at the end of

the lane. And all of our voices were hoarse the next day," said Ru.

Song commended Co-Captains An, Kim, and Molly MacKinnon '24 for their excellent management and leadership skills. She praised their commitment to uplifting all team members even while juggling their own responsibilities and techniques.

"The Captains really stood out because they were the ones that initiated everything... They were the ones that organized or encouraged the team because they're the more experienced people because they did Easterns for at least three years. They were there. They were always encouraging. They knew how things worked out, and even though they had their own races, they were committed to cheering for every single one of our teammates, and it was just really nice," said Song.

Looking forward, Ru noted the upcoming annual Andover/Exeter (A/E) rivalry

and New England Division I Championship Meets. The team will be continuing its rigorous training in hopes of finishing off the season with even more victories and stellar performances.

Ru said, "As for this week, the upcoming week, we have A/E this upcoming Saturday. It's hard, so we will definitely be working for that because it is a pretty big deal... They're really good, so we have to work hard to make sure that we are at our best potential. We try our best to win, so we will be working on that. And, we will also be working for New England's, which is coming up right after A/E."

Girls Swimming and Diving will compete against Phillips Exeter Academy on Saturday.

Indoor Track & Field Travels to USATF at Harvard for Final Meet of the Season

MADDY LEHMAN & ALASTRIONA O'DONNELL

A few select members of the Andover Indoor Track & Field (3-1) team competed in the US-ATF-NE Championships on Sunday at Harvard University, going against collegiate-level athletes. Quiana Bell '26 commented that the main strength of the team on Sunday was the relentless support everyone offered each other. Bell said, "We were all supportive of each other's successes. And even when somebody felt like they didn't have a great performance, or could have done better, I think that we all did a good job saying like, 'Hey, it's okay, you'll get them next time.'" Head Coach Keri Lambert

highlighted the sheer size of the meet and the range of competitor ages and skill levels. There were high-school, collegiate, youth club, and even adult athletes who were invited to compete simply for the exhilaration and enjoyment of it. In an email to *The Phillipian*, Coach Lambert wrote, "The meet had about 900 entries overall, which was 200 more than last year! Despite how busy it was, though, it still felt really relaxed, from my perspective. This meet attracts an eclectic mix of athletes, including high school and college students, youth club athletes, and people in their twenties to sixties who are there simply for their love of the sport. It makes for an interesting meet!" Although the team performed well and generally maintained a

positive attitude, Bell noted that anxiousness and feelings of uncertainty were present as well. "Everybody was nervous even those who've done it before I feel like it's like you're coming off a bus ride [and] you're at Harvard, you're at this big meet with so many people that it's a lot of pressure so I don't know what I would do about that but everybody was nervous. Maybe mindfulness exercises or figuring out how to slow down our nerves [would help]," said Bell. Jenna Robertson-Palmer '27 praised Storrie Kulynych-Irvin '24's resilience in the first event of the day, noting her excellent race despite a minor delay. Kulynych-Irvin placed second in the 5K with a time of 18:06. Robertson-Palmer said, "The first race of the day was the 5K

and Storrie ran it. And she was the first one of the day and we were a little bit late and she got there and warmed up quickly and competed well and ran a really good time." Robertson-Palmer also admired Co-Captain Emerson Kington '24's strategic approach to the 400-Meter Dash, which he placed first in with a time of 50:18. "It was a hard meet and everyone went out there to compete, and I feel like Emerson really stood out because he ran the [400-Meter Dash] really well. He stayed with the pack and then he made his moves and at the end, he sprinted forwards and he played the race well so I think he stood out the most," said Robertson-Palmer. Throughout the season, Indoor Track & Field has battled various illnesses and injuries, but

the team has nonetheless persisted to run one of the best seasons in the recent history of PATF. Lambert wrote, "We struggle to stay fully healthy, especially during the winter season. Sicknesses and injuries often sideline some of our team members, which can be hard for the affected individuals, the team culture, and our team scores. That said, this season was so much better than in years past, so maybe some of our messaging around wellness as well as the adjustments we've made to our training is finally beginning to pay off." A handful of athletes will compete in Indoor Track & Field Nationals in early March.

Nordic Faces Challenging Course at NEPSAC Championships

ANYA BUDZINSKI

Andover Nordic competed at its final race to close out the season last Wednesday, traveling to Proctor Academy to compete in the NEPSAC Championship. The top six boys and girls competed from each team, and Andover did not place. Luke Williamson '25 recalled the beginning of the meet, describing how the start was stressful due to the team's late arrival. He elaborated on how, once the meet began, the team saw some success on the race course and finding improvement from their initial position in the back.

"The beginning of the day was kind of a mess because we all got there a little late so we were in the back. ... It went pretty well in the end. I was just passing people a lot because we started in the back and we all ended up placing alright... The way of the course [worked]... there was a little loop and then you go out on the field and that was part of it and then you did that whole thing three times," said Williamson. Going into the race, the team was excited to compete and have fun on the course. Williamson described how there wasn't a ton of pressure going into the race, with the team simply aiming for their best performances. Williamson emphasized the team's supportive environment and

the more playful atmosphere of the meet. "It was really positive and supportive. Going into the race we just wanted to go out and compete and have fun. There wasn't too much pressure. I feel like it's a common thing in the Nordic community... to have a little more fun. [It has] a lot more casual people and this is a smaller community so the environment's definitely more playful. There's people who have their traditions and their funny outfits and stuff which makes it super fun," said Williamson. In the days leading up to the race, the team was forced to change the focus of their preparation due to a lack of snow in Andover. Zoe von Eckartsberg '26 noted how

the team shifted away from the technical, form-related aspects and focused on maintaining aerobic fitness. von Eckartsberg said, "We haven't gotten much snow in the past week which made training more difficult. We haven't been able to really practice form or anything. So because we weren't able to practice on actual skis, we just stayed consistent with exercise, like going for runs as a team and keeping our aerobic fitness up because that is really important in the race." Matt Robinson '27 noted how the course at Proctor Academy was made more challenging by the hills. For the classic portion of the meet, the course was adjusted to fit the style of skiing. He highlighted the general team

spirit in racing hard but also enjoying the experience of the meet. "For the classic race, which was first, they reversed the course so that it would be less hilly and so that made a big difference in how fast we were able to go because there were more downhill which obviously make you go faster... We do care about our results, but we're not the most furious and concerned about it so it takes off a lot of pressure and makes it more fun for everyone. There's a lot of people here and we're all in a big field and so it's just a really good atmosphere," said Robinson.

Andover Wrestling Sees Huge Success at New England Championships

ANYA BUDZINKSI


This weekend, 20 Andover wrestlers, six in the Prep Division and 14 in the Girls Division, competed at the New England Prep Championships. In the Prep Division, Julian Rios '26 led the way with four victories to become a two-time New England Champion; he will compete at the Prep Nationals next weekend. In the Girl Division, there were four champions, with Dani Nugent '25 claiming her third consecutive New England championship. Team Abbot claimed the team title for the third consecutive year now, earning 202 team points. Leading up to the competi-

tion, the team focused on live competition and staying sharp and quick on their feet. Ophelia Lee '26, who placed fourth in her weight class, commented on the team's work on stamina and scrimmages. Lee said, "We stopped working on a lot of new techniques and mostly just drilled what we knew... We practice having full matches going over time and just preparing for situations that we might encounter in a real match." The Championship hosted strong competition across both divisions. Tasha Bohorad '26 noted that only four Prep Division wrestlers competed on Friday, one of whom, Ethan Principal '24 qualified to compete at Prep Nationals. Bohorad said "There are

a lot of teams there that we don't see regularly such as Green Farms, the New York Military School. So there's a lot of good competition... [Friday night,] the matches are double elimination and Bodhi [Beroukhim '25] I remember his last match, he needed to win and he got a really close win, so that was great." Toni Elliot '27 earned three pins, persevering through her finals matches and ultimately becoming a champion. Suhaila Cotton '24, who placed second at New England's, highlighted Elliot's strong performance. Cotton said, "She had an incredible upset... In the finals, she was going up against a two-time New England champ and her match went into overtime. So imagine like six min-


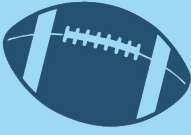
utes overtime, the score is tied, so whoever shoots first gets the first point in the next minute will win the match. She ended up getting the first takedown and pinning her opponent, so that was the biggest upset. She's now New England champ as a freshman, which is incredible." Bohorad recalled the supportive environment that Andover wrestlers and families created at the championship. Bohoad said, "A lot of people's parents came, and it was just like everyone was cheering everyone on. I think a lot of people were very nervous about their matches because it is a big event, and there were always matches going on, so it was very stressful... But I think overall it was just really good

to get out there and get experience." Looking ahead to the National Championship, the team intends to continue working on its foundational skills. Lee talked about the team's preparations, both physical and mental. Lee said, "I think drilling the fundamentals, like our number one takedowns, breakdowns, and stand ups are the moves that we're most comfortable with, just getting those solid and getting in the mindset of competing and doing our best in our matches." This weekend, Andover will compete at the National Prep Championships.




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BOYSSQUASH

Through Discipline and Sportsmanship,
Co-Captain Christian Graziano '25 Leads Boys Squash

ALEX DIMNAKU

Boys Squash Co-Captain Christian Graziano '25 has a passion for squash that drives his strong work ethic and inspires his teammates. Graziano prioritizes the team as a unit, while also making each player feel like they have a vital role.

Graziano began playing squash at 11 years old, which is significantly older than many of his peers. He noted as a player this drives his commitment to the sport and serves as one of his greatest strengths.

"I started squash fairly late compared to most people. The lowest category in squash is under 11, and I didn't join until under 13. So, it definitely has been an uphill battle for me, but I've always been ready to put in the work. Just like not giving up, [this] has been one of my biggest strengths... I'm willing to go out there and absolutely give it my all," said Graziano.

Graziano shared that the intense nature of squash keeps him invested in the



K.MA/THE PHILLIPIAN

Christian Graziano '25 is committed to playing Division I Squash.

sport. He noted the importance of consistent effort, especially since each match is played individually.

"I'd say, it's a love-hate relationship, but the pressure is definitely something you can't really find anywhere else. As much as it is difficult sometimes, the pressure

definitely keeps it going and makes the game exciting. It's just you out there with your emotions and yourself, so you have to kind of give it your all," said Graziano.

Corey Shen '26 commended Graziano for his character and sportsmanship. He noted that Graziano always treats

his opponents with respect no matter the circumstance.

"He knows how to keep a good image for Andover. He is hardworking and determination is a huge part of his character as well. Great sportsmanship, never blocks, always shakes the hand, never throws the racket. He always applauds his opponents and never trips at other players," said Shen.

Philip Meng '26 shared Graziano's dedication to the team's unity in and outside of practice. He noted some specific events Graziano has organized to promote team bonding.

"He always says, 'hi' when you're walking by him, just around campus. He organized a few team dinners [and] a few team brunches before matches," said Meng.

Shen highlighted Graziano's innate leadership skills. He mentioned pre-match rituals Graziano leads to motivate the team for its matches.

Shen said, "I would say he's a natural-born leader. Pre-matches, he always huddles us up, gives us a really inspiring speech, you know, makes us fired up and ready to play. He's never messed up

the team order."

Graziano highlighted the importance of prioritizing the whole team over one individual's performance, weighing each match equally. As a Co-Captain, he aims to keep his teammates working towards their goals.

"Keeping everyone on the right track, especially, during training and making sure everyone's mindset is just where it needs to be, is especially important in squash, which is a solo sport, but your solo efforts combine to be like a team event. It's important to make sure everyone is working hard... We have seven matches, and the number one match is worth just as much as the number seven, so every player is worth an equal amount, and you just have to make sure everyone's focused on their goals, and making sure everyone's disciplined," said Graziano.

Graziano is committed to playing Division I Squash.

Editor's Note: Philip Meng is a Business Manager for The Phillipian.

Boys Squash Co-Captain Sean-Winston Luo '24 Instills
Competition and Trust Within the Team

THEO WEI

Co-Captain Sean-Winston Luo '24 played his first match Lower year, after losing the first season of his time at Andover due to Covid-19. The year gave Luo a chance to play and improve under the guidance of upperclassmen, whom Luo expressed gratitude for and hopes to mirror when leading the team now that he has become a captain.

"A lot of the older guys were really good mentors and kept me going and motivated me and I sort of want to reciprocate that to the younger guys now. Step into the shoes, be the person who's guiding the team, making sure everyone thinks on pace and making sure there's a fun culture on the team and that everyone has a good team chemistry," said Luo.

Regardless of the outcome of each match, Luo encourages a supportive team environment, believing in each player to make the best decision in the moment and play to the highest standards.

"One of the main values is trusting each other. I think all of us are very capable as

squash players, but making sure that we hit the right shots on court, trusting that we make the right decisions when we're playing and trusting that we might not always win the match. But we're always very motivated to keep playing and do a good job," said Luo.

The team strives for excellence, reflected in the team's 13-1 record. Luo commended the players' ambitious nature, which helps them motivate one another and continually push for improvement.

"They want to get better. There isn't just a 'Let's stop now, let's barely get this win,' but there's a big, 'We want to do the best we can' culture, and I think my teammates have been great. There's a drive to play at a higher seeding, which has been a little annoying, but has been something I really appreciate, [it] pushes me to work harder," said Luo.

Luo continued, expanding on his experience as a Co-Captain, "It's honestly been such a great experience. I've had a great four years here. It's been great seeing the team develop over time and evolve. We've had a lot of guys cycle in and out. It's



A.LEE/THE PHILLIPIAN

Sean-Winston Luo '24 has worked his way up the team since Junior year.

been a really good squad and really energetic, really good, best team chemistry I could ask for. It's been a really rewarding experience and I really enjoyed it."

Alexander Wang '26 commented on Luo's technical skill and strategy as a player. Wang went on to highlight his

sportsmanship on the court.

"He's very smart with his shot selection and is a master of deception. Also, he's just a great guy on court to play with as he has very good sportsmanship," said Wang.

With this being Luo's last year, he holds high hope for the team, with the goal of

making history by placing in the top eight in Nationals. Luo shared his aspirations for the upcoming matches.

"We have Nationals coming up, so that's really big. I think we're hoping for top eight, which would be the top, probably the highest finish we ever had in team history. So that's definitely our top priority right now. Trying to bring it home, bring[ing] us a good result, [to] have a good Senior day, chop up [Phillips] Exeter [Academy], it should be fun," said Luo.

Despite participating in Nationals for the last three seasons, this year has been the most impactful on Luo. He reflected on his time during the team and on playing his final squash match at Andover.

"It's been a long run. I've played, this is my third Nationals, so I've played plenty of these, but having it been my last one, it's a little bittersweet, but also very exciting. We have the opportunity to make history here, and I want to be part of the team and guide that team to getting that result," said Luo.

Drawing from Experience:
Boys Squash Coach John Roberts' Interactive Coaching Approach

HENRY SNOW

From his humble beginnings playing squash in Northern Ireland to a critical role on Yale University's squash team, Head Coach John Roberts has forged an impressive squash journey. First introduced to the sport in a casual hit with his father at his local club, Roberts' passion for the sport has taken him on a journey leading him to his current role as the Andover Boys Squash head coach.

"I started playing when I was ten years old back home in Northern Ireland. My dad used to play, I'll say very recreationally... It became very addictive early on and I played throughout my teenage years mostly in Ireland, but also around Europe. I played professionally for a year after high school and was fortunate enough to end up playing in college in the [United States of America]," said Roberts.

Roberts elaborated on his experience playing squash professionally after high school. He described his travels outside of Ireland and noted how he expanded his outlook on squash competing in tournaments around the world.

"The one year I did after

high school was probably the best learning experience I've had. It allowed me to play and travel a bunch in Australia and Asia which was super cool. In lower-level pro squash tournaments, there's very little money, so breaking even from a tournament after travel and food is a big win," said Roberts.

Roberts emphasized the year's impact in expanding his horizons beyond his hometown and preparing him for a world beyond squash and academics. He spoke on how it set the stage for his subsequent endeavors in coaching and college squash.

"The year after high school was very different. For me, it helped me prepare more for the real world than during high school or even during college... After college, I, fortunately, always had a coaching job so playing pro tournaments on the side was for fun and motivation versus a career," said Roberts.

Now a coach at Andover, Roberts actively participates in squash sessions alongside his players. He strives to foster a collaborative and immersive learning environment and commented on his enjoyment working with upcoming players.

"I love still being involved in the game that gave me so much. It gets to a point where playing regularly becomes too hard on the body and recov-

ery takes too long. Being able to coach young, motivated student-athletes, both on and off the court, is pretty awesome. They also keep you on your toes too," Roberts said.

Will Weissman '25 highlighted Roberts' role as both a mentor and a companion, offering guidance and constructive feedback as needed, while also extending a supportive presence for the whole team.

"He is a really amazing coach and he has played at a really high level in college and then some pro-level matches, so he has a really good understanding of the game. I started playing with him before I even got to Andover and he taught me the fundamentals of technique and strategy and just playing squash in general. He is less of a coach and more of a friend," said Weissman.

Throughout the offseason, Roberts maintains a close relationship with his players, providing his guidance and support whenever it is needed. Weissman highlighted Roberts' interactive role and hands-on approach to coaching, which is appreciated by many on the team.

"This is more outside of the season, but for most of the people on the team, you call him up once or twice a week and get on court for thirty minutes and he will give you a free lesson. You will hit and work on something specif-



L.PADMAWAR/THE PHILLIPIAN

This year marks John Roberts' eighth year of coaching the Andover Boys Squash team.

ic. Freshman year he would get on court and play actual matches against us," said Weissman.

Reflecting on the essence of coaching, Roberts emphasized the significance of respect, empathy, and adaptability in both sports and life. He spoke on the importance of being flexible and adapting even when it is difficult.

"General level of respect, concern for others and discipline are pretty crucial. As

for coaching, [the] biggest thing is probably to embrace change. Changing anything in life is uncomfortable, whether it be schools, jobs, cities, countries... So changing sporting techniques, tactics, and movements at first [is] difficult and it can be too easy to turn away from these changes," said Roberts.

GIRLSSQUASH

Girls Squash Co-Captain Migyu Kim '25
Creates “Family” Through Passion, Humor, and Dedication

KATE RODGERS

Girls Squash Co-Captain Migyu Kim '25 stepped into the role as a Girls Squash Co-Captain last season as a Lower. Leading with passion and dedication, she encourages her teammates to consistently go the extra mile. Through humor and positivity, she has shaped the team into a welcoming and fun community, serving as a role model on and off the court.

After her first experiences playing squash at a young age, Kim quickly fell in love with the sport. She highlighted that through the community and the progressive nature of squash, she has been able to stay passionate.

“Something that definitely kept me going is the people. The squash community is very small and that allows you to build strong relationships with those around you. Squash is also a very rewarding sport and you get to see gradual improvements over time,” said Kim.

Kim noted that she strives to create a strong environment that fosters positivity. Kim emphasized that a team community that values each individual on a personal level is vital to her leadership.

Kim said, “Values are important to the team. I think that the team dynamic and community is the most important for me. I never would

want to be a leader that makes people feel like they are only an athlete and only matter for their performance. I just try to make sure that everyone feels included and that there's fun and we're making memories together. Just having a really strong team environment that provides comfort and a kind of family is one of the most important things to me as a captain.”

Kim's involvement and dedication to squash is recognized by her teammates. Evelyn Kung '26 mentioned that Kim can often be found putting in extra work and encouraging others to do the same.

“Migyu is an amazing athlete. She's always at practice and if she ever misses, she makes it up with a 6:00 a.m. practice by herself. She's very fitness intensive and even on off days. She'll always be around the court, hitting with the boys team, hitting with all of us, and she often runs captains' practices,” said Kung.

Along with valuing dedication, Kim instills a fun and positive spirit into the team with music and humor. Kim highlighted how impactful a mindset can be while participating in a sport, and how she aims to positively contribute to her teammates' outlooks.

Kim said, “I encourage my teammates by spreading team spirit. I focus on doing my best to catch up with players individually and reach out to them to make them feel heard.



A.LEE/THE PHILLIPIAN

Migyu Kim '25 plays a backhand shot against Groton.

I just like spreading light and fun energy by playing music, cracking jokes. I noticed that if you're feeling a certain way, that it affects your whole attitude around everything.”

Prisha Shivani '26 highlighted Kim's composure, especially in a sport where one must stay focused over long periods of time. She acknowledged Kim's ability to always remain calm and collected even during intense matches.

Shivani said, “As an athlete I really admire Migyu, because she stays especially calm on [the] court. Squash is a tough sport mentally, and

can be frustrating at times since you have to stay in a certain mindset for a long period of time. Migyu always stays composed on court, which is an amazing quality to have.”

Kung noted Kim's helpful feedback during matches, sharing that she's always ready with constructive advice. In addition to on the court help, Kung noted that Kim is a role model that teammates look to off the court.

“When we're not on the court, during team dinner, everyone is always looking to Migyu for help and support. She is always there for

us when we need her to be. She's very supportive to all of us during matches and is right by our courts offering help and advice. This is especially helpful for me because I have only been playing for about a year, so having her there coaching me helps me feel a lot more comfortable,” said Kung.

Shivani noted how Kim always provides reassurance before matches and encourages her teammates to create goals and hone in on specific focuses for their matches. She shared a specific phrase Kim uses before every match that resonated with her.

Shivani said, “Before every match, we usually huddle up as a team. Almost every time without fail, Migyu says, ‘Play squash you are proud of, and leave everything else off court,’ which is very reassuring. This has really stuck with me, and is now usually something I think about going into a match. During warm-ups she also typically urges us to think about one specific thing we would want to focus on in our match, and reminds us of that thing in between games.”

Kim recognized how the team successfully made the jump from Division II to Division I this year. She shared high hopes for the last match of the season, the U.S. High School Championships, in terms of both performance and team bonding.

Girls Squash Co-Captain Christina Yen '24 Leads With Expertise

LILY WILLIAMSON

Girls Squash Co-Captain Christina Yen '24, a self-proclaimed “squash nerd,” gives more than just technical advice to the team. Yen strives to foster a team of players who can rely on one another, balancing the individual and team aspects of the sport.

Yen's love of the sport began when her brother, already a squash athlete, introduced her to the sport. Yen described how she was drawn not only to the facilities offered on campus but the supportive team environment.

“That drew me to come here, and that turned out to be a good choice because almost every single year, our team spirit has always been really strong and really great,”

said Yen.

Having spent two years with strong upperclassman role models on the team, Yen takes inspiration from previous captains to be that role model for current Juniors and Lower on the team.

“When I was a [Junior] and Lower, we had amazing Seniors, and once I became an Upper and a Senior, I learned to learn from the former upperclassmen that I looked up to. That was a wonderful experience overall,” said Yen.

Co-Captain Migyu Kim '25 emphasized how Yen embodies what it means to be both a competitor and a captain. Kim highlighted Yen's duality in playing her own matches and supporting teammates.

“She just devotes her attention to whatever is going on in front of her. So in the match, she dials in. But when she's

outside of it, or she's out from injury or from illness, she still comes in and supports the team with whatever she does, going around to cheer for her teammates or coach them and provide them with a lot of tips for their matches,” said Kim.

According to Liz Zhao '24, Yen's strength and experience as a strong player have enabled her to support teammates by giving them pointers in matches. Zhao recalled Yen observing matches and offering feedback and tips to her teammates.

“Christina is obviously a really good player, and because of that, she's really good at analyzing the other players. When we play matches, for example, and we come out in between games, then Christina will come. She's been watching a match, so she'll give us advice and she has so

much match experience, just so much experience with the sport in general,” said Zhao.

Though squash is an individual sport, Yen actively works to build community within the team. Yen described her efforts to ensure that the team has discussions after matches and holds one another accountable.

“When we're doing well, after our matches, we always come together, talk a little bit, and discuss with each other what we thought went well. In some ways, [although] it is an individual sport, we also rely on other people to help us serve as people who are accountable for us when we make mistakes on [the] court with what we wanna continue working on,” said Yen.

As a captain, Yen hopes to relay to her teammates how building mental strength will

not only improve their playing but also how they conduct themselves in the future in areas beyond squash.

“A large part of squash is that there's so much that can happen. It's a very fast game. You can't get caught up in your own emotions and things like that. Otherwise, you don't play as well. So a lot of what I'm trying to encourage in other people is the mental game. The mental game is strong and is very applicable in other places in life. Building self-awareness through learning to let go of things and staying in the present, that's sort of what I've been emphasizing as team captain. We'll always take that skill into other areas of life,” said Yen.



COURTESY OF PHILLIPS ACADEMY



H.ZHONG/THE PHILLIPIAN

Over the past week, Girls Squash (11-7) added three victories to its record. On Saturday, Girls Squash hosted Deerfield at home and swept with a 7-0 victory. On Monday, Andover welcomed Groton and emerged victorious once again. In the team's last match before the postseason against Exeter, Girls Squash won 6-1.

This Wednesday, Boys Squash had a shutout against Phillips Exeter Academy, making it its second shutout win against the rival school. Its record extends to 13-1. Andover will play in the U.S. High School Championships this weekend, on the road to make program history to place top eight.

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GIRLSBASKETBALL

Co-Captain Leila Boesch-Powers '24 Brings Discipline, Spirit, and Communication to Girls Basketball

KATE RODGERS

With new leadership across Girls Basketball, Co-Captain Leila Boesch-Powers '24, has bridged the gap between coach and player, aiding her team during these transitions. Despite being surrounded by change, she leads with positivity, kindness, and discipline.

Boesch-Powers began her career in basketball around her third to fourth grade, continuing through middle school, but missing her first winter season at Andover due to Covid-19. While recognizing she is not the most experienced member of the team, Boesch-Powers consistently brings spirit, encouraging her teammates to do the same.

Boesch-Powers said, "I strive to be a positive and energetic Captain. I know that I am not the most experienced player on the team, but I always try to make up for that through uplifting other people and making the impact that way. I think that's half, or even more, of the battle to make sure everyone is fostering a community. It really just

changes the entire team dynamic."

Boesch-Powers' energetic nature does not go unnoticed by her teammates. Sophie Dandawa '25 highlighted how she is always the first one to show her teammates support in numerous ways.

"Leila is really vocal and energetic. She gets the whole team's energy up. She always makes sure we are all into the game and focused. She is the first one to cheer for us if we score, first one to have our back if someone makes a bad call, or just stuff like that," said Dandawa.

Boesch-Powers shared that many of her qualities as Co-Captain carry over into her everyday life. She embodies and strives for consistent motivation and effort, pushing the team to do its best.

Boesch-Powers said, "I feel like the same way that I Captain is the same way I am as a person. I just try to get everyone to do their best and to be disciplined, which is important in sports and in life in general. So, pushing everyone to be their best self is important to me."

Despite a new Girls Basketball Head and Assistant

Coach, Boesh-Powers has still been able to instill some aspects of familiarity in the team. Ruby Kokinos '26 recognized her ability to create new connections and ensure direct communication on the team.

Kokinos said, "While having new coaches and a relatively new team, Leila still made sure to implement traditions from last year. This gave us a feeling that even though the team was very new, that not all of the community that we previously had was gone... Leila did a very great job at facilitating the new relationships between the coaches and the team through making sure there was clear communications and just connecting us all even when there were a lot of brand new dynamics on the team."

As Boesch-Powers transitions out of her last season on Girls Basketball, she shared advice to her current teammates. She emphasized that effort and care are vital parts of a successful team.

"I'm so excited to see my teammates continue to grow as players even while I'm no longer on the team next year. So, some advice I have for



A.LEE/THE PHILLIPIAN

Leila Boesch-Powers '24 plays (POSITION) on the Andover Girls Basketball team

them is just to focus on continuing to work hard and be kind people first and the rest will come if you have a strong team dynamic and the discipline to make it happen," said Boesch-Powers.

Girls Basketball Co-Captain Valerie Ha '24 Serves as Role Model for Teammates

TARA MENON

Girls Basketball players follow Co-Captain Valerie Ha '24 as she serves as a role model for the team. Particularly, her technical skills and encouragement aid Ha in leading players, on and off the court.

Because her elementary school only offered girls basketball, Ha found herself playing it from an early age. She shared that while she started by chance, a combination of her enjoyment of the sport and her natural ability led her to stick with it.

"I started playing when I was seven. My school only had a girls basketball team and a boys soccer team cause we didn't have enough places or coaches and stuff like that. So, I just decided to try out, and I realized I was good at it, so I kept playing, and I had a lot of fun," said Ha.

On the court, Ha leads through enthusiasm, competition, and work ethic. Ha shared that the energy she puts out helps unify the court.

"I lead by excitement and example and by always putting in my effort, and that shows on the court especially...[I lead] by example on the court, by competition, I think. My energy on the court really helps to bring the team together for a win," said Ha.

Teammate Emerson Buckley '25 recognized Ha for the example she sets. She noted the effects of a strong, disciplined, hardworking co-captain, which then instilled similar values in the team.

Buckley said, "She definitely leads by example going hard and giving 100 percent at all times. It really sets the tone for all our practices and games pushing us all to match her energy and compete. She has really pushed me to never back down and I know that goes for a lot of the other girls on the team as well. She is an amazing guard and I think she is really an inspiration for our younger players not only with her ability but her confidence and relentlessness."

According to Sophie Dandawa '25, Ha is technically skilled, a trait that players on the team look up to her for.



L. RUSTUM/THE PHILLIPIAN

Through her leadership, Valerie Ha '24 serves as a source of guidance and inspiration for her teammates.

"You watch her on the court, you watch how she passes, how she plays, how she scores. You can't help but want to do the same, you really want to play like she does. She's also very energetic," said Dandawa.

Ha plans to continue playing basketball competitively or recreationally.

Girls Basketball Head Coach Jen Weissbach Uplifts the Program

AARON HUANG

Girls Basketball Head Coach Jen Weissbach spent countless hours shooting hoops on her driveway with her mother rebounding. An 1,000 point-scorer in high school, Weissbach went on to play Division I Field Hockey at Dartmouth University and served as one of the team's two captains, while also playing on Dartmouth's travel basketball team.

Weissbach's love for coaching started in high school, where she would coach at camps and clinics. Later, she returned to coaching high schoolers because of their abilities to develop and mature rapidly. Previously, Weissbach served as the Head Coach of Field Hockey and Basketball at the Hill School in Pennsylvania.

Weissbach said, "I think that was a way for me to start to build my passion around coaching. I've learned to love coaching high schoolers because I find that it's a time when we can see so much growth and we can help them grow. We can help them learn how to work harder than they've ever worked before and we can help them learn how to be a great teammate,

how to be a great person."

Weissbach instills three core values into her teams to create an environment based on teamwork. She helps players steer away from an "I" mindset and towards a "we" mindset as a way to promote collaboration and trust.

"I value hard work. I value passion. I value commitment, and something that I've been trying to instill in our team is that it's never about you. It's always about us... It's always about how we can continue to grow and be better and push each other as a team, as a collective unit. And my goal as a coach is to try and instill that into everything that we do," said Weissbach.

According to Akari Imai '25, Weissbach has established a balance between being easygoing and challenging the players. Weissbach always makes herself available to help the players individually as well as a team.

Imai said, "She is funny and she is very personable, but she's also strict on us and hard on us and pushes us when we need to be pushed... Whenever I have a problem or I want to improve on something, she'll always give the best feedback and she'll be really supportive and encouraging about it."

Weissbach values self-im-

provement when approaching competition. Although competition is expected in the sport, having a good experience as a team is equally as important.

Weissbach said, "My goal ultimately at the end of the day is to build a great experience for each kid. I want players to come through our program and say they learned how to work harder than they've ever worked before... Certainly, we are excited about any results that are in our favor on the scoreboard, but that's never the end goal. That's never the result. We define success by how hard we're working, the progress we're making, not by the scoreboard."

Imai credited Weissbach for standing up for her players during unfavorable calls. Her outspoken nature makes the team feel supported and encourages them to continue to play with the same competitiveness.

"She always stands up to us and fights for us. So, even if it is a bad call by the ref or someone does something mean in any scenario, she will always put us first and she'll always push and fight for us, which I really like about her," said Imai.

Weissbach celebrates the progress that each player and



A.TSAO/THE PHILLIPIAN

Jen Weissbach aims to provide her athletes with support and valuable feedback.

the program has made thus far.

Weissbach said, "I hope that they know how much I care about them. I hope they know how proud I am of them to be their coach and to be able to have the opportunity to work with them each day... We've grown a lot over the last couple of months togeth-

er and I think individually all of us have grown and tried to be as best as we can be. I'm very proud to be the coach here."

BOYSBASKETBALL

Boys Basketball Co-Captain Isaiah Harris '24 Brings Spirit and Work Ethic to the Team

AARON HUANG

Boys Basketball Co-Captain Isaiah Harris '24 prioritizes becoming a role model for his younger teammates and instilling his love for the sport in others. With his upbeat energy and dedication, Harris shaped the close-knit team dynamic and consistent drive for success.

Harris shared the transition he has made from leading by example to assuming a stronger voice on the team. His goal is to bring spirit to Boys Basketball.

Harris said, "In the past I was more of a lead by example type of person, but I'd say, in the last couple years, I'm more of a vocal person trying to get the team going."

As a Co-Captain, Harris



L.RUSTUM/THE PHILLIPIAN

Isaiah Harris '24 faces games head-on.

builds team chemistry through humor, while helping create and maintain a collectively ambitious mindset for the team.

"I like to joke with the guys,

make sure we have that camaraderie, and at the same time, just keep that competitive edge and make sure we're all doing what we're supposed to do," said Harris.

Cade Rutkoske '26 described Harris as a role model, highlighting his leadership, especially amongst the younger players. He also commended Harris for his work ethic while battling an injury.

"He's a great role model for people on the team, especially for the younger guys who look up to the seniors and look up to the captain. I think that's one way he leads the team, and he's obviously a hard worker. Earlier in the season he was going through [physical therapy] a lot to try to get healthy for the season, so his work ethic is also inspirational," said Rutkoske.

Fellow Co-Captain Robbie Nyamwaya '24 describes the

brotherly relationship he has with Harris. The idea of finding family within the team significantly boosts the team dynamic during a game.

"We are all brothers before teammates, so our chemistry is unmatched. We have all played with each other for a bit, so we understand how we play," said Nyamwaya.

Harris believes his persistence on the basketball court speaks to his attitude of always striving to get better and push for a better self.

Harris said, "I'd say I'm just like a relentless, scrappy type of player that just doesn't back down from anything. I always try to do whatever that surpasses any expectations anyone has of me.

And, I try to do the things that a lot of people don't want to do, which is like chasing loose balls or boxing out, actually getting a

rebound, just the extra things... It's just me having that drive to want to be better and demand more for myself every day."

Rutkoske admires the determination and competition that Harris brings to the team. According to Rutkoske, despite being injured, Harris worked hard to return to the court, coming back ready to win.

"I think [Harris] is a great teammate and a great captain and leader. He's been here for a long time, so as a Senior, he's gone through a lot of adversity and a lot of ups and downs. So, he's definitely mature and a great leader. He's been hurt for some time, and this year as a Senior, he's finally back and I think overall he just really wants the team to win. He's a really competitive player, and he's just a good guy all around," said Rutkoske.

Boys Basketball Co-Captain Robbie Nyamwaya '24 Prioritizes Positivity and Connection

MAYA ROGERS

Boys Basketball Co-Captain Robbie Nyamwaya '24 leads through inclusion and encouraging personal connection across the team. He strives to be a role model for the younger players on the team, putting an emphasis on communication and optimism.

Nyamwaya started his basketball career at around four years old. He shared that the contentment he felt on the court initially got him invested in the sport.

"I was always happy on the court, so I just decided to do something that made me happy. No matter what time it is, or no matter how I'm feeling, I can go and get some shots up, and I feel like I'm at peace," said Nyamwaya.

Nyamwaya's positivity was highlighted by teammate Olilanya Ogueri '25. He noted Nyamwaya's

ability to connect the team on and off the court.

"[Nyamwaya] texts us if we're having a bad game, or if there's some internal stuff within the team. He always makes sure that we sort it out off the court. I think our team chemistry this year is actually a lot closer than it has been in the past other two years, and a big part of that is our current captains."

Nyamwaya shared that he aims to be a role model on the team, especially for the younger players. He mentioned his hope that his younger teammates could one day model his leadership style.

Nyamwaya said, "I try to be the best person that I can be around the younger guys. I try to be someone that they can look up to, someone they can follow, and maybe one day model their character after. I try to be the best teammate [and] friend that I can be."

Ogueri emphasized Nyamwaya's efforts to involve each player on the team. He noted that Nyamwaya works to connect with teammates off of the court.

"[In] our group chat, Rob [Nyamwaya] and [the younger players] are always talking to each other, always hanging out. If I see Rob, he's always making the underclassmen feel happy. Actually, one of the first times we met [Oliver Velez '26] was last year on the Montenegro trip... Ollie was a pretty quiet kid. He had just met the team. Rob always made him feel invited. He would always invite him into the conversation. And I think part of the reason we're so close is because of how welcoming he is, and how everybody really looks up to him, especially since he's one of the older guys on the team," said Ogueri.

Despite only playing with Nyamwaya this year, Jeremy Woodley shared some of his lead-

ership skills. In addition to being an overall great leader, he noted that Nyamwaya strives for an inclusive team environment where communication is prioritized.

"I've only seen him this year, but he's a really good communicator and talks well on the court, gets everyone involved, great leader," said Woodley.

Nyamwaya shared some of his core values as a co-captain. He prioritizes the team dynamic, putting an emphasis on optimism.

"I always try to be positive, no matter what's going on, no matter if we're winning or losing, and I think that's something that our team is doing really well. I feel like no matter what's going on we all have each other's back, we all have great chemistry, and so I try to always be their leader and try to be a captain to that," said Nyamwaya.

Nyamwaya hopes to continue his basketball career in the future.



L. RUSTUM/THE PHILLIPIAN

Robbie Nyamwaya '24 takes a leap for the shot.

Boys Basketball Co-Captain, Keenan Sparks '24 Ignites Sparks Within the Team

THEO WEI

After Boys Basketball Co-Captain Keenan Sparks '24 came to Andover as a Junior during the beginning of Covid-19, he was soon faced with the challenge of losing one year of high school basketball. However, Sparks has risen to lead the team regardless of setbacks.

Sparks said, "It's been a great experience just to be able to lead, and I know definitely it's been something I've had to work on throughout my years. So, I think just being put in that position and being able to lead and just on the court and off the court has been an incredible opportunity and I've enjoyed the season a lot."

Sparks noted the chemistry between the captains. He highlighted a game against Worcester Academy (Worcester), where Andover was the underdog coming into the



L. RUSTUM/THE PHILLIPIAN

Keenan Sparks '24 dribbles the basketball.

game. Although the team was down during halftime, Sparks recalled Co-Captain Diego Velez '24 and his performance that led to an upset win.

Sparks said, "We were down in the first half by a good amount, I think 10 or 12 points. We made a big comeback, and then I hit a buzzer-beater three to send it to overtime. Then Diego hit a buzzer-beater three to win the game."

As the season comes to an end, Sparks commented on the team's growth. Despite setbacks, the captains have been intentional in working to improve the team and uplift the players.

"There's definitely been some ups and downs, but I think overall we've really done a good job of just learning from our mistakes and I think from the start of the season we've had a lot of growth. Like offensively, [at] the beginning of the season, we were kind of stagnant and we didn't share the ball as well.

But, I think now we've done a lot better at just moving the ball and just playing together as a team," said Sparks.

A noteworthy tradition that the team captains have implemented is the talks before each game begins. Sparks discussed the importance of sharing feedback and coming together as one to begin the game.

Sparks said, "Before the game, after our layups, with a couple minutes left, we like to get huddled up around the free throw line and just kind of talk about the game and just like how we want it to go. So, I think just having that communication before the game and we're all on the same page is super helpful."

Part of a successful team is for players to hold accountability. Sparks mentioned providing each player feedback during practice and holding them to a standard that can lead to team success.

Sparks said, "Whether it's talking to them through plays

and on defense, just communicating with them and telling them where they need to go. When we're watching film, just picking out stuff that we can do better."

Andover will play Phillips Exeter Academy on Saturday, a game that will determine if Andover can proceed to the playoffs. Sparks talked about his aspirations to go into the playoffs and noted the team's preparations.

Sparks said, "We've really been just preparing for that this week. Usually we'll have a game on Wednesday or Friday, so it's been good to just have the whole week to practice. Hopefully we'll get into the playoffs once we win this game. So just taking advantage of every opportunity and really just treating every game now like a playoff game."

Diego Velez '24 Brings Teamwork and Competitive Spirit to Boys Basketball

DAVID SIAHAAN

Andover Boys Basketball Co-Captain Diego Velez '24 embodies competitiveness. He started to play basketball in a YMCA Youth League in the Bronx when he was five, and his countless hours of practice and unwavering dedication give a shining example to the rest of the team. In addition to being captain of the Boys Basketball team, he is also captain of the Andover Football team, a nod to his leadership that transcends beyond basketball.

According to Isaiah Harris '24, Velez is one of the hardest-working individuals he knows and serves as an inspiration to his team. He noted that Velez leads by example, always pushing himself to become a better basketball player.

Harris said, "He's kind of a scrappy player who just never backs down from anything and demands more from himself than anybody. He's always very hot with himself, which is what I love about

him because he always wants to strive to be better each and every day."

Coach Terrell Ivory '00 (TI) echoed Harris's statements. On the court, Coach Ivory noted that Velez is one of the most competitive players he has ever coached. He also mentioned that Velez is incredibly vocal and always helps the younger players.

TI said, "He's one of the toughest kids that I've ever coached. His will to win is unbelievable. He's the ultimate competitor, and he's one of those teammates that you just love having on your team. And I would not want to play against him. He plays hard. He makes good decisions. Anytime you have somebody like that on the tea, he just inspires his teammates to be so much better."

TI highlighted Velez's leadership style, noting that it is a reflection of his style.

"As a captain, he's done a good job of leading. He's been vocal. He helps the younger kids understand what it means to be a part of the program. He sort of says he's an

extension of me in the sense that he sets high expectations for the kids. And I think he helps me be a better coach," said TI.

Velez motivates his teammates by staying vocal on the court, echoing Coach Ivory's words. He mentioned that every detail is important and that drills are what translate into the game.

Velez said, "The main thing is making sure the energy is up. Just being loud. If one person is loud, people follow. That is how we keep people focused. Even the smallest drill in practice matters; all of those drills translate to the game, and if you don't practice at your game level, you don't succeed. So that is how I keep the energy up in practice and in games."

Harris recalled a game where Velez's talk influenced the players to use their competitive drive and play with morale until the end.

Harris said, "When we lost by 15 to this team that was absolutely not at our level at all, he just gave a talk to us about, like, how we have to

be better and what we need to do to get to where we want to be, which is to win a Championship in the long run. So, I think that made me respect him even more because coming from a medium account myself, it shows me what I could do as well."

Collaboration and trust are values that Velez leads by. He noted that basketball is a team sport and that every player is important in the success of the unit, regardless of the role they play.

"Teamwork is the most important, but that goes hand in hand with selflessness. Basketball is a team sport, and we need everyone on the team to contribute in their own way. To be successful, everyone is really important," said Velez.



L. RUSTUM/THE PHILLIPIAN

Diego Velez '24 takes a shot for the hoop.

Boys Basketball Coach Terrell Ivory '00 Emphasizes a “We Over Me” Mentality

SOPHIA CRATTY

In his 12th year of coaching at Andover, Boys Basketball Head Coach Terrell Ivory '00 (TI) considers himself to be a caring and intense coach. After completing a postgraduate year at Andover, TI played Division I basketball at Davidson College. He was then an assistant coach at Blair Academy for three years before coaching at Davidson College and Colgate University.

When TI stopped playing basketball, he still hoped to be involved with the sport and pursued coaching as a pathway to helping kids and giving back to basketball.

“I love playing basketball and I wanted to continue playing as long as I possibly could, but I knew, once I stopped playing, I still wanted to be involved. Just for me, helping kids out the way that some of my coaches and mentors helped me out. It felt like a job that I would find fulfilling. And for me, it's just trying to help kids in as many ways as possible,” said TI.

Having had TI as a coach for three years now, Olilanya Ogueri '25 highlighted TI's emphasis on being focused but also his playful demeanor that creates a healthy team environment.

Ogueri said, “I'm one of

the few guys...that's been on the team since [Junior Year], so I've got to hear him a lot. One thing he's taught me is definitely being able to buy into a team and being able to know your role... He also prioritizes having fun. He always cracks a lot of jokes and puts us first.”

TI's college coach introduced the “we over me” mentality to TI, who now upholds the value through his own coaching. TI looks for athletes who are selfless and act in the best interest of the team.

“My college coach taught me something important. I want kids who are selfless. And, he always said, ‘If you help somebody, you help yourself.’ So, I think being a good teammate, being able to make sacrifices, and this idea of ‘we over me’ is really important,” said TI.

In a recent game, TI recalled Xavier Abreu's '25 outstanding performance, in which he demonstrated the “we over me” mentality.

TI said, “One of our kids, Xavier Abreu, was having an unbelievable game. He was just making so many shots, and he was on fire... They were working hard to make sure that he was successful, which meant the team was successful. There was this one particular time at the end of the first half where he had



L.RUSTUM/THE PHILLIPIAN

TI has been head coach of Andover Boys Basketball for (YEARS)

the ball, and it was a two-on-one. He could have taken the shot, but he passed it to an open teammate in the corner... [At] that moment, every-

body was trying to get him the ball, and he was on fire...and he made the decision to pass it to an open teammate and let them take the last shot for the

half.”

Abreu also mentioned selflessness as being prevalent on the Boys Basketball team. Abreu noted TI's dedication and sacrifice for the team, and how this propels Andover to constantly play its hardest, focus, and be attentive.

“TI really stresses a selfless culture within our team. He stresses doing little things that help your teammate which eventually could help yourself later, down the line, and then help the team in general... He's a guy that'll go to war for us in the games, and you can always feel how much he cares for us. That really helps us stay focused, pay attention to the little things, and do whatever it takes for us to win,” said Abreu.

TI's favorite part about being a coach is getting the privilege of watching his players grow and evolve.

TI said, “I would say my favorite part is seeing kids grow in a lot of different ways from when they come here to especially when they leave and graduate and then I get to see them when they come back. I always help them understand that they're always going to be a part of the program, and then you see them go out to the world and do amazing things and become people who go out to the world and make the world a better place.”



L.RUSTUM/THE PHILLIPIAN

Andover hosted Belmont Hill School at home this Saturday. The team bounced back from a 54-60 loss against St. Paul's School last week to win 78-58 against Belmont Hill. Its record stands at 11-0-7 this season. Andover hopes to extend the win against Phillips Exeter Academy on Saturday.



COURTESY OF PHILLIPS ACADEMY

In less than a week, Girls Basketball (10-14) played four games, winning three out of the four. This past weekend, the team competed in the Eight Schools Tournament, defeating both Deerfield and Exeter 46-39 and 57-38 respectively. On Monday, the team played St. Paul's School, securing a victory of 49-38. On Wednesday the team traveled to the Holderness School



BARTLET

STREET

Let's Eat!

Five small bowls of different colored dips or sauces: white, green, pink, brown, and blue.

A bowl of soup or stew with vegetables and meat.

A sandwich or burger with various toppings, including lettuce, tomato, and meat.

11 BARTLET ST, ANDOVER, MA 01810

Arts & Leisure

The Phillipian

The Cast of “Shrek, the Musical” Let Their Freak Flags Fly in This Year’s Ambitious Production

ADELE CIOCIOLA

Rainbow banners hung from floor to ceiling as the voices of Michael Kawooya '26, Amina Gorman '26, Davyn Gottfried '25, and April Arabian '24, in their respective roles of Shrek, Donkey, Fiona, and Dragon, sang “I’m a Believer” by Smash Mouth. Beside them, the rest of the cast stood along the front of the stage, singing and dancing along, with wide smiles stretched across their faces.

This past weekend, The Phillips Academy Theater & Dance Department presented “Shrek, the Musical” in Tang Theater. Over the course of the two-hour show, the packed auditorium was filled with eclectic costumes, fantastic singing, upbeat dancing, and sets that transported the audience into Shrek’s swamp and the Kingdom of Duloc. Audience member Agnes Agosto '24 applauded the impressive performance.

“It was really bright and fun and also kind of clever. There were a lot of hidden jokes. I thought they did Duloc very well: it was very culty... The thing that was different from this musical with respect to the other musicals was that it felt like a bigger production. The cast was bigger; the set was bigger; it overall just kind of felt more ambitious, but they pulled it off,” said Agosto.

The execution of the musical was the result of an extensive rehearsal process starting months ago, at the beginning of the Winter Term. Donkey donned a furry gray bodysuit that was brought to life by Gorman’s effortless strut across the stage, sarcastic delivery



Davyn Gottfried '25 singing her solo as Fiona in “Shrek, the Musical”

A.LEE/THE PHILLIPIAN

of hilarious lines, and the judging looks she flashed in Shrek’s direction. Gorman commented on the rehearsal process, as well as the challenges of singing with a live orchestra.

“In the beginning, we were all together, and then we split off into separate scenes and things like that. I think my favorite part was when we finally got our costumes because we got to really see the costumes, the set, all that stuff come together. Something that was really challenging was

the first time we did sing with the band [and] balancing out the loudness,” said Gorman.

The costumes and props were an integral piece in bringing the show to life. Arabian wore a purple and black dress with a dragon headpiece and red wings that played out from her back. She remarked on the connection between her character and her costume, specifically noting the audience’s reaction to the surprise element of the wings.

“My favorite part of my own

song is when I floop my wings and pop them out because that was a big part of the costume and actually getting to see people go, ‘Oh my gosh’ when it happens, because I can see the crowd a little bit, that’s actually my favorite part of the show, seeing people respond to us,” said Arabian.

Behind the scenes, a strong theater community was formed amongst the cast members. Rika Siegfried '26, who played numerous roles including Teen Fiona, Tappy Rat, and Dragonette,

shared how other cast members were central to her experience.

“One of my favorite parts was getting close to the cast. At the beginning of the term we didn’t know each other super well but over the course of the term and getting to perform together it just really solidified our relationships, and that was something I really enjoyed,” said Siegfried.

The idea of community was a powerful and central message of the show as well. In her role as Dragon, Arabian transformed from a character who was feared and isolated, into one that was accepted and loved by the characters around her.

“The message is [that] all of us come from very different parts of this campus, but all of us came together and really went all in on this [show], and you can see that in all of our faces. You can see it in Duloc, you can see it with the fairytale creatures, I think that’s the idea: we are all from very different places on this campus, but we can all come together and make a show work,” said Arabian.

Similarly, Siegfried points to the song “Freak Flag” as representative of the message of “Shrek, the Musical.” This number featured the fairytale creatures celebrating each other as they let go of the judgments and expectations placed on them, allowing themselves to be their unfiltered selves.

“Obviously the message of [Freak Flag] was a big one, but also that this is our story and we are so excited to share the musical with the audience and just be able to convey joy and happiness. Hopefully, everyone walked away with a little kick in their step,” said Siegfried.

From Hip-Hop to Musical Theatre: Alex Giarnese '25’s Journey With Self-Expression in the Performing Arts

STELLA SEONG AND
HLUMA MANGCU

Impassioned actor, dancer, and singer Alex Giarnese '25, has been a constant figure in the performing arts programs during his years at Andover. From participating in a multitude of dance groups such as Hypnotiq (Hypno) and Andover Dance Ensemble, to being a member of Downbeat and, most recently, performing in “Shrek the Musical,” Giarnese makes it a priority to express himself through the arts.

Since he was first introduced to dancing and singing by his family, Giarnese has found his love for performing an integral part of his life.

“I first started dancing when I was five years old, and I was in a boys hip-hop class at a studio in my home town. I felt drawn to it because both of my brothers were in the show choir at my middle school, so I grew up around a lot of singing and dancing with my brothers. Also, my mom is a very musical person, and she inspired a lot of my involvement in the arts. She grew up singing and dancing, so I did it as well. That drove me to try the hip hop class for the first time, and that grew into me experimenting with different styles and eventually going into acting,” said Giarnese.

Alongside beginning his singing and dancing career, Giarnese’s mother is also his biggest supporter. Giarnese emphasized her role as a source of constant inspiration and support, especially when he faced difficulties with his identity within the performing arts.

“Being a guy in theater and dance can be tough sometimes because it’s not always seen as normalized. [My mom] has always been super supportive about what I want to do and what makes me happy. That has been really inspirational for me because, if all else fails, I know I will always have somebody who not only shares my love for the arts but also supports me and my dreams,” said Giarnese.



Giarnese looks to his family as a source of inspiration and support.

A.LEE/THE PHILLIPIAN

With his inspiration and support system from his mom, Giarnese was able to grow both as a person and a performer. Despite facing conflicts along the way, Giarnese described his journey into becoming someone who can express himself with confidence and genuineness.

“[After] coming to Andover, I’ve matured a lot as a person and I learned to be a lot more comfortable in my own skin and interests. Being in the arts as a guy has really helped thicken

my skin a bit and make me into the person I am today. I really do think that I have grown resilient and grown into a person who cares much more about following their dreams and doing what makes them comfortable than being a person who cares about what other people think of them,” said Giarnese.

According to Giarnese, the most memorable production he’s been a part of at Andover has been “Shrek the Musical.” He reflected on how everyone

involved in the performance worked together to communicate a shared message and how fun the experience was for him. Giarnese detailed how working on this performance has been a milestone in his performing arts career at Andover.

“My favorite performance has been “Shrek the Musical.” I really think that it was so fun because not only were we conveying such an impactful message, but we were also telling a story and that was really amazing and

fun. Everybody, all 31 people of the cast, were so engaged and committed to getting this story and message across to the audience. That is something I’ve never really experienced before as I’m new to acting and theater, so it was really awesome to see the entire cast come together to build such a beautiful story,” said Giarnese.

Amina Gorman '26, a performer who has worked alongside Giarnese over the course of the last year, described his growth as a performer. She detailed his strengths and constant improvement through multiple forms of performing arts.

“I think that Alex is an extremely talented and flexible performer. He is able to embody his character so well and I always end up thinking of him when the character comes to mind. I’ve only known Alex for about a year, but through the two productions I’ve been in with him, I believe he has grown and continues to grow tremendously as a performer. Of course he is an amazing dancer as always, but his singing style has continued to develop as he has grown more confident. As an actor, I’ve seen him come out of his shell and make his role his own and I couldn’t be more proud,” said Gorman.

Juggling three different forms of performing arts, Giarnese emphasized his dedication to working on his confidence, outward self-expression, and performing ability and experience. All of his performances join together under one common goal, to inspire others to find confidence in doing what they love to do.

“Personally, when I’m dancing, singing, or acting, I always want to tell people through how I express myself to express themselves in a way that makes them happy. I always want people to be able to be themselves. and I always hope that with my performances, maybe there was a kid in the audience who said, ‘Wow, that was really amazing, and I really want to do that.’ I always hope that my performances inspire others to follow their dreams,” said Giarnese.

Arts & Leisure

The Phillipian

Senior Soloist Concert Highlights Musical Talent and Reflection

PENELOPE TONG AND
ANNABEL TU

This past Sunday, the Andover Music Department hosted the first Senior Soloist Concert of the year in Cochran Chapel, featuring violinists Ani Bayramyan '24 and Karen Wang '24 and double bassist Will Lucas '24. As the runners up to the Senior Soloist competition offered by the Music Department each year, the three were given the opportunity to perform pieces of their choosing in this concert. Attendee Emma Greenhut '27 mentioned how seeing older students play was both bitter-sweet and inspiring.

"I really loved this performance. As someone who participates in music myself, it was really inspiring to see my older peers and students at this school who are also in the music department program put on such a profound show... I think it was kind of melancholic because... this is probably one of the last performances for some of these Seniors at [Andover], but overall, there was also an aspect of excitement. Anytime someone's performing, there's going to be that aspect of excitement, and I could definitely feel their energy on that stage in the Chapel," said Greenhut.

For Bayramyan, it was also important for her to make one of her last concerts at Andover a showcase of her growth as a musician and a culmination of her work over the past few years. She noted that the support from her Andover family made the concert par-



COURTESY OF KAREN WANG

The three performers played distinct pieces that came together to create a story.

ticularly meaningful.

"It was my last big solo, so it was really meaningful for me to step up as a Senior, and look at all the work I've done so far at Andover through music and everything else. It was a moment of recognition, and seeing all of the connections I have here, and it was a very heartwarming experience to see my friend and my teacher, as well as my House Counselor and my mentor come to support me... It was such a great moment to see my work, and the support I receive at this school," said Bayramyan.

Bayramyan also hoped to convey to the audience a sense of serenity, intentionally choosing a piece that was melodic and calming. Through her playing, she wanted to bring out the complexities and small details of the music, and give the audience space to unwind and release the stress from other aspects of their lives.

"I feel like our world is in a lot of chaos right now with all the global conflicts and there are so many issues that have been brought to attention by social media and everything,

and I wanted to convey a calm and serene mood amongst all of this chaos. I feel like, sometimes, these days, it's hard to take a moment to relax and get a break from all of the negative news and everything that is going on. I really just wanted the audience, and myself, to take a minute to enjoy the beauty of this piece and get some peace of mind," said Bayramyan.

All of the performers were intentional with their repertoire and what they wanted to convey to the audience. Attendee Camille Davis '27

noted that despite the range of different pieces, she found connections throughout the music, and appreciated the emotion that was put into each performance.

"Although the pieces have differentiations, at the end they all seemed to be weaving some type of story together... My favorite part was the closing, because although it was a closing, which means it usually tries to delineate a slowing, it seemed to still have a lively nature, even though it didn't have a substantially high pace. Even though it was towards the end, it really ended on a strong note... I thought there was a lot of authenticity in the playing, and that was something that stood out," said Davis.

Bayramyan thanked her teacher, Michael Rosenbloom, Instructor in Music, for helping her perfect her playing, both technically and musically. In addition, she felt that he also allowed her a lot of room to express herself emotionally and interpret the music in a unique, personal way.

"A lot of the time I put more effort into the expression of the piece rather than the technicalities, and sometimes I overlook those parts, but [Mr. Rosenbloom] has really helped me with those challenges and practicing through them... Sometimes, I feel like teachers want a student to perform a piece the way it's written on the score, with all the markings and everything, but he has really given me the opportunity to play however I feel sounds right, and bring out the best parts of the piece," said Bayramyan.

Hand in Hand: Uniting Through Bachata at the Caribbean Club's Night Party

ZADIE ROBINSON

Drenched in the pulsating rhythms of bachata beats and adorned with the warmth of Caribbean culture, the Bachata Night Party, hosted by Caribbean Club, illuminated the Underwood Room last Friday.

As the melodies swirled and hips swayed, attendees reveled in a night of connection and celebration, embracing the spirit of Dominican Independence Day. Dominique Williams '24, one of the event's organizers, elaborated on the motivation of the event.

"Bachata is common in the [United States of America], along with salsa and other types

of dance, but people don't really know that it's Dominican. So, [Leanny Garcia '24] wanted to spread that awareness and have people be introduced to Dominican culture. Who doesn't like to dance?" said Williams.

Beyond the surface allure of music and dance, the Bachata Night Party introduced a refreshing concept to campus life. It provided a structured yet liberating space for individuals to express themselves. Instead of more individualized dances often found at other dancing events, attendee Christina Donovan '24 described how attendees were seen hand in hand, swaying to the rhythmic beats of bachata and enjoying the shared music.

"Bachata night is special be-

cause they bring in an instructor. So, even if you forgot how to dance, they would teach you again, so it's really nice... I feel like when you go to Blue and Silver or something, everyone's moshing, and sometimes, you feel awkward because you don't know what to do. But, with bachata, there [are] steps. You're moving your hips, and it's good," said Donovan.

According to another attendee, Quin Langham '26, the essence of bachata lies not in rigid adherence to choreography, but in the organic flow of movement. It is crucial for dancers to feel the rhythm and get "into the groove." Langham described the mix of dancing with other fun activities during the night.

"With bachata and bachata music, you really feel the music. To dance, it's not about thinking about the steps or anything. It's about just feeling it and really getting into the music and everything, which I really like. So, it's not like I dance that I have to remember steps for. It's just like once you learn the basic things, you know how to dance and you can just do it on your own with the partner... When I was with my friends at Bachata night, we were all doing 'telenovela-esque' breakups... We were all dancing with each other, but we had specific partners. And then if we would leave and our partner would be with someone else, we would fake a breakup and make it a whole drama thing... That was very fun," said

Langham.

Langham continued by emphasizing the Bachata Night as a transformative experience where vulnerability can act as a catalyst for community bonding. They highlighted the event as an opportunity for everyone, regardless of their experience dancing, to join and find others.

"Learning how to dance, especially for someone who doesn't know how to dance, [is] a very embarrassing kind of thing. Learning to be embarrassed together and still do it anyway, that's like a sense of community. I didn't know everyone there, but we were all doing a dance we didn't know how to do together, and that was bonding," said Langham.

Chamber Music Society's Final Winter Concert Delivers Diverse Acts and a Creative Atmosphere

CAMERON MANZO

Music flooded Graves Hall as students, faculty, and families gathered for the Winter Term performances of the Academy Chamber Music Society on February 17. Consisting of groups ranging from two to five students, the concert offered student musicians the opportunity to experiment with and challenge themselves with contrasting musical styles.

Holly Barnes, Instructor in Music and Director of Performance, described the preparation process for the concerts. She conveyed how students are intentionally grouped together based on skill level and by request.

"The groups rotate [each] term... We have two [concerts] every term, so we have six a year... I try to give everybody a varied experience. Sometimes, kids request to play with other kids, I try to honor that. Occasionally, kids will say, 'I really want to play this piece, could we program it?' and I try to honor that as well. But, beyond that, I just look at who we have; I put them together in groups; and I try to pick repertoire that I feel like would challenge them at the level they're currently at," said Barnes.

The exciting and diverse rep-

ertoire of songs listed on the program brought in a large audience. Attendee Eliza Francis '26 highlighted the variety of pieces that were played.

"I really enjoyed the diversity in acts. It was really cool that there was both string and voice. I'm a harp student myself, so I loved seeing Jess [Li '24] perform [harp]; that was awesome... I believe the [violin] duo with Karen [Wang '24] and Claire [Wang '26] was pretty remarkable. I was very taken aback, particularly in the second piece they did. I just thought it was excellent," said Francis.

She continued, "[The room] was pretty crowded, but I think that's a good problem to have because that means a lot of people were enthusiastic about the performance."

Before the concert, Chamber Music Society members put in a great deal of practice and commitment to their groups. Performer Patrick Xu '27 echoed this sentiment, emphasizing the amount of work the musicians put in outside of rehearsal times.

"As a group, we would meet once a week for the eight weeks prior to the performance, and individually, we would have to practice basically every day, so that we would be prepared [to] make a lot



E.LIU/THE PHILLIPIAN

The performance allowed the players to collaborate in a more intimate setting.

of progress because the piece is quite long. We only had eight rehearsals, so we have to go to each rehearsal ready," said Xu.

Such concerts not only provide a haven for those wandering outside but also opportunities for students wishing to further their musical and collaborative abilities. According to Barnes, this balance

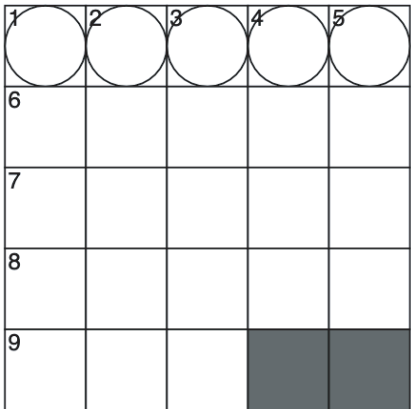
between the individual and the group is what sets chamber music apart from other performance types.

"I think the joy of this kind of music is that it's not quite solo, but it's not orchestral. So, everybody gets a moment to shine. [It takes a] sort of communication to play chamber music. There's no con-

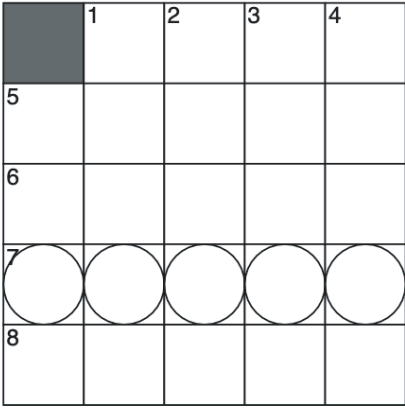
ductor, so they really have to learn to communicate with each other. I think that's really a great learning experience. [It] makes each player a better player in their own personal playing, a better orchestral player, and a better chamber musician," said Barnes.

Crosswords of the Week!

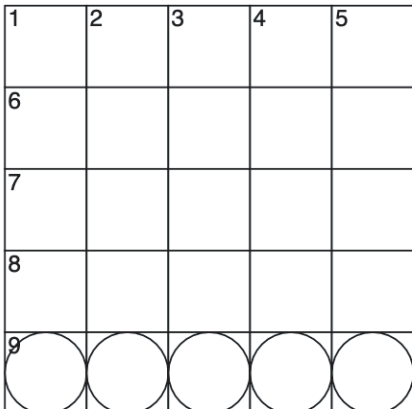
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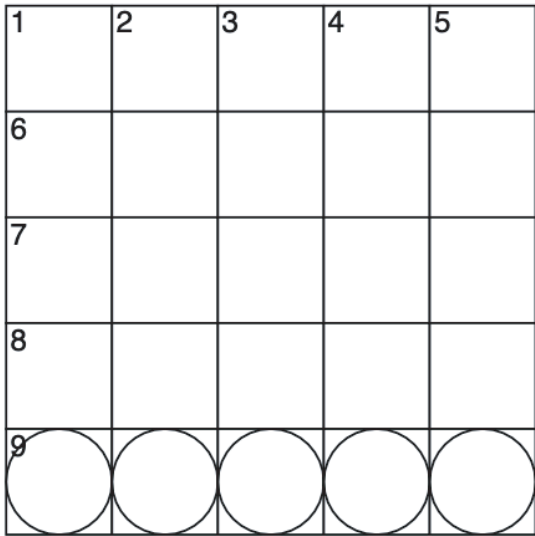
- ACROSS**
- 1 Romeo, to Juliet
 - 6 Italian love
 - 7 The Devil
 - 8 "One of ___ days..."
 - 9 Blue feeling
- DOWN**
- 1 Endures
 - 2 Nebraska city
 - 3 Went to the polls
 - 4 Historic periods
 - 5 Philosopher Descartes or Artist Magritte



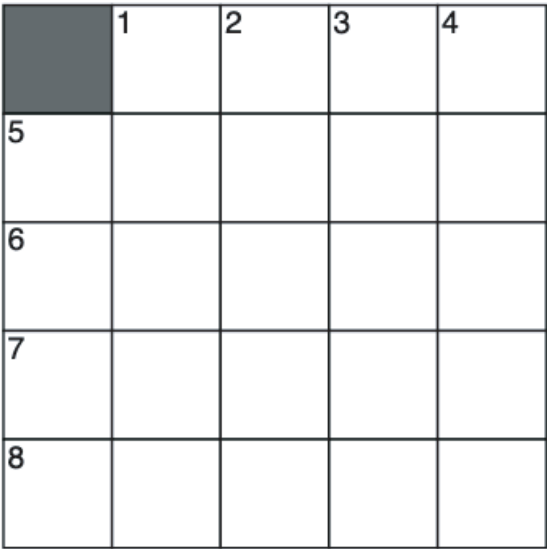
- ACROSS**
- 1 "Are not!" response
 - 5 Hawaiian greeting
 - 6 Allow to attack
 - 7 Send away, as Napoleon
 - 8 Vaults
- DOWN**
- 1 Voice of Amazon
 - 2 Recurring theme
 - 3 Sedimentary rock with layers
 - 4 Hall's singing partner
 - 5 Pub drinks



- ACROSS**
- 1 Cream-filled pastries
 - 6 Night noise
 - 7 Bold bet at Casino Night
 - 8 Turns over soil
 - 9 Fashion sense
- DOWN**
- 1 Exams for uppers
 - 2 Dark
 - 3 Nonsensical act
 - 4 Nonessential extra
 - 5 Peter Parker has a spidey one



- ACROSS**
- 1 Cream-filled pastries
 - 6 Night noise
 - 7 Bold bet at Casino Night
 - 8 Turns over soil
 - 9 Fashion sense
- DOWN**
- 1 Exams for uppers
 - 2 Dark
 - 3 Nonsensical act
 - 4 Nonessential extra
 - 5 Peter Parker has a spidey one



- ACROSS**
- 1 It's on your head
 - 5 Come together, as lanes
 - 6 Having more years under your belt
 - 7 ___ River State Park in FL
 - 8 Song about a boy with cancer from artist with song titles that are circled on this page
- DOWN**
- 1 Name-tag word
 - 2 "As You Like It" forest
 - 3 "___ Kick Out of You"
 - 4 Tried again, as the Boston Marathon
 - 5 Drop anchor





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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.

