

Students Reflect on Changes in the Admission’s Process and Offer Advice to the New Admits

CADE RUTKOSKE & ADEN HWANG

As the new admits join Andover for the first Revisit Day on March 22, students shared their experiences and opinions on the admissions process and acclimating to Andover. While the admission of Andover’s new class is an exciting time, the process of applying can be long and arduous for many. Students recognized the tedium of the process and offered advice for the incoming class.

Louis Leone ’24, one of the five Seniors featured in the Andover Admissions video welcoming new students, provided insight and advice on entering Andover. As a student who joined as a new Upper, Leone emphasized the importance of learning to rely on the school’s various resources.

“Some [students] might have a reality check because they’re used to being the best students at their school and they come here and everyone’s so brilliant, but I would say just give things time and [allow] yourself to make mistakes. Take advantage of the things that Andover has to offer, they have so many avenues where they could get good help from especially during their first year. I myself had to rely on those resources, [and] I know that if you ask for those resources you will find help here,” said Leone.

Brandon Fu ’25 offered similar advice to the incoming students to experiment with campus offerings and push themselves outside of their comfort zone.

Continued on A5, Column 1



COURTESY OF PHILLIPS ACADEMY

Blue Key Heads and Blue Keys warmly greet new students to Andover on the first day of school.

Historic Abbot Telescope Makes Its Way Back to Andover



COURTESY OF PHILLIPS ACADEMY

John Briggs ’77 and Caroline Odden stand next to the reassembled Abbot Telescope in the lobby of the OWHL.

PRISHA SHIVANI & EMMA GREENHUT

Now standing in the lobby of the Oliver Wendell Holmes Library (OWHL), a historic “jewel” of Abbot Academy’s campus is displayed for all to see. First bought for the Abbot Observatory in 1875, the Historic Abbot Telescope was recently brought back to Andover with the help of an Abbot Grant from the Abbot Academy Fund (AAF) and Caroline Odden, Dean of Studies.

The telescope was assembled by John Briggs ’77, who started his first year at Andover in 1974 when the telescope was sold to a private owner. He had a special interest in astronomy, however, and spent a lot of time in the Abbot observatory, so he was well ac-

quainted with the Abbot telescope, eventually buying it in 1982 to add to his collection of astronomical objects.

“It was like stepping into a time machine that carried me back a century. This telescope can show you Saturn and its rings — about a billion miles away — at a level of detail that first-timers find nearly unbelievable,” said Briggs.

While setting up the telescope in the entrance of the OWHL, students gathered around to see Briggs in action. One such student, Maddie Soong ’27, listened to Briggs discuss his hopes for the telescope on campus. Soong shared their curiosity and amazement at having such a magnificent telescope in the library.

“[Mr. Briggs] assembled it on the table and it was very

interesting. He wanted to install it in the library to inspire curiosity and to inspire more students to get excited about astronomy because the telescope can still function. When I saw it assembled I was really surprised because it looks like such a nice telescope and they didn’t have it [blocked off] or anything. It was just there for the students to appreciate, which I thought was pretty cool,” said Soong.

Yasmine Tazi ’24, President of Astronomy Club, was also in the library during the setup of the telescope. While Tazi knew of the telescope’s arrival, she expressed that she did not know much about the background of the telescope before

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Puzzles in the Library Allow Students to Collaborate and Relax During Finals

NIKI TAVAKOLI & ALLEGRA LEE

Just before the end of Winter Term, a candy-themed puzzle was set out in the Oliver Wendell Holmes Library (OWHL) lobby as part of the Brace Center’s Love Better Week. Throughout the following couple of weeks, students from all grades completed the puzzle, which further inspired the library to put a new puzzle in the lobby after the first was completed, reviving a past tradition.

Puzzles have previously been put out at the library, although infrequently. Prince LaPaz ’24’s, Co-Head of the Brace Student Advisory Board, last experience with a puzzle in the library was a couple years ago. Coinciding with the celebration of Love Better Week, LaPaz described how he decided to put out a puzzle again.

“Dr. [Patricia] Har, the Director of Brace, picked [the puzzle] out. We were thinking for Love Better Week, just something fun and festive, basically something with good vibes, and she chose that one... Anyone passing by it can just help add to it a little bit at a time. I really like how it’s a community effort to get such a large puzzle together,” said LaPaz.

Emily Goss, the Head of Collections and access services at the OWHL, explained the process behind retrieving and setting up the puzzle for students to complete. Goss commented on the steps the staff took to make the puzzle accessible for students, as well as the library’s aspirations to purchase a new table to make

puzzle-building easier for students.

“Since the Brace Center supplied the first puzzle, all we needed to do was set up the table, and then tables, the right way so students could actually work on the puzzles and work in groups, if they wanted. I’m not sure who [taped] the two tables together to keep the pieces from falling through, but I think that was genius... In the future we’re hoping to find, or buy, a better table to facilitate the puzzling more easily,” wrote Goss in an email to *The Phillipian*.

Correspondingly, Josh Lee ’24 spoke to the pleasure of having a collaborative project to work on that allowed students to step away from other outside academic commitments. He added that it was also an excellent opportunity for students to meet new people they would not normally talk to had the puzzle not been available.

“I thought that it was an excuse to talk to people who you don’t see that much otherwise... It’s just a nice project that you can kind of work on to take the stress

off of all the other things that are going on in my life and everyone else’s life... I remember I was there when we finished it, and by then, there were, I’d say, around seven to nine people working on it, because it was almost done, no one wanted to leave before it was finished,” said Lee.

Lee continued, “So, everyone was there, and we were scrambling at that point, and then we finished it, one of the last pieces, and everyone was cheering, vibing, taking photos... I had a lot of conversations, a lot of nice moments when we would like to put a piece in that we really wanted to get, or found something that was really cool.”

For some students, the puzzle provided a reprieve from the intensity of finals week and an opportunity to relax. Shixun Song ’26 noted that the puzzle was able to bring together different groups of people to put their

Continued on A5, Column 4



K. MA/THE PHILLIPIAN

Next to the front desk of the OWHL, students can solve puzzles together.

Learning in the World Programs Span Six Countries Over Spring Break



COURTESY OF DILNAWA KIZGHIN ’25

Part of the LITW Program to Morocco included riding camels.

JONATHAN OH & JAY JUNG

Over Spring Break, numerous Andover students participated in Learning in the World (LITW) Programs, reaching countries around the globe like the U.S., Puerto Rico, Ghana, Estonia, Finland, and Morocco. Built to expose students to diverse cultures and cultivate global citizenship, LITW provides students with essential experiences to understand differences in culture and acquire knowledge that aids them in taking action for a more equitable world.

Among the students who participated in an LITW program this Spring Break, participants shared many different reasons for joining. David Porto ’26, a participant in the LITW Program “Destination USA!,” elaborated on his main drive to explore the United States of America beyond Andover.

“As an international student who doesn’t get to see the U.S. much besides coming to Andover, I thought it was a really interesting proposition to visit other places as well. The U.S. is actually so beautiful,” said Porto.

Continued on A5, Column 1

Commentary, A2

Shoes at the Door

Avery Lin ’25 argues why more people should remove their shoes before entering homes, elaborating on the benefits for the individual and living space.

Eighth Page, A6

ALL NEW ADMITS!!

Turn to Page 6 for MANDATORY introductory letter.

Sports, B1

Preseason

Over the break, six spring sports teams made trips throughout the country to prepare for their seasons.

Arts, B5

Review: “eternal sunshine”

Adele Ciociola ’25 and Stella Seong ’26 explore Ariana Grande’s newly released seventh studio album, “eternal sunshine.”

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Editorial

It’s Game Time.

With the virtual world at our fingertips and hundreds of millions of people interconnected through social media, the phenomenon of digital trends has become more commonplace and influential than ever. From fashion to entertainment to food, there always seems to be some new hot obsession that everyone’s talking about; these days, it’s the “coquette” aesthetic, Dune 2, and cookie dough croissants, to name a few. In a couple weeks time, it will likely be something else. In the world of gaming, the circumstances are no different — the last decade has seen the dramatic rise and fall of applications such as Flappy Bird, Geometry Dash, slither.io, 2048, Fortnite, and more. Most recently, the spotlight has fallen upon one particular suite of games: “The New York Times Games” collection.

Walking across campus, it is hard for one to get through the day without hearing someone talk about Wordle at least once. Though “The New York Times” minigames have been around for a decade, with the establishment of the Mini Crossword in 2014, they became especially popular following the addition of Wordle in 2022. Wordle, originally a private development by Josh Wardle, had been a groundbreaking success even before it was bought by “The New York Times,” catapulting from 90 daily users to 300,000 within the first two months of its public release in October 2021. While most games that grow with such rapid pace quickly prove to be little more than fads — TikTok reports that trends on its platform have an average shelf life of 90 days — data proves that “The New York Times” minigames are here to stay. Boasting over 2.6 million daily active users at the end of 2023, nearly two years after Wordle joined the game suite, the Times Games app clearly reflects the public’s collective love for these puzzles. However, not all games enjoy the same enduring success as “The New York Times” minigames have. Especially considering the nature of social media trends, it is common for certain games to go viral seemingly overnight, only to die off mere weeks later. So what is it about “The New York Times” minigames that allows it to elude this fate?

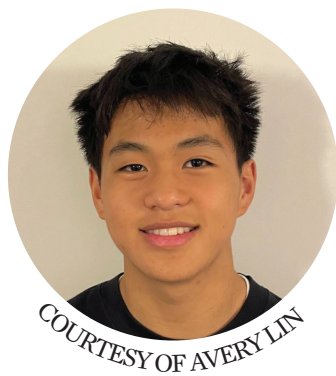
While one of the largest demands for Wordle is the ability to play multiple times a day, perhaps the limitation of one play per day is actually a factor in its sustained popularity. With the restriction, individuals are unable to play endlessly, making it harder to become bored or suffer burn-out after pouring in hours

at a time. Additionally, because the games update daily, they provide users something to look forward to, while also offering a sense of consistency they can find comfort in. Moreover, “The New York Times” games offer a more engaging style of play than games that go viral and then disappear. For one, they intellectually stimulate our brains by engaging puzzle-solving and critical thinking skills. Once a player successfully solves a puzzle, they receive meaningful gratification along with a serotonin boost. The limit of daily plays also forces players to practice their patience — a virtue that has become less and less exercised as convenience and speed spearhead modern innovations. With society running at an ever-increasing pace, we feel the effects of a go go go mindset as Andover students too, burdened by the constant pressure of work and extracurriculars, and we often find ourselves with limited time to sit down and relax. In this way, the newspaper’s bite-sized games offer an array of easy-to-learn, calming puzzles that are perfect for taking a quick break from our daily lives. Moreover, these small daily challenges can also help foster crucial interpersonal connections. Due to the difficulty of these puzzles, many complete them with friends. Perhaps they find friendly competition among others with a shared interest in bite-sized games, making use of the in-game leaderboard in the Mini Crossword or WordleBot Skill Score. The minigames’ easy accessibility helps to strengthen relationships across generations, with teenagers and elderly people playing the games alike.

The rise and fall of games is inevitable. Some of these trends have a short lifespan, rising to the spotlight and dying out quickly, while others morph from being simply trends to time-enduring elements of modern pop culture. Yes, although a game like the Wordle is just a 6x5 grid of empty boxes waiting to be filled with letters, it offers us the special opportunity to do much more than just toss words around in our head and rack our brains for five-letter words in the same way other games are about more than just thinking in our own rooms. While the problem-solving aspect is undoubtedly part of what makes these games so enjoyable, perhaps what makes them so special is the way their playfully competitive nature lets us connect with others. Sometimes, a word can be more than just a word. That word can bring competition, challenge, and connection.

Leave Your Shoes at the Doorstep

AVERY LIN



When I arrive back home in Hong Kong at the start of break, I am greeted by a tidy rack of shoes beside the door. This practice of removing shoes before entering a house is rooted in cultural traditions across Asia. Alongside gun regulations and systemic racism, one issue I hope will be addressed in the future of America is the appalling practice of wearing shoes at home.

The act of removing shoes before entering a home facilitates mindfulness and connection to the present moment. In our fast-paced lives where multitasking and constant distractions are the norm, this simple ritual encourages individuals to pause and be aware of their surroundings. By taking a moment to remove shoes, people engage in a deliberate act that signals a transition from the outside world to the comfort of their homes. This practice aligns with mindfulness principles, promoting mental well-being and a

sense of grounding.

Beyond its cultural significance, the practice of removing shoes indoors also offers tangible health benefits. Shoes serve as carriers of various pollutants, dirt, and potentially harmful microorganisms. By leaving shoes at the entrance, individuals prevent these contaminants from spreading inside their living spaces. The soles of shoes can harbor a myriad of germs, including fecal bacteria and diseases. As we continue to dodge pandemics and rapid out-

By preserving the atmosphere and cleanliness of a home, the practice signifies respect for the living space and the people who take care of it.

breaks, adopting the practice of removing shoes is a necessary step in maintaining a clean and healthy living environment.

Practically, this practice also helps preserve indoor flooring. Shoes, especially those with hard soles, can cause scratches, scuffs, and general wear and tear on surfaces over time. By leaving shoes at the entrance, individuals contribute to the longevity of their flooring, reducing the need for repairs or replacements. There is no point in installing high-quality hardwood or expensive carpets if one will proceed to trample all over it with dirty shoes.

Removing shoes is also benefi-

cial for comfort. Shoes, especially those clamped around one’s foot during the hot summer months, can be sweaty, restrictive, and uncomfortable. By removing footwear indoors, individuals can shed their sweaty socks, stretch their toes, and appreciate the freeing comfort of their home. This simple act contributes to a more relaxed and enjoyable environment within the home, where people can unwind without the constraints of outdoor footwear. If bare feet on hard flooring sounds unappealing, slippers are a hy-

gienic and comfortable alternative.

Additionally, the act of removing shoes promotes a tidy and organized living space. Shoes left at the entrance reduce clutter within the home. This not only contributes to a visually appealing living environment but also facilitates an organized approach to storage, making it easier to locate shoes instead of burrowing through a mountain of clothes to retrieve a pair of crocs.

By preserving the atmosphere and cleanliness of a home, the

practice of removing shoes signifies respect for the living space and the people who take care of it. This act is a gesture of reverence towards the home as a sanctuary, a safe place where one seeks refuge from the external hustle and bustle. It symbolizes a separation

The act of removing shoes before entering a home facilitates mindfulness and a connection to the present moment.

between the dirty, polluted world and the purity of home. Moreover, the act of removing shoes expresses politeness and consideration for others. This simple act can become a shared norm that fosters a sense of community and consideration between family, friends, and their homes.

From promoting mindfulness to practicality, removing shoes before entering home can be more than just a cultural practice. Whether you’re a germaphobe afraid of the next coronavirus outbreak or a guru promoting mindfulness, let’s all agree to leave our sweaty, disease-ridden, toe-breaking shoes at the doorstep.

Editor’s Note: Avery Lin is an Illustrator Editor for The Phillipian.

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CORRECTIONS:
The photo in the Sports article “Girls Squash Co-Captain Christina Yen ’24 Leads With Expertise,” was not Christina Yen
The Phillipian regrets these errors.

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MICHEAL KAWOoya

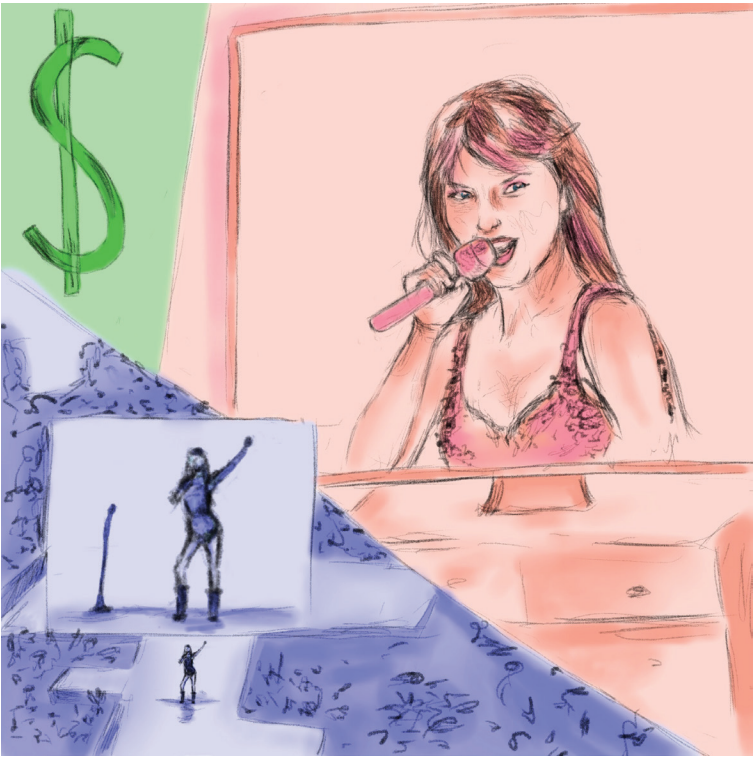


C. BARBIE / THE PHILLIPIAN

Recently, I saw the “Taylor Swift: The Eras Tour” movie in theaters. The three-hour pro-shot film of Swift’s homonymous concert was released this month worldwide, and I couldn’t wait to rush to the nearest AMC. As the introduction began, I took my seat, with my large popcorn and drink — courtesy of AMC Stubs (not sponsored). The surround speaker system and the crystal clear quality of the screen made it feel like I was in So-Fi Stadium, with Swift fifty feet away from me. All of this was under 40 dollars when you factor in an Uber to and from campus — a stark decline compared to the price of my 200 dollars standardlypriced ticket to see Swift in Foxborough last May. Following the release of “The Eras Tour” movie, it’s safe to assume the public would rather spend 40 dollars on the film, than up to 1000 dollars to see her live in concert, thus hurting ticket sales of the latter. However, contrary to what one might expect, when a more accessible iteration of a spectacle, like Swift’s Eras tour, becomes available to the public,

I think neither hurts the success of the other — at least in my household. In my case, I had already planned to attend one or two more Eras tour movie showings, as long as they are available, as well as searched for Eras Tour tickets, despite already having seen the concert. Similarly, in July 2020, “Hamilton” was released on Disney+. Taped in 2016, the professional recording of the hit musical had been hidden away for years and was initially planned for a theatrical release. However, due to the pandemic, the movie went straight to streaming. I recall herding my family onto the couch, dimming the lights, and resisting the urge to recite every lyric. That was far from the only time I watched the musical movie. However, having the movie at my disposal didn’t deter me from paying money to see the musical in person. It emboldened me to purchase a ticket. Unfortunately, the entertainment industry has yet to realize that pro-shot recordings of live shows deliver an accurate depiction of the performance while engaging existing and new fans — pushing the art into newer spaces that were previously out of reach and inaccessible.

Instead of directing resources and energy towards professional recordings of musicals and concerts, major movie studios opt to create movie adaptations, which are oftentimes bad. In general, stage musicals are difficult to replicate in a movie format — let alone recreate the charm and magic that made people love the musical in the first place because of XYZ. Audiences set high standards and pick apart musical movies for minute differences from their “parent”



SOPHIE STAIL / THE PHILLIPIAN

musical, which causes the movie to fail within its target audience. Examples include Universal’s movie adaption of the hit musical, “Cats” (2019), which featured tacky CGI that production rapidly fixed post-release, or “Dear Evan Hansen”’s iconic ensemble number, “You Will Be Found,” which was described as an emotionally distant version of the stage musical. Even when a movie adaption comes with a new soundtrack, it’s often drenched with pitch corrector as most of the actors aren’t singers. And the rare hits, like “Hair-spray” (2007) and “West Side Story” (1961, 2021) can’t rectify the common pitfalls of the musical-to-movie pipeline.

If the public consensus is that movies like “Cats” and “Dear Evan Hansen,” which boast an average rating of 24 percent on Rotten Tomatoes, soil the musi-

cal movie genre, and conversely the reception to lightly edited footage of a live performance, such as “Hamilton” (98 percent on Rotten Tomatoes), is positive — why don’t you produce more of the latter? Instead of risking your high-budget movie being a commercial failure, hire a few cameramen to capture raw footage of the already successful stage performance. If the motive behind creating a digital adaption of a popular live performance is to make money, simply deliver a movie iteration that is identical to the original. Without adapting or changing the musical for the silver screen, and rather just releasing the raw musical, it’s easier to capitalize on what made the original successful initially — the art.

Additionally, musical movies, like “Hamilton,” were more accessible than tickets to the live

musical. Therefore, casual listeners, and die-hard fans who hadn’t seen the show before, left the theatre having experienced the musical, albeit to an extent. They may be tempted to go out of their way to see the show live, so they can see the show in its totality. Similarly, “Come From Away” on Apple TV and “Heathers” on Amazon Prime Video are other examples of pro-shot musical movies which received widespread acclaim. The added benefit of opting to release raw footage of a musical or performance is that there’s no chance you accidentally misrepresent your show. For example, people who saw “Dear Evan Hansen” (2022) in theatres received a different, and arguably worse iteration of the stage musical, with many cut songs, possibly deterring them from paying to see the show live.

While Swift’s concert movie doesn’t fall into the same category as previous aforementioned performance-to-movie adaptations, much can be derived and learned from its success. With an opening weekend of almost 100 million dollars, it’s safe to assume the public enjoys pro-shot musical movies. If executed correctly, professional recordings of concerts and musicals can be beneficial to the production teams that make them. As someone who couldn’t score tickets to Beyonce’s “Renaissance: World Tour,” I can assure, the pro-shot recording has convinced me to secure a seat on her next tour.

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Commentary Podcast: Black History Month at Andover

COMMENTARY PODCAST

Micheal Kawooya ’26 welcomes Saraya Angbazo ’25, Murathime Daisley ’26, and Tyler Baty ’27, to the first episode of a larger mini Black History Month series in the Commentary Podcast Ep. 10. The group discusses the significance of Black History Month, the Black student experience at Andover, and more. The following is an excerpt from the episode, with the entirety found on The Phillipian’s Youtube.

Micheal (Host): How are you individually celebrating Black History Month?

Tyler: “For me, I would say just digging in deep into what my culture truly means as to how it affects the world and my community around me.”

Saraya: “I think just recognizing the time and effort and passion from all my friends and peers at Andover and all the effort they’re putting into hosting all of these wonderful BHM events around campus. I’m really just recognizing that and appreciating that.”

Murathime: “For me, just connecting, like Saraya was saying, with my family and my friends and the people who I share my skin, my culture with. This lets me get in touch with my identity more and learn about myself through my culture.”

Michael: “I have to agree, I think attending events is one way I really enjoy connecting with other Black students at Andover and Black faculty as well. I’m not with my family, but this is the community and administration, and we get to celebrate our skin together.”

Micheal: “Black students, do you think we celebrate, uplift, and support each other enough in this fast paced environment we attend school in? Perhaps where [is] some room for improvement?”

Tyler: “I don’t know how exactly we can improve, but I know that I think so far we are doing a good job of supporting each other as a Black community. I know AMP, meaning that the Af-Lat-Am Mentoring Program, same skin tone as you, mentoring you through this Andover process is just a really great thing. It’s something I’m really new to, and I think it’s a really good idea from the jump especially because Andover is not the easiest place to be in and reside in, so you can always use that help to guide yourself through the nooks and crannies of what Andover can do.”

Micheal: “I agree. My AMP mentor is my favorite person on earth. I text her, ask her how college is, we just have such a great bond and I’m really lucky to have that. I think she is someone who, if I want to say that I believe Black students at Andover are above and beyond in terms of supporting each other, she would be the example that I would provide. I don’t know how necessarily I feel because I think that can start to crumble, especially when I think about this as a competitive place, and not that this is necessarily what I’m thinking about when I regard another Black person.

I know that I had a conversation with a friend and people are bucketed into these categories based on identity and that can create some rivalry and it’s just I think it

does on an individual person to person basis. I think that that makes me a little shaky. I think that I’m a little hesitant to say I would 100% believe that Black students at Andover are good at supporting each other. I don’t know if they necessarily should have to because there should be other support systems and Black, especially at Andover, ends up being this big umbrella term for people of African-American descent, of African descent and those are different things. Those should be regarded as different things.”

Murathime: “I totally echo what you’re saying I think at least, me personally, I find that the systems are their place AMP and [Black Student Union] BSU and all these great organizations for us to bond with one another. But I think that, and I don’t even think it’s necessarily a choice that all of us make for ourselves, but rather just traces of internalized racism — the trace to be the model minority and just when you were put in a category and forced to work from the bottom and you are labeled as the minority, you’re labeled as the ones who cannot do it. So, there’s so much competition even within our own group to be the best Black student, to be the best out of what is labeled historically to be the worst or what shouldn’t succeed. I think that that can be dangerous because it’s harder and we need to lift each other up together but it’s here. It’s here especially in a space where it’s so competitive like Andover and I’m sure you could observe it and all these Ivy Leagues and schools where the atmosphere is so competitive that it makes us turn on each other.”

Saraya: “I agree. Even before coming to Andover and joining the BSU or AfLatAm, or AMP, even before seeing the competition that exists within these spaces, personally speaking, as a Black student like coming from a very much not Black childhood, coming here, there’s always that fear of going to these club meetings by yourself. I didn’t have a friend to pull with me to come and go to that BSU meeting or go to that first AfLatAm meeting. There’s always that fear of walking into these spaces alone. I think all these different boards do such an amazing job of opening their arms up to the community and saying “Welcome and we are here for you.” So, 100% applause to them for that. But I think that even with all of their efforts, there will always be that underlying stressor, if you call it that.”

Micheal: “What is the Andover administration, the adult side of campus, doing well in regards to celebrating Black History Month?”

Tyler: “I think it is a matter of recognition. I think that Black administrative members here at Andover have done a great job at making sure the Black community is recognized, whether it be clubs or events or just different things going on on campus to make sure that the Black community is recognized too.”

Micheal: “I agree with your point. I think this isn’t necessarily Black History Month related and I don’t want to be like, oh this didn’t happen during the month, you don’t have to do anything for Black History Month now

that you’ve done this. I’m not trying to say that, but our MLK day speaker was just... a great example of just having someone on stage and [while] she’s not representative of Black culture, but she is authentically Black in her own skin and that was just, that was just great, because you know, these All-School Meetings (ASMs) are recorded and uploaded to PANet. So it was nice, awesome to know that the most important ASM speaker of the entire year was just unapologetically herself.”

Murathime: “I agree. I think that our school administration does a good job in moving away from the traditional conception of what Black History Month should be, just teaching about Rosa Parks and teaching about MLK and then just calling it a day, but rather taking the day on and doing workshops and learning about even important Black members of our instant community here in Andover and then extending it to the nation and as well the world I think is very important.”

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5 Questions with Admissions Ambassadors Molly MacKinnon '24 and Mia Abou-Ezzi '25

STAFF REPORT

As Andover Admissions Ambassadors, Molly MacKinnon '24 and Mia Abou-Ezzi '25 work closely with the Admissions team to capture and present the warm and vibrant Andover community to applicants and prospective applicants through social media. MacKinnon and Abou-Ezzi share why they chose to attend Andover and their excitement for the unique opportunities provided by Andover.

What is your favorite part about being an Admissions Ambassador?

Molly: “My favorite part about being an Admissions Ambassador is being able to show my favorite parts about Andover to prospective students and get them excited for more than what they can learn from just the admissions team or just from the website or the campus tour. We get to show them a lot about our daily life on campus and our favorite activities and our favorite parts about this school.”

Mia: “I was pushed out of my comfort zone to be going to more activities and club meetings and being able to portray that online, I felt was a really good opportunity especially for people who can’t physically make it to campus. I also met a lot of different people, and I got to experience things through going to different clubs or sports games or things like that.”

Tell me about one thing new that you started at Andover that you hadn’t previously had experience with.

Molly: “When I got to Andover I had a little experience working in an organization to help kids with special needs in after-school activities and include them more with their peers. At Andover I joined the American Sign Language (ASL) club that we have here on campus and I was on the board of that club last year, and that’s just been a really amazing experience because I’ve never really loved learning languages but ASL is really different and has really helped me communicate with those that are different than me and given me a different perspective on their experiences.”

Mia: “I originally started out just playing basketball and volleyball and I didn’t have a Spring sport, so one of my friends convinced me to try JV2 lacrosse and it was probably one of my favorite sports and activities to do that term and that year. That’s where I met some of my best friends to this day and it was just an unforgettable experience that I would have never tried if Andover hadn’t really pushed me to go outside of my comfort zone.”



L. CARTER/THE PHILLIPIAN

What is a memorable class that you’ve had at Andover and why was it memorable?

Molly: “My favorite class that I’ve taken at Andover was History 300 with Dr. [Christopher] Jones because he made me really love going to class and doing the readings and engaging in debates. It didn’t feel like I was just doing busy work or memorizing text for a test, I was really learning the material, learning how to read

and write, and history is not one of my strongest subjects but I really appreciated his class. He was really engaging and a great teacher.”

Mia: “I’d say my most memorable class at Andover was probably my Spanish 100 class because I had never taken Spanish before, so it was challenging at first. But, that teacher really pushed me and I went to a lot of conferences and he encouraged me to try my best in that class and it made me

want to take Spanish for the rest of my time at [Andover] and also that class was where I met some of my closest friends and we all had so much fun in that class and it was just a fun experience overall.”

What is one piece of advice you would have for incoming students?

Molly: “My biggest piece of advice is to be yourself and just meet as many people as you can and try new things

because there are so many opportunities at Andover and there are so many chances to try something you’ve never tried before, talk to people that have had different experiences that you’ve had, it’s a really unique community that we have at this school because people come from so many different places and have had such unique and really cool experiences. I’ve met my best friends here, just approach Andover with an open mind and try anything.”

Mia: “Good advice for incoming students would be ‘to each, their own,’ that everyone just carves their own path at Andover, that people try new things, that people stick to their interests from the start, that everyone just does their own thing and something I wish I had taken with me when I first started is to not compare yourself to others and that everyone is starting from their own position.”

Why did you choose Andover?

Molly: “I was never planning on coming to boarding school, I spent my Junior Year back at home at a really large school back home in Chicago and I applied to boarding schools but didn’t really think that I would end up going to them. But when I got into Andover and I started looking more into the school I realized it would be a good fit for me. I loved the idea of having smaller class sizes and living on my own, I’ve always been pretty adventurous so the idea of going to boarding school, I was really excited about all the possibilities and opportunities that Andover had to offer.”

Mia: “I originally chose [Andover] because I had a few cousins that came here or they are currently here and I only heard the best things about this school, so I also wanted to try it out for myself and not many schools offer the same number of opportunities that [Andover] does. Coming from such a small middle school and not really knowing what I wanted to do in the future I felt like [Andover] really helped cultivate an open environment to try new things and figure out my interests and passions, especially for my future.”

HERE AND THERE: THE WORLD RIGHT NOW

COLLECTED BY LILY LIU & JENNA LIANG

Natural Disasters: Iceland Experiences Powerful Volcanic Eruption

A two-mile-long fissure appearing on the Reykjanes Peninsula as well as multiple bursts of lava fountains caused 4,700 people to be evacuated, on March 16. “The New York Times” reported that, among these 4,700 people, most were citizens of the town of Grindavik and visiting tourists. Scientists in Iceland predict that eruptions similar to the one that took place this Saturday could continue for decades and even centuries, according to “BBC News.” However, “The New York Times” reports that this particular eruption has been the “biggest of the seven [volcanic eruptions] that have occurred across the Reykjanes Peninsula since 2021.” According to “The New York Times,” if the lava reaches the North Atlantic, the contact could “create small explosions and dangerous gases,” endangering the lives of many citizens.

Culture: Climate Protesters Interrupt Famous Broadway Play

A preview of Ibsen’s “An Enemy of the People” was disrupted by a group of climate activists, according to “The New York Times,” on March 14. The three protesters are allegedly part of a group called the Extinction Rebellion NYC, which declares itself to be “a global, non-partisan climate justice movement using non-violent direct action to pressure government acts to show,” as reported by The Guardian. According to “The New York Times,” the climate protesters that interrupted the play shouted “no theater on a dead planet” and were initially confused about being a part of the play as Ibsen’s production had echoes of the climate crisis. Miles

Green, a voice for the Extinction Rebellion NYC, explained as to why they targeted well-liked events such as a Broadway play. He stated in an interview with “The New York Times” that the group focused on “disrupt[ing] the events that [they] love, because [they]’re at risk of genuinely losing everything the way things are going.”

War/Conflict: Haitian Hospitals Closed by Gang Violence

After enduring cholera and Covid-19 outbreaks, hospitals in Haiti are closing down due to gun violence and organized looting by gangs, according to “The New York Times.” In a country that already suffers from a largely malnourished population, the majority of hospitals shutting down is detrimental. “The New York Times” reports that health centers such as hospitals and clinics that are still operating are running low on resources like fuel and blood supplies, are unable to transfer patients due to outdoor violence, and have lost all valued items, including beds and vehicles in ransacks. The continuous attacks on key facilities have led Haiti’s Prime Minister Ariel Henry to resign, according to “BBC News.” Although many pieces of legislation have been passed to moderate gang violence in Haiti, it continues to be a prominent issue for the government and the people

Politics: TikTok’s Bill in U.S. Congress Slowed by Senate

TikTok’s Chinese parent company, ByteDance, was faced with a bill on March 5 that would force the company to either sell the app or face a nationwide ban in the United States. Since then, the bill

has faced uncertainty in the United States Congress. While the bill passed swiftly in the House, it continues facing skepticism in the Senate. According to “The New York Times,” Senator Chuck Schumer of New York, the Democratic leader who determines which legislation gets a vote, has not yet decided on the outcome of this bill. The House will need to sway the Senate to support the bill and prioritize this legislation over others, as “The New York Times” reports. Due to multiple disputes and fluctuations in the legislation, TikTok is likely to face weeks up to months of uncertainty, reports “CBS News.”

Climate: The 2024 Paris Olympics Undergoes a “Climate Diet”

Amid a global climate crisis, large-scale sporting events have begun to face scrutiny. In Paris, officials are striving to reduce greenhouse gas emissions by half compared to the most recent Olympic Games. According to “The New York Times,” the organizers of the events claim they are “putting the games on a climate diet.” To achieve this goal, everything that produces emissions, including electricity, food, buildings, and transportation, will be reduced by a significant amount in preparation for the games. Additionally, Paris is aiming to reduce toxic waste and gas emissions by repurposing existing infrastructure instead of building new ones for the games, although decisions regarding the use of electricity in air-conditioning have raised uncertainty. Despite the momentous progress already made, the city continues facing logistic challenges, reports “The New York Times.” According to “Paris2024,” the organizers remain optimistic in meeting their goals for the upcoming games.

Spreading Non Sibi: Shreya Patel '19's "Letters Against Isolation" Combats Elderly Loneliness

BAILEY XU

Throughout the month of March, Alumni Shreya Patel '19 will lead a virtual alumni event for the nonprofit organization Letters Against Isolation. In this program, participants make cheerful letters and cards for residents of care homes in the

U.S., Canada, the U.K., Australia, and Israel. Open to all alumni, friends, and family of Andover, this event is a Non Sibi Project — an opportunity for alumni to partner with Andover and lead an initiative in their local community. During the pandemic, Patel and her sister Saffron strove to call their grandparents every day to help alle-

viate senior isolation. Upon witnessing their grandparents' struggle against loneliness, the sisters founded Letters Against Isolation to expand their efforts. Now in the second year of its collaboration with Andover, Letters Against Isolation first became a non sibi project in 2020. Patel Lori Paglia, Coordinator of Regional Based Engagement

in the Office of Alumni Engagement, described the nonprofit's mission.

"Motivated by their experience supporting their isolated grandparents, [Shreya and Saffron] aimed to combat senior loneliness by sending handwritten letters and cards to residents of care homes. What started as a heartfelt connection with their grandparents has now grown to bring joy to thousands of seniors across the U.S., Canada, the UK, Australia, and Israel. The virtual Letters Against Isolation Non Sibi Project... welcomes [us] to share in the spirit of selflessness by sending thoughtful cards and letters to seniors while 'fighting senior loneliness one letter at a time,'" wrote Paglia in an email to *The Phillipian*.

According to Jennifer Savino, Director of Alumni Engagement, Non Sibi Projects originated from Non Sibi Day, a single day dedicated to service all around the globe. The idea of Non Sibi Day has since evolved into Non Sibi 365, with the intention of embracing the motto of non sibi all year round.

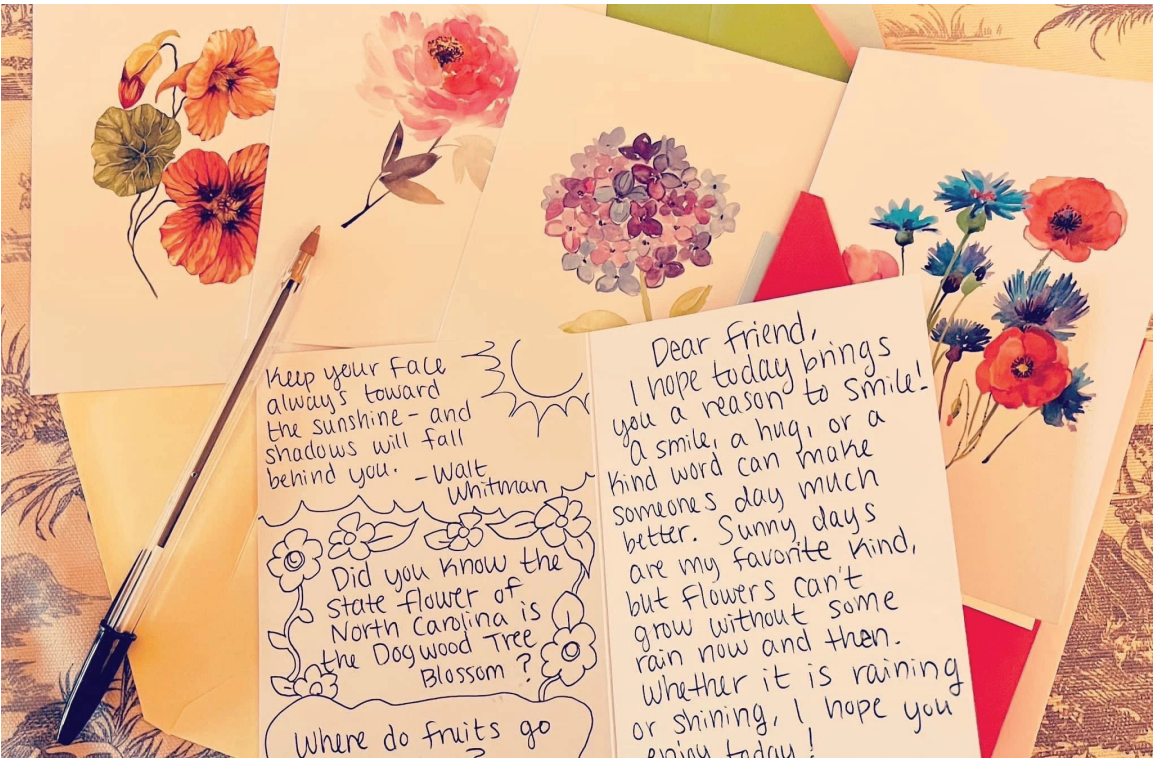
"With an excellent partnership with our Office of Community Engagement, the single day of service expanded to projects throughout the year, refreshing as Non Sibi 365. This allowed

alumni and campus to explore impactful opportunities of service, freed from the restraints of one calendar day. This Non Sibi Project is one of those projects," wrote Savino.

Paglia reflected on the impact of Non Sibi Projects. She commented on the moments and acts of non sibi that grant participants a sense of fulfillment, pointing out the power of helping one's community in many different ways.

"Each year, the reach of 'non sibi' is felt globally as hundreds of our alumni engage in participating or leading non sibi projects in their local communities. These projects span a wide variety of causes, from food insecurity, environmental, and animal welfare, the challenges of poverty and homelessness, and more," wrote Paglia.

She continued, "Memorable moments of giving back are not always bound by a project. Reflect on times spent volunteering at a food pantry, helping animals in shelters, bringing joy to a friend or stranger in need, making a difference in your community, or simply brightening up someone's day. That's your non sibi spirit shining bright!"



COURTESY OF "LETTERS AGAINST ISOLATION" Shreya Patel '19 aims to implement the spirit of non sibi through writing uplifting letters and cards for residents in care homes.

Students Reflect on Spring LITW Program Experiences

Continued from A1, Column 5

Frank Hu '26 who participated in "Morocco: Gateway to Africa," spoke on how the program provided him the opportunity to explore his interests outside of school.

"I thought it was sick. Just looking at all of the programs, I thought Morocco was really cool. Normally during break, I don't really do much, so I thought it would be a good opportunity to spend more time doing stuff outside of school," said Hu.

Papa Paintsil '26 was involved in the LITW Ghana Program, "Akwaaba Ghana Adventure," during his Spring Break. He provided insight on how the program allowed him to connect with his ethnic background and culture.

"I'm ethnically Ghanaian. I moved when I was young. I feel disconnected from the culture because I know where my family is from and I know where I'm from, but I don't speak the language and I don't know too much about the culture, the history. When I saw that the Ghana program was being offered for the first time this year, I knew I wanted to be a part of the group," said Paintsil.

Paintsil continued on to

comment on how he was surprised to learn more about the diversity of culture and people in Ghana.

"Ghana is a lot more diverse than I thought it was. At first, I thought there were only three main tribes or ethnic groups — the Ga, Fante, and Ashanti, which is where my mother and I are from, but now I learned that there are a little less than a hundred tribes in Ghana."

Students also conveyed how the programs were able to immerse them in the countries' culture through various experiences that also heightened their perception of the world around them. Hu described the interactions and connections he made with Moroccan people and how the different cultural environment gave him a new perspective to see different backgrounds and religions.

"I had a really good time interacting with the Moroccan people, especially in the old medina of Fés, where my friends and I played soccer with the local kids in the alleyways. Seeing the hospitality and warmth of Moroccan culture was really amazing. [The program] definitely opened up my worldview with the experience of being in a Muslim-majority country. I think the pervasiveness of religion there is really amazing and especially

cool to see during the month of Ramadan. It's really beautiful how people can fast and still get through the day with the nightlife when the streets explode with activity," said Hu.

Noureddine El Alam, Instructor in Math and co-leader of the "Morocco: Gateway to Africa" Program discussed the potential impacts he hoped the LITW program would have on participants. He detailed how a balance between the fun aspects and the culturally immersive activities would allow participants to foster relationships between each other and local Moroccans and gain a better-developed perspective of the world around them.

"With one of [Andover]'s core values being bringing youth from every quarter, these LITW programs allow us to take students to every quarter. I envision the LITW program to not only be a fruitful experience for the students but also hope students will be able to utilize this opportunity to leverage their understanding of the world around them and make significant changes. I hope this program will be a transformational experience for students, from critical thinking and problem-solving to understanding and humility," said El Alam.

Changes to the Andover Application Process: SSAT, Optional Interviews, and More

Continued from A1, Column 2

"I hope [new students] enjoy themselves here and find a happy and fulfilling four years on campus. There will be ups and downs but I have faith in everyone. [One] piece of advice: try things, try everything. It's helpful to not have a set image of who and what you're going to be. If [you] do that, [you're] doing [yourself] a disservice; [you're] blocking so many doors of opportunity that are available on campus," said Fu.

Fu also mentioned the new changes that Andover has made to their admissions process. He specifically shared his opinions on the optional SSAT submission and interview.

"The changes are good. I think test scores, while they are indicative of a student's cognitive ability, are not the full story. As for admissions interviews optional, I think I would be okay with that change as long as there is an opportunity to see the applicant's personality and how they see themselves on their campus. The purpose of the admission interview is to get a full picture of who

that applicant is, so with the advent of online learning and online communication, if that means the interviews become optional, that would be perfectly fine," said Fu.

Keren Song '26 offered a dissenting opinion on whether or not interviews should be optional. Song believed that interviews are vital for the admissions office to truly get to know the students that they're considering.

"As a person who's taken the SSAT, I don't think it reflects my character well, so I'm pretty happy with the test optional policy of Andover. But I don't think the interview should be optional because I don't think a person can be truly represented on paper. If I were an admission officer I would sometimes forget that the people that are represented on these sheets of papers are actual human beings, and I feel like interviews are pretty essential to that part: representing a person as a character and not achievements," said Song.

Brandon Horne '25 also agreed with Song's opinion on optional interviews. As a student who did his interview online during the pandemic, he offered a different point of view.

"[Optional interviews] is

a pretty big change. For me, my interview was virtual so it was in a way easier, because there's not the pressure of having to be face to face with an actual person. I think that's definitely an interesting change to the admissions process. I know for some people that can be super stressful. Personally I feel like that's detrimental, because the best way to get to know an incoming student or prospective student is by talking to them," said Horne.

Leone summarized the changes in the admissions office and their effects on the incoming class in a positive manner. He praised the capabilities and expertise of the admissions officers and restated the school's excitement for the incoming class.

"I'm sure that the admissions office is working from an area of expertise based on what they think or what they know is best for the school. I think that there is more to a student than just their grades, and I know that the folks at Shuman [Office of Admissions] are experienced and know what they're looking for. Regardless of the change, I remain confident in their ability to look for [the incoming class] that Andover needs," said Leone.

The History of the Newly Returned Abbot Telescope

Continued from A1, Column 5

hearing from Briggs.

"I've known it was coming for a while — Mrs. Odden couldn't stop talking about it and got me so hyped! So when John Briggs finally arrived to install it, I made sure I was there to watch the whole installing process! I didn't know much about the history of the telescope before meeting John Briggs. I always passed in front of the Abbot Dome wondering why nothing was operating there — the dome has been rehabilitated into an apartment nowadays. Now I understand how that came to be," wrote Tazi in an email to *The Phillipian*.

The telescope first made its way to the Abbot Campus when Abbot Academy astronomy teacher Mary Belcher successfully raised 1,200 dollars for its purchase. The telescope is a five-inch refracting telescope, which uses light in order to magnify and brighten what it is focused on in addition to making the subject clearer. Designed by the renowned telescope manufacturer Alvan Clark & Sons, the telescope was a prized possession on campus and garnered excitement from not only students but also teachers and local residents.

After being sold during the Abbot-Andover merger, the telescope's return during the 50th anniversary of Abbot at Andover puts on display Abbot's enduring legacy at Andover. Beth Humstone '66, AAF Board President, described how the telescope's placement in the library emphasizes Andover's and Abbot's commitment to educating girls in sciences.

ment to educating girls in sciences.

"A jewel of Abbot's campus, the telescope symbolizes the school's early commitment to educating girls in the sciences. Its prominent placement in the library is yet another reminder of Abbot's legacy at Andover on this 50th anniversary of the merger of the schools," said Humstone.

Sam Clare '25 shared insights into the connection between the Abbot Telescope and supporting women's education. They lamented the lack of advertising about the return of the telescope, but expressed excitement about what it could symbolize for the astronomically inclined students at Andover.

"It is really cool that we are connecting with the Abbot Legacy, and [supporting] women in STEM... I wish that there had been more promotion about it so that I could have known sooner. I think that this will be a good opportunity for people who are interested in astronomy," said Clare.

Tazi also pointed out how the telescope shows Andover's dedication to the sciences. She emphasized her thoughts on having the telescope in the library being symbolic of curiosity and exploration.

"[The telescope is] a symbol of Andover's commitment to science. It turns the library into a sort of museum! Also, having a telescope in the library is very symbolic: telescopes are used to see beyond human sight, to dig into the unknown — kind of like what we'd do when we dig into archives or historical research," wrote Tazi.

OWHL to Create New Puzzle Tradition

Continued from A1, Column 3

minds together, in a way that didn't involve schoolwork, and helped people find joy among a new activity.

"One day, I just sat down and spent a solid half an hour putting the puzzle together, and it was actually really fun. People joined me, and it was actually really cool just working with a bunch of your friends on something that's not schoolwork... It was less about putting the puzzle together than it was trying to figure it out along with other people, and that moment when you finally find a piece in that sea of random pieces that actually fits, you get a burst

of joy," said Song.

Derek Curtis, programming librarian for the OWHL, shared the library's plans to continue making puzzles available for students to collaborate on in the future. He pointed to students' support for the library to continue offering a puzzle-building table.

"This will be a regular sort of feature. I'm not sure if that's going to be its permanent spot or not, but we would like to find a place that, and if that is the place it's perfect, where people can keep working on these, because it seems like we've put out a couple more puzzles, and it seems like people are starting to work on those as they were the first one," said Curtis.

PHULL OF SPIRIT

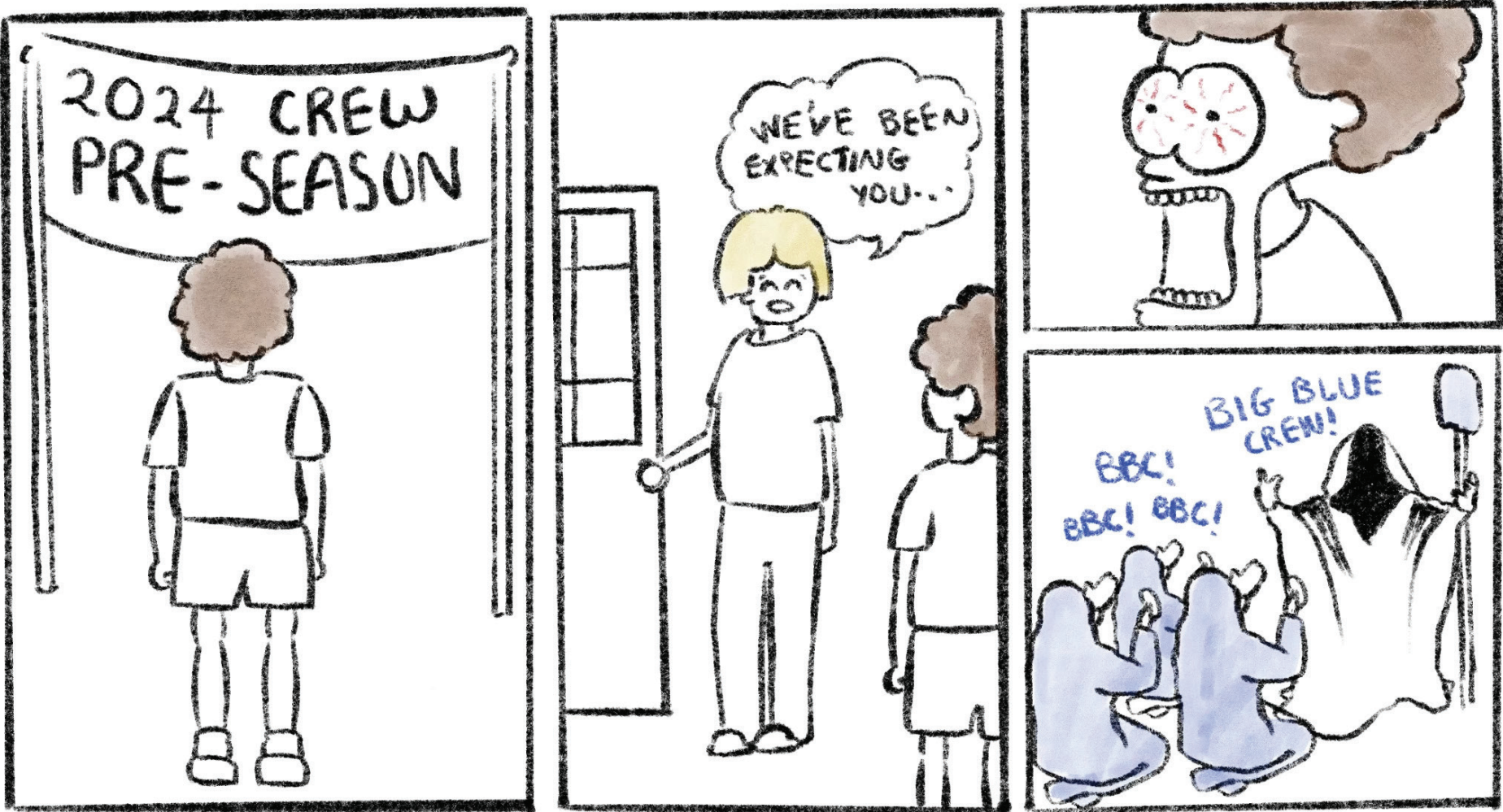
List of Revelations Theo Had While in Europe Over Break

Theo Sfikas

- *Smoking **must** be good for you.*
- *Most European governments don't flood crack into impoverished communities.*
- *McDonald's isn't considered to be a daily source of nutrition.*
- *The only thing worse than a drunk Russian is a sober French man.*
- *I should go through at least one bottle of Dior Sauvage a month.*
- *People in the UK also speak American.*
- *European girls don't want me either.*

Week's Top Headlines

- *Boys Lacrosse Practice Mistaken for Eminem Look Alike Convention*
- *VPN Sales Up 735 Percent Following Hub Restrictions Across the Country*
- *Academy States Unruly Freshman Must Be "Cleansed"*
- *Deerfield Students Shocked to Discover that Andover Values Diversity.*
- *Kate Middleton Spotted in the PLC Using Adobe Photoshop*
- *Head of School Approval Ratings Come Out, Almost Tie Dick Cheney*
- *Escaped Gelb Bird Returns After Being Tailed by F-18*



AVERY LIN/ THE PHILLIPIAN

ALL NEW ADMITS MUST READ

WELCOME TO ANDOVER!

Welcome newly admitted students! On behalf of the entire Eighth Page crew, let us be the first to welcome you to this prestigious institution. A brief side note: the administration has instructed us to inform all revisits that they are expected to ask at least three questions per class so the school can gauge where they are academical-ly. Good luck!

We are sure our wonderful tour guides have made your visit most riveting, our selection process is quite rig-orous. Statistically, there's only a 30 percent chance of you being accosted by your guide (our studies show that's 74 percent lower than Exeter, with a 4 percent margin of error). When it's time for your first lunch at Paresky Commons you'll likely be faced with a choice between chicken nuggets and pollock. Please listen to me when I say CHOOSE THE POLLOCK (or cod, if available). It's legitimately the best seafood I've ever had.

Should you become separated from your tour guide, don't panic. If you are an incoming 9th or 10th grad-er, go to the lower right dining hall in Paresky Commons and sit at a table until an Upper or Senior is able to assist you.

Well, that's all the space I have for today. Enjoy your visit and GO BIG BLUE!

OVERHEARD ON THE PATHS

"Last night, my boys pulled my pants off, blocked the exit, and started spanking me."

"Hey bro, do your sisters have the same genetics as you?"

"Practice player son or manager daughter?"

"What do you mean I'm weird? I just asked you where my hug was."

"Why would you pay for laundry if you can just wear the same clothes every day?"

"There's nothing wrong with a vodka cran on a Tuesday morn-ing."

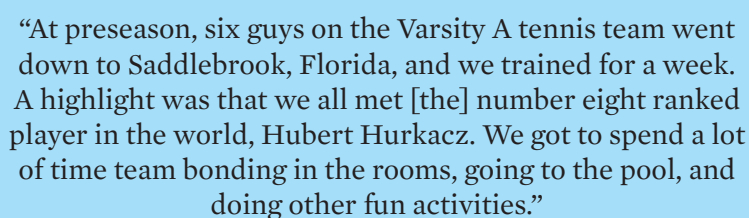
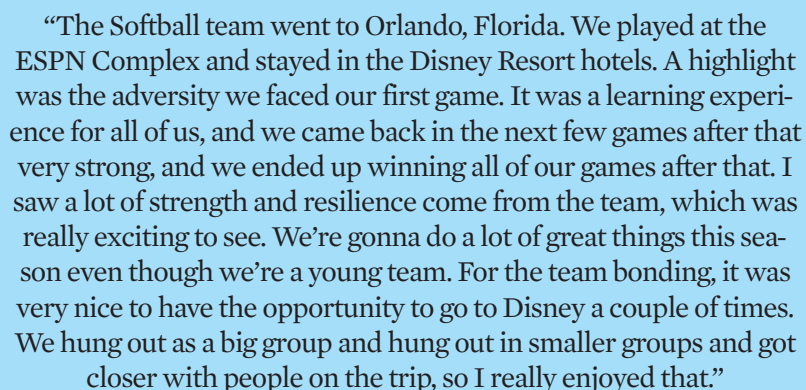
"I used my boy's razor to shave this morning. His mustache hairs are weirdly curly."

"Have you guys seen the new Dune 2 flesh-lights?"



*my reward for the last
issue lol*

Spring Break Preseason Trips



BOYSLACROSSE

Boys Lacrosse Co-Captain Jack Bainbridge '24 Directs the Defense and Boosts Morale

ANYA BUDZINSKI & TARA MENON

Andover Boys Lacrosse Co-Captain Jack Bainbridge '24 has been a member of the lacrosse team since his Junior Year at Andover. Since his early days at Andover, his outgoing nature and commitment to his teammates has shaped his role as a leader. Bainbridge picked up the sport as a way to bond with friends in middle school and has continued playing ever since. The community aspect remains a vital aspect of his love for the game. Bainbridge said, "I started playing lacrosse in...fifth grade. My middle school had it as a sport, and it was a way for me and my friends to all bond together and so we all picked it up and started playing."

Bainbridge is a four-year member of Boys Lacrosse and has been a leader throughout his career. He strives to be someone his teammates can talk to, both about the game and other aspects of their lives. Logan Cove '24 high-

lighted Bainbridge's leadership throughout his time on the team. Cove said, "There are only a few players that have been on the team for four years, Jack being one of them, and through those four years, even while in the younger grades, he's [been] a significant leader."

Bainbridge's energy is infectious, invigorating the his teammates. To prepare for scrimmages, games, and practices, Bainbridge ensures the team maintains high energy and enthusiasm, while also staying focused. One way he brings this liveliness is through playing loud music that boosts team moral.

Bainbridge said, "I'm a pretty loud personality, and so I use my energy to bring out that energy from others. I usually, at least last year, played the music in the locker room. This year I'm making the pre-game warm-up mix. So, kind of using all that to just like pump energy within the team and get everyone going."

As a new addition to Boys Lacrosse, Alexander Dimnaku '27 similarly finds Bain-

bridge's energy contagious, and highlighted Bainbridge's defense. Dimnaku said, "The best way he's impacted the team is through how energetic and motivational he's been for the whole team. Especially [since] he's the only Captain who's on the defensive end... he's the main voice [in the defense] and he does a good job at hyping up the defense and making sure the defense is ready to go."

Bainbridge is a multi-sport athlete who plays hockey in the winter season. Despite his other commitments, according to Cove, he always prioritizes leading the lacrosse team.

Cove said, "He's a multi-sport player, so he was busy with hockey playoffs but even [with] his commitment to the hockey team and bettering them, he was able to make it out to Captain's Practices, tryouts, all that [for lacrosse] even if he wasn't playing, to help lead the team for the guys and get us all ready for the season."

Despite only knowing Bainbridge for a short time, Dimnaku is already inspired



COURTESY OF PHILLIPS ACADEMY

Alfonso Gonzalez-Cano '27 runs the mile.

by his leadership and feels confident in his abilities to direct the team. "Jack is good at leading by example... Jack is such a good leader because he knows everything we have to do, and

he knows how to do it, and he knows how to direct people and tell people what to do, while also being motivational," said Dimnaku.

Co-Captain Peter Elliott '24 Uplifts Boys Lacrosse and Leads With Perseverance

KATE RODGERS & THEO WEI

Co-Captain Peter Elliott '24 leads with communication and energy, creating a strong and welcoming environment for the Boys Lacrosse team. Along with being a team leader, he ranks 37th in Massachusetts in assists, demonstrating his hard work and dedication to lacrosse. Having been nominated to be Co-Captain from his fellow teammates and coaches, Elliott recognized the honor and demands of the position. He emphasized that his plan to successfully lead the team is inspired by previous captains and mentors. Elliott said, "When I found out that I was nominated and that the coaches were trusting in me to be a captain on the team, it was obviously a big responsibility. I've had doubts about it. It's a big responsibility to feel like you are the head of a team and that you need to kind of be a role model for all these people that I look up to as well. But I've had really incredible Captains in the past and I think my goal as a Captain thus far has been to model what they have set up for me and really carry that forward."

Elliott recalled his Junior Year when he broke his hand



A.LEE/THE PHILLIPIAN

Peter Elliott '24 plays Mid-Field on the Andover Boys Lacrosse Team.

during tryouts, causing him to miss most of the season. In spite of the injury, Captain Troy Pollock '20 became a mentor to him. Now as a Captain, Elliott draws inspiration from Pollock's leadership. "Even though I obviously wasn't contributing very much to the team as I was unable to play. [Pollock] has always been [someone] I looked up to because of the effort and the commitment that he showed to the team, and he

really battled on the field like nobody else had ever seen before and he's always a person that I try to model," said Elliott. Elliott's teammates have recognized his hard working nature and his strengths as a player. As a new addition to the team, Kele Gregory '26 instantly recognized Elliott for his efforts to help him adapt and feel welcomed to the team. Gregory said, "Peter Elliott

is a great player, definitely one of the hardest workers on the team. As a new Sophomore, he was definitely one of the older players that took me under his wing. With his skills, he has been helping me learn on and off the field about how to be a better player and how to be a leader." Elliott noted his contribution to the team throughout the years by playing with high energy, dedication, and commitment. He has displayed team spirit and success throughout the year. Elliott said, "There are plenty of guys on the team who have played many more hours of lacrosse than I have, and probably know the game a little bit better than I do. But I hope that the guys on the team find that I am important for the team morale. I've been helpful in bringing everyone closer together."

Over Spring Break, the team traveled to Florida and participated in a spring training trip. During this, Elliott brought on fun energy and provided constructive advice to his teammates. Gregory said "He brings dedication, commitment, and perseverance. For example, while we were in Florida, he was always pushing us. Hard work is one of the most important values we have on the team. In addition to that, he's always high energy, giving advice, bringing the team

up, singing songs, and blasting music. He is an all around great player and great person". Elliott is a very communicative leader and an energetic presence for his team. Jack Farrell '26 highlighted how Elliott demonstrates his leadership on and off the turf. "Peter always has a very vocal presence in huddles and in the locker room. He is always willing to help his teammates and provide advice and support when needed. He is someone you can count on to bring the energy when we need it the most," said Farrell. Elliott commented on his aspirations for the season, starting the season with a strong team. He hopes that Andover can prove itself and become recognized as one of the top teams in its league. Elliott said, "We've already done a really good job improving our team culture. We're really optimistic about everything we've seen so far and about the new guys we have. Now our goals are just to bring our high hopes for the season into fruition... But the goal for us in my entire time at Andover has always really been to prove that we are one of the top programs in New England. This is the best team we've had in the last four years."

Co-Captain Josh Heaney '24, A Strong Leader and Figure on Boys Lacrosse

ORLA NAUGHTON & LILY WILLIAMSON

Boys Lacrosse Co-Captain Josh Heaney '24 uses his immense knowledge of Lacrosse to lead his teammates. Through his exemplary leadership style and presence on the field, Heaney guides the team. Despite not being as vocal as other players on the team, Heaney uses his expertise from playing the sport since kindergarten. His biggest hope is that through his "lead by example" leadership style, those around him will become the best players they can be. "I strive to lead by example. I know, and my teammates will say, I'm not the loudest person on the field, but I feel like because I've been playing for so long and I know the sport very well, if I can play and lead and have people follow and do as I do, and then do better than me, that's what I strive for as a Captain on this team," said Heaney. Jude Scarborough '25 also described Heaney as a role model on the team. He highlighted his core values and optimism on the field. Scarborough said, "Josh

has a really strong character, he definitely leads the team by example. He always brings a positive attitude and a good outlook on the lacrosse field." As a new student and member of the team this year, Jack Frischmann '25 highlighted Heaney's role in helping newer teammates adjust to Boys Lacrosse. Frischmann noted the impact of Heaney's support and encouragement for each individual player. "Especially for new kids, he's done a great job of filling everyone in on the gameday schedule and what happens, building up everyone after a good shot. He's always one of the first people to be like, 'That was a great play,' and he's just really reassuring," said Frischmann. Heaney prioritizes in-game support by taking a personal approach, getting to know each player. "I know with different athletes and different people if someone's down about a game or a play there's lots of ways to go about it. I know personally, if I'm playing bad, I like someone to really get after me and yell, but I know other people that will put them further in that hole. I feel like just knowing my teammates, and knowing which kids need



COURTESY OF PHILLIPS ACADEMY

Josh Heaney '24 plays Attack on the Andover Boys Lacrosse Team.

what kinds of treatment to get out of a hole is very important," said Heaney. Frischmann noted that Heaney is a presence on the team. He also worked alongside his Co-Captains to prepare the team for the season through Captain's Practices. "He's definitely more of a quiet leader but you know he's there when he's there and you can sense if he's not

at practice. I think a big part of being a captain is Captain's Practice in the offseason. In the fall and winter, he and obviously Peter [Elliott '24] and Bridge [Jack Bainbridge '24] too, would get Captain's Practices going and did a really good job with preparing us in the offseason for the season," said Frischmann. With the upcoming season being his last as a member of

the Andover team, Heaney is bringing what he has learned from graduated teammates to be a leader of the program. In reflecting on past Boys Lacrosse teams he's been a part of and getting to know this year's team, he expressed an excitement for the dynamic he's going to foster and the success the team may have. Heaney said, "Being a Captain this year is really meaningful because we've had Captains in the last two years that I'm trying to take inspiration from how they've led our team. I feel like [this is] our year this year, at least from how we've been looking in the preseason, [and] seems to be a really good culmination of the last couple of years. I think the culture and the talent that we've had the last few years is put together in its best form since I've been here."

Heaney will continue his athletic career at Lafayette College.



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Coach James Beaudoin Buoy Team with Extensive Experience and Empowering Support



COURTESY OF PHILLIPS ACADEMY

DAVID SIAHAAN

Andover Boys Lacrosse is a team storied with a rich and competitive history. Head Coach James Beaudoin brings the program's core values of positivity, selflessness, and creativity together as he leads the team. After growing up on the campus of Proctor Academy in New Hampshire, Beaudoin played collegiate lacrosse as a goalkeeper on the Catamount men's lacrosse team at the University of Vermont. Beaudoin has spent 17 seasons coaching and teaching at the high school level, including Chase Collegiate, Proctor Academy, and for the last seven years before Andover, Cohasset High School. He has amassed over 200 career wins and was named U.S. Lacrosse Coach of the Year in 2009 for all Western New England private schools and was named Boston Globe Coach of the Year in 2013 and 2018. He was also the Vice President of the New England Secondary School Lacrosse Association from 2010 to 2012. Coach Beaudoin has coached 14 All-Americans and six Academic All-Americans. He has won two Massachusetts State championships and three Western New England championships during his time as a head coach.



COURTESY OF PHILLIPS ACADEMY

BOYS LACROSSE

19 JOHN BAINBRIDGE '24 DUCK, NC	24 PETER ELLIOTT '24 WALLINGFORD, CT	6 JOSHUA HEANEY '24 GLASTONBURY, CT	23 JOHN BANCONE '25 SUMMIT, NJ	5 JACK FRISCHMANN '25 ACWORTH, GA	20 WHYETT BENN '24 FLOWER MOUND, TX	13 JACOB KELLER '24 TORONTO, CAN
7 LEO OGUNTOYINBO '25 HILLSBOROUGH, NC	1 LOGAN COVE '24 DERRY, NH	27 ALEXANDER DIMNAKU '27 WELLESLEY, MA	9 LIAM DOYLE '24 GLASTONBURY, CT	12 LUKE DEANGELIS '25 HOLMDEL, NJ	11 JACK FARRELL '26 READING, MA	10 MAXWELL HERBISON '25 PITTSFORD, NY
4 PHILLIP STRABO '24 ARLINGTON, VA	25 HENRY FERGUSON '25 BRANFORD, CT	3 JOHN SCARBROUGH '25 BOULDER, CO	17 JACOB GOURLEY '26 READING, MA	16 KELE GREGORY '26 N FALMOUTH, MA	15 PAUL HARRISON '25 CHICAGO, IL	2 JENSEN KOHLER '25 CAMBRIDGE, NY
	22 EDWARD THORNTON '24 RIDGEWOOD, NJ	33 DREW WASYLYSHYN '26 WESTFORD, MA	21 THOMAS MCCOOL '25 CARDIFF, CA	8 JAKE MURRAY '24 RIVERSIDE, RI	14 WILLIAM OGLE '26 SAN ANTONIO, TX	
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APPLY SOON! Deadline is Friday, April 19, at 5 p.m.

Questions? Please email Ms. Doheny or AAF coordinator Belinda Traub (btraub@andover.edu). AAF grants (also known as Abbot grants) are offered in the fall and spring of each academic year. **Start dreaming today!**

LEARN MORE ABOUT HOW TO APPLY

In addition to meeting with Ms. Doheny, applicants can opt to attend one of these three Wednesday drop-in information and grant-writing sessions.

April 3: 5–7 p.m.

April 10: 5–7 p.m.

April 17: 5–7 p.m.

Paresky Commons, Lower Left



Scan for AAF grant application and examples of past projects and initiatives

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Arts & Leisure

The Phillipian

Authenticity in Color: Saumik Sharma Embodies His Faith and Cultural Heritage Through Fashion

WENDI YING

Saumik Sharma '25 sports metallic patterned pants and chunky jewelry to create an edgy look, topping it off with platform black boots. From Patan, in the Kathmandu Valley of Nepal, Sharma often wears handcrafted culturally rich jewelry pieces from street markets. Sharma described how these pieces hold significant value to him personally, as well as with his religious beliefs.

“A lot of my jewelry is stuff I buy from back home that has different gods and deities on it, stuff that’s significant religiously. So, I base it on the lunar calendar that my country [and] that Hinduism and Buddhism use, and sometimes, the days of the week that correspond to certain gods. I feel like Abrahamic religions like Christianity or Islam are super different from how Hinduism or Buddhism works. So, it’s not like I rely on gods or God for faith. It’s more like culture and tradition that I want to pass down,” said Sharma.

Sharma’s style challenges conventional gender norms, embracing a diverse range of colors and bold patterns. Instead of conforming to stereotypical fashion categories dictated by gender norms, they choose to express themselves authentically through their clothing choices. Sharma highlighted specific bold statement pieces that help him assert his individuality within the realm of fashion.

“A lot of people notice some of the eccentric clothes I wear, especially my pants because I have these hot pink pants that a lot of my friends make fun of, but I love wearing those. I have a pair of pants with a portrait on it, which people think are like cowpants because it looks like a cow print. I like to wear statement



A.LEE/THE PHILLIPIAN

Sharma wears jewelry with different Buddhist and Hindu gods and deities.

pieces that are quite eccentric because I’ve always been a pretty strange person who does strange things and is known for it, and I try to embrace that,”

said Sharma.

Solar Lu '24 echoed this sentiment, admiring his fearless approach to fashion. Highlighting his standout wardrobe, Lu

appreciates his use of patterns and adventurous colors within his outfits.

“[His pants are] pretty cool because you don’t really see a

lot of masc-presenting people on this campus wearing something pink and more vibrant unironically. Usually, it’s a very Blue Key Head thing to wear, but it’s fun to see masc-presenting people lean into experimenting with colors as well as really bold patterns,” said Lu.

Among Sharma’s beloved pieces are a necklace adorned with a vajra — a symbol rich in Buddhist philosophy — and a golden Pyakhan Angu ring, steeped in traditional dance and religious significance. For them, these accessories serve a deeper purpose than just mere aesthetics.

“Because of the philosophical meaning of it. It’s just that I feel like it’s a way for me to know that people will not understand what that means here because not a lot of other people who go here know what a vадja is or what a Pyakhan Angu is. But for me, it grounds me to where I’m from, and because I want to keep that part of myself alive for as long as I live. I think fashion helps me do that,” said Sharma.

Each piece holds a story, a connection to his heritage and values. Lu admired how Sharma’s jewelry collection was very unique but also capable of pairing together coherently. She also noted how his fashion philosophy closely mirrored her own.

“I feel like Saumik has stories behind all of them, so they actually mean something, and that’s really important to me when it comes to style and jewelry, I don’t really wear anything when it’s not impactful. I don’t wear anything that doesn’t have a story behind it, and I feel like that’s how Saumik’s jewelry choices come as well. I really like one of his necklaces that I tried on once, and I wanted to take that as well. He got it in a market in Nepal,” said Lu.

Michelle Chen '25 Finds Passion in Discovering Dance Styles and Crafting Choreography

CAMERON MANZO & ZACHARY YUAN

Michelle Chen '25, a board member of Andover’s APAC (Asian Performing Arts Club), and dancer in performances such as “The Nutcracker: Reimagined” and “Grasshopper,” took her first dance class at merely two years old. She learned traditional Chinese dance up until seventh grade, soon after taking up ballet classes which became her primary focus.

“I started ballet in seventh grade, and definitely it’s something that I innately started loving. I think it’s just because ballet is so technical, and just requires my complete focus when I do it. But I also just love that there’s so many graceful movements with it, and even though it can look super easy, it does require so much work to put into it,” said Chen.

At Andover, she continued practicing and performing dance. She found it a calming way to relax from more stressful parts of her day such as schoolwork and extracurriculars. She has danced in many performances, but noted that the most meaningful one was the 2022 Dance Open, where her perspective on dance drastically changed.

“I did a piece with four different people [and] one of them was the Co-Head of APAC, Vanessa [Fan '23]. I actually used to do classical Chinese dance with her outside of [Andover]. I quit Chinese dance in seventh grade, so I just decided to join it for the nostalgia, and I think after doing that piece, it really just brought me

back to why I like Chinese dance and brought me closer to my culture,” said Chen.

In addition to reigniting her love for Chinese dance, she also discovered other dance styles at Andover that she had not previously explored. Furthermore, she found Andover to be a creative outlet to explore her love for choreography. By watching other dancers perform — from professional ballerinas to friends at Andover — she’s been inspired to incorporate new styles into her own dance and choreography.

“Once I came [to Andover], I started experimenting with modern dance and stuff like that. Even earlier in the Fall Term, I did [a] K-Pop dance, which I never thought I would do before. So that has really stretched me, and especially in a way when it comes to my choreography, I’ve started adding different elements into it [and] listening to the music more, while before I think it was a lot of pure ballet or pure Chinese dance... My dancing has mainly evolved as I’ve been trying out these different styles... I think especially coming to Andover, that has really taught me to experiment a lot with my movements and try out different tricks and turns. It just allowed me to step outside my comfort zone,” said Chen.

Even with her expertise and love for the art, she still faces challenges in devising new and unique choreography, aiming to learn even more dance styles. Her passion for the art, however, has motivated her to persevere and make these dreams become a reality.



A.LEE/THE PHILLIPIAN

Michelle rediscovered her love for traditional Chinese Dance at Andover.

Chen said, “We have a performance coming up for APAC, which is the Asian Performing Arts Club, and me and Emma [Tao '25] are actually choreographing a piece for that. It’s going to be a traditional Chinese dance piece, and it’s the first group dance I’ve choreographed before, so it’s definitely been a bit of a challenge. But it’s coming up [on] March 29, and I’m really excited for it... I hope to continue doing more choreog-

raphy. Definitely with this APAC piece, it’s been a lot of fun. It’s challenged me a lot creatively. I also just want to continue to explore different styles like jazz.”

Chen’s passion has also manifested in others whom she has worked alongside with. For instance, Tao, Chen’s friend and fellow choreographer, found inspiration and respect in working with Chen on their upcoming performance.

“I think her willingness to try new things definitely [is inspiring]. Because as she said, she had mostly focused on Chinese traditional dancing and ballet previously, and she has explored so many new styles, along with choreographing, which I find really brave of her for doing. I’m really glad to be choreographing with her honestly, because she has been so determined in the process,” said Tao.

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ARTS IN BRIEF

COLLECTED BY HLUMA MANGCU AND PENELOPE TONG

“Cowboy Carter;” A New Chapter of Beyoncé’s Career

On March 12, pop and R&B icon Beyoncé Knowles announced the second act of her “Renaissance” Trilogy, “Cowboy Carter.” About a month after her country debut, with singles “Texas Hold ‘Em” and “16 Carriages,” she became the first Black woman with a number one single on the Billboard Hot Country Songs Chart. Honored to be bestowed with such a title, Beyoncé shared her aspirations for the future of the industry on Instagram: “My hope is that years from now, the mention of an artist’s race, as it relates to releasing genres of music, will be irrelevant.” In her announcement post, Beyoncé also detailed her passion for uniting people through music, while also “amplifying the voices of some of the people who have dedicated so much of their lives edu-

cating on our musical history.” As a Black woman, she felt that certain limitations had been placed on her, hindering her from fulfilling her passions. This incentivized her to challenge herself and break free from these restraints. Emphasizing her music as falling into a genre of its own, Beyoncé concluded her announcement with a powerful statement — “This ain’t a country album. This is a Beyoncé album.”

Stolen Slippers from “The Wizard of Oz” Returned to Rightful Owner

If you have watched the beloved classic “The Wizard of Oz” (1939), you will certainly remember the pair of ruby red slippers that Dorothy wore throughout the film. Four pairs of shoes were actually used during filming, with each being worth around 3.5 million dollars. Joe Madd-

alena, the executive vice president of Heritage Auctions, claims that they are the “most important prop in Hollywood history.” The Hollywood Reporter states that three out of the four pairs are currently held by the Academy of Motion Picture Arts and Sciences, The Smithsonian Museum of American History, and a private collector. The last pair, according to CNN, was stolen in 2005 from the Judy Garland Museum. After almost 19 years, these famous shoes have been returned to their owner, Micheal Shaw. Two men were charged with the theft of the slippers: Terry Jon Martin and Jerry Hal Saliterman. Martin pleaded guilty to breaking into the museum and stealing the shoes while Saliterman assisted in hiding the precious slippers. Micheal Shaw has now handed the slippers over to Heritage Auctions, which will display the shoes internationally before putting it up for auction.

Ariana Grande’s “eternal sunshine” Boasts a Handful of Social Media Hits Sprinkled Among Lackluster Background Songs

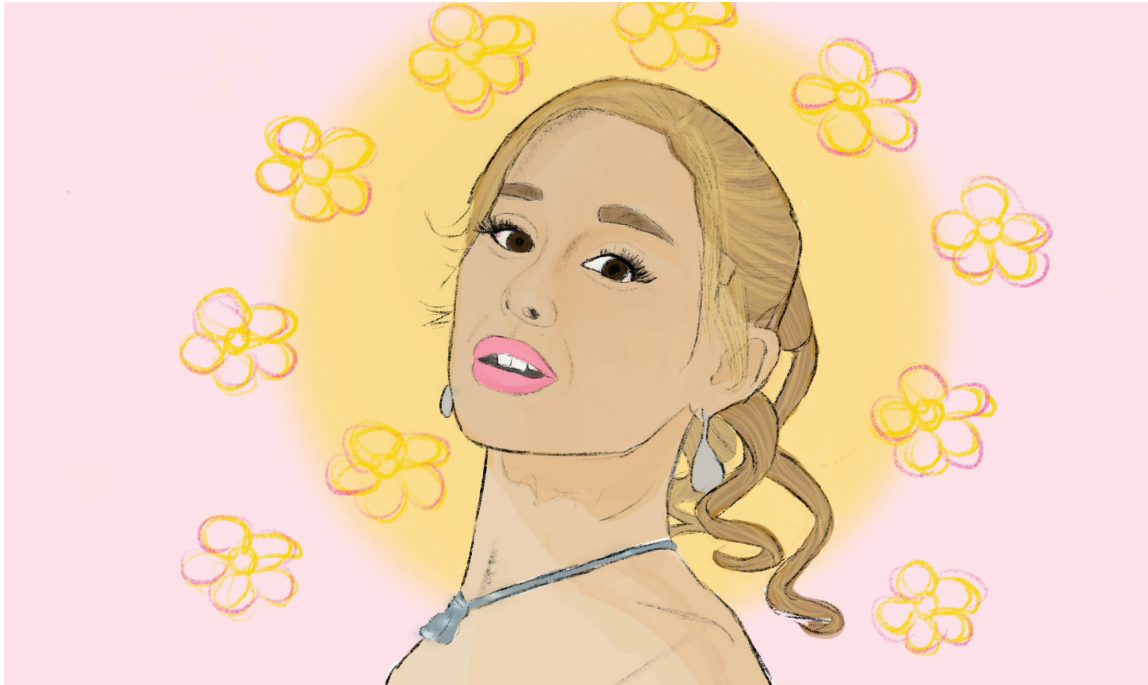
ADELE CIOCOLA AND STELLA SEONG

On March 8, Ariana Grande released her seventh studio album, titled “eternal sunshine”. Grande’s last album, “positions,” was released in October 2020, making this her longest gap between consecutive albums. Topping the Billboard 200 and granting Grande the title of the artist with the most Hot 100 number-one debuts, the pop and R&B album weaves familiar vocals with new innovative additions such as synthesizer and strings. With the album’s success in both the charts and Grande’s fanbase, an extended version was released on March 10, featuring additional tracks with guest artists Troye Sivan and Mariah Carey.

Unlike Grande’s previous albums, “eternal sunshine” allows the listener to connect with the singer on a deeper emotional level. The album title draws upon the 2004 sci-fi romantic film “Eternal Sunshine of the Spotless Mind,” alluding to the value of love despite conflict and pain. Imbued with a new sense of vulnerability, the album features many fresh artistic decisions. The track “ordinary things (feat. Nonna)” features the soothing voice of Grande’s grandmother, while “Saturn Returns Interlude” begins with the motivational words of astronomer Diana Garland. While some viewed the album as primitive, others appreciated Grande’s creativity and experimental sound.

Following a four-year hiatus, many listeners, including myself, were anticipating her to return once again with a catchy pop album reminiscent of “thank u, next” and “7 Rings”; however, “eternal sunshine” greatly defied these expectations. The album begins with the track “intro (end of the world)” which more closely resembles lo-fi study music than a typical pop hit. Filled with Grande’s effortlessly breathy vocals and calming piano chords, the song gave me a feeling of tranquility. In the lyrics, Grande questions how she can be sure if she is in the right relationship. The last song on the album, “ordinary things (feat. Nonna),” brings this idea full circle, with her grandma’s voice deeming a kiss goodnight the clear indicator of a proper relationship.

Transitioning from lo-fi study music, the album’s second song “bye” transports listeners to the disco before slowly digressing into a tiresome repetition of “Bye, Bye, Boy Bye.” To me, this song sounded more like an improvisational exercise than a fully-fledged song, but it is also currently Grande’s fourth most popular song on Spotify. The irony of this track is that the next song is titled “don’t wanna break up again,” indicating that, despite Grande’s reiteration of the matter, she was ultimately unsuccessful in saying “bye” to the boy in question. Regardless of the true story behind her situation, “don’t wanna break up again” was one of my favorite songs. Featuring a groovy, chill



K.STEPANOVA/THE PHILLIPIAN

backbeat and syncopated lyrics, it is the perfect song to listen to during late-night homework sessions or while walking between classes.

The rest of the album consisted of similar instrumentals that quickly became boring, with the only standouts being “Saturn Returns Interlude,” “yes, and?,” and “the boy is mine.” The first included a voiceover detailing an astrological phenomenon with an eerie instrumental playing in the back. Though the meaning of the song is elusive, Grande effectively creates a dreamy and otherworldly mood, setting an overall tone for the album. The calming voice coupled with the

existential lyrics also make for a very unique song, if not the most unique one on the album. The other two tracks, Grande’s single “yes, and?” and “the boy is mine,” were both social media hits, with TikTok dances and trends blowing up following their release. Although music fans might insist that TikTok hits aren’t necessarily the best picks from an album, in my opinion, these two tracks deserved their hype as “eternal sunshine”’s catchiest songs, particularly in the chorus.

Overall, “eternal sunshine” granted devoted Arianators a streamable album after two long years of waiting. However, the songs were mostly lackluster

with only a couple of standouts. The ambient and dreamy instrumentals make the album a good choice for background listening, but if you’re one to pay close attention to each individual track, “eternal sunshine” may fall short in the novelty department. Still, boasting a few impressive hits with short but captivating choruses, the album avoids any true negative critique and only provokes mild disappointment. For that, “eternal sunshine” by Ariana Grande 3 out of 5 stars.



POTW: Spring Break Songs

REPORTING BY VALENCIA ZHANG

MAGGIE QI ’24 STRAWBERRY SUNSCREEN BY LOSTBOYCROW

It has a really upbeat vibe to it. I like to listen to it when I’m on the lawn or just chilling. It puts me in a good mood.

MADDIE REDMOND ’25 THE RECIPE BY SIR

It’s a really upbeat song. I love it, and it always gets stuck in my head, 24/7. I love all of SiR’s songs, but his lyricism in this song is just really, really good.

MATEO SCHENIDER ’24 MONACO BY BAD BUNNY

I really like it because it talks about Bad Bunny living a lavish lifestyle, and I want to live a lavish lifestyle in my Senior Spring.

ALFONSO GONZALEZ-CANO ’27 THIS LOVE BY MAROON 5

I like it because it talks about breakups, and you usually go through breakups in Spring.

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