



Blue Key Heads '23 (Top) and '64 (Bottom). Turn to A7 for the full article about the History of Blue Key Heads.

Finding Gunga: Andover Celebrates Seventh PA Giving Day

SAKETH LINGISETTY & ANNA TSETKOV

Students awoke on the morning of March 28 with a goal set in mind: find one of 20 stuffed Gungas hidden around campus and win a 500 dollars donation to a cause of the student's choice.

Andover celebrated its seventh year of the Finding Gunga tradition that takes place on PA Giving Day, an annual fundraising event which rallies donors in our family and alumni network to reach a target donor goal. In recent years, the event has called on student engagement through the scavenger hunt-esque challenge.

The Office of Academy Re-

sources (OAR) led the organization effort for the day. Kristin Faivre, Senior Associate Director of Annual Giving, addressed the efforts across offices, parents, and volunteers, to publicize and mobilize PA Giving Day so that the school could reach its goal.

"It takes major coordination with our department and our volunteer community. Our class agents, both co and head agents, as well as our Andover Fund parent volunteers, help corral the energy and get the word out to spread the day and make it successful for our part. There's marketing efforts behind the scenes that include email, direct mail, social media, as well as just word of mouth, peer to peer solicitations. It's a lot of high energy

and it is fun. When we hit the goal this past year, there's a bell within McKean Hall, and we rang that as we hit the goal. It was a lot of fun," said Faivre.

In 2018, PA Giving Day was extended to involve current students, so students could feel more connected with Andover's fundraising campaigns by having a deciding voice in where some of the money goes. Embraced by Andover students and faculty, the new model allowed for community members to have a more direct connection to philanthropy.

"[The tradition of hiding Gungas] was an effort to in-

Continued on A5, Column 1



Twenty stuffed gungas were hidden around campus as part of PA Giving Day.

V. ZHANG/THE PHILLIPIAN

Panel Dives Into Artificial Intelligence Usage in Classes

EMMA GREENHUT

Using Artificial Intelligence (AI) in the classroom is an issue that has grown increasingly relevant, with over 56 percent of college students in the United States reportedly using AI to help complete assignments, according to a college survey. Last Friday, students and faculty gathered in Paresky Commons for a panel discussion regarding Andover's stance on the use of AI in classes.

Hosted by the Dean of Studies Office, the panel included students Sarah Pan '24, Reed Manning '25, and Frank Hu '26, and faculty included Caroline Odden, Dean of Studies, Nicholas Zufelt, Instructor in Computer Science, and David Fox, Instructor in English. Altogether, the panelists answered a plethora of questions concerning current AI use, general attitudes towards AI at Andover, and ways that AI could effectively be used for education in the future.

Pan, who recently gave a CaMD scholar presentation on AI alignment, spoke about Andover's current AI policies. She expressed hopes for further experimentation with AI as an educational tool.

"Personally my experiences with AI in the classroom have been limited. Sometimes when I'm scrolling through the syllabus of the class it will say [that] the AI policy [is] that AI is explicitly prohibited unless said otherwise by the teacher... I feel that AI in education is a much bigger thing than just coming up with some sort of experimental policy that may or may not work. It's definitely a work in progress that has to be innovated on, not just by people here, but [also by] people around the world, because it's such a transformative thing," said Pan.

Zufelt commented on the possibility of amending the AI policy on campus to be more open-minded. Zufelt discussed how, when his students show him their own experiments with AI, it pushes him further as an educator.

"I do think that one policy shift that would be a culture shift would be if there was a little asterisk on our AI policy, which [currently] says [no AI] unless your told otherwise, if there was a little asterisk on that which said, 'But, if you think you have a cool idea go talk to your teacher about it'... That to me, seems like a bit more of a catalyst, because I've had a couple of times where students have come to me and said 'Check out this cool thing I did'... and I think that pushes me [into the future] faster," said Zufelt.

Manning mentioned how AI could act as a tool to boost student learning as opposed to being a source of academic dishonesty. Manning pointed out examples of artificial intelligence being used without violating any academic integrity standards, highlighting student-teacher transparency as part of that process.

Continued on A5, Column 4

Students to Represent Andover at Finals of International Math Competition

LUCAS BERNARDETE & LILY LIU

After spending an entire day in early March crammed into a basement working, a team of five Andover students has advanced to the Final Round of the MathWorks Math Modeling (M3) Challenge, placing in the top six of 655 competing teams. Angeline Zhao '25, Tianyi Evans Gu '25, Yifan Kang '24, Eric Wang '25, and Anthony Yang '25 will represent Andover in the international math competition on April 29 in New York City, competing for a share of 100,000 dollars in scholarships.

Zhao, one of the original coordinators of the team, described the M3 Challenge and previous topics that the competition has focused on. She highlighted applied mathematics' presence in the world, and how the M3 Challenge embodies that spirit.

"[The M3 Challenge] is an annual competition for high school students in the [United States of America] and the [United Kingdom] to practice dealing with a real-life situation using different mathematical model techniques.

[The goal] is to make predictions for the future, the way that it's framed is that you're supposed to give recommendations to a U.S. government entity... The topics are typically things that are impacting our world today. Our topic this year was the housing crisis and homelessness. Last year, it was about E-bikes. So, they're all relevant topics and we have to find different modeling techniques to predict how these things will change in the future and factors that will influence it... Mathematics is always something that I've enjoyed, and applied math is something that I've always wanted to get more into especially since I really enjoy statistics," said Zhao.

Over the course of 14 hours, the team tested four different statistical models and ultimately submitted a 31-page paper describing their findings. Kang, the oldest member on the team, discussed challenges the team faced to achieve reliable and productive results.

"The hardest part [of the pro-

Continued on A5, Column 4



Five Andover students participated in the international M3 challenge.

COURTESY OF ANGELINE ZHAO

CaMD Scholar Chloe Rhee '24 Presents: "Knowledge without Goodness? The 1835 Anti-Slavery Rebellion at Andover"

PHILIP JEONG & CADE RUTKOSKE

On Friday, Chloe Rhee '24 delivered her Community and Multicultural Development (CaMD) Scholar presentation, "Knowledge without Goodness? The 1835 Anti-Slavery Rebellion at Andover," marking the conclusion of the CaMD Scholar presentations for the 2023-2024 academic year. Rhee's presentation examined the vision of the students who protested the racial injustice in Andover's administration during the early 19th century, unpacking the impact of social construct on the Andover community from the emancipation period to the present.

Referencing both national and local opinions on the morality of slavery in the early 19th century, Rhee described two distinct views that surrounded the topic of emancipation and its role in the Andover community.

"Since the beginning of the 19th century, there was a rise in national and regional conversations on the morality of slavery. By 1835, much of New England believed that slavery is a sin that must be abolished. Yet, there are differing opinions on just how emancipation should occur and just how fast our key divisions begin to emerge. These divisions are embodied in two opposing movements," said Rhee.

Continued on A5, Column 1



E. LIU/THE PHILLIPIAN
Chloe Rhee '24 presented the final CaMD Scholar presentation of 2023-2024.

Commentary, A2

AI in Politics

Camille Davis '27 fears the growing influence of AI in politics and its role in shaping the country's political climate.

Eighth Page, A8

The results are in...

I was too good for Harvard anyways.

Sports, B1

Girls Lacrosse Begins Streak

Girls Lacrosse started its season off strong securing two wins, against New Hampton on Saturday and Middlesex on Wednesday.

Arts, B6

Andover Dance Festival

The Andover Dance Festival highlighted a diverse array of performances ranging from self-choreographed traditional dances to step cheer routines.

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Editorial

Walking the Tightrope

On December 8, 2023, students crowded into Lower Right of Paresky Commons for a performance by Sketchy, one of Andover’s comedy groups that attempts to satirize Andover student experiences by creating provocative and comical skits. Following the performance, however, Sketchy would be banned by the Andover administration until the Fall of 2025, with several student performers possibly facing disciplinary action. More recently, the ongoing Blue Key Head auditions have also undergone changes from previous years, including the absence of the white boards which Blue Key Heads used to write comments about auditioners on and “increased input from the deans... in how [Blue Key Heads] run certain things and adjusting plans based on input from the deans,” according to current Blue Key Head Sebastian Valasek ’24.

Groups like the Sketchy or the Blue Key Heads that use humor for a variety of reasons, whether it be for hosting a comedy show for classmates or testing the energy, passion, and perseverance of future Blue Key Head candidates, have existed at Andover and play a part in attempting to add some fun and joy into our lives. Researchers discovered, for example, that popular TED Talks incorporated humor an average of 12.92 times per 15 to 20 minutes in comparison to 3.92 times for unpopular talks, or even that individuals who had high scores on the cognitive component of humor were associated with a 78 percent lower risk of death from infection. And yet, humor also walks a fine line between what may be funny for some yet construed as hurtful to others. Whether it be professional comedians, an on-campus comedy group, or even you, the focus of jokes or skits often centers around ideas of identity. Of course, not all comedy makes use of such topics, but comedy that does oftentimes takes the spotlight for being more “relevant” and funny. On one hand, comedic jokes about identity can be used as a way of bringing to light the absurdities of stereotypes, to reclaim power and seize the narrative. But on the other, they may be distasteful, controversial, or downright problematic. Comedy is like walking a tightrope, teetering between the possibilities of telling a joke that leaves the audience howling with laughter and one that could possibly have one’s comedy group banned. With the line separating the two often blurry and ever-changing depending on the audience, setting, and even just straight-up chance, the role of comedy and its various nuances, particularly at Andover, is a question that we must consider carefully.

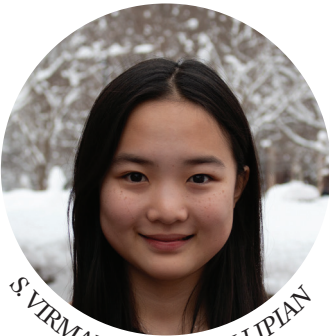
In thinking about the purpose that humor serves here in our student community, a common theme that arises is the reflection of campus

culture — what we, as members of Andover’s student body, currently care about and discuss the most. A meme made out of something funny that happened on campus the other day; a (not-)ode to Upper Spring and the emotional rollercoaster of its exhilarating highs and debilitating lows; a reference to the new flimsy cutlery in Paresky Commons that look like metal but feels like plastic. In this way, the expressions of comedy that we engage in are meant to be ways for us to build connections with one another and find solidarity through these shared experiences. The humor is then pointedly constructed by us, for us: it will not necessarily also be funny to faculty, administration, parents, alumni, or anyone else, and nor is it meant to be. Granted, with the natural tendency of comedy to veer towards the side of being infused with jokes surrounding identity or particular experiences in some cases, there will undeniably be certain punchlines or skits that are more provocative and have greater potential for damage if received with the wrong impact despite good intentions.

We cannot control how humor plays out in real-time, but we can hold ourselves accountable to ensure that we approach comedy with only the goal of creating warmth and connection among our community and also refrain from targeting specific groups of people with malicious intent. Whether it takes the form of consulting your faculty advisor if it is for an on-campus comedy performance or simply checking the first thing that comes to mind, being humorous means being creative, yes, and responsible too. On the flipside, however, it is also our duty as audience members to take responsibility for protecting ourselves. Given the diversity of Andover’s community, making jokes that have zero risk of offending anyone would be ideal, but unrealistic, especially with jokes that may concern sensitive topics. As such, we must remember that we are young adults who will soon need to navigate the world on our own, and that being self-aware is an essential step in doing so. Part of that includes recognizing the topics and factors that could potentially trigger us, and knowing when we should probably step out of a comedy show just in case. The very point of humor, especially in tight-knit communities such as Andover, is to normalize or bring to light the ideas and observations that make us us, and to find space for joy and laughter even within the challenges and hardships we face. If we remove the controversiality, the exaggeration, the drama, from the comedy that we create, then it loses its place, its color, its magic, leaving us with merely words that no longer serve their purpose.

Our Duty for Goodness

MELODY OH

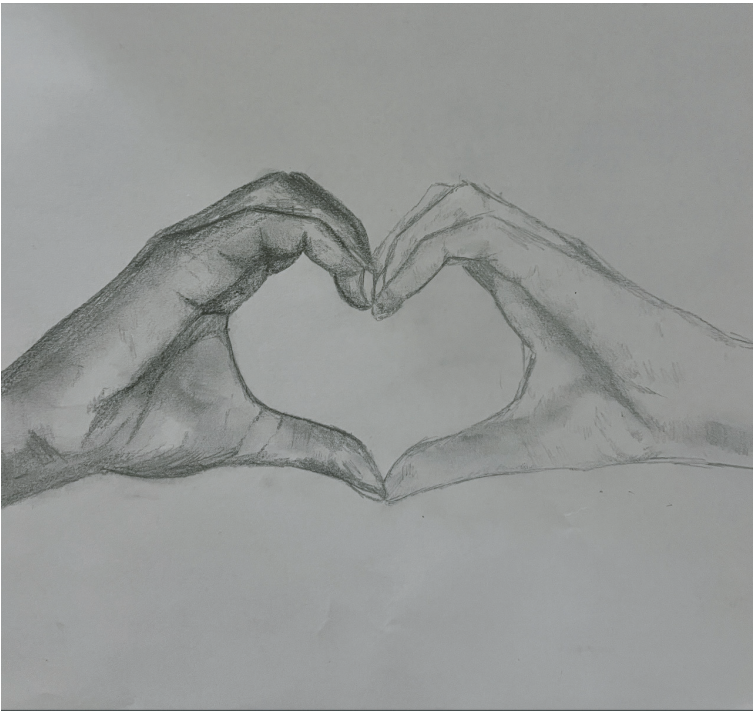


Last Friday, my friend and I went to the CaMD scholar presentation by Chloe Rhee ’24, “Knowledge without Goodness? The 1835 Anti-Slavery Rebellion at Andover.” The Anti-Slavery Rebellion, according to Rhee, was led by a small group of Andover students who supported the abolition of slavery. In contrast to the students’ beliefs, the institution’s views were contrary to Andover’s current vision towards knowledge and goodness; Andover at the time believed that goodness comes from maintaining Christian values and that freeing the Black slaves went against their Christian values. I was completely stunned by the bravery of the Andover students during the rebellion, who determinedly left our campus when the institution threatened that supporting immediate abolitionism would get them expelled. Learning of this painful history, I began to ponder about our school’s one of the most important motto: knowledge

and goodness. We, as Andover students, have a duty to use our knowledge through empathy. Upholding our value of goodness is special, and difficult at the same time because it requires an extra effort called “empathy.” If we question how the students during the 1835 Anti-Slavery movement were able to promote such revolutionary ideals when the rest of the society considered it “wrong,” I would say that they had empathy: the ability to put themselves in others’ shoes. Empathy is the foundation of goodness. It cannot be altered by the differing standards of what is “right” because it is so evident that no one wants to experience what “I” don’t want to experience.

Knowledge makes goodness stronger by providing agency and power, but knowledge without goodness is susceptible to corruption, injustice, or apathy.

However, in our ever changing world with so many spices and stimuli, it’s easy to lose a sense of empathy and hide behind our screens and social media that offer just the things that you want to see and hear. Although our modern society is going through many tumultuous events, like the Black Lives Matter movement, climate change, or the Israeli-Palestinian con-



FRANCESCA DIZON / THE PHILLIPIAN

flict, most people don’t take the initiative to truly understand the issues or to think about what they must do as a member of the society. Even at our school, I’ve noticed a culture of disrespect sprouting in some of the audience during All-School Meeting speeches. The popular audience looks at the news headlines, maybe tries to sound educated by knowing the names of the events, but gets distracted by what is more available to them — the TV shows on Netflix, the funny reels from Instagram, or gaming. It’s ironic how we have developed so much apathy when we’re living in a time where we have never been so interconnected.

But even if the rest of the world is growing more distant, we have a responsibility as An-

dover students to be non sibi, viewing the world through empathy and courage, not hesitating to educate ourselves about the world, and voicing our opinions when change is needed. No matter which background we come from, it is undeniable that we have the privilege of enjoying the education and resources of Andover. Our knowledge is a tool used by the intent. Knowledge makes goodness stronger by providing agency and power, but knowledge without goodness is susceptible to corruption, injustice, or apathy. We have duties as those who are privileged to receive this education, and it is when we neglect this duty that we fall behind and lose our tradition of being pioneers of change.

Andover’s main power comes

However, in our ever changing world with so many spices and stimuli, it’s easy to lose a sense of empathy and hide behind our screens and social media that offer just the things that you want to see and hear.

from the students. I know this for a fact because Andover has already transformed me into a more nuanced person in less than a year. Before coming to Andover, I never had a chance to be introduced to or to discuss social issues like the Israeli-Palestinian conflict or the history of an Anti-Slavery Rebellion at a high school institution. Although I’m embarrassed to admit, I was not used to asking for the preferred pronouns the first time you meet a person. I am not fully fluent in these habits yet, but I have become conscious of the necessity of these habits and remind myself to enforce them in my daily life. The students at Andover have been, are, and will continue to be innovative and revolutionary. We just need to hold on to our empathy.

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CORRECTIONS:
The article “Jeanne Kosciusko-Morizet ’26 Takes Fashion to Another Level Through Constant Experimentation” written by Zachary Yuan and Mayari Burt was misattributed. The Phillipian regrets these errors.

A New Partisan

CAMILLE DAVIS



A. LEE / THE PHILLIPIAN

The emergence of AI has sounded a cultural shock so loud it has reverberated into the realm of politics. The war between political parties is no new issue; however, it has become increasingly harmful and otiose. A study by Pew Research shows that the purple sector between red and blue belief systems has shrunk more than twofold since 1994. More individuals from the Republican and Democratic party have begun to see the opposing belief as a complete threat to the nation, and this swelling antipathy foreshadows a precarious democracy. Political polarization can be a result of many civil factors, and AI has been no help.

Most obviously, political polarization hinders the intrinsic human ability to understand one another, and consequently limits the fruitful communication which powers change.

In today’s world, AI chatbots hold substantial power over the beliefs of their users. Especially as the 2024 presi-

dential election approaches, the persistence of political beliefs from AI leads to the expansion of an already growing political schism by either heightening or diminishing the beliefs of chatbot users. As an enthusiast of dystopian worlds such as that of “Brave New World and 1984,” the idea of tenacious echo chambers and extreme political polarization have both intrigued and frightened me. The connection between AI and extremism has begun to crystallize into a more conspicuous thread, particularly in AI chatbots.

The first question to ask is how AI chatbots even came to portray political preference, given the fact that the programs are intended to practice neutrality. Primarily, the problem with expecting a certain “neutrality” is that it must, by definition, lie in the middle of a spectrum

of political beliefs discerned by AI. Yet, such a spectrum is not evenly weighted on both sides. In February, ChatGPT was publicly confronted for being able to write a poem in respect for President Biden, but not Donald Trump. Since then, AI chatbots have been continuously accused and proved to obtain liberal bias. This has repelled conservatives from our most recognized AI chatbots and resulted in them creating their own programs. As AI chatbots begin to lose more and more input from conservative users, their spectrum of information becomes weighted towards liberal beliefs. They become filled with assumptions and stereotypes that are ultimately left leaning.

Nonetheless, this is not to say that the political preferences of AI chatbots are completely out of the hands of their manufacturers. Just

a month ago, David Rozado, a social science researcher, conducted a study of Large Language Models (LLMs) that assessed their political preferences using certain test instruments. The study extended across twenty-four different LLMs, including OpenAI GPT 3.5, GPT-4, and Google’s Gemini. The results revealed that most conversational LLMs generated left leaning responses. However, this was after they were steered by supervised finetuning (SFT), a process in which the model is trained to associate certain input points with correct answers and labels. Rozado was then able to assert that SFT possessed the ability to etch political preferences into LLMs.

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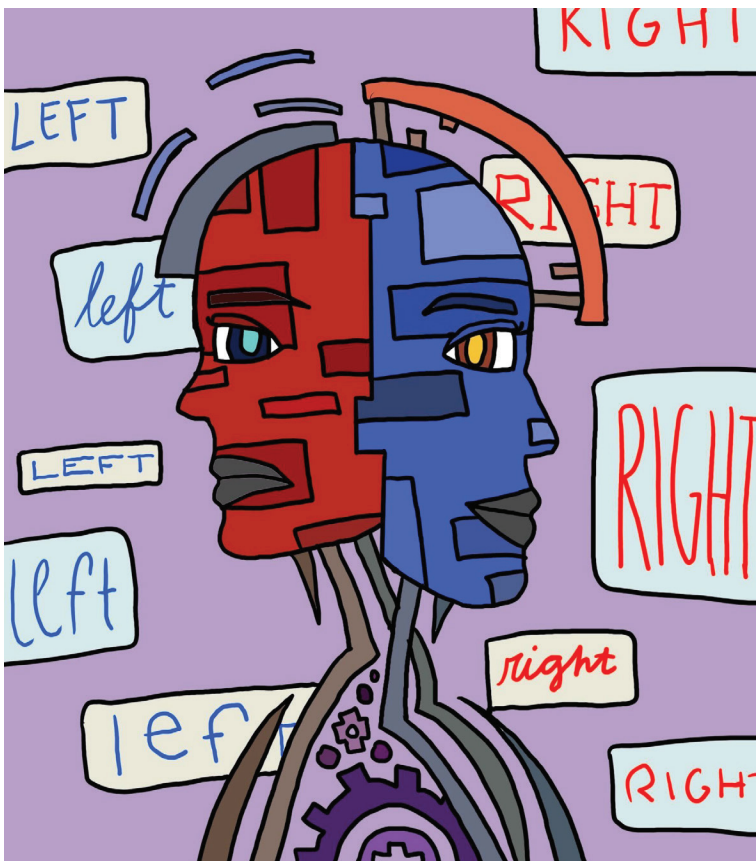
Regardless of the manufacturer’s intentions, it is undeniable that these chatbots have become politically preferred. When an AI system develops political leanings, people either begin to adopt the views of its outputs more, or completely reject them. And as the gap of indifference dwindles, polarization rises. The result is grim. Political polarization enervates respect for democratic norms and erodes the judiciary’s nonpartisan nature. Most obviously, political polarization hinders the intrinsic human ability to understand one another, and consequently limits the fruitful communication

which powers change. This extremism and lack of cross-party understanding causes America’s democratic ideals to wane. Individuals become focused on supporting only their own leaders at any cost, and lose care for others with opposing beliefs. To buttress a democratic country grounded on values of equality, liberty, and civility, fighting political polarization is imperative.

Primarily, the problem with expecting a certain “neutrality” is that it must, by definition, lie in the middle of a spectrum of political beliefs discerned by AI.

The fact that AI contributes to political polarization is significant because AI is an unstoppable force. This means that while we cannot look towards AI to carry the responsibility of assuaging such polarization, we must look to ourselves. While solutions such as making algorithmic transparency mandatory for AI chatbot manufacturers might be successful for merely spreading awareness, it is up to us to comprehend and respect our own political belief systems. Allowing AI chatbots the power to either uplift or degrade our convictions can unconsciously push citizens to contribute to political polarization, a trap that threatens not just ourselves, but our nation.

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KARA HORNE / THE PHILLIPIAN

EBI: Fueling Minds or Filling Time?

SAHANA MANIKANDAN



J. CARMONA / THE PHILLIPIAN

Despite attending a handful of EBI classes after a year and half at Andover, I can only remember two. One during the Fall Term when we received candy, and the other when the whole class came together and played a game about learning how to spend and save money. While the game was quite simple, it made us think creatively as a

team and left the choices up to us students, teaching us that we must always find a way to rise up from hardships. I am confident that all of us learned something new that day that changed their perspective on life. The rest of them? Lost with time. In spaces like EBI, it is not only the teacher, the EBI Upper or Senior, and the PowerPoint presentation that comprises the learning in the class. The empathy roots from the students, the balance is shared between peers that make up the conversation, and the inclusion comes from the people being able to accept and encourage one another to be their best selves. And I feel that many times, these parts which the foundations of EBI stand for, are lost. My view towards EBI ultimately changed after one memorable class. From then, I learned that EBI had the potential to be something more, something that the Andover students regardless of

their academic achievements can simultaneously enjoy and learn from rather than having the information go in one ear and out another.

Instead, there should be a rotation of topics presented and address what students can do and think about in the immediate future — as in, literally, the next couple of hours that they attend school for.

As a Junior last year, I had no expectations when I attended EBI. Returning students told me it was just a time filler, and that over Covid-19 it became a passive event students were forced to attend because they would be penal-

ized otherwise. I soon understood how many of them felt in my Junior Spring. If I thought that my Fall and Winter Term class peers were quiet, then my Spring Term class was filled with a deafening silence apart from the occasional voice of the instructor asking the list of hypothetical questions that were written in their lesson plans. Yet, one day, we learned about financial literacy and what might happen to us in the future financially if we made some poor spending choices. It was one of the funnest activities I have ever experienced during EBI — debating with one another about what is more necessary in our lives and why. Why was fixing the car better than buying a new bike? Did the advantages of living further away outweigh the drawbacks? These lighthearted, entertaining questions were ones we asked ourselves and our peers for the full time. At the end, one of my peers said, “You know, I actually wish we had EBI for a longer period of time.”

After that day, EBI taught me how education is not just about the grades achieved; it’s about the experience of learning, the interactions with peers, and the development of empathy and critical thinking skills. EBI may have started as a mandatory session to fill time for me, but it has the potential to become a platform where students eagerly participate, exchange ideas, and leave with more than just information, but with a deeper understanding of themselves. With a little nurturing and innovation, EBI could be a cornerstone of the Andover experience, enriching the academic journey of all students.

Currently, EBI is a mix of

courses and subjects that is curated by the EBI Uppers and Seniors, alongside the faculty who run the program. While I agree that these topics are important and effective in shaping the lives of young students, I think the feedback survey presented to students at the end of a term should have a bigger impact than it currently does. The survey, as of right now, merely looks for extremities to ensure that students aren’t responding too negatively to a certain topic.

The empathy roots from the students, the balance is shared between peers that make up the conversation, and the inclusion comes from the people being able to accept and encourage one another to be their best selves.

Instead, there should be a rotation of topics presented and address what students can do and think about in the immediate future — as in, literally, the next couple of hours that they attend school for. While the curriculum covers topics of diversity and social structures on campus, the school must find ways to connect with its audience in order for students to truly reap the wisdom from EBI.

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GEMMA PARK / THE PHILLIPIAN

10 Questions With Casey Smith

REPORTING BY PRISHA SHIVANI & ALLEGRA LEE

Casey Smith is an Instructor in Arts, a coach for Track, and a House Counselor in Morton House. Before joining the Andover community three years ago, Smith worked with companies such as Showtime, AMC, MTV, and Apple. Outside of his many roles on campus, Smith always finds ways to explore his creativity through his own projects and enjoys walking around.

How did you first find interest in art education specifically?

Believe it or not, I had no interest in wanting to be a teacher at one point. I knew I wanted to be in the arts but I didn't actually know what I wanted to do in the arts. Leaving high school, I figured if I went to an art school, it would be to my benefit. I thought that if I studied graphic design, I could fold that into a career in art and making money. Then I realized I didn't like it or I didn't necessarily like where I was. I was in a very corporate setting. I was looking for things that I could also do to make money and make art and teaching art seem to work, so that's how I ended up in teaching art. Then I got my masters in art education, and now I'm working towards other degrees in art education as well.

Could you describe your background in technology and art?

I went to high school, and that was my first exposure to computer aided design, photoshop and all of that stuff. That was back in the 90s and it was very primitive at the time. Then for college, I went to the School of Visual Arts where I explored graphic design and computer based media a little bit more. Then I worked at a couple of different design firms, agencies, and I started actually doing theater. So I was doing more architectural and three-dimensional design stuff and then I continued teaching. So I started teaching architecture, 3-dimensional design, photoshop, illustrator, the Adobe Creative Suite, procreate all that stuff as well as freelance. And here I am now.

How was your experience at agencies/firms such as Showtime and MTV? Is that something that you would ever want to go back to?

The experience was fine. I realized that my time at those corporate entities was not what I thought it was going to be. When you work for a large corporation like that, you end up having to do what is needed for the company, not necessarily as creative as a lot of places. Most recently I worked at Apple as a contractor and doing side work as a contractor is a little bit different than doing full time work, so I would do more freelance and contract work with large companies. But I like where I am now where I do smaller things than freelance things. It's more creative, you get more creative control.



E. LIU/THE PHILLIPIAN

What specifically drew you to Andover?

A lot of things drew me to Andover. I've never worked in a boarding environment before, so this is the first time I've worked in a boarding environment. In that regard Andover has the ability to connect with people and different aspects of their life... The track team and also the dorm, those are things that I had never really experienced, so I wanted to try it out.

How has your own experience and education in art affected the classes you teach and your style of teaching?

I try to do more hands-on things. A lot of times students are not comfortable with the frustration of exploring ambiguous ideas and concepts, but

if any student is going to continue on in this field, they have to get more comfortable with it. They don't have to be 100 percent comfortable with it, but they have to get more comfortable with it. I try to give some information, but allow students to problem solve on their own. I think that is something that in my high school and college experience I didn't explore enough and I took it for granted because you're always going to have a soft landing. You're never going to just fail. You're going to eventually... get a low grade or get a chance to revisit. But I think exploration and dealing with ambiguity is a challenge.

Could you talk about some projects that you're currently working on?

Right now, I'm working on a PhD which is not design based, but it is in the arts somewhat. I also have one freelance conference logo that I'm working on right now. But as you know, the time that is spent at this school is very limited. Your personal time is very limited, so I don't work on a lot of projects. I used to work on more theatrical projects like I was saying and that was really exciting and creative, but it's also very time consuming. Right now I'm just working on one freelance conference logo and that's pretty much it, other than school.

How has your experience as a track coach been?

The track team is a very large team and we get a lot of different personalities and get some diversity. I think that's great and that's beautiful. Particularly at Andover, you don't get the opportunity to see outside of your direct circle too often. So I love that about the track team, you know, with around 130 to 140 athletes. Everyone is doing a different thing with a different reason, and but we're all in this together with a goal of improvement and motivation. I enjoy that and it is kind of a metaphor for life and a metaphor for my life.

Has there been a piece of student art that has stuck with you in your years of teaching?

A long, long time ago when I was teaching an architecture class, I taught a skyscraper project. Students had to draw out the skyscraper as well as build a skyscraper in whatever format. Most students used cardboard and paper and things like that, and I had one student that used plexiglass and built this really grand plexiglass skyscraper and then that has stuck with me for a long time. That was in 2009.

Is there anything that stayed with you throughout your years learning about art and like working in those corporate companies?

A lot of it has stayed with me. I have always said that I learned the most in my first two years at Showtime. I was an intern, so I wasn't there full time at Showtime. But being in those kinds of settings you have to know how to do things quickly and on the fly, so you have to learn key commands very quickly. You have to learn how to use all of the tools that you have available to you. You have to know how to collaborate with others. You have to know how to take from what you've done in the past and move forward from that as opposed to starting over. I took all of that with me throughout all of my freelance career. I used that and I teach from that in graphic design, both the 300 and the 500 level. I think all of that experience was valuable and definitely more than what I learned in the classroom.

Do you have a favorite piece of art?

You know that changes. Obviously, your taste changes and what you like changes. I used to be a big fan of Keith Haring. Also [Wassily] Kandinsky's works, [with] the circles. I don't know if I have a single favorite. That's hard, that's like picking your favorite child.

Instagram: @allthingsgood

Audience Members Reflect on CaMD Scholar Presentation

Continued from A1, Column 5

She continued, “African colonization... was the first movement and... [believed] that the best means of abolishing slavery is to gradually emancipate enslaved people, Christianize them and then deport [all] Blacks to Africa... This movement [had] a rather large following on campus... The second movement [was] much more radical and less established... seeking nothing short of immediate abolition, [and] that enslavement... must be eradicated as quickly as possible.”

The Andover administration held firm beliefs supporting African Colonization, conflicting with the vision of students who advocated for the immediate eradication of slavery. To help to explain this struggle for change, Rhee created an analogy of a ship and the challenge to steer it.

“African colonization [worked to] the benefit of the schools acting with knowledge and goodness, maintaining a positive public image and exercising fiscal responsibility. That was the direction they wanted to steer the ship in the media to students. However, [Immediatist students] believed that... knowledge and goodness entailed support of racial equality, it meant joining anti-slavery societies [and] it meant making a public statement. But with strong resistance from the administration and relatively

little common ground... the students could not steer the ship in the direction that they wanted. So, they [left] the school in protest,” said Rhee.

Sarah Pan ’24, a friend of Rhee and a fellow CaMD scholar, noted on the uniqueness of Rhee’s presentation. She pointed out the effectiveness of the presentation’s varying media and call to action.

“There was a slide in the middle that said, ‘So, what?’ I thought that this was so interesting and such an unconventional way to do a CaMD presentation. The second half of her presentation was a video with a bunch of students, faculty, trustees, [and it] was honestly so astonishing. Overall, it was just a fantastic presentation [that] really changed the way I thought about how the school approaches social issues,” said Pan.

Owen Huang ’27 shared his opinion on the shift in the different perceptions in enacting change between the Andover administration and the student body in the past and present.

“[The] students represent the first proliferation of the idea [of racial justice] at Andover, and it shows a difference in the way that the school reacted. In 1835, they were pretty quick to suppress that idea of libertarianism, and overall, the school was against the students’ opinions and refused to let the students leave honorably. Whereas now, the school has been much more willing to... enact change, although the change

is, once again, slow,” said Huang.

Despite the slow pace of transformation that Andover has seen throughout the years, Angela Jin ’27 was in awe of the boldness of students that opposed the Andover administration on the topic of slavery and gained a sense of inspiration to make progress on campus.

“I remember, in Chloe’s presentation, she talked about how, in recent years, students here are becoming less and less involved with racial issues. I was amazed at how the students back then were able to push their initiative forward with such confidence, boldness, and determination, and I think that we should learn from them. It was also shocking how the students back then were able to focus on such national level issues like racial inequalities and discuss [them] on campus,” said Jin.

Rhee closed her presentation by posing a question to the audience, in hopes of inspiring the students to advocate for change in the ways they define knowledge and goodness.

“I’ll invite you to consider this: think of this history where our frustrations are understanding and our differing ideas of goodness coalesce and then think of today, how might the way we are remembered align with how we want to be remembered? I ask you to let that influence your decisions in the way that you think best [to] live up to knowledge and goodness the most,” said Rhee.

Andover Team Shares How They Approached the M3 Challenge

Continued from A1, Column 5

cess] was reading past papers and generally getting a sense of what [statistical] models we can use to analyze the data provided by the competition. Since [the M3 Challenge] is a math modeling challenge, it’s mostly about applying reasonable models and getting the results to be as accurate as possible,” said Kang.

Zhao also commented on the topic of preparing for the Challenge, noting the learning curve that came up in the process. She delved into how the team decided which mathematical processes to use and how to apply them in the most efficient way.

“The hardest part is the fact that there is a learning curve to getting used to how you’re supposed to develop all these different models because a lot of the models are quite complicated and involve a lot of programming or different complex modeling techniques. Some of them involve machine learning, which can be quite time-consuming to figure out, so that’s definitely a learning curve. You have to figure out when you should be using certain models and how to use the simplest model for certain situations so you’re not overcomplicating them, all while still coming up with a unique and accurate solution that fits the circumstances of the problem... The best part of [this process] was getting to work together and seeing everything come together in the end,” said Zhao.

Wang discussed the approaches that he and the rest of his team took to solve this year’s problems. He mentioned his surprise regarding how many speculative guesses the team had

to make while using models.

“Our approach was to really just see how much information we could gather in 14 hours. It was a very limited period of time, and we didn’t have that much experience with modeling. We looked at some of the past teams’ papers, how they decided to approach the challenge, and what types of models they used, and we took that information and tried to synthesize our own model to use for the challenge. I learned that there are a lot of assumptions you have to make when modeling something. Obviously, there are a lot of unpredictable factors, and a lot of the assumptions may seem quite sketchy, but it is necessary when trying to make a model for predicting future scenarios,” said Wang.

Khiem DoBa, Instructor in Mathematics, served as the Faculty Mentor for the Andover M3 Challenge Team. DoBa expressed his pride in the work done by the team, praising how much they had managed to accomplish in just 14 hours.

“I’m proud of their talent and their work ethic and determination. In order to produce these solutions from the kind of open-ended challenge [they’re provided], it was an incredible amount of work, and the team produced a thirty-one page paper that used multivariate [Linear Regression Model] to come up with a model to address the question the challenge provided,” said DoBa.

Editor’s note: Tianyi Evans Gu is a Managing Editor for *The Phillipian*.

Students Celebrate Finding Gunga

Continued from A1, Column 3

volve the students in the day that we were having, that was more alumni and family based. We wanted to have a footprint with the students. The first year we did the Gunga challenge was 2018, and that was an anonymous donor who very generously donated and we had ten Gungas that first year. The interest in this opportunity to be involved with the students and educate about philanthropy has been so well received in our community that the last two or three years, we have been able to hide 20 Gungas where students are able to designate 500 dollars to an area of campus of their choosing. It’s one of our favorite parts of the day over in OAR as well,” continued Faivre.

Kelvin Ma ’27 was the first person to find a Gunga on campus near the shuffleboard in Susie’s. Ma highlighted the significance of PA Giving Day and how his 500 dollar donation to the Institute of Teachers valued Andover as a community and institution alike.

“Not only can we find more

teachers that can help with the school, but I think that’s very valuable to what Andover is as a community. For a lot of people, especially [for] the school itself, Andover Giving Day is definitely something that can help the community improve a whole lot. I can definitely see when people say, ‘Oh, this is a Giving Day, this can change the school,’ because I feel like with that money, I believe it was two million donated this year, which is absolutely insane, we can definitely improve the school for everyone. I think that’s very valuable,” said Ma.

Annabelle Wu ’26 found one of the Gungas hidden in Graves Hall, and she decided to allocate the 500 dollars to the Andover Fund. Similar to many students and faculty, Wu has enjoyed student involvement in PA Giving Day, as it gives her an opportunity to feel closer to fundraising efforts.

“It’s a really good idea for some of the students on campus to get involved... It’s just a time to be aware of what the school has done for us and also to have some fun with the scavenger hunt... Otherwise [the donations] just feel really

far away, and this Giving Day scavenger hunt is a good idea,” said Wu.

Susan Esty, Dean of Students and Residential Life, expressed her appreciation for PA Giving Day not only as a celebration of Phillips Academy’s endeavors, but also as a fundraiser inclusive of its students. She noted how this tradition allowed the entire Andover community to convey their love and gratitude for the school.

“What I really appreciate at this school is a real intentional inclusion of all people, and so it’s not just parents and alumni who have jobs for PA Giving Day. It is students, it’s the whole community. I really like that. I really like the intentional inclusion of students with the Gunga scavenger hunt. [PA Giving Day] means lots of love for the school from the whole community, [and] anybody who’s been impacted by our big blue spirit: the great education, the great relationships people form here, all the interesting wide range of programming. I think it’s a real celebration of Phillips Academy and that’s what I love about it,” said Esty.

Enhancing Learning Through AI

Continued from A1, Column 3

“Going to some sort of AI and asking what counter-arguments there are and using that to strengthen [a] paper is a good way to become a better writer. I think there are also really good studying opportunities... Getting example problems over and over that can be checked and corrected without using any extra hours for any teacher could be really good. There are a lot of ways that learning could be really enhanced without necessarily sacrificing some form of academic integrity as long as there is communication between the student and the teacher,” said Manning.

However, Odden highlighted how the learning taking place at Andover is more complex than just delivering results. She noted the presence of students’ unique

personal perspective in their work, something that AI can’t replace in the classroom.

“Part of being in an English class is thinking about your own identity and experiences that others don’t have. Part of being in a History class is thinking about what came before you and where we are now and where we might be going. Part of being in a Science class is that you learn how the world works. There is a lot that we are doing here that is identity formation and trying to help you figure out who you are. We might be able to find ways that AI will enhance that, but we need to remember it’s not about becoming producers, and sometimes I think that the way we think about AI and the way it will replace [doing] work [will be] a little bit different from the way AI might replace what we need to learn in school,” said Odden.

Cluster Co-Presidents Elected for 2024-2025 School Year

REPORTING BY BAILEY XU

Pine Knoll: Inti Stephenson Castro ’25 and Talia Ivory ’25

Talia Ivory:

“We have two main goals. First one, to make sure that everything we promised for [Pine Knoll] gets done to the best of our ability. All of our events, the promises we made to our fellow Knollers. We also want to make headway on things we’ve promised school-wide.”

Inti Stephenson Castro:

“Definitely [be excited for] our new munches. One that we’re hoping will become popular is our ramen nights. We’re planning on getting packaged ramen with tea kettles so people can make their own ramen.”

West Quad South: Ivy Randall ’25 and Jack McVeigh ’25

Jack McVeigh:

“We don’t want to be the Co-Presidents who people talk about [as] having done nothing. We really want to stick to our platform and advocate for as many things as we put on. That includes some [changes] regarding day students. Our cluster has the most day students out of any other cluster, so it’s really important to our identity as a cluster... On top of [that], we want to make this as entertaining a year as possible for the community.”

West Quad North: Lily Williamson ’25 and Josh Espinoza ’25

Lily Williamson:

“We have a couple of goals all centering around that idea of community building. We really want to build some new events for West Quad North as well as carry on the traditions and the amazing work that [former Co-Presidents] Ashley Park ’24 and Louis Leone ’24 have already done. One thing that we have in store that’s really exciting, is a music festival in collaboration with WPAA [Andover’s radio station]... [We’re] really just working to showcase how amazing West Quad North is.”

Abbot: Charles Vest ’25 and Migyu Kim ’25

Migyu Kim:

“Our number one goal is to bring fun and community to Abbot. One of the big parts of our platform was that Abbot, because there are so many small dorms, tends to [have] so many micro-communities. We want to bring the cluster together and unite them to form one united community, [to] bond and create memories... Charles and I are really excited and always open to recommendations. Anything you want to see, just come talk to us.”

Flagstaff: Rishi Rane ’25 and Naima Reid ’25

Naima Reid:

“I’m just really excited to connect with everyone in the cluster... We [also] want to emphasize transparency [for] the rules and why they exist. Every year there’s a lot of transgressions and a lot of them are genuine mistakes, and we want to avoid those mistakes and minimize the stress of going through the disciplinary process. We also want to make sure all students feel supported and are supported to make space for connection and community development. We want to involve House Counselors and campus adults to make sure that people feel like they have someone to go to.”

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HERE AND THERE: THE WORLD RIGHT NOW

COLLECTED BY JAY JUNG & JEANNE KOSCIUSKO-MORIZET

Politics: Poland’s President Blocks Legislation Granting Morning-After Pill Access for Ages 15 and Up

According to “U.S. News,” President Andrzej Duda vetoed a law allowing over-the-counter access to the morning-after pill for people ages 15 and above. In an article by “Reuters,” as of March 2024, Poland is one of only two countries in the European Union where a prescription is required to buy emergency contraceptive pills. The new legislation would have made them available without prescription for people over 15, reversing a restriction introduced in 2017 by the former government of the nationalist Law and Justice (PiS) party, of which Duda is an ally. In Poland, abortion is legal only when the pregnancy threatens someone’s health or life, or results from a recognized rape, according to “Advanced Press.” Provoking fear among doctors, this strict law has led to a high number of deaths because of troubled pregnancies.

War: Government Struggles to Manage Protests in Jordan Against Israel Become Unpredictable

On March 25, demonstrators and Jordanian security forces engaged in combat as the forces attempted to enter the Israeli consulate in Amman. The “Washington Post” reports that hundreds of demonstrators flocked to the capital of Jordan to demand an end to Israel’s war in Gaza for the third night in a row. They were met with riot police who used batons and tear gas. Even while Amman has seen frequent protests over the

course of the nearly six-month conflict, the administration has mainly been able to keep them under control by standing in line with popular opinion and strongly denouncing Israel’s handling of the conflict. However, this week’s spectacles seemed to be more spontaneous, with larger and more charged crowds.

Disaster: Scott Key Bridge Collapses in Baltimore Becoming the Deadliest Bridge Accident in a Decade

A massive cargo ship struck the Francis Scott Key Bridge on March 26 just minutes after it departed the Port of Baltimore. To reopen the passage to one of the busiest ports in the United States of America, officials have started clearing the debris of the ship named the Dali. Connecting one of the nation’s biggest ports to the East Coast, the bridge is an essential section of Interstate 695. As reported by the “New York Times,” with six deaths, the incident is now the deadliest bridge collapse in the U.S. in over ten years. According to “NBC,” President Joe Biden said he expected that the federal government would pay for the entire cost of the reconstruction, but the Dali’s owners could be forced to pay damages surpassing one billion dollars, shipping and insurance industry experts said.

Health: Unusual Meningococcal Infections in the U.S.

A rare strain of Meningococcal infection cases are rising in the U.S. Recently, the U.S. Centers for Disease Control and Prevention issued a new alert, warning the public and doctors that this

new strand presents a higher fatality rate of 1 in 6 and targets middle-aged adults, an unusual trend for pathogens. “CNN” reports that with first cases identified in the September of 2023, there have been 143 cases reported as of 2024. CDC reports that this specific kind of Meningococcal infections does not include the regular symptoms of Meningococcal which include fever, headache, stiff neck, and occasionally light nausea. With more than an 80 percent increase in the number of infected individuals, the CDC recommends the vulnerable middle-aged adults to get booster shots to improve their defense mechanisms.

Technology: Vice President Kamala Harris establishes new requirements for the use of Artificial Intelligence in federal agencies

On March 28, Vice President Kamala Harris spoke of the new artificial intelligence regulations for U.S. agencies. The new rule addresses various scenarios in which AI is used in a multitude of ways, for instance in the Transportation Security Administration and American health care agencies. “CNN” reported that on December 1, 2023, various agencies have verified that the use of AI doesn’t imperil the rights and safety of American citizens who use those services. Currently, AI technology is used by the government in monitoring volcanic activity, tracking wildfires, and soon applying this technology to train immigration officers. To prevent any misuse, the government is planning to add “at least” 100 AI professionals into the government, ensuring that AI practices could make public services more effective within the new regulations.

Cheerleaders to Community Leaders: The History of the Blue Key Heads

BAILEY XU & CHRISTIAN ESTRADA

It’s difficult to imagine a former President of the United States touting a Blue Key Head skirt, but in 1964, George W. Bush did just that. Serving as “Head Cheerleader,” a role that would eventually evolve into what we now know as the Blue Key Heads, his presence in Blue Key Head history reveals a fascinating narrative.

Andover’s Blue Key program began in 1954 with a group of 35 student mentors. Adapted from Princeton University’s “Orange

Key” mentorship program, the Senior-exclusive Blue Key Society aimed to guide new students through their transition to campus life. Separate from the Society were the Blue Key Heads, student spirit leaders who replaced the role of Head Cheerleader in the 1960s. Initially a mark of distinction with minimal responsibilities, Blue Keys have since transformed into symbols of school spirit and student leadership, passing the skirts down through generations of students.

In addition to the Blue Keys, another orientation tradition at Andover was “prepping.” Typically, Seniors would assign

tasks such as shining shoes or carrying bags and books to underclassmen. By the 1960s, the school had begun to reevaluate and eliminate these practices at Andover. Furthermore, in 1999, the exclusivity of the Blue Key Society ended when the administration required the Society to admit lowerclassmen. A 1999 editorial in *The Phillipian* protested this as the denial of “one of the most visible senior privileges.”

In the 1970s, the Blue Key Society merged with the Blue Key Heads into one organization. Upon the founding of the cluster system, the administration turned to the Blue Key Heads as cluster leaders. However, in 2008, Blue Key Heads no longer represented individual clusters and were selected school-wide based on merit. Paul Murphy ’84, Instructor in Mathematics, Statistics, and Computer Science, commented on this structural change.

“There was a concern at one point that the spirit leaders of the school didn’t necessarily come nicely from each cluster, so it became selecting ten at large from the whole school... Maybe one cluster would have a hard time getting two kids to want to be Blue Key Heads. It just made more sense to go school-wide with it,” said Murphy.

As their responsibilities fo-

cused increasingly on all-school events, the Blue Key Heads’ involvement in cluster-specific activities waned. Moving beyond sports events, Blue Key Heads now participate in a wider variety of events to foster community at Andover, according to current Blue Key Head Spencer Salhanick ’24.

“The Blue Key Heads have transitioned over the years from being sports-oriented, going to games, to being involved with talent shows and taking part in dance groups. We [also] help with the admissions office and charities. Over the years it’s transitioned from being sports-oriented to being [more community-centered],” said Salhanick.

Sebastian Valasek ’24, another Blue Key Head, noted the administration’s increased involvement in school-wide events this year. He commented on the new restrictions imposed on traditionally student-led events.

“This time around, based on my conversations with Blue Key Heads from last year, it seems like the administration and the Deans have taken a greater interest in how we run certain things... This year, almost any time we were doing something that involved the whole school, whether it be [Andover/Exeter] or Orientation Week or Spirit Week, the Deans would always want to meet with

all of us and pick at all of our ideas and make sure that all of it abided by what they thought was best,” said Valasek.

Valasek continued, “A tradition of audition week is where Blue Key Heads act towards prospective Blue Key Heads in a way that is a little bit more on edge than you typically expect, and we don’t think that we can continue that tradition. Things like that are a little bit disappointing, that we seem to not have the backing of the administration to continue doing things that I think are fun and good for the school.”

Despite various changes over time, the Blue Key Heads’ core purpose has remained the same. Molly MacKinnon ’24, a current Blue Key Head, reiterated their mission at Andover.

“The ultimate goal [of the Blue Key Heads has] definitely stayed the same over the years because the goal is just to raise school spirit on campus and to put a smile on people’s faces. We’re pretty goofy and we make fun of ourselves a lot. We’re not really afraid to embarrass ourselves but we embrace that role, and it’s for the rest of the student body so that everyone has a better day after they see us. If someone’s having a bad day and we’re playing music on the paths around them, I’d like to think that they’ll feel better,” said MacKinnon.



COURTESY OF ANDOVER POT POURRI 1964
George W. Bush (front) with the other Blue Key Heads of ’64.

Blue Key Heads Share Reflections on Tenure and Audition Details

REPORTING BY JENNA LIANG AND NIKI TAVAKOLI

What goes into the audition?

Cristina Donovan ’24:

“For each audition, there’s some parts we tell people in advance to do. There’s a skit, they have to know the past three years of Blue Key Heads, so 30 names, there’s an interview portion that happens in [Paresky] Commons live, and there will also be some improv parts that they don’t know about beforehand. We’ll give them a prompt, and they’ll go up and do it. And of course, they have to do at least ten pushups, dress up in blue if they can, and do two cheers in [Paresky] Commons.”

Juliana Reyes ’24:

“This trial is meant for us to see the students having fun, but also being sure that they have a good vibe and good energy, not only for themselves, but also for others. Being a [Blue Key Head] (BKH) is about leading the school and making sure that the school in itself is having fun and being supportive... We’re really looking more at the energy that the student can bring and how hyped they can get the crowd for them and for the tryout

What’s the most memorable part of being a Blue Key Head?

ND Nwaneri ’24:

“Definitely Winter [Andover/Exeter]. That was the most fun A/E I’ve ever been to, partly because we swept 4-0, we did in fact ‘Wreck the Ex,’ and also [because] I’ve been in band all four years at Andover and that was the time that I was finally able to use my skills in the saxophone in my new role as a BKH. One of the other BKHs, Adaora Mbanefo ’24, she’s from South Africa, and South Africa has some rugby war cries, so she came up with a cheer that mimicked those and used the saxophone to lead the crowd in a cheer. It was called ‘Represent,’ it was a hit, and a lot of people liked it this year. Just being able to do that stuff really put it over the top.”

Molly MacKinnon ’24:

“Being a BKH has definitely been the best experience that I’ve had during my time at Andover. I’ve met some amazing people, both my fellow BKHs and also everyone that we’ve worked with to raise school spirit over the past year. My biggest takeaway from this past year is I really just learned to embrace who I am and embrace my energetic and positive spirit and I’ve just learned to let that energy impact the people around me. I’ve had the best time spreading that energy around campus... Also, collaboration is a big one and we all have pretty big personalities, so I’ve learned a lot from my fellow BKHs and I’ve learned to work with them, make decisions that we all agree upon, and understand the viewpoints of those all around me.”

Sebastian Valasek ’24:

“There are other significant time commitments that come with being a BKH apart from going to the games. Planning a spirit or a psych outfit every Friday, for me, consumes a lot of time and energy because I’m not the best with that kind of stuff... Luckily there are other Blue Key Heads that are much better at that and take the lead in organizing it. I credit in particular, Molly Mackinnon [’24] and Jack Swales [’24], two Blue Key Heads whom I would like to highlight; their work in organizing for these things like auditions and orientation week, and these big projects that require a lot of planning. They do a lot of it. My experience has been mostly about the sports games, the Pep Rallies, and being loud, and being a presence, and trying to make people laugh.”

Josie O’Rourke ’24:

“The Pep Rallies. Fall Pep Rally was our first Pep Rally, so all of us were a little hectic, scared, excited... And then since Winter was our second one, we kind of knew what we were doing, and so we kind of just got to enjoy it. Those 48 hours of pep rally and [Andover-Exeter Weekend] were the best of my life. I’ve never consumed so much caffeine, but I’ve also never had so much fun in my life. Doing the dance routines, well honestly the entire weekend of A/E, [was] so exciting”

PHOO PHIGHTERS SLAP

BREAKING NEWS: Administration Announces New Urgent Book Bans

Piper Lasater

Phillips Academy has decided to step into its role as one of the top schools in the United States of America and join the rest of the country in what seems to be a race to ban the most books. The administration has contacted us writers on The Phillipian to spread the word and warn students that the consequences for possessing this contraband will be “definitely worse than a GAP,” says Dr. Raynard Kington. The following books have been listed as banned:

Lord of the Flies: “Don’t want to give the boys in Rockwell any Ideas”

Shakespeare’s Romeo and Juliet: “hetero-normative”

No One is Too Small to Make a Difference by Greta Thunberg: “Unnecessary ego boost to the PASC, promotes ideas harmful to schools foundation and endowment.”

The Bible: “Doesn’t menti on Ray K, could discourage student’s faith in him as supreme leader”

The Catcher in the Rye: “Main character is too similar to the average Andover student”

Animal Farm: “Compares our comrades to animals”

All bans will be enacted immediately.

Week’s Top Headlines

- Congress Bans Anime for Association with China
- Boys Lacrosse Team Accused of Being White Affinity Space
- Andover Student Threatens School After Only Getting Into Cornell
- History 300 Student Kicked Out for Making Video Essay on the Creation of Hentai
- Bartlett Freshman Suspended for “Gooning” to Yes+ Presentation
- Faculty Nephew Arrested for Going “Full Hamlet” After Andover Rejection
- Student Forgets School Chant During Blue Key Head Audition, Starts Reciting Gettysburg Address Instead



NATHAN WU/THE PHILLIPIAN

Rejection of Harvard Rejection

Kate Rodgers

New Message

To Harvard

Subject LET ME IN PLEASE!

DEAR HARVARD ADMISSIONS COMMITTEE,
I RECENTLY RECEIVED A REJECTION FROM YOU; HOWEVER IT IS EVIDENT THAT ADEQUATE TIME WAS NOT SPENT REVIEWING MY APPLICATION. I AM, IN FACT, THE PERFECT CANDIDATE AND DESERVE ADMISSION TO HARVARD.
MY ABILITY TO OVERCOME HARDSHIPS HAS BEEN HIGHLIGHTED AFTER MY SUCCESSFUL COMPLETION OF A GROWTH AND ACCOUNTABILITY PLAN. AS I’M SURE YOU ARE AWARE, PLAGIARISM IS A SERIOUS AND DISGUSTING VIOLATION OF ACADEMIC INTEGRITY. AFTER WRITING ESSAYS, ATTENDING MEETINGS, AND MANY LONG NIGHTS WITH DEAN WASHBURN SPENT REFLECTING ON MY ACTIONS AFTER CHATGPTING MY HISTORY 300 PAPER, I HAVE CHANGED MY CHARACTER COMPLETELY. EMBODYING ACADEMIC INTEGRITY HAS ALLOWED ME TO PROVIDE QUALITY WORK WHILE AVOIDING SCANDALS, WHICH ALIGNS WITH WHAT HARVARD VALUES WITHIN ITS COMMUNITY.
MY GOOD CHARACTER DOES NOT END THERE; THIS PAST SUMMER MY FAMILY AND I FUNDED A MISSION TRIP TO NORTH SENTINEL ISLAND FOR MY BIBLE STUDY GROUP. THIS ONCE-IN-A-LIFETIME EXPERIENCE HAS PROVIDED ME WITH MEMORIES THAT I WILL TREASURE FOREVER AND A FANTASTIC INSTAGRAM POST. ALTHOUGH, THEY DID NOT SEEM AS APPRECIATIVE OF MY CULTURE AS I THOUGHT THEY WOULD BE. LEAVING MY COMPANIONS WAS VERY HARD, BUT I MANAGED TO STAY IN TOUCH BY DROPPING POSTCARDS FROM ITALY AND FRANCE VIA A RESUPPLY PLANE!
FURTHERMORE, I USE MY SOCIAL MEDIA PLATFORMS FOR GOOD AND WORK HARD TO SPREAD PROGRESSIVE IDEAS. SOME EXAMPLES OF MY ACTIVISM HAVE BEEN PARTICIPATING IN BLACKOUT TUESDAY AND USING MY INSTAGRAM REPOSTS TO SHARE MY ORIGINAL AND WELL-INFORMED OPINIONS. I ALSO PLAY AN ACTIVE ROLE IN THE PASC AND DIVEST ANDOVER. FOR EXAMPLE, THIS YEAR I ENDURED A FOUR-HOUR BUS RIDE TO A NEW YORK CITY PROTEST WHERE I PROUDLY HELD MY “F*** BIG OIL” SIGN. MY ACTIVISM COMBINED WITH A HARVARD EDUCATION WILL LEAD TO BIG DIFFERENCES THROUGHOUT SOCIETY.
I HOPE AFTER REEVALUATING MY OUTSTANDING APPLICATION YOU WILL PROVIDE ME WITH IMMEDIATE ADMISSION INTO THE CLASS OF 2028. THE PERSEVERANCE, COMPASSION, AND PROACTIVENESS THAT I FOSTER ARE KEY CHARACTERISTICS THAT WILL THRIVE AT YOUR INSTITUTION.

Send

OVERHEARD ON THE PATHS

“Just took a math test... turns out I’m 100 percent freaky ”

“I heard there’s an Eighth Page to Goldman Sachs pipeline.”

“My friend said he could hook me up with a post-birth abortion.”

“When’s the Mosaic meeting? Just found out I’m two percent Egyptian.”

“According to my kink test, I’m 97 percent primal hunter.”

“Yes Papa Smurf, I will get you water with three ice cubes.”

“I hope he slips on the ice.”

“ADHD is my superpower!”



The Phillipian SPORTS

Volume CXLVII | Number 7

five more days to fill
out SOTA!

April 5, 2024

Girls Lacrosse Secures Back-to-Back Victories to Start the Season

MADDIE SHIN

SATURDAY 3/30	
Andover	14
New Hampton	7
WEDNESDAY 4/3	
Andover	8
Middlesex	3

On Saturday, Girls Lacrosse (2-0) played the first game of its season against New Hampton. On Wednesday, Andover followed up with a win against Middlesex despite rainy and windy conditions.

Though Girls Lacrosse struggled with its energy at the start of the game, Quiana Bell '26 commented on Co-Captain Lauren Herlihy's '25 performance which noticeably influenced the game in the midfield and brought morale up as she scored impressive goals.

In an email to *The Phillipian*, Bell wrote, "We had a slower start to our offense toward the beginning of the game, we weren't working together and same on defense. Lauren ended up getting an 8-meter and got two quick shots within ten seconds of each other which really brought up our energy as a team and got our flow on both sides of the field."



A.LEE/THE PHILLIPIAN

Neicia Smith '25 looks for an open teammate to pass the ball.

Bell emphasized the team's main preparation for the game. She discussed that leading up to the match, the team focused on discovering how to work with one another.

"We worked a lot on finding our flow and team chemistry on both offense and defense. On the offensive side, we learned some new plays, focused on keeping our feet moving and cutting through the middle. On defense, we worked a lot on making initial and second slides to cover

the ball and the adjacent players. We also worked on our communication with each other and our goalie," wrote Bell.

What's more, according to Neily Ware '25, is that the team also worked on quick movement of the ball, along with practicing patience when making crucial passes, and organization of the defense.

"[Leading] up to the game we worked on our defensive organization, for attack we focused on quick ball movement and pa-

tience when hitting our cutters," wrote Ware in an email to *The Phillipian*.

Looking ahead to the rest of its season, Bell noted that Andover should focus on maintaining its calm while under pressure.

"I feel frantic with the ball in transition and on offense when the game is close. I think we need to work on slowing the ball down and waiting patiently for open people," wrote Bell.

According to Ware, additionally, Girls Lacrosse had a well-

played match that resulted in a win against Middlesex despite rainy conditions and a small roster.

"[Although] the weather was tough and we were missing some people we had a lot of energy to keep everyone motivated," wrote Ware.

Girls Lacrosse will travel to Noble and Greenough on Friday.

Andover Boys Tennis "Blows BB&N Off the Court" With 7-0 Sweep

MICHAEL WILLIAMSON

SATURDAY 4/3	
Andover	7
BB&N	0

Despite the April showers, Boys Tennis won their first match against Buckingham Browne & Nichols School (BB&N) on Wednesday. Andover had a great showing, ultimately winning even while playing in the indoor Snyder Center courts due to the rainy conditions.

In the team's opening match, Chase Burke '25 highlighted the electric start to the season. He spoke on the well-rounded performance of the whole team, and how the momentum of the early wins helped Andover pick up the pace later in the match.

"Our game was perfect from start to finish. Everyone was really excited for our first match... We won 8-1 at one doubles, 8-0 at two doubles, and 8-1 at three doubles. In singles, Jeff [Shen '26], [playing second singles], was the first person to win. He went 6-0, 6-0, that really helped set

the tone. Within an hour and a half, everyone was blowing their opponent off the court. It was pitch perfect, you could say," said Burke.

With the first win of the season in hand, the team is looking forward to continuing their victorious streak. They will be playing a match against Brunswick this Friday and another one against the Taft School this Saturday. Avery Zheng '25 commented on the various ways the team is preparing for their tough match against Brunswick, one of their most competitive opponents.

Zheng said, "We have one day of practice before our hardest match of the year. Overall, we just did a bunch of ground strokes. We wanted to use this practice to keep us competitive and warm up. Since it's our hardest game, we are trying to bring some energy to the team to keep us motivated."

Ben Shin '26 emphasized the importance of staying focused during matches, especially looking forward to the rest of the season. He also mentioned his excitement to see the team grow in the coming weeks.

"I think we really want to focus on coming together as a team, pumping each other up, and having a good team spirit

and just winning. I think we just need to play solid doubles and be aggressive while playing smart tennis. We have some young players and I want to see them do well and get used to playing at the high level we play at."

Burke also highlighted Shen for his outstanding performance as a new member of the team. He mentioned his spectacular play on Wednesday and how he brought an unstoppable combination of skill and talent into his singles and doubles matches.

"Jeff Shen is this week's MVP, he is the clear favorite for MVP, he is the frontrunner for the season. Jeff Shen came on as a new recruit from Vancouver, Canada... he won 8-0 in doubles and 6-0 6-0 in singles. Jeff Shen is the stand-out player of the week and I look forward to see what he will accomplish this season," said Burke.

Andover Boys Tennis has set a high bar for themselves with their sweep against BB&N. Looking forward to the rest of the season, they hope to continue pushing themselves to their limits on the court, keeping their dreams of becoming the New England Preparatory School Athletic Council (NEPSAC) champions in mind. Zheng spoke on the team's new play-



L.RUSTUM/THE PHILLIPIAN

Chase Burke '25 hits a backhand to his opponent.

ers, which he believes will help propel Andover to victory this year.

"I think our main goal is to win NEPSAC because the past couple of years we've had good chances and then we were unfortunately not able to capitalize in the actual tournament. This year we maintained a lot of the team and then we gained two recruits, Jeff and Jacob [Pletka

'27]. Most of the other good schools lost their best players which puts us in a great position," said Zheng.

Andover Boys Tennis faces off against Brunswick on Friday and Taft on Saturday.

Girls Waterpolo Falls to Last Year's Defending Champion Williston in Season Opener

TARA MENON

SATURDAY 3/30	
Andover	8
Williston	18

Girls Water Polo (0-1) opened its season against Williston last Saturday. With goals scored by Co-Captain Molly MacKinnon '24, Co-Captain Mia Wonacott '24, Addison Deng '26, Emi-

ly Ryan '25, and Ariana Zhao '25, the team put up a promising performance against last year's defending champion.

According to Mira Patodia '26, leading up to the game, practice was centered around both drills and conditioning.

Patodia said, "We had some players who had never really played water polo before. We did a lot of drills and practicing before we started to get into some other water polo activities and scrimmages and stuff to prepare for the actual game. We had to do a lot of beginner stuff, just because the season started a week and a half ago, but so far, it's been really good."

Considering that many team members are new and practices only began approximately ten days ago, the team finds itself still struggling a bit with efficient communication in the pool. However, Patodia has high hopes that the team will steadily improve with time.

Patodia said, "It's hard because you have to be more comfortable. It's hard to communicate with each other... when you don't have that connection in the pool as much yet, just because it's been only a week and a half. So, I think with time, that stuff will get a lot better."

Aimee Qi '27 elaborated on

the team's potential and how sufficient practice has helped the team gain the strength and endurance to play rigorously.

"A crucial moment in the game was the first goal, which was pretty early in the first quarter. It really demonstrated how much we grew and proved that we had the ability to play against Williston," said Qi.

Patodia also noted that the team has already grown incredibly close despite how little time has passed since the start of its practices. A close connection between teammates is crucial, as it has a heavy influence on the game.

Patodia said, "The whole team is really comfortable with each other, and that [is] also translated into the pool."

Qi highlighted Wonacott's performance, noting how she always puts her best foot forward and sets a strong example for the entirety of the team.

Qi said, "Mia stood out to me because of the effort she put in and how she would always be giving 100 percent by trying to get open or get the ball to someone else."

On Saturday, Water Polo will play Deerfield and Greenwich Academy away.

BASEBALL

Co-Captain Luke Gallo '25 Strikes Balance With Being Lighthearted and Discipline

DAVID SIAHAAN

Co-Captain Luke Gallo '25 exemplifies hard work and camaraderie within Andover Baseball. Gallo strives to embody being a powerful leader for the team through his work ethic and dedication. As a pivotal force within the team, Gallo not only excels on the field but also serves as a source of inspiration, motivating his teammates to strive for excellence.

For Gallo, it was love at first swing. Gallo started playing baseball at three years old following his passion for being outdoors and drew inspiration from his sisters.

“I have been swinging a bat since I was three years old. My older sisters played softball. It was something I fell in love with when I was a kid. My dad would toss a baseball as I swung a bat to try and hit it. I always wanted to be outside and be active and baseball became my first love. As soon as I picked up a bat, I fell in love with the game,” said Gallo.

Gallo strives to give his all to practice, priding himself on creating a greater, tight-knit community within his team. On the team, Gallo highlights the culture of fostering close and authentic relationships between team members.

“I lead by example. I am



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all about my team on and off the field. I give all that I have with everything that I do. I'm not the biggest or the strongest out there, but I try to help my team out in every way possible. I give my maximum effort... We all share with every teammate a special friendship and family... I want my teammates not to see me as a teammate or Captain but as a friend,” said Gallo.

According to Owen Callahan '26, Gallo leads with discipline by exemplifying a hard worker and serving as a role model on the team. Callahan highlighted Gallo's leadership although he is the only

Upper Captain of the team.

“Luke, as a player, he is one of the hardest-working kids I know. He always gives 100 percent, going over the top. As a Captain, even though he is only an Upper, he has the same responsibility as the other Captains. As a teammate, he treats everyone like a brother, and he always has everyone on their team's back and is in their corner, ready to fight for them,” said Callahan.

Three-year teammate Marek Krystofolski '25 noted Gallo's easygoing nature and ability to hold good conversations as an integral part of bringing the team together.

Krystofolski noted Gallo's sense of humor as a bonding point.

“He is a great baseball player, and he knows everybody. He is very funny at times, but not as funny as me. Luke is a close third behind me and Matthew DeBenedictis '25. He also is really great at connecting with his teammates through conversation. For example, he sometimes brings his golf analytics into baseball and we talk about them, but I am better at golf than him,” said Krystofolski.

As an Upper Captain, Gallo emphasizes this season and the next as a pivotal time for him to grow as a player and a Co-Captain. He commented on his aspirations of leading by example and developing team chemistry.

“I see myself growing over the year. That's my goal, which is to get better and lead my guys and my team... More new guys as well. I look forward to seeing those guys look up to me. Development is my goal, not just for myself but for my teammates, and we can get better and establish better relationships with both the old and the new and create a stronger bond,” said Gallo.

Callahan noted that Gallo holds everyone to a standard that he knows they can achieve, striking a balance between being lighthearted and

disciplined.

Callahan said, “He motivates everyone by holding everyone accountable. He holds everyone to a standard that everyone can reach. He does the sort of opposite of calming people down. He tells us how good we can be, and it gets us really excited.”

As a Division I commit to Boston College, Gallo hopes to continue growing as he makes the jump from high school to college baseball.

“I'm committed to Boston College, and I have been nothing but grateful to the administration and coaching there, as well as travel and Andover coaches. Just like in the Captain situation, which is just to keep developing not just physically but also mentally. College is another level, so I need to listen to others and myself. I know my priorities and the things I need to get done. I also thank all of my friends and family who have helped me develop in a positive way,” said Gallo.

Co-Captain Jace Roossien '24 Recalls Championship Win His Lower Year

MICHAEL WILLIAMSON

Since he could stand up, Co-Captain Jace Roossien '24 has been committed to a life on the diamond. From playing the sport for over a decade to a history of baseball in his blood, Roossien has been a student of the game for a long time.

“I've been playing baseball for about 16 and a half years now. It has been pretty much ever since I could walk, my dad has had a bat in my hand. He played college baseball at Oklahoma State, and he was also drafted by the Mets out of high school so baseball has been in my family for a long time. It goes back even further since my grandfather played as well. It's a family passion so I always have loved it and I've been playing my entire life,” said Roossien.

As a four-year ball player for Andover, Roossien has had

many memorable experiences in the Andover uniform. His favorite memory on the team was the passing of the torch moment between him and the old catcher in his Lower Year after Andover won the championship.

Roossien said, “We brought amazing energy and had a walk-off win which is incredible... One of the captains that year was the catcher that I was playing behind. I had been watching him lead, and even now, I try to emulate the way he led the team because he was a special guy. Since I was playing behind him, I wanted to be a captain like he was and lead the team the same way he did. After we won that game, he turned to me and said, ‘It's your team now,’ and that was something that kind of stuck with me. And ever since then, and even before it's been a dream to be a captain, and I am enjoying fulfilling that role on the team.”



A.TSAO/THE PHILLIPIAN

Since entering Andover as a Junior, Roossien has brought his best efforts to the team. Joe Carrera '24 highlighted how Roossien interacts with the team.

Carrera said, “He's so passionate about the sport. It's obvious that he cares so much about the team and the guys on the team. Whether it's mentoring Owen Callahan

[’26], who's a catcher, or just talking with guys on the team, he does his best to spread his knowledge of the sport with the team. Individually, Jace just leads by playing very fast and very physical all the time. So, in that way, he's a leader through his grittiness.”

According to Liam Lennon '25, Roossien uses his strong work ethic and talent to lead the team.

“Jace is a guy that leads through his play. He's a very good catcher and a great baseball player in general. He is not a guy that is super vocal on the team, but when he does talk, he definitely makes sure to make sure you get his point across and typically ignites some type of fire or competitive drive in the team,” said Lennon.

Roossien will continue his baseball career next year at Boston College.

How Isaac Lamson Is the Glue for the Andover Baseball Team

THEO WEI

Isaac Lamson '24 leads the Andover Baseball team with his expertise and work ethic to motivate others to succeed. Through continuously connecting with others on and off the field, Lamson creates an open and welcoming environment for everyone.

Lamson's love for baseball was initially inspired by his dad and grandfather, who owned a baseball memorabilia store.

“I first got into baseball through my dad. He never played but when he was younger him and his father used to be huge fans of the sport. They collected cards and one day even opened up a store where he sold baseball cards and other autographed items. My dad's love for baseball was one of the first reasons I got into it,” said Lamson in an email to *The Phillipian*.

Lamson's teammates emphasized his value as a leader and as a player. Through the last three years of playing with Lamson, Marek Krystofolski '25 highlighted how Lamson's intelligence and experience on the field strengthened the team.



COURTESY OF KELLY GRABER/PHILLIPS ACADEMY

“He has a very high baseball IQ, which leads him to be a very valuable asset on the team... And, I've always looked up to him because he's older and he knows the ropes,” said Krystofolski.

Krystofolski also spoke about how Lamson values timeliness and accountability. He is beloved by the team for his enthusiasm, humor, and diligence.

“He's very encouraging. He's super funny, and he always makes everybody laugh.

He also always holds us accountable which makes him a really good teammate and leader. He's never late and always on time. And, he never skips morning workouts and he's very punctual to practice,” noted Krystofolski.

Lamson echoed Krystofolski's sentiment, mentioning how intentional the captains' and coaches' leadership is.

“My captains and coaches meet constantly to talk about how we want to approach the season and lead our team. We

talk about ways to hold our teammates accountable and create an environment that is best for the players,” said Lamson.

Krystofolski also talked about Lamson's values as a leader and how he focuses on being very “team oriented” by creating a close environment. He glues the team together by constantly encouraging his teammates throughout practices and games.

Krystofolski said, “He strives for a tough love which resonates throughout the team... He brings good values of teamwork. He is also very energetic on and off the field which brings the team together. He's positive to everyone... He likes to bring everyone together and encourages us to talk and do team activities together, since he's really team oriented. When we are losing or facing hardships, he likes to give team speeches to raise the team spirit and motivate us.”

Co-Captain Luke Gallo '25 added to Krystofolski's point about the effort Lamson puts into the team to get to know everyone individually off the field. His camaraderie with everyone through speeches, meals, and jokes allows everyone to be comfortable

with his role as a captain and makes everyone respect him as a captain.

“He is like a role model to the team with his way of words and his positive attitude all the time, whether we win or lose. He's very supportive of everybody and always picks guys up when they need it most. He never puts anyone down on the team for their performance. He also leads with his actions by always coming to practice on time” said Gallo.

Lamson continued, “I am very passionate about Andover baseball and the home I've found in it over my four years here. With that comes moments where I am loud and vocal about mistakes or issues that need to be addressed on the team. Aside from this, I think the best way to be a leader is to find genuine connections with the players on my team. My guys know how much I care about them on and off the field and that creates a certain level of respect and a good environment for us to have trust in each other.”

Lamson is committed to further his academic and athletic career at Princeton next year.

Coach Chris Powers Ignites Mental Fortitude for the Upcoming Season

HENRY SNOW

In his second season leading the Andover Boys Baseball team, Head Coach Chris Powers looks to build on the team's previous successes and deepen the relationships he has developed with new and returning players. Having embarked on his coaching career after college, Powers brings extensive experience from his years at Pingree as well as the Landon School in Maryland. Powers hopes to utilize his knowledge of the game to help each player on his team achieve success.

In an email to *The Phillipian*, Powers wrote, "I first began coaching shortly after I finished playing college baseball. I had the chance to be an assistant coach to a local men's team, and a high school varsity team. I was very fortunate to have worked with great coaches who I was able to learn so many things about coaching. I am grateful to have had the chance to learn from so many coaches throughout my coaching career."

For this year's season, Powers hopes to work on strengthening the players both physically and mentally. Through finding balance between the

two, he looks to enhance the team's overall performance and resilience on the field.

"Coaching baseball involves so many individual pieces that has to work together to compete as a team. Baseball is a sport where failure is an inherent part of the game. The mental aspect of the game is every bit as important as the physical part of the game. Helping players to develop not just their physical skills, but also their mental skills is an integral part of being a baseball coach," Powers wrote.

Rishi Rane '25 highlighted Powers' dedication to each player and the substantial time he commits to the team's well-being. Rane recalled Powers' support and efforts to improve his players in the offseason.

Rane said, "Coach Powers is always checking in on all the players. He is super involved and is always looking for you to put your best foot forward and maximize your abilities as a player. As a pitcher myself, a lot of guidance comes through the analysis of our bullpens and outings. During winter bullpens, he asked for self-analyses after we were done throwing, so we could realize what we did well and what we needed to improve on before our next practice."



A.TSAO/THE PHILLIPIAN

Robert Brown '25 also highlighted Coach Powers' effective decision making on the field and ability to think spontaneously.

Brown said, "He's a great in-game manager. There were multiple times during pre-season as well as in the early [game] where he made quick, on the spot, decisions that helped us tremendously in the game."

Powers emphasized the role of discipline in his team's philosophy, advocating for self-accountability. He is

committed to instilling these values in his players to create a cohesive unit.

"Control the things you are able to control is a core for our team. We hope to instill the value of effort, attitude and enthusiasm. We want all of our players to hold themselves to high standards, in their approach, preparation and expectations," wrote Powers.

Rane noted Powers' efforts to unite the team at the start of the season, which have led to strong friendships both on

and off the field. These relationships have been playing a crucial role in enhancing their on-field teamwork.

"He has great energy and a genuine passion for the game and the team as a family, and I've seen that day in and day out. I remember in Florida during preseason, he took the entire team to Top Golf at the end of our trip, and that was a really memorable experience for the guys to bond, even before we were back at school for the real season," said Rane.

Looking ahead, Powers has high hopes for the season, optimistic that the team's physical and mental readiness will pave the way for its success. He is confident that the establishment of clear goals will boost the team's confidence and enthusiasm for the game.

Powers wrote, "Coaching goals change from year to year, but one is a constant, that is to help prepare players to be ready to compete each day. There are many different ways to approach competing. Being disciplined with your thought process and preparation will put players in a position to find success."

14

C LUKE GALLO '25

SHREWSBURY, MA

2

JOE CARRARA '24

POCASSET, MA

25

MICHAEL GILLIGAN '26

NORTH ANDOVER, MA

8

STEVEN MIGLIERO '24

LYNNFIELD, MA

17

C ISAAC LAMSON '24

STOW, MA

24

MATTHEW DEBENEDICTIS '25

MILTON, MA

6

CALEB PENN '27

HAVERHILL, MA

12

ARIEL MIRANDA '24

JAMAICA, NY

15

C JACE ROOSSIEEN '24

NAHANT, MA

9

ANDY DU '25

READING, MA

5

RISHVITH KANDRU '25

DRACUT, MA

16

ROWAN LECKERLING '26

SOUTH DUXBURY, VT

13

JUN AN '27

NEW YORK, NY

22

MICHAEL DOHERTY '27

CHESTNUT HILL, MA

7

MAREK KRYSZTOFOLSKI '25

HARWICH, MA

11

RISHI RANE '25

ANDOVER, MA

23

ROBERT BROWN '25

NORTH ANDOVER, MA

19

BOONE FAHEY '26

EAST THETFORD, VT

3

DANNY FLYNN '25

DANVERS, MA

4

NATE ROSNER '24

BETHESDA, MD

27

OWEN CALLAHAN '26

MATTAPOISETT, MA

20

MIKAH KRYSZTOFOLSKI '27

HARWICH, MA

18

WILLIAM LENNON '25

POQUOSON, VA

21

CAMDEN WILLEMS '24

THE WOODLANDS, TX

MANAGERS:

IRENE LEDO '24

NEWARK, NJ

SARAH SIRMON '24

DESTREHAN, LA

ANDREW SMITH '24

COTUIT, MA

Boys Volleyball Dominates Choate, Taking All Three Sets

ALEX DIMNAKU

SATURDAY 3/30

Andover3

Choate0

Boys Volleyball (1-0) played Choate at home last Saturday for its first official game of the season. Andover won all three sets against Choate.

Guilherme Lima '24 highlighted Arthur Wu '25 and Eddie Lou '24 for their exceptional teamwork in the win against Choate. Specifically, Lima described the powerful combination of Lou's sets to Wu and Wu's impressive hits.

"Arthur Wu had a great game. This was probably his best game this season so far because we were able to run our offense the best we have run so far this season, and we were getting a good ball to the setter. Our setter, who also had a great game, Eddie Lou was getting some really nice sets to Arthur, and Arthur

was elevating so high and getting some incredible hits," said Lima.

Brandon Fu '25 discussed the team's practice strategies leading up to the Choate game as well as the various scrimmages they had in preparation for the season opener against Choate.

"Choate was the last of our three-game and four-day series that we had last week. We had Andover High on Wednesday and Lawrence High on Friday. Those were both scrimmages. I think those scrimmages were testing different aspects of our play, and it helped us lean into the Choate matchup... We always want to work on passing making sure we can get passes to the setter, and also having a positive spirit. It's a pretty big mental game... Having fun and enjoying everything in the spirit of the game is important," said Fu.

According to Raymond Williams '26, the team has a lot of positivity on the sidelines, which is particularly important in volleyball as a momentum sport where more energetic teams tend to have

the greater advantage.

"Our coach has said that the team's energy is probably the best he's ever coached. People on the bench who may not start this year and some of the newer people on the team work hard to make the energy as positive and as loving as it could be. The effects of it have been seen because volleyball is a momentum sport. It's really easy to lose a point and then sulk. But when you have people all around you cheering you on and wishing you the absolute best the energy...transforms you and it elevates your level of skill," said Williams.

Fu also commented on the team's plans for further improving its performance in the upcoming weeks. This included watching films to analyze both weak and strong points as well as working on core skills.

"We're going to watch films, [and] we're going to break down films of the past few games...[to] determine weak points and strong suits and develop plays from there. In addition to that, we are going to work on our fundamen-



A.LEE/THE PHILLIPIAN

Boys Volley rejoices after victory.

tals, especially on the first and last day of practice leading up to games. In between we'll probably do some conditioning, maybe some further techniques, drills, and game-type situations... Overall, I think

it's going to be a really exciting week in practice," said Fu.

Boys Volleyball will play Northfield Mount Hermon on Saturday.

SOFTBALL

Co-Captain Emerson Buckley '25: Leading by Example and Experience

KATE RODGERS

In her position as Softball Co-Captain, Emerson Buckley '25 has positively impacted her team both on and off the field. She embodies teamwork and unity, constantly communicating and helping her teammates succeed. Her impressive playing and supportive leadership has allowed the team to start its season off strong.

After first beginning to play on her sister's team when she was very young, softball has remained a large part of Buckley's life. Buckley recognized that she has been able to carry over the mental aspect of the game into other aspects of her life.

Buckley wrote in an email to *The Phillipian*, "I first started softball when I was around five or six, playing with my older sister's team. Since I started at such a young age, softball has been a part of my life for all I can remember. Part of the reason I love softball so much is what it has taught me and continues to teach me. Softball is such a mental game, and I think that's really helped me in keeping my composure in life outside of softball. I'd say that [is] what makes me stick with it cause I know I'm



K.MA/THE PHILLIPIAN

learning so much."

Through her lead by example leadership style, Buckley is able to create a strong team dynamic. Rihanna Gomez '26 shared how the combination of Buckley's determination and effort has helped the team prepare for a successful season.

Gomez said, "Emerson plays a really crucial role in setting the tone for the season. She leads by example during practice

and games. She shows dedication and hardwork and fosters a positive team culture. For this season, I think her determination... will really help us lay the groundwork for success."

Kaliah Fortune '26 shared similar sentiments regarding Buckley's leadership. Not only does she set a good example on the field, Buckley supports her teammates with support and feedback, creating a balance be-

tween competition and fun.

Fortune said, "She's definitely a lead-by-example type [of] captain. She's a role model on the team, and if you ask her for advice or help, she's there to give it to you and break it down for you. But, also, she wants everyone to have fun and makes sure everyone is enjoying it and feels like they are a part of the team."

Buckley noted that, while softball is a sport that comes with its challenges, she aims to stay focused during high pressure situations. She strives to show her teammates that while mistakes are inevitable, it should not negatively affect the team's morale.

Buckley wrote, "[With] softball being a sport with a lot of ups and downs, I try my best to stay level, though I understand that is not the easiest thing to do. Once again, encouraging the team and really focusing on confidence has been important this season. I try to lead by example in these cases because everyone is going to make mistakes, but we just need to focus on how we're going to react to that."

Gomez highlighted Buckley's adaptability and her ability to thrive in multiple in-field positions. She noted how her personal confidence in her skills helps the team stay motivated in games.

"Emerson is a standout player on our team. She is really skilled and dedicated to the game and always gives her all while out on the field. Emerson's versatility shines through as she plays many different positions in the in-field. She's very confident in her abilities which really helps the team in staying positive during games," said Gomez.

Fresh off its 2023 Championship win, Buckley highlighted the team's ability. Buckley emphasized the team's skills and her efforts to foster confidence, believing strongly in the team's abilities to achieve another championship.

"We're really setting the bar high this season. As I mentioned... we're coming off of a championship season, so ultimately, that is always the goal. As far as how we're going to get there, I'd bring it back to confidence again. I know we're good and that we're going to be good, but I think, as a team, we all just need to trust that. Everyone on this team, including myself, is also going to learn a lot this year, so just continuing to progress is also important," Buckley wrote.

Co-Captain Maris Moody '24 Leads Team by Upholding Unity, Resilience, Accountability, and Confidence

ORLA NAUGHTON

Despite growing up in a family of lacrosse players, Co-Captain Maris Moody '24 found softball through her own genuine interest in the sport. As she continued to play, her love grew from the combination of skill and strategy that the sport requires, and today, she leads Andover's team as a strong example of leadership and versatility.

When she first arrived at Andover, Moody was an infielder, but she ended up shifting to the outfield as well and now frequently jumps between positions. She noted how the unexpected change has influenced the ways through which she expresses her leadership to the team.

Moody said, "In my leadership [role], I think that you have to be flexible in this sport, especially coming onto the Andover team where you're coming in where girls have already been in positions for years, so you have to switch up what you already know. So, not necessarily being a utility player, but being flexible about how and where you can play, that's the message I want to spread."

Andie Shim '25 highlighted Moody's ability to be a multi-faceted player, using her athletic prowess and discipline to motivate her teammates.

Shim said, "She balances [athleticism] as a captain by encouraging people, not to get where she is, but to be the best versions of themselves. She's your biggest supporter in wherever you are and however long you've played softball, in whatever you've been doing."

Together with Co-Captain Emerson Buckley '25, Moody has worked to establish new team traditions and values. Inspired by their former coach, Jamie Hagermann Phinney, they created "URAC," an acronym that stands for unity, resilience, accountability, and confidence.

"Those are the team values that we uphold, and we've just started a couple of small traditions like in Florida at spring training, we started a homerun hat tradition. So, when someone hits a home run and we all crowd home plate, they take off their helmet and put on this giant cowboy hat that's all decorated. Just things like that," said Moody.

Working closely together and sharing a tight friend-



K.MA/THE PHILLIPIAN

ship, Buckley sees Moody as a valuable partner and suitable co-captain. Similarly to Moody, Buckley echoed their effort to nurture a positive team culture.

"I know so many of the younger girls look up to her and I do too... Co-captaining with [her] has been amazing, we are actually really good friends, so it's been both fun and productive. We have worked really

hard on team values while also trying to make sure this season is as fun as possible. We both care a lot about the team and so I think that makes us really compatible as captains," said Buckley.

Moody always showcases support for her teammates, noted Shim. She recalled Moody's high-energy cheering in the dugout.

"Whenever I come back into the dugout and I've gotten a hit, she'll always be one of the people congratulating me. I know all of my teammates do it, but she especially will go out of her way and say, 'Wow, that was an amazing hit.' I know that, not just in my videos, but I will play back film from the game most times, and I can always hear her cheering from the bench," said Shim.

Reflecting on her years with Andover Softball, Moody hopes to take inspiration from the things she learned from her Junior Year mentor. As the only Senior, she expressed her excitement to serve as a similar role model to her teammates.

"I am the only Senior on the team right now — and my Freshman Year there was only one Senior on the team and she was captain as well. Her name is Katie Morris, and she was the best mentor for me ever, so I think that going into my last year and being able to step into the captain role, I want to be the same person that Katie was for me especially to these younger girls. I do my best to be a friend as much as I am also a leader, and that's something that's really important to me," said Moody.

Softball Coach Lindsay Maroney '07 Leads Softball With a "Hands-On" Approach

LILY WILLIAMSON

Softball Coach Lindsay Maroney '07 was a starter for the softball team during the entire four years she attended Andover. While she still holds seven Andover Softball season records, as a coach, she now leads the team with an emphasis on inclusion and building player experience. She strives to maximize each athlete's opportunities to play in and learn from real games. By actively joining the players during practice, Maroney shares her softball prowess with the team.

Maroney noted that while she has had many different softball coaches each with their own unique coaching styles, one trait they all shared was their genuine concern for the players. As a coach, Maroney hopes to mirror the guidance she received from influential coaches in her own softball career.

"I first started playing softball when I was in the 7th grade (I played baseball before then). I was grateful for the coaches I had, and while they were all different in terms of style and personality, the care they had for their players was consistent across the board. I identified with their competitiveness, but I appreciated their help beyond just the game. I am hoping to do the same with the players I coach," wrote Maroney in an email to *The Phillipian*.

Co-Captain Maris Moody '24

highlighted Maroney's extensive knowledge of the sport. She shared that through team huddles and practicing alongside the team, Maroney takes a "hands-on" approach to coaching.

Moody said, "Coach Maroney is pretty straightforward with her coaching. When we do our huddles, she is very quick to tell us what we need to work on and what we can improve on, so I would say that she's pretty hands-on. She's always telling us what we can and what we should be doing. As for practice, she's pretty hands-on as well. She basically practices with us. That's a really cool role for her to play as a coach."

Maroney shared that she aims to teach players that their mistakes can be used to improve and that the definition of success can vary. She emphasized the importance of having a strong support network in softball.

"I did find it challenging to move on from my own mistakes, but I also found it rewarding when my teammates picked me up, either through their words or play on the field. I try to let the players know that their errors don't define them as a player (or person). Mistakes are going to happen, especially in this sport where being successful might look like getting a hit only 3 times in 10 at bats," Maroney wrote.

Moody highlighted Maroney's ability to apply her expertise to the team while also allowing the Co-Captains to step up and assist

in creating a positive team atmosphere.

Moody said, "Coach Maroney was a college softball player in her prime. She played at UMass [The University of Massachusetts]. She just knows she knows a lot about the sport. We've had coaches in the past who are a lot more focused on the team atmosphere and what they can do to make sure that everyone is having a good time and being a good sport. I think that Coach Maroney takes on the softball lead, and Emerson and I, as captains, build the team atmosphere around her softball knowledge. Bringing her expertise to the table is what she does best."

Maroney strives for balance and inclusivity while also curating a lineup that will ultimately help the team do well. She emphasized repetition as a useful tactic to help the team stay disciplined and committed to improving.

"I'm certainly not perfect, but I try to be fair and open to conversations and feedback from anyone on the team. My goal is to give everyone opportunities to learn and play, but it is also to put together a lineup that will lead to the team's success. Practices are our learning opportunities. If we struggle with a drill, we'll keep at it until things start falling in place. The repetition isn't to frustrate but to show that everyone is capable of doing [what] we have set forth," wrote Maroney.

Madison Hugo '25 shared that



L.PADMAWAR/THE PHILLIPIAN

despite Softball's large team of 15 players, Maroney ensures that everyone gets their chance to enjoy playing.

Hugo states, "Softball has been a really large team the entire time I've been here. I think it's hard to manage the amount of people that you have on the team and try to be equitable to that amount of people. I admire how she strives to give everyone an opportunity to play in the game when it is possible and when it makes sense. Throughout the seasons, what I've seen is that Coach is willing to put people in different

places and try things out."

Maroney noted that off-field successes matter just as much as on-field ones. She urges players to look beyond just the results and focus on creating meaningful bonds with their teammates.

"I hope everyone on the team enjoys the time they spend together on the field, as well as off. The relationships they build with their teammates will last longer than a result of a single game. While winning is nice and can make everything seem easier, it is a definition of the season's success," wrote Maroney.



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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.



GIRLS SOFTBALL

C

EMERSON BUCKLEY '25

METHUEN, MA

C

MARIS MOODY '24

NORTH ANDOVER, MA

KALIAH FORTUNE '26

BRAMPTON, ON

ANGIE CEBALLOS CARDONA '25

LAWRENCE, MA

AVA DAVEY '25

ANDOVER, MA

RIHANA GOMEZ '26

SALEM, NH

MADS HUGO '25

BOXFORD, MA

MYLA MEXICO '27

BALDWINVILLE, MA

GABRIELLA POTTER '27

LAWRENCE, MA

ANAYA QAMAR '26

COSTA MESA, CA

ISABELLE QUITO '25

OSSINING, NY

ASHLEY SCHUMAN '27

BEDFORD, MA

ANDIE SHIM '25

VAIL, CO

LILLIAN STEPHENSON '26

BOSTON, MA

EVIE WOOD '25

ANDOVER, MA

MANAGERS:

JACK SWALES '24

LYNNFIELD, MA

SOPHIE DANDAWA '25

DERRY, NH

Girls Softball Triumph in Scrimmage Against Greater Lawrence Technical School

AARON HUANG

SATURDAY 3/30	
Andover	16
Greater Lawrence Tech	1

Andover Girls Softball traveled to Greater Lawrence Technical School (Greater Lawrence Tech) on Saturday for the start of its unofficial season. The team took the win in the scrimmage against Greater Lawrence Tech, beginning the season on a high note.

Going into the game, the team was excited to get out

on the field after all of the hard work they put in during pre-season. Anaya Qamar '26 emphasized the team's energy and the lower-stakes feel of the game.

Qamar said, "The game was our first scrimmage, so it was very much like everyone was super excited and hyped up to finally play a game since our pre-season. But, also I think since it was a scrimmage, everyone was also very easygoing about it, and it wasn't a super stressful environment."

According to Co-Captain Maris Moody '24, leading up to the game, the team has been focused on building up its defensive side as opposed to hitting which is traditionally a big focus in practices.

Moody said, "In practice, we've been working a lot on

our fun and slap defense in first and third base so I'd say that we've been working pretty hard defensively we practice hitting every single day, and hitting is one of [the] things that we've been working on since preseason but I would say that we're focused more on the defensive plays right now."

However, the team still kept up its strength in hitting and offense during the game. Qamar highlighted how the team gained traction as the scrimmage progressed.

Qamar said, "One of our main strengths was our offensive side and our hitting... In the beginning, we started off a little bit slow, but by the end, everyone was hitting off the pitchers, and we were all moving our runners really

well and doing a good job on the bases."

According to Myra Mexico '27, communication was another key element contributing to the team's success. It helped the players understand what was going on and support one another.

Mexico said, "We already have a good teamship in a way, so I feel that overall we all work very smoothly [together]. Communication is crucial when people are stealing... [like] when the people in the field or even people in the dugout who aren't playing scream what people are going to do. That [also] helps the catcher know that people are going, that the base arms are going."

Moody detailed what the team is looking forward to as

it prepares for the start of its official season.

Moody said, "For our upcoming games... we want to work more on our hitting strength. Since we've only been playing scrimmages, we haven't been playing our regular roster... [and] haven't seen a lot of great pitching. I think that when we get into our regular season we're going to start seeing some better pitchers, and we're going to start having some better hits and that will allow us to work on base running."

Girls Softball will play at Tilton School on Friday.

All-Gender Golf Overtakes Northfield Mount Hermon in Season-Opener

HENRY SNOW

SATURDAY 3/30	
Andover	9.5
NMH	2.5

On Saturday, All-Gender Golf kicked off the season with a comfortable win against Northfield Mount Hermon School (NMH). Despite the graduation of several experienced members, the team is optimistic about the season and eagerly anticipate warmer conditions for more effective practices.

In an email to The Phillipian, Kevin Zheng '26 conveyed the team's enthusiasm following their initial victory of the season, and outlined goals for the upcoming games. Additionally, he highlighted the team's eagerness for the spring's weather, all under the guidance of Head Coach Brian Faulk, who has resumed coaching after a two year sabbatical.

"We have clinched our first win. The competition in the field remains fierce, and we

are eager to keep honing our skills. Coach Faulk holds a high bar for himself and our team. He is hoping for warmer weather and better course conditions soon, so we can all go out practice and compete to the fullest," wrote Zheng.

Leading into the game against NMH, Sean Niu '25 emphasized the team's efforts to assimilate its new members to the pace. The unified practices facilitate a collaborative environment to address skill gaps to foster a cohesive team dynamic.

Niu said, "We don't have an official Varsity and JV lineup. We are all kind of one big family. Of course, we lost a lot of really talented and caring Seniors last year, but our Co-Captain, Logan Eskildsen [24] has been able to fill in that role really well, and he's kind of like the big brother for everybody. Because we all practice together, it has been really easy for us to integrate the new kids with the older kids."

Similarly, Zheng highlighted the roles of team captains Eskildsen and Heyon Choi '25 in their effort to foster a unified team.

Zheng wrote, "Heyon and Logan have truly stood out, not just as co-captain[s] but



The Andover Golf team lines up for introductions before its match against NMH.

H.CHOI/THE PHILLIPIAN

also as golfers. This season, they are leading the charge in fostering team spirits. For instance, they have been actively organizing group practice before the season starts. Our team has set up a group chat to ensure everyone's voice is heard, whether it's choosing uniformed headcovers to

showcase our Big Blue pride or providing Andover ball markers for all."

Niu also highlighted the efforts of Sebastian Montemayor '27, who precisely played on the green.

"He plays the one or two seed and switches off with Abby [Zhu '26], and I heard that in his match, there were a lot of big moments where he was able to step up and deliver a clutch shot when it mattered, so I think he definitely stood out and made some clutch moments for the team," Niu said.

Considering the extended season ahead, Niu acknowledged that, although no significant weaknesses emerged in their first match, there is room for improvement and aspirations for the upcoming season.

Niu said "First and foremost, I wouldn't say there are any weaknesses to our team. We are a very young team and very skilled and even though we already have the skill, there is a lot of room for development and we have the potential of, I think, going undefeated this year which is our goal."

Due to the unforeseen New England weather, Zheng ex-

pressed alternative ways the team will train for its upcoming matches. While a 30-minute slot in the golf stimulator is mandated by the coach everyday, the players have access to the stimulator throughout the week. Zheng aspires for an indoor putting space to practice a variety of skills.

"Anticipated snow for the rest of [the] week interrupts our practice one more time... Converting one of the most vacant squash courts into an indoor putting studio would be beneficial. This idea efficiently utilizes space and allows the team to practice vital putting skills needed for success," wrote Zheng.

All-Gender Golf will face off against Tabor Academy away this Saturday.



Abby Zhu '26, playing the one for the Andover Golf team, putts for birdie.

H.CHOI/THE PHILLIPIAN

Boys Baseball Falls to Dexter Southfield in First Game of Season

AARON HUANG

SATURDAY 3/30	
Andover	1
Dexter Southfield	7

Andover Baseball took on the Dexter Southfield in its first official game of the season on Saturday, ultimately losing. Despite the defeat, the team has maintained a positive attitude and remains confident in its abilities moving forward.

According to Camden Willems PG'24, the focus of the season so far has been on hitting. The team also worked defensively to solidify its foundational skills.

Willems said, "Before the season, we worked a lot on hitting and focusing on where we want to hit in po-

sitional play and situational. How we want to hit, where we are going to want to hit, and stuff like that. And then on the defensive end, there wasn't too much specifics that we went through. We just went through the basics, infield, outfield drills, where you want to throw on certain cutoffs, and pretty much the basics and button routines, and how to cover buttons and stuff like that."

Marek Krystofolski '25 noted that the team's preseason trip to Florida proved to be beneficial. Although the team felt positive going into the game, Krystofolski believed that certain aspects of play were unfortunately not carried out as well as they'd anticipated.

Krystofolski said, "We did a lot of work, our Florida trip was very successful. We beat some good teams like Avon Old Farms and all of that, but we were confident going in. There were some times where we didn't execute as well as we could have, as in hitting

the ball as well as we could have or making the plays when it counted. But going into it, we were pretty confident in our abilities, as you should be, but I feel like the execution was just the problem."

Willems shared similar sentiments about the team's execution. In addition, he noted that both offense and defense had a few slip-ups that can be improved upon.

"We didn't really execute as well as we could have. We definitely could have improved in certain areas. For example, we had two spots where we had full bases, and we had one or no outs, and all we had to do was put the ball in play to get a few runners in. And we managed to do it on one of the plays, but the others, we didn't execute as well, and we didn't get as many runs as we could have. Additionally, on defense, we made a few errors that could have been prevented, and some of the things that we were just lacking, we just didn't realize

yet," said Willems.

Despite the loss, Willems applauded the team's spirit throughout the game. He also highlighted its defense and pitching in particular.

Willems said, "The team morale was really good throughout the game, and also understanding that where we are as a team and as a group, understanding that we got to work really hard as a team to build morale. And, also our defense was actually pretty good [for] that game, and our pitching was really well executed that game. We did really well in pitching."

Krystofolski noted that the team went into the game with the mindset of just doing their best. He shared that while it was disappointing to fall to Dexter Southfield, the experience was rewarding nonetheless.

"It's a big game, always. Those guys are pretty good, so we never take them too lightly. We always are looking to beat them, so it sucked dropping the game to them,

but going into the game, everybody was pretty excited. We were ready to play. I think we were all looking for a little better outcome, but sometimes the game just doesn't go that way, but it wasn't too bad," said Krystofolski.

Moving forward, the team will continue to work on offensive and defensive situational play, according to Andy Du '25.

"I would say a big chunk of our practices have been working on situational stuff, both offensively and defensively. Knowing where to go with the ball on defense as well as understanding the situations on the base paths is a big emphasis for sure," said Du.

Boys Baseball will play Bridgton Academy on Friday at home, Stonybrook on Saturday at home, and Dexter Southfield again on Wednesday away.

Boys Lacrosse Secures the Win Against Hotchkiss, Falls to Middlesex in Close Game

LILLY STEPHENSON
& LOLA AGUIRRE

SATURDAY 3/30	
Andover	9
Hotchkiss	7
TUESDAY 4/2	
Andover	13
Middlesex	14

Coming off of three strong wins, last Saturday, Boys Lacrosse beat Hotchkiss. On Tuesday, it suffered its first

hard-fought loss against Middlesex by only one goal.

Boys Lacrosse came out strong in its game against Hotchkiss, scoring five goals in the first quarter of the game. Paul Harrison '25 shared that while the team started off strong, it lost momentum, and in the end, it was a close win.

"We came out of the gate firing. We came out 5-0 to start in the first quarter. They slowly crawled back into it. We lost a little bit in the second and third quarters. And we had to fight, battle for the victory to the end. They hit the pipe with under 30 seconds left and we got the ball back. It was a tough game and well fought, going both ways," stated Harrison.

Harrison highlighted the performance of everyone,

but specifically the defensive midfielders, Peter Elliott '24 and Logan Cove '24. He noted that they did a good job consistently shutting down play opportunities.

"Some of the people that stand out to me are our D Mid-dies, Peter Elliott and Logan Cove. When you play a team as good as Hotchkiss with their firepower, you're gonna get some mismatches. You're gonna have some short stick D Middies playing against some great guys, and together they did a great job limiting the chances that those guys got. And then, of course, at the end of the game, Peter had the play to give us the ball to seal the game, so diving for the possession on the shot. So great play by him," said Harrison.

While most of the game

was close, in the last two and a half minutes of the game Middlesex scored a point over Boys Lacrosse. According to William Ogle '26 it was a hard fought game, but ultimately the team was unable to secure the win.

"[It was] a back-and-forth game. We worked really hard. Both teams were really solid. It was just unlucky at the end... We were down by one for the last two and a half minutes of the game. We had possession at the end but we just weren't able to score," said Ogle.

Looking forward, Max Herbison '25 shared a post-game reflection, noting the team's intention to use the defeat as motivation for improvement. Herbison outlined plans to analyze game footage, work on ground balls and defense,

and possibly introduce new offensive tactics in preparation for upcoming games.

"It was a hard-fought loss and we will definitely use it as fuel for the upcoming games. This week we prepared a zone-breaking offense as we knew what they were planning on running and it was successful [Tuesday] as we put up 13 goals. But our defense struggled to mark a few of their guys and they got the best of us in the end. This week, we will be going over a lot of film, focusing on ground balls and our team defense, as well as potentially putting in a new offensive scheme," said Herbison.

Boys Lacrosse will play Northfield Mount Hermon at home on Saturday.

Andover Girls Tennis Keeps Strong Mindset Despite Loss in Season Opener

ORLA NAUGHTON

WEDNESDAY 4/3	
Andover	4
Groton	5

On Wednesday, Girls Tennis (0-1) suffered a close loss to Groton Academy, where the final result came down to a thrilling match between Co-Captain Tara Phan '24 and her opponent.

Lara Madan '27 discussed the physical and mental aspects that are important for success in matches. In Wednesday's matches, the mentality allowed for some to succeed when faced with challenging circumstances.

"Something we've been working on leading up to this

match is moving into the net and playing more of an aggressive game at the net and as well as keeping mental game and composure, so out on the court at Groton we kept our mental composure throughout the matches... We were, in some of our matches, especially singles, down a set and we came back up in some of the matches, eventually coming back to win the match," said Madan.

Claire Cheng '25 talked about the adjustments and challenges the team faced due to unfamiliar playing conditions. For its first match of the season, the team had to adapt to conditions it wasn't used to.

"The atmosphere was pretty stressful because we were playing on Groton's courts, and [they're] basically on their hockey rink, so it was just a surface we weren't used to. Apparently, out of the past 14 days [Groton] has been

training, they had spent 12 out of those 14 days playing on those courts, so we weren't really used to the speed... The ball moves a lot faster on their courts and their wall is a little bit close to the back of the court so you had to take the ball early," said Cheng.

Despite the loss, Cheng admired Co-Captain Phan 24's gameplay in a high intensity win-or-lose match. Even though the result wasn't the desired one, the team felt a sense of unity after and are only looking towards being better in the future.

Cheng said, "By the time Tara was playing, it was four-all, and everyone was watching her play, the Groton girls on the court cheering for Tara's opponent, and we were up above cheering on Tara. She played super well for the pressure, and I think that, even though she lost, it was really nice to have a team hug and be okay with our loss at



C.CHENG/THE PHILLIPIAN

Sisters Tara Phan '24 (left) Mira Phan '27 (right) play third doubles.

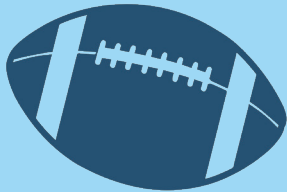
the end because even though it was annoying it was that we have our faults and we will lose but it's ok because by the time NEPSACs come around we will bounce back better than ever."

Editor's Note: Claire Cheng is a Copy Editor for The Phillipian.

Interested in writing for sports?



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Crossword Corner!

Created by MaxLang

1	2	3	4	5
6				
7				
8				
9				

ACROSS

- 1 Produce beautiful spring flowers
6 Texas fort attacked in the Mexican-American war
7 Challenges to do something outrageous
8 Declarations of Affirmation heard in church
9 Little bits

DOWN

- 1 "I'm so ___ this.", something to say when you're not doing good
2 Alpaca cousin
3 Propeled, as the crew team
4 Usually bad supernatural signs
5 Lichen kin

1	2	3	4	5
6				
7				
8				
9				

ACROSS

- 1 Bundles of hay
6 Default Google Docs font
7 Detect
8 Hit with elbow equivalent
9 Makes smoother, as in a woodshop

DOWN

- 1 Lie in the sun
2 Place for sporting events
3 Cotton alternative
4 Made less intense, as pain
5 Things to slide down a hill with

	1	2	3	4
5				
6				
7				
8				

ACROSS

- 1 Swindle
5 Non-club black suit
6 Inquires into another's private affairs
7 Payments made for transportation
8 It's a long ___

DOWN

- 1 Fish to find in a sardine can
2 Largest city in a desert
3 Doe, - ____
4 Unclean, as a dorm room
5 Sunscreen efficacy numbers

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Share your ideas, get guidance: All grant applicants must schedule an appointment with AAF community liaison Ms. Marcelle Doheny (mdoheny@andover.edu) OR see her during Conference Period to chat about their ideas.

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.
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Family Ties: Independent Projects Exhibition Connects Art Through Themes and Shares Experiences of Family

PENELOPE TONG & ZADIE ROBINSON

Textiles, ceramics, paintings, and collages lined the walls of Gelb Gallery as artists discussed their work with attendees and instructors. During the Friday exhibition, the three former Art 600 students, Nor DeHoog '24, Carly Hopkins '24 and Solar Lu '24, showcased their independent projects from the fall and winter terms. The numerous works encompassed a wide array of media, yet followed a consistent theme: family.

According to Lu, the theme of the show, "Family Ties" organically emerged from the artist's pieces. Lu highlighted how this relieved the stress of having to adhere to a certain message throughout the creation process, but finding a

throughline ultimately tied the work together.

"I already had the pieces that I created, and a show seemed like the appropriate thing to do with all the pieces that I had and Carly [Hopkins '24] had and Nor [DeHoog '24] had and are coincidentally connecting themes... [The creative process] has been really guided by my passion for doing this and exploring myself and exploring these societal themes that connect to my work rather than completing it for the show," said Lu.

Attendee Quin Langham '26 highlighted the challenges of communicating through art, especially with themes that can be so personal.

"When we think about family, we think about the people that it's associated with. But through art, we have to symbolize that tangible thing. And so you have to think about what's

important to you and your family and how you can portray that in an impactful way to other people," said Langham.

Langham noted that this experience was not only a way for artists to share their hard work, but to gain experience presenting and receiving public feedback, not just from instructors. In addition, students had a chance to connect personally with their audience at the event.

"[The show] is very good for a general critique. They do have open critiques during the independent project, but through the showcasing they get a chance to as well, because being an artist is their chosen career. Training for that [critique] opens them up to what people think, how people perceive the artwork. It also creates more community between people. Art is very connected," said Langham.

One of Lu's pieces of work was a quilt made for her grandmother who lives overseas. She intended the piece to be akin to gift giving and showing love without saying it, and tied elements of family into the artwork as well.

"This was for my grandmother on my dad's side because she's been recently struggling with her mental and physical health. A lot of it is the result of not feeling like she has support... especially with us overseas. So I was thinking about 'how do I show my love within this context of a Chinese family?' Within our culture, it's very uncommon to say, 'I love you' and to hear 'I love you,' so that's not something I



A.LEE/THE PHILLIPIAN

Eleanor DeHoog '24 used a mix of mediums from clay to paint.

feel is really authentic for me to express to her. So instead, what I did was make this quilt out of my dad's, my mom's, and my old clothes as a form of gift giving," said Lu.

According to Lu, their Art 600 experience and the process of completing an independent project has had a lasting impact on their artistic process, and the way they explore art. Lu noted that the course allowed them to experiment with their work, including mediums, skills, and themes.

"I did a lot of exploring with

different mediums. I dabbled in photography, and film photography. I did mainly charcoal, and then starting Winter Term, to the end of Spring Term, I picked back up oil painting... I started bleeding more empty space or negative space in my piece, and being more expressive... I've had a lot of changes within my artistic process and a lot of revelations, both within the process of creating art and just who I am as a person throughout this process," said Lu.



A.LEE/THE PHILLIPIAN

Carly Hopkins '24 showcased her ABBA inspired painting.

From Self-Choreographed Traditional Dance to Step Cheer: Andover Dance Festival Demonstrates Range and Passion

ANYA BUDZINSKI & STELLA SEONG

On March 29, less than two weeks after students returned to campus following Spring Vacation, Andover Dance Festival kicked off their first two performances, presented in the Christina A. Rubio Dance Studio in the Pan Athletic Center. A new structure to the previously titled "Dance Open," the event featured self-choreographed solos, duos, and group pieces. With the oversight of four student producers, both beginner and experienced dancers were able to demonstrate a wide range of styles, with another performance date to be hosted on April 26.

Compared to Dance Open in previous years, Andover Dance Festival took in more solos and groups of dancers who were not in a club or designated group together. This allowed for those who were newer to dance to get a chance to perform and also gave the space for students to experiment with all aspects of the performing process, including choosing music, learning new styles, and coming up with choreography. Performer Alex Giarnese '25 discussed how he enjoyed this student-led process.

"It is all student-choreographed and really interactive. I got to exchange ideas with my friends, and everything came from our minds. Nothing was overseen. We got to do it by ourselves. We got to schedule our own rehearsals so it worked for us, so nothing was

stressful because everything was done by us. I really appreciated that I got to work with other really talented creative minds to put together a piece," said Giarnese.

The independence granted to performers allowed students to bring styles and genres of dance that weren't commonly seen on the Andover dance stage. The music used throughout the festival ranged from traditional East Asian music performed by Asian Performing Arts Club (APAC), Blue Strut's Rihanna performance, to the percussive sounds of Andover's step team, SLAM. Dance Producer and performer Ashley Park '24 gave insight into the styles of her two performances: one with SLAM and a traditional Korean solo.

"It was my first year as a part of SLAM, so it was a new type of dance style I was able to participate in... So, I had a really fun time trying to understand different parts of step that I wasn't really familiar with. For my solo, it was traditional dance so it was... a really good full circle moment, starting with traditional dance and ending my Andover career with traditional dance. The culture of Korea is very encapsulated towards K-Pop recently because of the Korean wave, so I wanted to inform the audience that the origin of Korean music and tradition are from its cultured heritage with the traditional instruments, traditional dances, and costumes that we used," said Park.

Despite the performance running smoothly on the day of, performers and producers



A.LEE/THE PHILLIPIAN

Andover Dance Festival allowed students to experiment with different dance styles, music, and groups.

faced some challenges leading up to the first festival. Given that the performance took place shortly after Spring Vacation, producers were faced with the challenge of when to host tech rehearsals and make sure all the dancers were prepared. For the performers, the two week break after rehearsing in Winter Term caused some issues with remembering and preparing the choreography. Giarnese gave insight into some challenges he faced with his duo and trio pieces.

"One challenge we faced in both my duo and trio was coming back from Spring Break and jumping right into

tech week and performance. After such a long break, a lot of the choreography was forgotten or hadn't been recorded, so we had to redo some parts. That week before tech started was a little bit stressful. We had to adapt from not having practice together for two and a half weeks, but we just scheduled extra rehearsals and watched the videos we did have and made sure we were committed to working towards having a final cohesive piece," said Giarnese.

As the first big performing arts event in Spring Term, Andover Dance Festival started strong with a variety of dance

styles. The self-choreographed and student-directed show impressed the audience with the passion and skill demonstrated in only around one hour. Willow Wright '26 shared her thoughts after watching the festival.

"When [the solos] were happening, I was like, 'That's super impressive' and 'I don't think I could do that.' I was just thinking about the amount of effort, perseverance, and coordination that goes into creating those solos and then the bravery that goes into actually performing it. It is really impressive," said Wright.

Arts & Leisure

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HerStory: 50 Years of Co-Education Celebrated Through Female Composers

ADELE CIOCIOLA & ZACHARY YUAN

This past Saturday, the Phillips Academy Department of Music put on HerStory, a student performance in honor of the 50th anniversary of co-education at Andover. To celebrate the Abbot Academy merger, the recital exclusively featured pieces from female composers. The show was meant to be an opportunity for students to showcase what they had been working on while highlighting the breadth of female talent within the music space. From violin, piano, cello, bass, and erhu, to trumpet, saxophone, flute, and voice, the show encapsulated a variety of instruments and sounds which kept the audience engaged and entertained.

Beyond being enjoyable for the audience, HerStory also succeeded in imbuing the message of female empowerment into the audience. Karishma Caro De Castillo ’25 remarked on the intersection between womanhood and music and how the show’s variety enhanced the communication of this message. “I really enjoyed the diversity. It was such an interesting range of pieces from all these different time periods. It was really wonderful to hear all the different ways of being a woman and ways of expressing yourself through music,” said Caro De Castillo. This feeling of novelty was appreciated by both the audience and performers alike. As an opt-in performance, the show attracted a group of students who hadn’t necessarily worked together in the past. April Arabian ’24 shared how the show had a unique sound

in addition to a unique message. “It was awesome getting to perform with other performers that I haven’t heard before. This is a group of people that I haven’t actually sung with before and in general, I have not heard some of the instruments that have been played. I just think it’s incredible that we each get a chance to perform in a different and unique way,” said Arabian. Arabian continued on to explain the inspiration behind her piece “When He Sees Me,” from the musical Waitress: “This piece is about this girl in the musical. She’s looking for love, but she doesn’t want to admit she’s looking for love, so she pretends to cut herself off. But, at the end, she realizes that if somebody’s in love with me, I really actually want that kind of a romance. I think it’s such a great message because

there’s so many people who cut themselves off.” “Lan Hua Hua,” an Erhu performance by Brian Zhu ’26, was one piece that really stood out to the audience. The piece tells the story of a Chinese woman living in feudal times who longed for freedom and true love, but which tragically ended with her death. This performance left a lasting impression on Caro De Castillo, who was pleasantly surprised by the compelling narrative and the unique sound of the Erhu instrument. “There was this piece that was about this Chinese woman during the feudal period... And that instrument was just something I had never seen before, and it was played in such an interesting way. I really loved how it was more than just one person on the stage at once,” said Caro De Castillo.

Jacob Kaiser ’24 collaborated with Brandon Fu ’25 to perform the piece “Interlude” by Toshiko Akiyoshi. Kaiser’s love for performing jazz came from the collaborative aspect of it. “I think Brandon and I are very spontaneous when we perform. And that goes on to make it a lot of fun. Brings out new things every time we get on stage,” said Kaiser. Moreover, Kaiser was also very impressed by the performances of other groups, and the messages and diversity of musical styles at the event. “I didn’t really know what to expect, but there was a lot genre-wise. We got to see a bit of everything. Everyone seemed to put in a lot of effort. It was very well polished [and] very well curated. Very impressed all around,” said Kaiser.

POTW: Songs With the Best Lyrics

HLUMA MANGCU & CAMERON MANZO

Melodies may be important but a song cannot truly come alive without its lyrics. Written like poetry, lyrics tell a story and express the artists’ emotions — anger, infatuation, or euphoria. From indie folk songs to rap, Andover students share songs that include the most memorable and heartfelt lyrics.

KAI WANG ’27: “HAPPY” BY NF

“Although NF is best known for his rap songs, in ‘Happy’ he strays away from his usual style but still maintains the air of emotional vulnerability which made him so famous in the first place. If you look at the lyrics in many of his songs you can see that they often touch upon topics such as depression, anxiety, and dealing with past traumas, and ‘Happy’ definitely isn’t an exception.”

KEVIN CHEN ’24: “INGYDAR” BY ADRIANNE LENKER

“‘ingydar’ by Adrienne Lenker is a mellow indie folk song about existential longing. It reminds me of the ephemeral nature of everything that I care about, and all that I hate. Past associations and new-found connections with the song bring me to tears each listen. [My favorite lyrics are] ‘fragilely, gradually, and surrounding the horse lies naked in the shed’”



SOPHIE STALL/THE PHILLIPIAN

ADRIAN PEREZ ’27: “EXHIBIT C” BY JAY ELECTRONICA

“It has a really beautiful story about this guy who went through being homeless, it’s like a big success story. But it’s also got some really funny one-liners, like ‘I make the devil hit his knees and say the ‘Our Father.’” That was a really funny line, which is even funnier, cause it also talks about how he found a sort of connection with God when he was trying to fix his situation, and he says that really helped him get out of his impoverished situation where he was homeless. So in general, [it tells] just a really beautiful story.”

HENRY ZIMMERMAN ’27: “LITTLE WING” BY JIMI HENDRIX

“You just gotta listen to [the lyrics]. They are imaginative and they match the music really well... It reminds me of the seriousness and spontaneity of childhood, and the lyrics remind me of the power of a song to tear someone up, to tear me up.”

JAY JUNG ’27: “HIGH HOPES” BY PANIC! AT THE DISCO

“There are many cool sound effects and I really like the warm and fuzzy ambiance that it creates. It reminds me of the rain, really peaceful and quiet. I like to listen to this when the weather is gloomy: I listened to this when it snowed this weekend and it made me feel calm.”

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The Lunder Institute: Redefining American Art

CHRISTIAN ESTRADA

On April 7, the Addison Gallery of American Art will host The Lunder Institute, a collaborative project bringing together six renowned art institutions across the country to explore the evolving state of American art. The upcoming symposium, led by the Colby College Museum of Art’s Lunder Institute for American Art, showcases a range of perspectives, including presentations from Addison curators Gordon Wilkins and Rachel Vogel, and two panels featuring history professor Hardeep Dillon from the University of Pennsylvania and art history professor Andrew McClellan from Tufts University, as well as Puerto Rican artist Miguel Luciano, indigenous art curator for the MFA Boston Marina Declineco, and curator Stephanie Sparling Williams from the Brooklyn Museum. Also included in the event are several student presentations, highlighting contemporary experiences with American art.

In an effort to redefine American art more inclusively, the organizers conducted a survey of over 20 other museums that showcased American art. Their findings revealed a shift away from strict citizenship criteria and towards a broader interpretation of American identity. Overcoming logistical challenges through collaborative problem-solving, the event aims to spark critical conversations about the representation and definition of American art.

Vogel, organizer of the Lunder Institute at the Addison,

highlighted the push to broaden the definition of American art, and notes that the current attitudes of reevaluation present valuable opportunities to explore historically overlooked and underrepresented artistic realms.

“There is much more of a push to what are called hemispheric approaches to American art. Rather than [American Art] being the art of the United States [of America], it being the Americas, plural, and the entire American hemisphere... We’re in a moment of reappraisal and reassessment of what we think American art can be. And I think that’s a really great opportunity for encouraging discoveries [and] research into these pockets of artistic production that maybe haven’t been well represented in textbooks and museums,” said Vogel.

The Addison’s terms of trust, written in the 1930s by its founder Thomas Cochran, state that the museum can only acquire artworks by native or naturalized citizens of the U.S. The Addison is the only American Art museum that uses citizenship as the specific criteria for defining American Art. Vogel hopes that the Lunder Institute’s visit to the Addison Gallery of American Art can bring forth crucial conversations on redefining American Art.

“I do hope that this conference is maybe the first step for us [to] really evaluate our future in terms of thinking, ‘What steps can we take within the existing framework of the terms of trust? And, what can we envision, in the future of this institution? Is it viable or possible that we might con-



A. ZHU/THE PHILLIPIAN

sider down the road, thinking about what our legacy for this institution is, and how... we define American art.” said Vogel.

However, many art museums define American art differently from the Addison. Rather than citizenship, their criteria include artists who have engaged with the American experience, whether through their residence and occupation, or their study and exploration of art. This broader perspective acknowledges the globalized art world and fosters diverse narratives within American art.

Vogel explained, “Most of the museums still define American art as art of the United States, but rather than that

being limited to artists to were either born here or officially went through the naturalization process, more typically, these museums define it as artists that had significant connection to this country, who studied and lived and worked here for an extended period of time, or artists who reflected in their work, the idea of the American experience... I think having a definition that thinks about what artists are contributing to our national cultural legacy, or tradition, rather than defining it by citizenship might allow for more types of experiences, more types of narratives, to be reflected in the American art historical canon.”

Vogel hopes that the Lunder Institute will leave visitors with a lasting impression, and provoke questions and conversations about American art that remain relevant outside of the Addison.

“I hope that there’s at least one or two takeaways that stays with them, and maybe comes to mind the next time that they’re in a museum, or the next time that they are learning more about American art... I also hope that this is the beginning of conversations that continue, both within the Addison and within the sort of broader world,” said Vogel.

Addison Late ‘Til 8 Provides a Creative Outlet for Students to Meet with Visiting Artist Sue McNally

PIPER LASATER & MAYARI BURT

Last Friday, the Addison Gallery of American Art hosted the “Late ‘Til 8” event, inviting students to study and make arts and crafts in the Addison outside of its usual hours of 8:30 a.m. to 5:00 p.m. The event, organized and hosted by the Addison Community Ambassadors Club, spotlighted Sue McNally, the artist in residence.

A member of the Addison Community Ambassadors Club, Mia Isaacson ’26, helped set up the arts and crafts table in Addison. She highlighted how the event was an opportunity for students to further explore the museum and to try their own hand at arts.

“[Addison Late ‘Til 8] is for people to have more time to explore Addison. We have some art activities for people to get creative and unwind during this busy week,” said Isaacson.

Isaacson continued on, mentioning how the Addison has driven her passion for art. She also highlighted how the Addison has driven her to encourage more people to embrace the museum as a resource.

“One of the main reasons I came to Andover [is the] Addison. I think it’s so cool to have a museum on campus, and I want to explore as much as possible,” Mia reflected, underscoring her commitment

to fostering a vibrant artistic community.

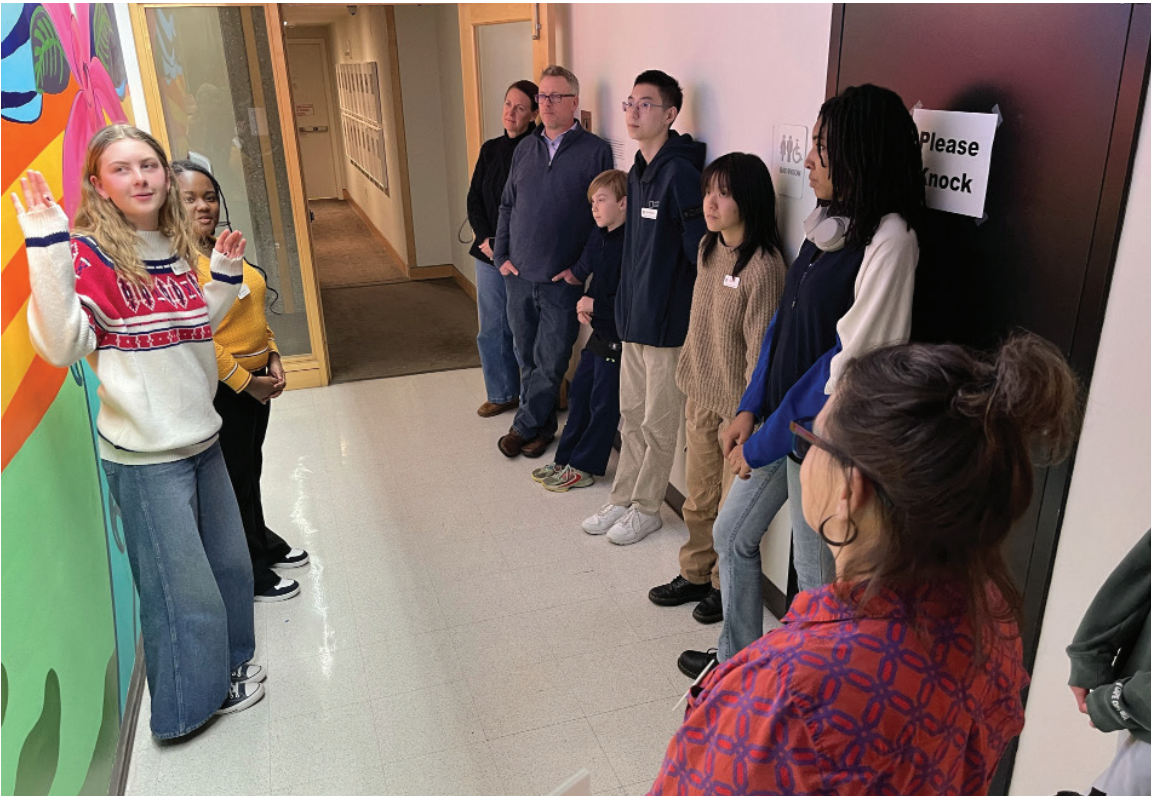
One of the standout features of Addison Late ‘Til 8 is its extended hours, as expressed through the event name, allowing attendees to immerse themselves in the serene atmosphere of the museum beyond the regular school hours. The Addison is a quiet study space and has private desks for students to use.

“My favorite part of this event is that it’s open until late. We can have long study hours. I love studying in Addison. It’s [Garver Room] but better,” said Isaacson.

The preparation process for the event was swift yet efficient, with Isaacson and her team organizing the logistics just two days prior. They arranged tables, gathered art supplies, and curated various activities to engage attendees throughout the evening. McNally, attended the event to meet with students and inspire their creative processes. She was eager to engage with attendees, share her artistic insights, and also gain insight into her work.

“It’s been cool working with other students and hearing what people are saying, and I had this painting that I was struggling with, and after all my studio visits, I was able to change it based on what the kids said to me,” said McNally.

McNally’s distinctive art



A.LEE/THE PHILLIPIAN

Visiting artist Sue McNally worked with students and inspired creativity.

style, characterized by large-scale landscape paintings, has captivated audiences for years, and her presence added a unique dimension to the event. While McNally didn’t create any art at the event, she shared her creative process, emphasizing its intuitive and responsive nature.

“Well, it’s long-standing. I’ve been doing it for many, many, many, many years. And I would say that it’s intuitive and

responsive... I have one project I’ve been doing since 2010, which is I have been making a giant painting to represent each state. And so the new acquisition here in the museum... is the state of Rhode Island.” said McNally.

Attendee Daryn Burnette ’26, who has been creating her own mural with classmate Lucille Heyd ’26 and McNally for several weeks, presented her work at the event. She ex-

pressed how throughout the mural-making process, McNally emphasized giving the artists creative freedom.

“It was really fun because [McNally] let us have free range over what we wanted to paint and do. She showed us certain techniques to create certain effects, and she gave us so much creative freedom. Whatever we wanted to do, she supported us through,” said Burnette.

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