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## COMMENCEMENT 2014



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# FALL TERM IN REVIEW

## Out With the Old and In With the New: Fall Term Presents New Rules, New Schedule and New Football Team

By BENNETT MICHAELS

Fall Term would not be the same without the familiar sea of blue, yellow, orange, red and green tie-dye t-shirts and screams of the Blue Keys as they welcome the year's new students to campus. On September 6, 2013, they did just that, beginning the 2013-2014 year on a high note.

Less than two weeks after classes commenced for the fall term, Andover's Mathematics Department began a historic partnership with Khan Academy, a non-profit educational company, to help produce a free on-line calculus course. After students enrolled in Math 590 generated calculus questions and videos last spring for Khan Academy as a trial, the calculus course quickly saw success, generating hundreds of thousands of views without any promotion.

Two weeks later, the administration clarified its policy on behavior at dances. This resulted in the explicit banning of grinding, as well as the implementation of a policy allowing chaperones to turn away any students deemed "not adequately clothed."

The majority of students reacted negatively to this policy, as 82 percent of responses to a Phillipian survey were opposed to the stricter regulations.

Andover history was made only a short few two weeks later when Andover's Gender and

Sexuality Alliance (GSA) celebrated its 25th anniversary with its first ever Gay Pride Parade. Along with the parade, the Addison Gallery of American Art held an exhibit showcasing artwork by several LGBTQ artists, as well as a presentation and film screening by Mickalene Thomas, a New York-based filmmaker.

November featured one of the more memorable All-School Meeting (ASM) lectures of the year, as Hafsat Abiola '92 returned to campus to discuss her upbringing in Nigeria and the difficulties she has overcome. Two days before Abiola's graduation from Harvard College, her mother, a human rights advocate in Nigeria, was assassinated. Two years later, Abiola's father, President-elect of Nigeria Moshood Abiola, died while imprisoned by an oppressive military regime. Abiola has devoted her life to the fight for civil rights in Nigeria.

That same week Abiola, along with George Church '72 and Frank Stella '54, were awarded with Andover's Alumni Award of Distinction. According to its statement of purpose, the award seeks to recognize and honor Phillips Academy or Abbot Academy alumnae/i "who have served with distinction in their fields of endeavor."

At around the same time, another famous figure visited campus. Paul Rusesabagina, the hero of the renowned film "Hotel Rwanda," came to discuss his experiences and role in the Rwandan genocide.

Rusesabagina was able to bribe the Hutu militants to leave alone the Tutsi refugees, in the process saving over 1,200 lives.

Just one week later came the highly anticipated Andover/Exeter Weekend for Andover athletes, which brought triumph for Andover Football. After the team's undefeated season two years after earning a 0-6 record, this year's Andover/Exeter matchup was one to see. With 31 seconds left in the game, Ryder Stone '14 carried the ball across the goal line, securing a 13-12 victory over Exeter. In the process, Andover ended its five-year losing streak against the Big Red. A week after Andover/Exeter, Andover Football carried its momentum into the NEPSAC Jack Ester Bowl, besting Brunswick 35-28 and capping off a perfect 9-0 championship.

After students went home for Thanksgiving Break a week after Andover/Exeter day, they were first greeted with a full lineup of final exams in the Smith Center. Because of last year's decision by the Andover administration to make three terms of equal length, Fall Term was confined to a mere two weeks, as opposed to the 12-week terms most Andover students were accustomed to. Given this change in routine, students grinded through Extended Period before Thanksgiving Break and drew a sigh of relief during vacation.

## New Wellness Center Named for Sykes

November 8, 2013



COURTESY OF ANDOVER.EDU

Construction of the Rebecca M. Sykes Health and Wellness Center will begin in September.

By PHOEBE GOULD

Head of School John Palfrey announced last Friday that the new wellness center will be named after Becky Sykes, former Associate Head of School.

The Board of Trustees unanimously voted in support of the building dedication on Friday morning. Palfrey announced the naming of the Rebecca M. Sykes Health and Wellness Center at the Trustee, Faculty and Alumni Council Dinner to a standing ovation.

"I was shocked and immediately dissolved in tears. My husband and Mrs. Chase had to remind me to breathe. The announcement was totally unexpected and beyond my wildest dreams," wrote Sykes in an email to *The Phillipian*.

Construction of the wellness center, intended to promote both emotional and physical health education, will begin in September 2014 and is expected to finish by December 2015. It will be located on Salem Street between Benner House and Bulfinch Hall.

Sykes, who received the McKeen Award last spring, was a proponent for greater diversity during her 40-year tenure at Andover, pushing for equal-opportunity policies for underrepresented students in her numerous positions on campus. She was also instrumental in the foundation of the Brace Center for Gender Studies and the Girls' Leadership Project (GLP). She began as a switchboard operator in February of 1973, eventually moving up to serve as Dean of Community and Multicultural Development (CAMD), Social Functions Director, House Counselor, Abbot Cluster Dean and, ultimately, Associate Head of School.

"I have had the privilege to be here all 40 years that she was here," said Elizabeth Parker Powell '56, trustee emerita and executive committee member of the Andover Development Board. "I think putting the name on the infirmary was a beautiful, meaningful, more than a gesture. It was really a recognition for what she had done for the school for those 40 years."

years."

The new Wellness Center will be one of the few spaces on campus named for a woman and the only one named for an African-American woman. "While the naming is a tremendous acknowledgement of one individual, it is also a great symbolic gesture to reflect how diverse the community has become over time," said Sykes.

In September, Sykes departed Andover to become the first President of the Oprah Winfrey Charitable Foundation. She and her husband, Elwin Sykes, faculty emeritus, have spent three weeks at the Oprah Winfrey Leadership Academy for Girls in South Africa (OWLAG) and flew in specifically for Friday night's dinner.

"I am taking a tip from Mr. Palfrey's first year by doing a lot of listening," wrote Sykes of her new position. "The school is the single most important initiative that is supported by the foundation."

Sykes overviews the strategic vision of the school, which is to provide an excellent university preparatory program for girls from economically disadvantaged backgrounds.

"Now that we have been on the campus for three weeks, I can immerse myself in all aspects of school life," Sykes said. "Just before we left town eight days ago, we attended a small local fair at which the school's marimba band played. I've also observed students make presentations on business and attended arts performances."

Many of the girls at OWLAG have difficult family circumstances and the foundation works to provide moral and financial support to help them complete both high school and university, continued Sykes. "I was responsible for all the areas of student life when I was at Andover. The work we do in student life in Phillips Academy and at OWLAG is essentially the same—it complements



AWESTFALL / THE PHILLIPIAN

**Becky Sykes, former Associate Head of School.**

the academic program and makes it possible for students to focus on their studies," said Sykes.

Sykes is already in the midst of coordinating wellness workshops for OWLAG students and faculty to occur on their campus this July. The workshops will be the first phase of the leadership program Sykes will develop. "The workshops are meant to help students develop and refine coping mechanisms. These skills are important for anyone, but especially for those with leadership aspirations," said Sykes.

Palfrey has yet to name a successor to fill the position of Associate Head of School since Sykes's departure.

Calling Sykes "irreplaceable" in an interview with *The Phillipian* last spring, Palfrey said, "I think that when anybody has been here for 40 years and done such an amazing job as Mrs. Sykes has, the job sometimes comes to describe the individual or to be built upon the individual strengths of that person."

"I will always be indebted to all in the Andover community for what they have taught me, but none more than the generous donors who have and will give selflessly to a project to which they were entitled to affix their own names. I want to thank them in particular for their powerful example of 'non sibi,'" said Sykes.

## First Dance to Separate Juniors and Upperclassmen

September 18, 2013

STAFF REPORT

The first dance of this year will be segregated by grade, with ninth graders in the Underwood Room and the rest of the school in Borden Gym, said Chris Capano, Student Activities Director.

"Starting school here as a new ninth grader is a huge change, and we're trying to make that change less sudden and jarring...We thought we could have a dance where the ninth graders could meet each other and get to know each other as their ninth grade classmates," Capano said.

The idea for a separate dance came up at the weekly Deans' meeting on Monday morning that included Deans, advisors, Academic Skills Center counselors, Graham House counselors, Isham nurses, adult members of

Student Activities, and other school officials. After consulting the Student Activities Board (SAB), Capano decided to change this week's dance.

"I talked about it with the Student Activities Board last night [Tuesday], and no one seemed to think it was a horrible idea, so we thought we'd try it, and see how it goes," Capano said.

The dance was not directly part of an effort to counter or solve "hook-up culture," and discussion of the hook-up culture did not come up during the Monday meeting, but "might be a small part of it in the background," said Capano.

"No one was ever like, 'We have to save these kids from the older kids,' it was like, 'Let's give them a chance to do something on a smaller scale,'" Capano said.

## Sex Ed Program Reevaluated

November 8, 2013

By RANI IYER

Twenty-eight percent of Andover students have had sex, 42 percent have engaged in oral sex and 20 percent are in committed relationships, according to the *The Phillipian's* 2013 State of the Academy survey. Despite metrics that indicate a high number of students who are sexually active, no more than seven hours of a student's Andover career is dedicated to sex education.

Although no concrete plans have been made for a full sex education course, Andover's Sex Education working group—a group of faculty created last spring to discuss potential changes to the sex education curriculum at Andover—is currently evaluating and crowdsourcing improvements to Andover's sex ed program.

Andover students who enter as Juniors or Lowerers receive sex education in one class of Physical Education (PE), three Lower Personal and Community Education (PACE) classes, Biology classes and dorm meetings about room visits, according to Dr. Amy Patel, Medical Director of Isham Health Center and member of the Sex Education working group.

Students who enter as new Uppers, Seniors or Post-graduates (PGs), however, do not attend the PE sex ed class or PACE classes. Additionally, day students do not take part in the room visiting meetings, which are supposed to offer a safe space to discuss healthy relationships, according to Patel.

"If we value sex education and sexual health within our community, we have to determine a reasonably consistent way to have people experience that curriculum...I think we owe it to everyone in this school to have those experiences," said Frank Tipton, member of the Sex Education working group and Dean of West Quad North Cluster.

Last spring, the working group adjusted the PE sex ed class to encourage discussion about Andover-

specific situations. The class now lasts a double period and uses statistics on sexuality at Andover taken from a school-wide health survey, according to Katherine Vozeolas, Director of Nursing at Isham.

The working group worked with dorms to standardize and broaden the reach of sex ed resources, according to Patel. Last spring, Isham nurses held a second room visit discussion at Stimson House to discuss issues of sex, sexuality and contraceptive services offered by Isham.

"I think [the Isham talk] was really helpful, because a lot of the times when it's being led by House Counselor, it's hard because they're so involved with your lives, so it was a good balance between getting the information and not actually having the house counselors there," said Melanie Oliva '14, a proctor in Stimson.

Other dorms, including Fuess, are planning a second sex education discussion independent of the sex ed working group to further the conversation on self-respect and sexuality within the dorm. The discussions, conducted in small groups by the proctors, hope to be another comfortable place for students to discuss their questions about sex and sexuality on campus, according to Harry Wright '14, a proctor in Fuess.

Sex ed extends beyond the classroom or dorm and into Isham's clinical realm. Before being prescribed birth control, female students discuss their decision to have or not have sex with an Isham Nurse Practitioner.

"Some students don't feel that they can have that conversation with any other adult, and that's a safe, confidential space for them to do be able to do that. And at the end of the conversation, they might say, 'I don't think sex is for me,' or they might say, 'I'm really ready and committed and feel really comfortable and sex is the right option for me.' So whatever choice they make, we want them to make the safest

choice possible," said Patel.

Patel said that the lack of precedent is the biggest challenge facing the working group.

Though no formal plans have been made, the administration is considering creating sex ed through requirements in an online sex education course that students could complete in modules, allowing students who enter at any year to take the course.

"If we might be able to do some of the more biological or the nuts and bolts discussions or education online, then some of that time that teachers and students are in a room together can be used to take that conversation to the next level," said Patel.

Tipton said, "It feels a little bit like we've got these puzzle pieces scattered around, and we haven't yet created a comprehensive image and then we have to pull those pieces together. And by pulling those pieces together, we can also identify what's missing and we can decide what, as a community, we really care about."

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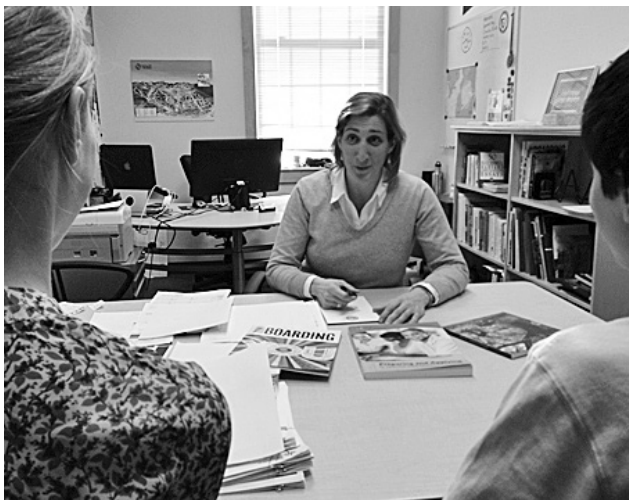
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# FALL TERM IN REVIEW

## Shuman to Slow Fall in Admit Rate

September 14, 2013



COURTESY OF MEADOWBROOK SCHOOL

The Admission Office relies on primary school guidance counselors to pre-screen applicants.



E.AVVAKUMOVA/ THE PHILLIPIAN

Jim Ventre, Dean of Admission and Financial Aid

By JANINE KO

Standing at a historic 13 percent, Andover's acceptance rate continued its downward plunge with the 236th admitted class, securing the Academy's place among the most selective private secondary schools in the nation.

For the first time, the Admission Office is now actively seeking to halt what has been a continual decrease in its acceptance rate by controlling the size and quality of its applicant pool.

"We're concerned that if that admit rate continues to drop, students who otherwise might like to take the chance would look at that statistic and say, 'I don't believe I would qualify. I'm probably not going to get in,'" said Jim Ventre, Dean of Admission and Financial Aid.

"At this stage, at this level, for the recruitment we're doing for students to come to Andover, typically 8th graders or 9th graders, what we're trying to do is hold the admit rate about the same," Ventre continued.

This shift in outlook is intended to attract students from "non-traditional" backgrounds. A "non-traditional" student is one who has no connection to or experience with Andover, said Ventre. He also stressed that these are not exclusively students from minority racial or socioeconomic backgrounds, but simply those who have no prior knowledge of boarding schools and thus may not understand the kinds of students Andover accepts.

"As they review our materials and they see that Exeter has a 20 percent admit rate, and Andover has a 13 percent admit rate, their sophistication about who we are [as a school] is not clearly defined yet for them," said Ventre.

Knowing little about Andover's holistic evaluation process, even qualified newcomers may turn away from a school that they deem "too selective" based on the acceptance rate alone, Ventre said.

"They're not able to describe our contextual approach to admissions that might actually make them a perfect candidate for Andover," said Ventre. "The idea is that we have to be mindful of the sensitivity of those newcomers to our admit rate."

This new admission goal was made public this past June by Head of School John Palfrey during his State of the Academy Address during Alumni Reunion Weekend.

"I'm a little less concerned about the numbers than I am about the quality," said Palfrey. "So I might

shift the focus away from the quantitative side to the qualitative side."

"I would try to focus more on getting the kids who we think will be a great fit to apply, rather than trying to get the greatest number of kids to apply. Because when we have kids that we don't admit, of course we have to send them a no thank you letter which is quite painful," he said then.

Restructuring the admissions model to allow targeted recruiting of candidates who might "fit" better in the Andover community has been in the works since at least 2007, and is executed through a dual approach: narrowing the pool of applicants and expanding the network to Andover representatives.

Narrowing the Pool

The Admission Office has increasingly relied on school guidance counselors to pre-screen potential applicants that meet with the Admission Team, said Ventre. When the Andover Admission Team makes its annual school visits, it will no longer give information sessions to an entire class of 30 to 60 students, but instead might meet with a select group of five to ten students, pre-picked by guidance counselors at the school.

Andover will, however, continue to hold general information sessions in the evenings open to the public, in order to avoid excluding the "diamond in the rough," said Ventre.

The Admission Office relies on "people who understand that there are certain characteristics in students that are more right for Andover [and] that fit more with our culture," said Ventre.

In order to help these counselors gain a clearer understanding of students who are "fit" for Andover, the Admission Office is in constant dialogue with middle and high school counselors, said Laurie Geromini, Director of Placement at Meadowbrook School of Weston, a K-8 school in Massachusetts that sends a few students to Andover almost every year.

The Admission Office shares subjective variables with counselors so that they are better equipped to pre-screen their school's prospective applicants. "For example, they say, 'Well, we're looking for kids that have a positive self concept, that have leadership experience, that have a realistic self appraisal, that they have long term goals.' They make it clear they are looking for kids that can handle a large school, that they can go in as a ninth grader and navigate a school like PA without a tremendous amount of support right away," said Geromini.

In some cases, these con-

versations are more specific.

"I catch up with Mrs. [Jill] Thompson, [Associate Dean of Admission,] and Mr. Ventre every year and they might say, 'We're looking for kids that are really excited about robotics this year.' They don't usually say things as specific as that, but they might mention, 'Here's where PA is right now and we really want students who understand who we are,'" said Geromini.

"I spend a lot of time on [my top students] and I try to do a pre-screen before I go ahead and give them the green light to make an inquiry to PA," said Geromini.

Expanding the Network  
The office has significantly increased the number of Alumni Admission Representatives (AARs) and "kid-people" working to broaden Andover's reach without needing to add extra traveling staff. The Andover Admissions network now includes 1,600 individuals working to build relationships with potential applicants.

In an effort headed by Bill Leahy, Director of Admission, Andover's AAR network has increased by 120 percent since 2007. Through targeted recruiting of alumni who graduated five to ten years ago, the AAR network has increased to 720 alumni in 45 states and 41 countries who now conduct about 900 interviews a year, approximately 25 percent of all interviews.

"The alumni can help those families figure it out if Andover could be a fit," said Leahy. "Yes, we get more applications than any other secondary school, but Mr. Ventre is really focused on getting quality applications. We want applications from kids that are competitive, and truly think Andover is a good fit. We don't need to say no to more people. We say no to enough people as it is."

In addition, Andover has nearly tripled its network of "kid-people," teachers and placement counselors who are familiar with Andover and its admission process, in the past four years. These individuals help introduce potential students to Andover. There are now 900 such teachers and counselors associated with Andover, said Ventre.

"Lots of families do not have the resources to come to campus, and we want to make sure that they have the same opportunity to enter into the process of getting to know Andover as the kids who have the financial resources to tour," said Leahy.

## Administration Enforces Restrictions on Grinding and Attire at Dances

October 11, 2013

### STAFF REPORT

A recent administration decision to explicitly ban students who are grinding or "not adequately clothed" from school dances elicited widespread controversy across campus, with 82 percent of surveyed students in opposition to the decision, according to a survey sent to students by *The Phillipian* earlier this week.

As of last Saturday, students grinding will be asked to leave and have a conversation with their Cluster Dean, House Counselor or Advisor. Those wearing inadequate clothing will be turned away or sent home to "cover up," said an email Paul Murphy, Dean of Students, sent on Saturday morning. The behavior guidelines are not, in fact, new. Chaperones in the past have turned away students dressed inappropriately at dances, though the rule was not widely enforced or explicitly stated until Saturday morning, said Murphy in an interview with *The Phillipian* last Saturday.

The clarified restrictions have drawn much opposition from students, who are overwhelmingly against it, according to *The Phillipian*'s survey.

Of the 672 students surveyed — 357 females and 311 males — 82 percent were opposed to the ban on inadequate clothing and sexually suggestive dancing.

In the free response sections, many students expressed concern that the terms "inadequate clothing" were too vague, and would overwhelmingly result in punishing female students only. "At a school that is progressive enough to let the students choose the dress appropriate for class without a dress code, it is setting a double standard that we are not allowed the freedom to dress as we want on the weekends," wrote one respondent. "[The policy of turning inadequately-clothed students away] is not about shaming people as they come to the dance so they have to leave, it's so that they make a better decision before they even come in the first place," said Murphy.

Responding to the ban on sexually suggestive dancing, students conceded that while grinding often makes chaperones and other students uncomfortable, prohibiting it will do little to resolve underlying pressures for students to "hook up."

A respondent wrote, "I understand how students dancing in a sexual way could make teacher chaperones uncomfortable. But I don't necessarily think ban-

ning grinding is the answer. If the reason for banning grinding is to stop students from casual hookups I don't think that is not going to stop hooking up."

A different respondent wrote, "I strongly object to the idea that grinding shows a lack of self respect. If I choose to participate in a type of dancing that I enjoy, I am showing nothing but self respect."

Saturday's email also sparked discussion on hook-up culture and the administration's steps to address it. Thirty-five percent of surveyed students believe the "hook-up" culture is a problem at Andover. Forty-five percent of female respondents and 23 percent of male respondents find it problematic. The percentage of students who believed that "hook-up culture" is problematic increased by grade level. Twenty-three percent of Juniors surveyed believe the hook-up culture is problematic, in contrast with the 40 percent of Seniors surveyed who believe the same.

Eighty-two percent of students oppose separate dances for upperclassmen and underclassmen. Students who indicated that the hook-up culture is problematic were more supportive of the dresscode restriction, grinding ban and grade-separated dances. Seventy percent oppose the dress code restriction, 73 percent oppose the grinding ban, and 77 percent oppose grade-specific dances.

"I'm sure everyone, including freshmen, is capable of making their own decisions. The school shouldn't try to make decisions for us. Besides, if it's going to happen, trust me, the school won't be able to stop it," wrote a female survey respondent. Because all school events are chaperoned by faculty members, Murphy said a key factor in the decision was chaperones' comfort levels regarding inappropriate dancing.

"Some people will say, 'I'll chaperone a movie, I'll chaperone a trip to the Loop, but I will not chaperone a dance, I don't want to be put into that position,'" said Murphy.

In contrast with the overwhelming student disapproval of the change, 82 percent of the 167 faculty and staff surveyed—101 females and 66 males—supported the ban on grinding. Sixty-seven percent supported the dress code restriction. A majority of 62 percent, however, do not approve of separate dances for upperclassmen and underclassmen.

Eleven percent of faculty are current dance chaper-

ones, and 30 percent were chaperones in the past. 59 percent have never chaperoned a dance while at Andover.

Current faculty dance chaperones supported the grinding ban with a smaller majority of 73 percent, and were evenly split on support for the dresscode restrictions. However, 83 percent of former dance chaperones and faculty who had never chaperoned a dance supported the grinding ban.

A faculty respondent wrote, "I believe many girls on campus think of underdressing as empowering and feminist, but ignore the image they project. They reinforce the image they are fighting, and are a bad influence on younger girls who think they must do this to be cool." Seventy percent of faculty who had never chaperoned a dance and 65 percent of former chaperones supported the dress code restrictions.

"I think it is hypocritical of the faculty to monitor dances in this way when we allow closed door parietals. It seems we are less concerned with what might actually be going on between students than with whether or not we have to deal with it directly," a faculty survey respondent said.

Seventy percent of all faculty and 84 percent of current faculty dance chaperones believe that the hook-up culture is problematic on campus.

"[There is] the rather disturbing belief that because students are 'attending one of the greatest prep schools in the world', to paraphrase the Co-Presidents, they are somehow more mature than they really are... Just because we have a lot of smart people here doesn't mean that our student body is ready for a lot of the behaviors they are engaging in," said a faculty survey respondent.

The decision was made "given conversations that the Cluster Deans and others have had with students and faculty chaperones," read the email, which was signed by the Cluster Deans and the Community Health Team.

"This has been an open question for years, and some of us felt that we should just at least take a stab at saying something, and not just hoping nothing bad happens and that people are comfortable," said Murphy in an interview. "Some people have said, 'Does the school have the right to tell us how to dance?' Well yes, we do, it's a private institution, we tell you guys to do a lot of things and you do it," Murphy said.

## In Spirit of Non Sibi, Math Department to Partner with Khan Academy

September 20, 2013

By MADELEINE MAYHEW

Bill Scott, Instructor and Chair in Math, announced on Thursday that Andover's Math Department will partner with Khan Academy to create a calculus course for the website, offering free video lessons and practice problems online.

"We are a private school with a public purpose. It has been in our charter forever, and if we are truly a private school with a public purpose, then it is our duty to go beyond the walls of our school," said Scott. "The opportunity through the platform of Khan Academy to provide our calculus curriculum outside the 'Andover Bubble,' would allow us to hit the world for free, which is very much in the spirit of Non Sibi."

This partnership has been in the works since last Spring after Sal Khan, founder of Khan Academy, visited campus. Following the visit, the math department began to write calculus problems, 150 of which were uploaded to Khan Academy this summer as a trial.

The tremendous success of those initial trial problems are the foundation for this new partnership, as Andover's calculus content got hundreds of thousands of views without any promotion at all. Although August is Khan Academy website's slowest month, the problems got 120,000 hits from 12,000 people. Statistically speaking, this means that 12,000 unique visitors went online and tried 10 problems each, on average, according to Scott.

"We just put the problems online and collected data. I think that speaks for itself for how successful this partnership could be," said Scott.

Andover's calculus courses have long been a strength of the Math Department. This past year, 90 percent of Andover's BC Calculus students received a 5, the highest grade possible, on the AP Exam. Nationally, that percentage stands at around 45 percent of all students who take the AP.

Nevertheless, the success of the summer trial might promise greater benefits for the Math Department, as Khan Academy's high traffic can

allow for more in-depth analysis of the strengths and weaknesses of the department's curriculum.

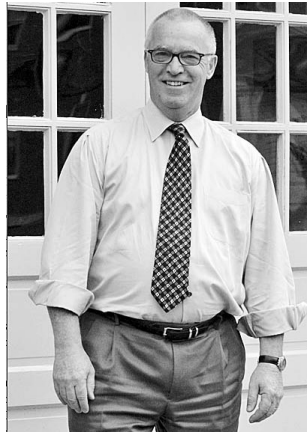
"Khan Academy just provides such a wonderful platform for constructive analysis," said Scott. "The metrics are incredibly helpful."

Scott also hopes that the Math Department might be able to eventually get rid of textbooks and put all of its resources online.

This past summer, Scott and Chris Odden, Instructor in Math, traveled to California to attend a teacher workshop with Khan Academy. There they held meetings to discuss a partnership in which Andover would provide calculus content.

Although Scott was enthusiastic about the idea, he said Andover would collaborate only under the condition that there was a consensus within the Math Department itself, since the faculty would be creating the actual calculus content.

This collaboration is one of many other partnerships that may extend the reach and influence of Andover's calculus content beyond campus. Allan Scheier, former



T. JOHNS/ THE PHILLIPIAN

Bill Scott, Instructor of Math and Chair of Math Department

Visiting Scholar in Mathematics from Lawrence High School, is teaching BC Calculus at Lawrence High School, and Andover is supporting his efforts to try to provide a Distance Learning Scholar Program, according to Scott.

"Our goal is to provide both graduates of the Mathematics and Science for Minority Students (MS2) Program and also students of Lawrence High School with an online calculus option during their Senior year of high school at their home schools," said Scott.



# WINTER TERM IN REVIEW

## Winter Term Brings Weather Trials, Job Turnovers and HOSD Tweets

By SHARAN GILL

Bundled in winter coats, gloves and hats, students returned from Thanksgiving Break for 15 days of classes in the cold weather. During that short period of time, “Out of the Blue,” a 223-page book and Community and Multicultural Development (CAMD) student project, was distributed to all students, faculty, administration and staff. The book, which includes poems, stories and essays, explores topics such as race, class and gender, conversations about which have permeated the Andover campus.

A few weeks later, instead of experiencing an easy travel back to Andover after Winter Break, nearly 100 students around the globe faced travel delays, missed flights and long bus rides as Nor’easter Hercules rampaged through New England with snow and icy temperatures.

As the month of January passed by, members of the Andover community celebrated Martin Luther King, Jr. Day with Maria Hinojosa, four-time Emmy Award-winning journalist. Hinojosa spoke at a special All-School Meeting (ASM), describing the stories of struggling immigrants in America and imploring students to educate themselves to help those affected.

Junius Williams, author

and community activist, also visited campus this winter as the keynote speaker for African Latino American Society’s (Af-Lat-Am) annual Black Arts Weekend. Williams shared his experiences of living in a segregated country and then joining resistance efforts to combat such discrimination.

Andover celebrated Wellness Week in late January with another ASM speaker, Dr. Catherine Steiner-Adair, who spoke about technology and the negative effects of social media. She urged students to limit their time spent with technology.

While Steiner-Adair cautioned against technology, Andover embraced it throughout the term. The Oliver Wendell Holmes Library (OWHL) debuted an updated website featuring more organized information and resources for research. Alexis Ohanian, co-founder of Reddit, and Jessica Livingston ’89, founding partner of Y Combinator, visited campus to share their experiences and give advice based on their successful entrepreneurial careers working with the Internet.

Winter Term also brought many turnovers in positions. After Peter Washburn, Instructor in Math, announced a two-term leave of absence, the Crew program searched for a new director. Stewart MacDonald, two-time Olympian and father of Dylan MacDonald

’13, was tapped to take over the Boys Crew program. Additionally, Football Head Coach and Instructor in Physical Education Leon Modeste was chosen to succeed Mike Kuta as Athletic Director. After a national search, Thomas Lockerby was chosen to replace Peter Ramsey as the Head of the Office of Academy Resources.

In the middle of February, the school rejoiced when John Palfrey, Head of School, waved his squash racket in Paresky Commons, declaring his second Head of School Day (HOSD). The announcement was preceded by much speculation and anticipation, as seen through a social media frenzy, mostly on Twitter, in which Palfrey himself took part. This year, HOSD was unique as it awarded a four-day weekend to a weary Andover community.

The success of HOSD inspired an addition of two four-day weekends to next year’s academic calendar, one in the winter and one in the spring.

The Addison Gallery of American Art also found a reason to rejoice in the dead of winter, when it completed its seven-year, \$30 million fundraising campaign. The money will go towards museum renovations and the museum’s endowment, affording the museum financial security for years to come.



E. KAUFFMAN-LADUC / THE PHILLIPIAN

The Andover campus was blanketed with snow throughout most the winter.

## Frozen at Home Snowstorm Leaves Nearly 100 Students Stranded Around the World

January 10, 2014

By SAM COHEN

Confined to her Chicago home by cancelled flights and temperatures dipping below negative 40 degrees, Victorian Bian ’15 was forced to drive for 16 hours to reach school before the bell rang at 8 a.m. on Tuesday morning.

Bian was one of the approximately 100 student who were stranded at various airports across the world on Monday, unable to return for the start of classes in the wake of Nor’easter Hercules, the

snowstorm last Friday that suspended most air travel on the East Coast.

Most of the 100 students have now arrived on campus, but about 10 or 15 are still trying to catch a flight back and should make it to Andover by the end of the week, said Paul Murphy, Dean of Students.

“This happens often around breaks when everyone is coming back at the same time. When the storm hit last Thursday and Friday, it started this chain reaction that was made worse on Monday and Tuesday. And kids that normally are coming from all over the world to travel back to school couldn’t get back,” said Murphy. Nevertheless, the first classes of 2014 began on Tuesday without the stranded students.

“I think there really isn’t much accommodation, perse. Students obviously will have to work with teachers to make up work that they may have missed, but teachers tend to be fairly flexible about that. It’s something that

is beyond the student’s control in terms of getting back,” said Murphy.

The Office of Physical Plant (OPP) had little trouble clearing paths after the storm because of the reduced traffic around campus during the vacation, said Tom Conlon, Director of Public Safety.

“The ice isn’t too bad, because we were lucky [Tuesday] night. We thought the grounds crew was going to have to be in here early [Tuesday] morning to sand. I think they put salts at a few different spots, but most of the rain had dried out, so the ice isn’t much of a problem,” said Conlon.

Murphy said, “It’s really about watching the weather, trying to anticipate when people need to come in. Sometimes they [OPP] need to come in early in the morning, or sometimes late at night depending on when the storm comes. They do this essentially all winter, so they are pretty good trying to figure out how to respond to what happens.”

## “Coach Mo” to Succeed Kuta as Athletic Director

January 24, 2014

By EJ KIM

Leon Modeste, Head Coach of Football and Instructor in Physical Education, known by many as “Coach Mo,” will serve as Athletic Director and Chair of the Physical Education Department for a six-year term starting this July. Modeste will succeed Mike Kuta, current Athletic Director.

Since coming to Andover in 1986, Modeste has served as the Head Coach of the Varsity Basketball and Football teams and the Assistant Coach of Varsity Lacrosse. He previously worked as Athletic Director at St. Anne’s School in Brooklyn and the YMCA in New York City.

This year, Modeste led the Varsity Football team to an undefeated season and a comeback New England Championship victory. As Athletic Director, Modeste will continue coaching football. “I think it’s important for the Athletic Director to be hands-on with kids and get on those bus rides that take all day. But [football is] also one of my passions,” he said.

“The best part of being Athletic Director is the amount of kids you get to interact with. That is amazing. I like to sit there at the window at 3 p.m. and watch all you kids start to come over to the gym and that never gets old,” said Modeste.

One of Modeste’s main priorities as Athletic Director will be working on preliminary plans for renovating and constructing a new athletic facility.

“The Borden Gym has been here forever. We don’t have enough basketball court space [or] squash courts. We need a new pool. We also need dedicated areas so that our wrestling and dance programs can oper-

ate at the same time,” said Modeste.

During Modeste’s previous term as Athletic Director, he oversaw renovations to the athletic facilities and expanded Andover’s athletic offerings to include LIFE sports.

“[Modeste] knows the school, and he knows what it means to be an athlete at this school; he knows what it means to be a coach at this school; he knows the ebbs and flows of the school,” said Karen Kennedy, Athletics Scheduling Officer and Instructor in Physical Education.

Rob Needham ’15, Varsity Football Captain for the 2014–2015 Season, said “[Coach Mo] shows up every day for practice with a smile and excitement. I’ve never seen him give anything but constructive criticism if someone messes up.

A search committee led by Patrick Farrell, Dean of Faculty, interviewed a pool of candidates. Other members of the committee included Deborah Chase, Instructor in English, Kate Dolan, Dean of West Quad South Cluster and Instructor in Physical Education, Christopher Gurry, Instructor in History, and Carmen MuñozFernandez, Instructor in Spanish.



J. SCHMITT / THE PHILLIPIAN

Leon Modeste is known as “Coach Mo.”

## Andover’s Progressive Reputation in Practice? LGBTQ Athletes’ Experiences Vary by Team

February 7, 2014

By ERICA SHIN

Alyssa Augustin ’15 boldly faces off against challengers on the wrestling mat, pinning her competitors with precision and skill. To anyone who watches her wrestle, the first word that comes to mind is “athlete,” not “lesbian.”

In the athletic community, Augustin is a wrestler. Race, religion, gender and sexuality are all labels that fall away once she steps onto the mat. At a school like Andover, Augustin can be accepted as just another athlete without having to face discrimination or bias based on her sexual orientation. However, Augustin’s experience was not always as smooth or accepting.

In an interview with *The Phillipian*, Augustin spoke about the differences between her middle school experience in Boonton, New Jersey, and her time at Andover, highlighting some of the discomfort she felt when participating in athletics back home.

“I wasn’t out then, not even to myself. My middle school was awful for a number of reasons. Mostly it was kids being racist and homophobic because they somehow thought that they were being funny,” said Augustin.

Now, Augustin competes at the Varsity level on Andover’s mostly-male wrestling team, and she finds the experience to be a vast improvement from middle school.

“Coming to Andover was a really weird contrast. People didn’t say horrible things at the lunch table or even in private. I probably came out to myself here because not only was it a fresh start to be myself, but also because there was a lot less pressure to avoid being the kid everyone was putting down, because that just doesn’t happen here,” Augustin said.

One of only four girls on the team, Augustin was named New England wrestling champion last year after she ousted every other girl in the league. Before this year, Augustin was the only girl on a co-ed team of around 30 athletes.

Despite the predominantly-male nature of the wrestling team, the captains and the coach work hard to ensure that Andover Wrestling is a safe environment that respects the individuality of all of its members.

“My coach, at the beginning of the year, will say: ‘If



A. JONAS / THE PHILLIPIAN

Alyssa Augustin ’15 crouches into her position for her wrestling match.

you come on this team and you wrestle and you’re trying hard, you’re a wrestler,” and he demands respect for every teammate, regardless of sexual orientation or gender,” said Augustin.

Not all athletes at Andover have had the same experience, however, and the acceptance of LGBTQ students varies between teams.

“I’ll never forget when the hockey team staged a homophobic skit at the A/E pep rally,” said Ben Talarico ’11, a cross-country and track runner who was openly gay during his time at Andover.

Incidents like these still occur and have occurred recently, despite Andover’s progressive nature, according to Sean Burkitt ’14, Co-Captain of Varsity Nordic and Varsity Cycling at Andover. He says these incidents can pass by without remark.

Kayla Thompson ’15, a member of Varsity Softball and a lesbian athlete, added, “Perhaps if Andover was more open about talking about heteronormativity or microaggressions, then they would happen less.”

Many LGBTQ athletes, though, would describe their experience with the athletic department as accepting and non-discriminatory, an improvement for students—like Augustin—who come from more judgmental athletic communities.

“We have a school that is intentionally diverse, and within our community bubble, I think that part of coming into the bubble is you agree to accept people that are not like yourself,” said Peg Harrigan, current Gender and Sexuality Alliance (GSA) faculty advisor.

Despite this notion, students and faculty alike have expressed opinions similar

to Thompson’s and have stressed the importance of discussion of the issue on campus, whether it is discussion between coaches and captains, captains and teammates or coaches and the team.

“On my teams, I remember my coaches always set a clear standard of respect among teammates. Kate Dolan and Martha Fenton were strict in the best way possible—about the fact that to be a member of their team(s), we had to respect one another. I think that standard breeds a culture of loyalty and trust that gets passed down from coaches to upperclassmen to underclassmen,” said Avery Stone ’10, a lesbian athlete who was out at Andover, in an email to *The Phillipian*.

While Andover has worked to create athletic teams on campus that make LGBTQ athletes feel safe and accepted, there seems to be progress to be made still in the field of discussion and comfort for all athletes.

“We had a conference a few years ago in which we had a discussion about LGBTQ athletes, and we had a lot of team captains and coaches there, and one of the most important messages that the speakers gave was that you have to actually say the word ‘gay.’ You have to say that, ‘It’s okay to be gay on this team,’” said Frank Tipton, former GSA faculty advisor.

Stone added, “Because athletic women are often stereotyped as gay, there can be a sort of ‘guilty by association’ philosophy in that women want to defy the stereotype by proving their heterosexuality.”

Oftentimes, athletes are pressured to act “more



# WINTER TERM IN REVIEW

## The Price of an Andover Education: Three Students' Difficult Transitions to Andover

January 31, 2014

By **KAILASH SUNDARHAM**

David Gutierrez '15 smiles and greets everyone he sees as he walks between classes. Gutierrez is an integral member of the Andover community, but his journey to Andover, which began 12 years ago, has been anything but average.

David Gutierrez's family has held political asylum in the United States since they immigrated here from Colombia in 2002. His father, Jairo, works as a housekeeper, while his mother, Luz, is a caregiver in a Senior Center. They rent a small apartment on Rogers Street in Hightstown, NJ. Amidst these trying circumstances, Jairo and Luz see boundless opportunities in education for Gutierrez.

"I expect you to go way above your father and I did in Colombia," said Luz Gutierrez in a phone conversation with her son and *The Phillippian*. "Hopefully, you go to university and get a doctorate. If you don't succeed above us, then we just wasted our time here."

After immigrating to the United States from Colombia, Gutierrez attended Grace N. Rogers Elementary in 2002, where he first learned English and began to excel in academics.

In eighth grade, a teacher saw potential in Gutierrez and encouraged him to apply to Peddie, a private boarding and day school in Hightstown. His financial situation, however, barred him from admission.

"At the time, we weren't likely to admit him because our budget was limited. A large part of this was due to the recovery period after the market crashed in 2008, so the financial aid budget was returning to normal," said Dana Brown, who interviewed Gutierrez then. Brown is the former Peddie Admissions Officer and currently the Senior Associate Director of Admissions at Hotchkiss.

Brown suggested Gutierrez apply to Andover, a need-blind school that could take on his financial situation, so Gutierrez spent his ninth grade year at Hightstown High before applying to Andover as a repeat Junior.

"I filled out the forms [my parents] were supposed to fill out because they were too busy working. I'm guessing that curiosity and pride motivated me to come. I read that Andover was the most prestigious private

school. And for a kid with no funds, this sounded like the complete opposite of what I was used to," said Gutierrez.

### The Chance

Gutierrez is afforded the opportunity to attend Andover because of its need-blind financial initiative, which provides 47 percent of Andover's student body with some form of financial aid, and 13 percent with full scholarships. Gutierrez is one of the 13 percent. He is a full-aid student.

The need-blind initiative that supports Gutierrez took root in the Andover's 2004 strategic plan, which emphasized re-examining the school's founding mission to educate "youth from every quarter." Since 2007, no student has been denied admission because of his or her inability to pay, said Jim Ventre '79, Dean of Admission and Financial Aid.

The Financial Aid team at the Admission Office does its best to make sure that students like Gutierrez do not feel ostracized. Students on full financial aid are provided computers, a support group that meets monthly and a weekly \$20 allowance. In addition, they are given aid when traveling on school-sponsored programs or trips during breaks.

If students ever feel that they're lacking something, Financial Aid allows them to reallocate funds to purchase essential items. Last winter, for example, the team helped Gutierrez purchase a pair of boots outside of his allowance for the cold winter months. He recounts, however, that his purchase came out of his allowance for other expenses, such as travel compensation for his parents.

"[Need blind is] very powerful not only for financial aid students, but also for full-pay students. For full-pay students, they're admitted on the merit of their application, not because they can pay. That allows for a diverse community where students are valued on their contribution and their talent and not on their family's background," said Ventre.

But as hard as the financial office tries to make full-aid students feel at home, some such as Jason Young '15, feel uncomfortable with class differences at times.

"There have been times where classmates are going on vacations and I have been invited, but because my parents cannot pay for a ticket,

I have had to decline. Or when I was in the Den during lunch and a commercial for, what I believed to be, very nice and rather expensive suits had come on and a group of students laughed about them being for poor people," said Young.

Across campus, he noted, students flaunt their \$1300 Macbook Pros, while full financial aid students use \$540 Dell E6420s provided by the school.

"In French House, there were four of us with the very same laptop, but all of the guys in the dorm didn't care, but when it got into classrooms it became very different. Everyone would have their MacBooks and then there would be two or three of us in a class with the laptops and people would ask, 'Why do you all have the same laptops?'" said Young.

For a student on full financial aid, a smartphone is also sometimes simply out of reach. Even if the student received a free smartphone on a two-year contract, a \$40 monthly data plan would require two weeks of school allowance each month.

### The Social Adjustment

"At the beginning, it did feel like I was an outsider. I remember meeting only two kids that I could instantly relate to, Benny Ogando '15 and Jason [Young]. Everyone else seemed to be the opposite of me," said Gutierrez.

Ogando, from Bronx, NY, and Gutierrez were paired as roommates in French House, a Junior Boys dorm. They grew close with another financial aid student in their dorm, Young. Immediately, the three were wary of the differences between themselves and other Andover students.

While Gutierrez wore his best Hollister and Abercrombie & Fitch attire for matriculation, his peers wore Brooks Brothers and Vineyard Vines, brands Gutierrez had never heard about before coming to Andover.

Young said, "When some of the other guys walked up [in orientation] with their salmon shorts and pants, the first question I had asked was, 'What are those? Why would anyone want to wear pink shorts? Why are they so short?' Coming from the Detroit area where a pair of baggy jeans or shorts that go below your knees was normal, this was the most foreign thing to me."

"But what really shocked me was the difference in the price of these shorts and other accessories in comparison to my own. After seeing the Brooks Brothers website, I wondered: why would I pay so much for a pair of shorts or boat shoes that didn't even look that cool?" he continued.

Kids at Andover often seemed to not use the same language as Young, Gutierrez and Ogando; they seemed to abide by the Oxford English Dictionary, not the Urban Dictionary



E.KAUFFMAN-LADUC/ THE PHILLIPIAN

### David Gutierrez '15, Benny Ogando '15, and Jason Young '15.

online. Slang like "dough," "hit" or "goon" didn't make its way around campus. Instead, students used "cash," "creepy" or "socially awkward," said Gutierrez.

In Ogando's Bronx or Young's Detroit, students at parties would form circles around the best dancers, who would show off their latest moves.

"In Detroit, when my friends and I gathered to have parties, our idea of a good time was dancing. We really did not need to grind or go to dances with the goal of leaving with someone. Dancing was cheap and a good way to to have fun with your friends, and it has always been a huge part of black culture for those reasons," said Young.

At a stressful place like Andover, students don't have the time to engage in meaningful relationships, Ogando said. Students who had never even spoke with each other were hooking up after dances.

"[At home] you gotta sweet talk the girl, take her out, put in actual effort and then maybe you can get with her," said Ogando.

Just like Gutierrez and Young, Ogando feels separate from the Andover culture at times.

"I wasn't aware of is how 'clique-y' you can become. People will assume that minorities only 'like' hanging out with minorities but it's not true. We just feel sometimes that we can only [hang out with minorities]. That's not to say we feel like that all the time or that even all of us feel like that, but it does happen," said Ogando.

For Ogando, the workers at Paresky Commons have become his "family" on campus, he said.

"They are much underappreciated at this school. The Common's workers aren't maids or servants, they don't have to pick up your plates and napkins because you were too lazy or too privileged to pick them up yourself. They were wonderful when I first visited and have continued to just be amazing people overall whom I can converse with and have a nice and relaxing conversation that isn't always school related," said Ogando.

### The Academics

The misconceptions Ogando, Gutierrez and

Young face on campus are a small threat in comparison to the challenges they face in the classroom.

Even though Young attended a prep program called "Yes! for Prep" before attending Andover, he was shell-shocked academically when he came to Andover, "Speaking up in some classes is harder, because I am surrounded by people who have been groomed for this setting. Their parents have paid for them to take part in many of the discussions that we have in English, History or Rel Phil and for some of us financial aid students, that is intimidating that we may not have something as valuable to offer," said Young.

Former CAMD Scholar Angela Leocata '13, who wrote a paper titled "The American Reality: The Effect of Socioeconomic Class on the Educational Process," said, "Some kids at Andover went to schools that prepared them for prep schools. Other kids went to public schools. If you look at some public school systems, there's a gap in resources, a gap in the type of teachers who are teaching there, and there's a gap in school culture."

When Ogando attended Mott Hall III in the Bronx, he would often be the only student raising his hand, completing his homework and getting straight A's on his tests. When Ogando came to Andover, he realized that everyone raised their hand and completed their homework. People articulated their thoughts clearly and sometimes spoke about things he had

never heard about or seen.

"The preparation gap is not related to the students' intelligence or ability to contribute to the classroom, but challenge in a way where they have not seen material or had the same level of instruction or depth of instruction previously," said Ventre.

Leocata added, "Schools like Andover do a really fantastic job at opening the doors for students from all socioeconomic backgrounds. But there's definitely a lack of support once students get in... The lack of education preparedness and the lack of cultural capital is a problem. I think what Andover needs to focus on is [that] it's great that we have 'Youth from every quarter,' but we have to make 'Youth from every quarter' feel at home."

To create this support, Andover is instituting a five-week ACE-9 program, which Ventre said will strengthen incoming students' academic skills in reading, writing and mathematics.

"We're going to try to bring them to the school for summer session and work with them in a way which enhances their ability to take more advantage of the curriculum. You can't repair everything in a five-week period, but what we can do is give them more of a runway and a roadmap of what's ahead," said Ventre. "All of the students who are admitted to this school are fully capable. Some just need a longer runway to really appreciate where they are and the opportunities that are up ahead of them."

## Washburn Granted Leave of Absence, Will Not Coach Crew

December 13, 2013

By **PHOEBE GOULD**

Peter Washburn, Instructor in Mathematics and Director of Andover Crew, has taken a leave of absence for the Winter and Spring Terms, according to a December 8 email from Patrick Farrell, Dean of Faculty, to the faculty, administration and staff.

Washburn has been an integral member of the crew program since he joined the Andover community in 1980. Dale Hurley, current Girls Varsity Crew Coach and Instructor in Mathematics, will assume the role of Interim Director of Andover Crew, wrote Michael Kuta, Director of Athletics, in an email to *The Phillippian*.

Kuta said the process of determining other crew coaching assignments is ongoing. "We will need to fill one of the coaching roles by hiring a contract coach. We feel that it is important to be more deliberate with this process to support the crew program at the highest level," wrote Kuta.

The reasons for Washburn's leave of absence are private and unrelated to his health, wrote Farrell.

"I extend my thanks to the many faculty who have been involved in covering Pete's assignments,



COURTESY OF ANDOVER CREW

### Peter Washburn, previous Director of Andover Crew.

and I sincerely appreciate your understanding that no further information is available," wrote Farrell in his email.

Notice of Washburn's decision was posted on the Andover Crew website on December 6. "The Andover rowing family make[s] up about ten percent of the alumni population. Many hundreds of rowers and their families are indebted to Coach Washburn for the wonderful training and experience that has been Andover Crew," the post reads.

Paul Murphy, Dean of Students, notified students of Washburn's leave of absence on Sunday, December 8 via email.

## College Counseling Process to Include Younger Students

January 31, 2014

By **AUSTIN TUAN**

Over the next two years, the College Counseling Office (CCO) will hire an additional college counselor in the hopes of tailoring its program to become more personal and fit for younger students.

One of the primary weaknesses of the current CCO approach is the lack of contact with students in the ninth, tenth and the beginning half of 11th grade, according to Sean Logan, Director of College Counseling.

"The idea was not to talk about college until January of 11th grade so students and parents would not get too revved up or over-excited and too focused on col-

lege [before Upper year]," he said of the existing strategy.

Although the current strategy addressed the stress aspect of the process, the late start and easily accessible information around the Internet allowed students and families to be easily misled or build unrealistic expectations incongruous with today's admission landscape, said Logan.

The current model particularly disadvantages recruited athletes and first-generation college students.

College coaches begin reaching out to prospective student-athletes as early as the summer before their Lower years, when students haven't been introduced to the CCO yet. In the past,

some students have committed to a college before being assigned a College Counselor.

The generation of first-generation college students may also have less experience than parents who attended college. A late start to the college counseling process delays first-generation students' access to information about the application process, said Logan.

In response to these problems, Logan plans to set up a meeting for student athletes who may be meeting with coaches over the summer as early as the end of ninth grade to discuss details and specifics. He is exploring the possibility of a mentor program for first-generation students once they arrive at college to



# WINTER TERM IN REVIEW

## Former Olympian Stewart MacDonald to Head Boys Crew Program

February 7, 2014

By **HALEY SUH**

Former United States Olympic Coxswain Stewart MacDonald will join Andover Crew this spring as the new Coach of Boys Crew, replacing Peter Washburn, Instructor in Mathematics and Director of Andover Crew, who has taken a leave of absence for the Winter and Spring Terms.

Dale Hurley, Instructor in Mathematics, is now the Interim Director of the entire crew program and will continue to coach Girls Crew as he did last year.

MacDonald was hired by Mike Kuta, Director of Athletics, as a “community coach.” A community coach is someone who does not teach at Andover, but has expertise in a certain field. “We hire them from outside our faculty to coach our athletes at a level that we always strive for at our athletic program,” said Kuta.

It is uncertain as to whether MacDonald’s coaching position will be permanent, as community coaches are hired on a one-year basis, according to Kuta.

“MacDonald’s résumé is very impressive. He is a leader and also well-organized. He’s a team player and a team builder. Those are the qualities that I look for in coaches. One thing that I’m really happy to re-

port is that all of our coaches connect with our kids, and Mr. MacDonald shares that quality as well,” said Kuta.

MacDonald and Hurley have known each other since 1989. They met at the United States Lightweight Men’s program, where Hurley was one of the rowers in a boat MacDonald coached for the World Championships from 1989 through 1992.

“Mr. MacDonald is an extremely accomplished and qualified coach. He has over ten years of experience coaching and teaching in a boarding school. He understands the importance of being both academically and athletically strong,” said Hurley.

Prior to his new role as the Boys Coach, MacDonald has had previous connections with Andover Crew.

“In 2007, the [Andover] Girls Coach, Kathryn Green, who had been a member of the Women’s Crew at Boston University during my tenure there, asked for some advice for the terrific silver medal crew that she took to Henley Women’s Regatta, and for the following three years I continued as an occasional consultant for her and the Andover Girls program,” said MacDonald.

His daughter, Dylan MacDonald ’13, was a coxswain for the Andover Boys



COURTESY OF DYLAN MACDONALD  
**Stewart MacDonald, Coach of Boys Crew**

team. “With Dylan’s graduation last June, I thought I was done, but change and chance have a way of altering our plans!” said MacDonald.

MacDonald said he is looking forward to this crew season. “I want to be able to help [students] reach their potential. I don’t know the students yet, but I want to help them reach whatever goal they set for themselves,” said MacDonald.

fifth both times.

MacDonald was one of the United States Rowing National Team coaches. First working as an assistant coach for the women’s team at the 1981 World Championships and leading the first U.S. Lightweight Women’s team into the international environment in 1982, he soon was named the Assistant Men’s Coach for the 1984 Olympic Team at the Los Angeles Regatta.

## Defining Identity: “Out of the Blue” Addresses Discrimination on Campus

December 13, 2014

By **STAFF REPORT**

“For the most part, coming out at Andover gave me a new freedom,” reads the beginning of an anonymous story in “Out of the Blue.” “The freedom to forget. To forget that I am not normal. To forget that, because of something I can’t change, others might hate me.”

A collection of personal stories, poems and artwork, “Out of the Blue” (“OOTB”) is a Community and Multicultural Development (CAMD) student project tackling discrimination against self-identity at Andover.

Today, over two years after the beginning of the project, every student and member of the faculty, administration and staff will receive a free copy of the 223-paged book. Alumni will have access to the book in a PDF format online.

“As students at Andover, we can gain a better understanding of ourselves through the stories that are in the book. As we’ve been working on it, we’ve learnt things about ourselves,” said Devontae Freeland ’15, one of the “OOTB” coordinators.

Covering all types of discrimination at Andover, the book is split into seven sections: gender, socioeconomic class, sexual orientation, religion, geographic origin and ability.

“As some of these stories attest, we are currently not an all-accepting community,” said Thea Rossman ’15, an “OOTB” coordinator. “We don’t live in a post-race, post-gender, post-class society. These things still matter, and these are things that we carry with us forever. These shape our everyday interactions, and we really hope that this can be one step in the process of getting everyone to think about what it means to live with certain identities.”

None of the book’s approximately 100 writing and art pieces are directly attributed. Instead, names of the nearly 70 students and 21 faculty members who contributed to the project are listed at the end of the book. Everyone with a connection to the Andover community was invited to submit.

“I hope that it will open people’s eyes to the issues in a more personal, genuine way, and it’ll be available for everyone to understand,” said Carrie Ingerman ’15, an “OOTB”

coordinator. “I know that a lot of kids never step foot in CAMD during their four years here. I really hope that people take the time to read it and get to know their fellow students, and that we’ll grow as a community to become more accepting of others and their differences.”

The project was launched in fall 2011 when Susanne Torabi, International Student Coordinator and faculty advisor to “OOTB,” went to a summer workshop where another program showcased their own “OOTB”-type project. Inspired by the project, Torabi introduced the idea to the Andover community that fall.

Four thousand copies of the book were ordered and delivered to campus on Wednesday afternoon. The project was primarily funded by the Abbot Academy Association through two Abbot Academy Grants. There have also been generous donations from parents and alumni to the CAMD office specifically earmarked for “OOTB.”

Freeland said that “OOTB” will not end with the publication of the book. This Wednesday, the organization launched the “OOTB” blog which will contain stories and highlights from the book.

“The ‘Out of the Blue’ blog is a continuation of the book so that the movement never dies and doesn’t stop with the publication. We will also be holding events throughout the school year and will continue to invite speakers, host forums and pair up with other CAMD clubs,” said Freeland.

As a prefect, Freeland said that he plans to use the stories featured in the book at dorm meetings. Several PACE seniors also expressed interest in using the stories as part of their PACE curriculum.

Linda C. Griffith, Dean of CAMD and one of the lead faculty advisors of the project, hopes that the school will use the book during new faculty and student orientation as well as a supplement to the Martin Luther King Jr. day workshops for Juniors and Lovers.

“We see [the “OOTB” book] as the beginning of an in-depth conversation on this campus about identity. What it means to be different, as well as what it means to have things in common,” Griffith said.

MacDonald’s passion for crew started in his seventh grade year at Belmont Hill, where he was the coxswain for six years before going to the University of Wisconsin.

“Rowing can be an addicting sport. Once you are exposed, it never lets go of you,” said MacDonald.

At the University of Wisconsin, he coxed Varsity for three years. During those years and immediately thereafter, MacDonald left school to cox for both the 1968 and 1972 Olympic Teams. The team placed

the U.S. National Team, MacDonald coached at the Kent School and started the Kent Girls program in 1973. At Kent, MacDonald worked with Hart Perry, Founder of the National Rowing Foundation.

After his departure from Kent, MacDonald returned to Belmont Hill, where he spent the following 12 years teaching history and working with the Crew program. During that time, he also coached the Varsity Women’s team at Boston University.

## Student Council Inefficiency is Rooted in Good Intentions: An Evaluation Of Student Council’s Role in School Policy

February 28, 2014

By **LINCOLN HERRINGTON & JANINE KO**

One by one, the members of Student Council trailed into Paul’s Room last Thursday morning. By 8 a.m. — the nominal starting time for the routine biweekly meeting — only nine members of the Council had arrived. It was not until Robert Rush ’14, Abbot Cluster President, burst into the room at 8:20 a.m. that all 16 members of Student Council (except for one, who was missing due to car trouble) were present.

Despite the pending arrivals, Junius Williams ’14 and Clark Perkins ’14, Co-Presidents, began the meeting at 8:05, moving quickly through the morning’s business. Aneesh Ashutosh ’15, though not directly affiliated with Student Council, presented a prototype of a website he created, prompting a rapid exchange of questions and feedback. Most of the questions were directed to Perkins and Williams, who swiftly responded and moved on to the next topic.

While the Co-Presidents handle much of the Council’s business, they also assign larger issues to subcommittees. These smaller groups meet outside of Student Council to address their intended topics.

In the case of the website, a subcommittee led by Tim Wynter ’14, Senior Rep, was responsible for finding and reaching out to a developer for the website, according to Williams. It was ultimately Arthur Doran ’15, Upper Rep on the subcommittee, who recruited Ashutosh to the cause. After that, the subcommittee’s role was vague. Before last Thursday’s meeting, Corinne Singer ’15, Upper Rep, said, “I couldn’t tell you the last time [the

website subcommittee has] met... We have no idea of what’s going on.”

Though the idea for a website was proposed during the December 12 meeting, most members of Student Council were unaware of progress on the site until last Thursday, February 20, when Ashutosh unveiled the prototype he had made after a conversation with the Co-Presidents and Doran.

**THE QUESTION OF INTERNAL MOTIVATION: “This is a New System”**

The type of relaxation exemplified by the website subcommittee is one of the major challenges Student Council has struggled with this year. Following the recommendation of the Student Council Review Committee that convened last January, Perkins and Williams have made strides to formalize the Council’s internal workings. Student Council ratified a new version of its Constitution, drafted by the Co-Presidents, at the beginning of the school year.

“What that’s led to is us being very direct in being able to assign things, being able to delegate work amongst the Representatives and the Cluster Presidents,” said Williams. “We’re sort of looking at it like a club board in the sense that each person brings his or her own vision, but at the same time, each person needs to be held accountable for performing specific tasks.”

Though previous presidents have delegated work to other individuals on the Council, this was almost always done on a volunteer basis, said Williams. The formation of official subcommittees is a part of the grander strategy to make the Council work more efficiently outside of its

## Ramsey to be Replaced as Secretary of the Academy

February 21, 2014

By **ERICA SHIN**

After a national search that lasted for several months and yielded over 150 candidates, Thomas Lockerby, current Vice President for Development at Boston College, was selected to become the new Secretary of the Academy, and will begin his tenure at the end of the 2013-2014 school year.

Lockerby will replace Peter Ramsey as the Head of the Office of Academy Resources (OAR). Ramsey is in the midst of his 17th year as Secretary of the Academy and will step down to join the OAR as the Senior Philanthropic Officer.

“This represents a major change and opportunity for the Academy for the next ten to 15 years in the work of alumni and parent engagement and philanthropy that we do for the school,” said Ramsey.

As the Secretary of the Academy, Lockerby will oversee fund-raising for the school. He will also manage all communications with alumni and parents of the Andover community. “It’s a job with many parts, all designed to work with people who want to become better connected and support the Academy in a greater way,” said Lockerby.

Lockerby graduated from Harvard after attending a local public high school in Vermont, where he grew up. He entered the field of institutional advancement around 20 years ago and has worked at both Harvard as Director of Development Relations and at Dartmouth as Director of Gift Planning.

For the past ten years at Boston College, Lockerby has overseen the \$1.5 billion Light the World campaign.

“I think that it’s really my work experiences and my passions for philanthropy and how it affects schools and helps them to be stronger that has really prepared me well for this next job,” said Lockerby.

The search process to find

a new Secretary of the Academy began several months ago when the OAR team met with the Isaacson, Miller Search Firm to discuss the position. The search committee and Isaacson, Miller worked together to narrow down the applicants to three finalists, according to Tracy Sweet, Director of Communications.

“The quality of the pool of candidates was impressive, the process inclusive and thorough, and the outcome excellent,” said Thomas Hodgson, Instructor in Philosophy and Religion and a member of the search team for the new secretary.

After the OAR team met with the candidates, reviewed their qualifications for the position and gave their feedback to both Head of School John Palfrey and the search team, Lockerby was selected for the position.

“[Lockerby] stood out among an exceptional group of candidates for the position of secretary of the Academy. ... [Lockerby]’s record as an outstanding fundraiser, skilled manager and team leader, coupled with his success representing a top tier university with deeply loyal alumni, will serve Andover extremely well,” said Palfrey in an Andover press release.

“I’ve had the pleasure of knowing [Lockerby] and admiring his work for a number of years now. I’m very excited about his appointment, and I think that we can all look forward to seeing the Office of Academy Resources and our support for volunteers going to the next level in support of the Academy and in support of our students and families and faculty,” said Ramsey.

Lockerby will arrive on campus in June to begin his term as Secretary of the Academy during the final phase of the strategic planning process. Despite being unable to shape the beginning of the process, Lockerby will play an instrumental role in communicating the strategic plan off campus, primarily as it affects alumni and parents.



# SPRING TERM IN REVIEW

## Spring Term Brings New Beginnings, Both In and Out of Andover

By **ERICA SHIN**

Despite an unusually cold spring with the temperature hovering around the mid 50s for most of the term, students flocked to the Great Lawn donning pastel-colored shorts and sunglasses whenever the sun peaked out over the clouds.

During the first few weeks of Spring Term, the student body elected David Gutierrez '15 and Rebecca Somer '15 as School Co-Presidents for the 2014-2015 school year. Gutierrez and Somer are the school's first co-ed presidential pair and will succeed Clark Perkins '14 and Junius Williams '14.

Students also flaunted their school spirit, cheering on 31 members of Class of 2015 as they partook in the nerve-racking but thrilling Blue Key Head (BKH) auditions in Lower Right of Paresky Commons. Current Uppers Lila Dolan, Rob Irvin, Claire Jacobson, Paul Kinard, Benny Ogando, Ellie Simon, Kory Stuer, Jordan Swett, Lane Unsworth and Kinsey Yost now wear the symbolic blue pleated skirts as Class of 2015 BKHs.

Adding to the excitement on campus, many of the 427 newly admitted students for the 2014-2015 school year joined the Andover community for a revisit day. 366 students are planning to matriculate next fall, resulting in a record-high yield rate of 85 percent.

Alumni, students and faculty gathered in April for Andover's Coed@40 weekend to discuss issues of gender

and to celebrate the 40th anniversary of the merger between Phillips Academy and Abbot Academy.

A string of disciplinary cases in April regarding "sexting" on campus prompted the administration to reach out to house counselors and faculty members to address the issue during dorm meetings. Sexting was also included in the Personal and Community Education (PACE) curriculum.

This term especially, campus buzzed with discussion on the topic of race. In continuation of the conversation that was initiated by the More Than Just a Number (MTJAN) movement during Winter Term, students and faculty continued to engage in a dynamic dialogue through social media, articles in *The Phillipian* and offline. MTJAN, working with faculty and other student-run groups like the Out of the Blue team, hosted forums and created a Tumblr page to better inform the community regarding diversity and microaggressions.

Head of School John Palfrey also joined this discussion when he addressed diversity, equity, inclusion and respect as it pertains to Andover at an All-School Meeting (ASM) in May, clarifying and declaring that Andover is an intentionally diverse community.

In late April, Andover welcomed back alumnus Chris Hughes '02, co-founder of Facebook. Hughes spoke at ASM, where he emphasized the importance of hard work and dedication on the path to success as well as sharing his

own experiences at Andover.

As April showers were replaced by May flowers, members of the Andover community gathered to commemorate the life and accomplishments of the late Navy SEAL Erik Kristensen '91, who was killed in 2005 while attempting to rescue his fellow SEAL members. Letters from former Presidents George H. W. Bush '42 and George W. Bush '64 expressing gratitude and respect for Kristensen's service were read aloud before the screening of "Lone Survivor," a film adaptation of Kristensen's mission to save his comrades, in Cochran Chapel.

In addition to the Kristensen commemoration, the Andover community also united for a different cause. Through walking around the cage for the Relay for Life Fundraiser, hosted by Andover Campuses Against Cancer, students and faculty members raised over \$45,000. This year, many students walked in honor of David Benedict '15, who was diagnosed with Leukemia this April.

As the school year drew to a close, the students maximized their last few weeks at the school, tanning on the Great Lawn, playing tennis and tossing frisbees. Seniors in particular celebrated their last moments as Andover students, spending time with alumni, faculty and classmates and engaging in multiple school-hosted activities before Commencement came with its white dresses and blue ties.

## Students Elect David Gutierrez '15 And Rebecca Somer '15 As School Co-Presidents

*March 28, 2014*



L.XUAN/THE PHILLIPIAN

**David Gutierrez and Rebecca Somer engage in the co-presidential debate at ASM.**

By **BENNETT MICHAELS**

Merely a month ago David Gutierrez '15 and Rebecca Somer '15 were one of ten pairs vying to be the second School Co-Presidents in Andover's history. After several forums and multiple rounds of voting, Gutierrez and Somer have been elected Co-Presidents for the 2014-2015 school year.

985 ballots were cast in the third and final round of voting and the results of the election were released via email at 10:34 p.m. by Clark Perkins '14 and Junius Williams '14, current School Co-Presidents. A record-breaking 88 percent of the student body participated in this round of the election. The runner-up pair was com-

prised of Carter Page '15 and Hanover Vale '15.

Of the 985 ballots, 645 were cast in favor of Gutierrez and Somer.

The polls opened after Wednesday's All School Meeting, which consisted of a debate between the two remaining candidate pairs, and closed at 10 p.m. Wednesday.

"We want to thank everyone who got us here to this position and we also want to thank Hanover and Carter for their great effort and great campaign. We're really excited," said Gutierrez. "We're kind of in shock. It's surreal," added Somer.

The first item on Gutierrez and Somer's agenda is working on mental health awareness. In addition to this initiative, Gutierrez and Somer are also looking to improve the club system.

Perkins and Williams posed questions to the candidates during the debate. When answering a question concerning her and Gutierrez's platform, Somer said that "clubs need to advertise much more effectively. Students should know all the clubs on campus before the Club Rally, because that's a very overwhelming experience. That's not a good opportunity for people to get familiar with the clubs available on campus."

In their closing remarks, Gutierrez and Somer discussed one of the most emphasized items on their platform: mental health awareness. "We can't ignore the fact that a number of students here at Andover are dealing with mental health issues. It needs to be ad-

ressed now," said Gutierrez.

Gutierrez and Somer plan to work with Graham House and Isham to create a resource guide on PAnet where students could gather information on mental health, and according to their platform, they hope to provide students "with clear information on how to help yourself or a struggling friend."

In addition to mental health, Gutierrez and Somer plan to increase community spirit through alteration of the orientation program and hope to increase student input in Student Council proceedings.

"My strength I would definitely say is my passion, because I've really struggled here like many others and I really care about the student body," said Somer during the debate. "I'm willing to go the extra mile and put in the effort," added Gutierrez.

Page and Vale's ideas included using Out of the Blue as a text in the English department, introducing a part-time sexual education program, removing an art requirement for new Lower and supporting further sustainability efforts on campus.

Williams said, "[Clark and I] are incredibly excited to work with [Gutierrez and Somer] in the coming months before the assume the Co-Presidency in September 2014. They have done a fantastic job as student leaders and will certainly make great Co-Presidents. Additionally, we are very proud of the effort Carter and Hanover put forward. They, too, will continue to serve as exemplary role models for their peers."

## Seven Students Discuss Gender and Race Experience as Part of Coed@40 Weekend

*April 4, 2014*

By **KALINA KO**

Kicking off the Coed@40 weekend programming, seven students shed light on their experiences with gender and race, an intersection that is often excluded from the mainstream feminism conversation and, some argued, from Andover's Feminism is Equality movement.

"People tend to think of the two issues as taking place in different silos, and if you're talking about gender, you're not talking about race, and usually that means you're talking about white gender. I thought it was really important for us to use the anniversary events to make the conversation about gender broader," said Tony Rotundo, Instructor in History and Co-Chair of the Coed@40 committee, a group of faculty and students organizing events in honor of the 40th year of coeducation.

The student panelists at the event were Alba Disla '15, Devontae Freeland '15, Kai Kornegay '14, Fariris Peale '14, Soha Sancho-rawala '14, Alex Tamkin '14 and Daniel Wang '14.

Kornegay's account of own experience emphasized the importance of acknowledging diversity of background within gender, race and class labels.

"I could never really separate being black and being a woman, and if anything, coming from a race standpoint, it almost felt like a privilege to be a black woman. I'm not being read as immediately dangerous, and that's something that a lot of black men have to deal with," Kornegay continued.

While Kornegay found her experiences with race and gender as synonymous, Freeland grew up with the opposite mindset.

"My experience with race and gender simply were separate. I didn't find for the most part any kind of crossover, any kind of correlation between [them]. ... In my town, when you were a boy, in my town, in the fall you played popcorn football, in the winter... basketball, and in the spring you

played baseball. Now, if you were black, you played all three of those and you did it rather well," Freeland said.

Kornegay explained her feelings of estrangement from Feminism Is Equality, Andover's feminist movement from last spring.

"I think that one of the faults is that they want to be intersectional, but they never asked us directly... They never contacted Alianza or AfLatAm and said, 'Look, we really think this is important; we really want you guys to get involved.' ... I think that that would have been one way the feminist movement would be a lot more appealing to me," she said.

Wang described growing up feeling like an "outsider" as a Chinese-American in a predominantly white community.

"East Asians, Asians, Asian Minorities are taught from a young age both that 'you are different, you are the other and you are inferior' and that 'you should not acknowledge it, you should not fight against it, you should not argue against those facts,'" said Wang.

He reflected on the small moments in his life in which his Chinese heritage and language set him apart from his classmates.

Disla's experience as a Latina woman stemmed from the expectation for her to get married and have children early instead of pursuing an education, she said. She began to feel like an outsider when she arrived to Andover's campus, where the majority of white students differed from her majority-Latino community in Lawrence, and she felt that her academic preparation was inadequate in comparison with her peers.

"[Before Andover,] I never really had to interact with anyone other than the Hispanics. Race wasn't something that was something on my mind everyday... and then I came to Andover, big shock to me... [and] I started to really see that I was an 'other,' and I didn't see it... It was a big blow to my self esteem," said Disla.



D.BHATHENA/THE PHILLIPIAN

**Kemper Auditorium was packed with members of the Andover community.**

By **RANI IYER**

It happens behind closed doors. Students binge and purge, "food-journal" and skip meals. Eating disorders manifest across all campuses, but their prevalence and repercussions are rarely discussed.

Issues of body image and eating disorders affect high schools across the country. According to *The Phillipian's* 2013 State of the Academy survey, nearly 15 percent of Andover students — including 21 percent of females and 7 percent of males — have had an eating disorder, and 60 percent of the students here know of someone who has suffered from one.

The prevalence of eating disorders on Andover's campus is 4 percent higher than that of the average high school, according to the National Association for Anorexia Nervosa and Associated Disorders. In addition to anorexia nervosa and bulimia, many students are diagnosed with EDNOS, or Eating Disorders Not Otherwise Specified, according to Agatha Kip, Nutrition Counselor.

"[Eating disorders are] often associated with highly competitive people. And, you know, in our culture here, thinness is 'in,' being overweight is frowned upon and being fat is really looked [upon] as the 'worst thing' possible.... So when you put lots of competitive

people in one setting, you tend to find more eating disorders," said Max Alovisetti, Director of Graham House.

Students can self-report an eating disorder, or Isham may approach students after concerned friends or faculty members suspect they may have an eating disorder, according to Kip. Isham, Graham House and Kip help students suffering with eating disorders using a three-pronged approach, treating the mental, physical and nutritional aspects of their illness.

Students suffering from an eating disorder meet periodically with their entire "team," including Kip, a Graham House counselor and Isham representative, often Sarah Robinson, Nurse Practitioner, or Amy Patel, Medical Director.

"I think there is misinformation about being kicked out of school for having anything health-wise going on with them. Often one of the first things that I will say to someone is, 'I just want you to know that you are not going to be kicked out of school,' and you can see the relief," said Patel.

"[Taking medical leave] depends on where the student falls on the spectrum as to if in consultation with the health care providers, the parents, the student, outside doctors, their own doctor, if a student would be best served taking a break from [Ando-

ver] so that they can be in a healthier place," she continued.

Patel said that Andover students' Type-A personalities, paired with their relative independence, could contribute to the prevalence of eating disorders on campus.

"We are a boarding school. We want people to be independent and making their decisions, and the vast majority of our students don't have parents watching over them and making sure that they are eating, and so it might take longer to actually get diagnosed because there isn't somebody who is necessarily seeing that there is a problem," said Patel.

Survey results also showed that campus stress can affect the prevalence of unhealthy habits. Seventy-five percent of students believe that campus time commitments negatively impact their health, according to the 2013 State of The Academy survey.

Laura Ippolito '14 said, "I think that the pressure here really adds to eating disorders. There are these kids coming in here with straight 'A's,' never getting below an 'A minus,' stellar athletes.... It's all about control, and so I think that students try to grasp onto what they can control in their lives by controlling their bodies."

Though eating disorders affect all students, girls on campus are three

times as likely to have an eating disorder than their male counterparts.

Some students might not notice that they have an eating disorder, as instead of having medically defined anorexia or bulimia, they have an EDNOS.

"A certain number of students 'flirt' with an eating disorder. But, if they're aware of it in time or someone catches it in time, they can stop relatively easily. It's what happens after people have gone through this for years, which can happen, and they put themselves in increasingly more risk, medically," said Alovisetti.

Within much of Andover's campus, the "stick-thin" body ideal prevails among female students, according to Kip.

Jaleel Williams '15 said, "In my experience, [Andover students] see food as this double-edged sword. We're both like, 'Ah, yes, I love food!' and 'Ugh, fine, I guess I'll have that extra slice.' It's almost like we're relenting to a defeat if you decide to eat more food."

Eating disorders and body image on campus and across the country are linked to race, class and gender. While 14 percent of white students have had an eating disorder, just over 10 percent of black or Hispanic students have had eating disorders, according to the 2013 State of the Academy survey.



# SPRING TERM IN REVIEW

## Is Andover Really Diverse? 22 Percent of Andover’s Faculty Are of Color April 11, 2014

By **HALEY SUH**

Twenty-two percent of all faculty on campus are of color, according to the Andover website, contrasting starkly with the 42 percent students of color in our intentionally diverse student body. This disparity and the overall lack of visibility of teachers of color on campus makes it difficult for students of color to “see” themselves in their teachers and connect with them as role models and mentors, according to Asabe Poloma, Executive Director of the Institute for Recruitment of Teachers (IRT).

The IRT, an Andover-run initiative that supports graduate students of color pursuing a degree in teaching, serves the larger purpose of increasing the number of teachers of color across the country.

“Not having a diverse teaching faculty creates the implication that people of color do not have what it takes to succeed in academic professions, reinforcing the normative standards of an educator as white and middle-class,” said Poloma.

“Because of a recognition that a homogenous culture and non-diverse climate is parochial in the 21st century and out of line with the changing demographics of our nation, the educational imperative is to prepare students for a global, interconnected world, and finally, our democratic ideals of equality,” she continued.

Recently, the topic of diversity within the Andover community has garnered the attention of students and faculty alike on campus, prompting student panels and the creation of More Than Just A Number,

a student group dedicated to furthering the conversation about black and Latino students at Andover. Jaleel Williams ’15 and Kayla Thompson ’15, Co-Head and Director of Forums, respectively, said the lack of diversity within faculty affected their experiences in the classroom.

“The two times that I have had a teacher who was black, I made a deeper connection with that teacher than with any of the other teachers that I have had,” said Thompson. “I think that that’s because when you see a teacher of the same background as you, especially if you come from an underrepresented background, you feel a stronger desire to want to know them on a personal level and look to them as a mentor outside of the classroom.”

Additionally, a diverse faculty population allows students to form relationships with adults of different racial backgrounds and helps minority students to find a teacher with whom they can potentially feel more comfortable.

“I think one of the most important things about racial diversity at Andover is how the representation affects students. So many students look up to their teachers at Andover because you have to be smart and successful to teach at an elite school like Andover,” said Williams.

Students can benefit immensely from the cultural wealth of knowledge that teachers of color could bring to the classroom. A powerful learning environment is fostered in an inclusive classroom setting in which different voices and perspectives are represented in equal weight, according to Poloma.

“If a goal of schooling and an institutional strength we tout is to expose students to a diversity of perspectives and ‘youth from every quarter,’ then we should equally strive to have representation from adults from every quarter as well,” said Poloma.

According to Thompson, the percentage of faculty of color may not be the most accurate representation of diversity among the faculty members at Andover.

“I think that the statistic is misleading. Firstly, the statistic would be much more useful if they broke down the percentages by race. That way, if one race/background makes up half of the teachers of color, then we see a more accurate depiction of our faculty,” Thompson said.

“You have to take into account the fact that each department doesn’t have an equal number of people from each background. So if the majority of the Hispanic teachers work in the Spanish department and the majority of the black teachers work in the history department, then students aren’t seeing any underrepresented people of color working in the math or science departments,” she added.

**THE SOLUTION:**

Using the IRT and outside diversity consultants as resources, Patrick Farrell, Dean of Faculty, is working to increase the percentage of teachers of color on campus. Before hiring season this year, Andover faculty participated in workshops run by Diversity Directions, a group that teaches faculty to evaluate resumes and to choose new faculty with an inclusive lens.

“We are sending six peo-

ple to a week-long program, including myself and [Head of School] John Palfrey, that will be conducted by Diversity Directions. We have set aside \$25,000 for diversity and multicultural training. We are going to review all of our hiring processes from the posting of positions right up to the end of where we actually we make a hire. We want to make sure that in every step of the hiring process, we are promoting diversity,” continued Farrell.

Farrell is working with hiring procedures to retain faculty of color on campus, making sure that new faculty remain at Andover and can make a difference in the community.

“We are hoping that the workshops we attend will help in that retention. We will also start instituting exit interviews for faculty that decide to leave the school so we can learn as much as possible if we can as to why they are leaving, and if there is anything we can do better to prevent them from doing so,” said Farrell.

Poloma said, “I challenge [Andover] to disaggregate the [race] data and discuss ways in which we can enhance or improve on the recruitment and retention of particular underrepresented minority groups in the teaching as well as administrative ranks.”

## Faculty Approve New Room Visiting Policies for 2015-2016 School Year May 26, 2014

**STAFF REPORT**

On Sunday, voting closed on a survey sent to the faculty involving four proposals related to room visitation policies. Approved changes include new room visiting hours for Juniors and upperclassmen, as well as a requirement for upperclassmen to leave their doors ajar and lights on during room visits.

The survey invited faculty to share their thoughts and vote on the proposed changes. For the 2015-2016 school year, upperclassmen will have to keep their doors ajar in accordance with the newly passed policy. All students will be required to have their lights on during room visits as well. The measure passed with 61 percent of faculty in favor and 26 percent in opposition, while 13 percent abstained.

Murphy said the change would require Seniors to have the door ajar to “the width of a recycle bin.”

“The closed door is just a real sticking point for a lot of people, and I think it probably has run its course. In some ways, [the decision]’s late. It’s been on the to-do list,” said Murphy.

A proposal to abolish 8 p.m. sign in for Uppers was rejected with 33 percent of

faculty in favor, 54 percent opposed and 13 percent abstaining. The Upper sign-in proposal was initiated by Co-Presidents Junius Williams and Clark Perkin’s and was part of their campaign platform last year.

Along with the new parental rules, a set of room visiting hours for upperclassman was proposed and approved in the vote. Upperclassmen will be allowed to have room visits on weekdays from 5:00 p.m. to 8:00 p.m., Fridays from 8:00 p.m. to 9:30 p.m., Saturdays from 8:00 p.m. to 11:00 p.m. and Sundays from 5:00 p.m. to 8:00 p.m. The policy will go into effect in the 2015-2016 school year. This change will decrease the total available time for room visits for upperclassmen from 29.5 hours per week to 19.5.

In addition, new room visiting hours for Juniors will also come into effect. Come next Winter Term, Juniors will no longer be able to have room visits on weekdays, but will be allowed to have them on Fridays from 8:00 p.m. to 9:00 p.m. and Sundays from 3:00 p.m. to 8:00 p.m. The new hours will give Juniors a total of 6.5 hours in one week during which they can request room visits, a reduction from the 17 hours per week currently.

## Upper Left to Public Spotlight: Chris Hughes ’02 Reflects on Andover Roots April 25, 2014

By **SHARAN GILL**

Straight from Hickory, N.C., with a heavy Southern drawl and a financial aid scholarship to his name, Chris Hughes ’02 restlessly began his time at Andover in pursuit of self-improvement.

His arrival marked the beginning of a rocky Andover career that often left him isolated and unhappy, yet also provided the lessons he would use later in life as a Co-Founder of Facebook, Director of Online Organizing on President Barack Obama’s 2008 Campaign and the current Editor in Chief and Publisher of “The New Republic.”



A.WESTFALL / THE PHILLIPIAN

**Chris Hughes ’02 shared his life story at ASM.**

Hughes returned to campus on Wednesday to speak at All-School Meeting (ASM) for the first time, where he shared the values that Andover taught him despite struggles along the way.

“The reality is that I was not terribly happy while I was here at Andover, but 12 years later I am more aware now than ever of the positive effect this place had on me. It didn’t make me happy, but it taught me that happiness isn’t everything. It exposed me to a wealth of ideas and provided me with a thirst for knowledge that I am always trying to quench,” said Hughes at ASM.

One memory of Andover played a pivotal role in Hughes’s life: the Andover directory, or the “Face Book.”

“[The Face Books] were spiral-bound, and Marc Zuckerberg [PEA ’02] said they used them [at Exeter] too. At that time, the Internet was not what it is today, and people would sit in dorm rooms flipping through what is essentially a directory with people’s ID photos, what year they were and where they were from,” said Hughes during a question-and-answer session following ASM.

The Face Books he and Zuckerberg used at their respective boarding schools inspired the concept of connections behind the multibillion-dollar social-networking site. After leaving Andover, Hughes attended Harvard where he met Zuckerberg and Dustin Moskovitz and co-founded Facebook, which now boasts over one billion users.

“I never really imagined that when we started it would touch the lives of hundreds of millions. I really started to see the power that came from a technological platform at this scale,” said Hughes.

After realizing the power technology had to affect the lives of others, Hughes channelled the power into something he cared deeply about. Formerly the President of the PA Democrats’ Club, Hughes left Facebook in 2006 to manage President Barack Obama’s online organizing campaign.

He was the brainchild behind “my.barackobama.com,” the online organizing tool that allowed grassroots supporters to connect and campaign through the Internet. His efforts and innovation helped Obama win the 2008 election. Following his success, “Fast Company” Magazine called Hughes “The Kid Who Made Obama President.”

Hughes’ life, however, was not always so planned and polished. As a new Lower, he often felt lonely at Andover.

“There were brief moments of bonding with my roommate or dormmates, but those connections were so rare that they seemed like erroneous exceptions to months and months of silence,” said Hughes during ASM.

Despite his rough start, Hughes found the motivation within himself to pursue activities such as playing tennis and the piano, debating in Philomathean Society and writing for *The Phillipian*.

“I discovered something in me. I came out of those

moments of solitude with a fierce effort to be better. I read, worked, studied at all hours of every day, in Garver, in my dorm room. I practiced the piano in the basement of Graves [Hall]. I forced myself into Philo, Model UN and wrote my first articles for *The Phillipian*. The more that I did the more that I wanted to do. I would not allow myself to fail,” said Hughes during ASM.

Using the passion he found for journalism as News Director of *The Phillipian*, Hughes entered the journalism industry as the Publisher and Editor in Chief of “The New Republic,” a 100-year-old political and cultural magazine.

“I don’t think there’s any better way to discuss ideas, culture and politics. [Journalism] has a large potential to change our lives and the way live for the better, and isn’t that what we’re trying to do in the first place? But the first geographical place that I started mulling this question what it is to live a meaningful life and what my path is and what I’m going to do was when I was in the same seats that [Andover students] are in now,” said Hughes during ASM.

While on campus early this week, Hughes also taught a master class with Head of School John Palfrey, sat in on a seminar with students from second-period philosophy and religious studies classes and joined Christopher Jones, Instructor in History’s History 310 class. He also visited *The Phillipian*’s newsroom and met with the Gender and Sexuality Alliance for dessert.

## PHOTO OF THE TERM



L.LUO / THE PHILLIPIAN

**The Andover Campus honored late NAVY seal, Erik Kristensen.**

## Recent “Sexting” on Campus Sparks Response from Faculty

April 11, 2014

By **STAFF REPORT**

Through various disciplinary cases this month, the administration has become aware of the presence of “sexting,” the distribution of sexually explicit digital material, on campus. Although this issue is typically under the radar, a conversation about sexting has now engulfed the Andover community, soliciting responses from faculty and Head of School John Palfrey, who addressed the subject in an email to the community on Wednesday.

“Andover doesn’t exist in a bubble, contrary to popular perception from time to time. Sexting is something that we know is a commonplace among American adolescents. In some studies, as many as a third of young people engage in this practice and it would be absurd for us to imagine that it doesn’t happen to some degree at Andover,” said Palfrey in an interview with The

Phillipian.

Palfrey reached out to the faculty early this week and asked House Counselors to speak on the subject of sexting in dorm meetings on Thursday night. Day student advisors will talk to their advisees during Advising period today. The topic of sexting was incorporated this week into the Personal and Community Education (PACE) curriculum for Loweres.

“There have been some concerns this past week about the transmission of sexually explicit images; therefore, it makes sense to talk about that, in whatever way makes sense in any given seminar or section in any given week,” said Carlos Hoyt, Assistant Dean of Students and PACE coordinator.

Palfrey is no stranger to the world of online risk-taking. In 2009, Palfrey was asked by 49 state attorneys general to chair the national commission Internet Safety Technical Task Force (ISTTF).

“We covered a variety

of topics, but it had to do with social media and safety and kids, ranging from the impact of dangerous content and relationships with strangers to the way in which people can psychologically harm one another through technology. We looked at a very broad range of things and made a series of recommendations about how to address them,” said Palfrey.

As educators, the school hopes to ensure that students have the facts and, through helping students develop critical thinking skills, they will be able to make good choices, said Palfrey in the interview.

“I often think about pictures posted online or shared through text — even on Snapchat in an era of SnapSave — as being like tattoos. You may think they look good now, but they are likely to be with you for a very, very long time. You may not like the looks of them when they are visible decades later,” said Palfrey in the email.



# DEPARTING FACULTY

## Peter Drench to Remain as Head Coach of Andover Softball

By **BENNETT MICHAELS**

Peter Drench, Instructor in History and Social Science, is leaving behind his classroom in Samuel Phillips Hall for a more relaxed life. Despite departing from his teaching job after 28 years at Andover, however, Drench is not ready to vacate the Isham softball field just yet.

Drench will remain as the head coach of Andover Softball next year, marking his 28th year leading the team.

“I really like this game because there are so many different skills required to play it well. It is a difficult game to play well; it has a high failure rate. If you get a hit three out of 10 times up, you’re considered a terrific hitter. It’s also mentally demanding and difficult to teach,” said Drench.

“When everybody pulls together and exceeds their expectations – and its not only about winning games, but becoming a real team – it becomes a peak experience. Once you’ve had a taste of that, you want to enjoy it again. It never gets old,” he added.

At Andover, Drench has taught History 100 and 200 classes as well as four term-contained electives that cover the Middle East Heartland, the Greater Middle East, modern East Asia and modern India and China.

Outside the classroom walls, Drench served as a Complementary House Counselor in Andover Cottage, an academic advisor for new Uppers and a member of the Admission Advisory Committee, in addition to coaching Softball.

Drench contributed to the development of the school in various ways, both in terms for academic and administrative issues. Throughout his career, he has been an Associate Director of College Counseling, Dean of Admission, a member of the Academic Committee on Technology and Chair in History from 2005 to 2011.

“It was great to walk around campus and see kids here and see how they did here, see how they’ve done after they graduate, see kids who I knew and who I battled for while in the Admission Committee. Similarly, in College Counseling, you feel great satisfaction when you help kids see something about their future that they really want to focus on,” said Drench.

Many of Drench’s most memorable moments at Andover took place on the softball field.

“I remember how much [the] sport and the facilities have developed over three decades. I remember the year that we beat three different state champions... I also re-



J.BECKWITH/ THE PHILLIPIAN

**Peter Drench, Instructor in History and Social Science**

member the year that we had our worst record ever and, when we finally won a game, the team lined up on the first base line and did the Macarena together,” said Drench.

“I remember some real tough tournament losses and some great tournament wins. Honestly, there are too many memories to count,” he continued.

Drench taught at various public schools in Massachusetts for over 10 years before taking a job at Andover 1986. “When I got the opportunity to come [to Andover], I was struck by the chance to be at a place that really had global ambitions, and [I knew] this place would give me a chance probably to grow in ways that I couldn’t grow where I was before,” said Drench.

“The people who’ve come through here – the guest speakers, people I had the opportunity to interview, writers, filmmakers, public figures, historians – [having] the opportunity to interact with them have been priceless. These are people who probably would not have come to where I was teaching before,” he continued.

Drench said that the experience of teaching at Andover has had an overall positive impact him.

“PA demands a lot of [the faculty] but also offers teachers opportunities for growth, including precious sabbaticals and, if you’re willing to push yourself, chances to take your students to college lectures, panel discussions and symposiums,” Drench wrote in an email to The Phillippian.

“Since my career here has coincided with the explosive growth of educational technology, I’ve been able to explore ways to put it to use in PA courses. Teaching in four secondary schools at every level over a 40-year period has made me a lifelong learner,” he continued.

Comparing Andover to a multi-ring circus,

Drench said that he will most remember the constantly busy and dynamic nature of the school. “There’s stuff going on all the time; more than any one person could possibly do. World-class music, great theater, artwork, sports, academics, interesting people and guests that will just blow you away. They are all here,” he said.

“The quality of the art, music and theater at PA can’t be beat – and it’s right here in our laps, too easy to take for granted,” Drench added.

Looking to embark on another chapter of his life beyond Andover, Drench is eager to adopt a more relaxed lifestyle.

He said, “First and foremost, I’m looking forward to a good night’s sleep. Perhaps more exercise. And also reading for pleasure. I’m looking at some other educational opportunities... but nothing is nailed down just yet. But I don’t have a shortage of things I like to do for sure.”

## After 31 Years of Calling Andover Home, Maggie Jackson to Retire to Newburyport

By **ERICA SHIN**

When Maggie Jackson, Associate Director of Graham House and Instructor in Psychology, first stepped onto the Andover campus in 1983, she expected to stay at her job for no more than five years. 31 years later, Jackson finally looks to move onto the next chapter of her life in Newburyport, Mass.

Jackson did not expect that Andover’s “well-to-do” students would even need counseling when she first took her job as a Graham House Counselor.

“This [job] was not so insignificant as I thought it would be. Over the years, [students] have had more different challenges in [their] lives... so here I am 31 years later,” Jackson said.

As a founding member of the Brace Center for Gender Studies, Jackson took a special interest in the role of women on campus throughout her time at Andover.

“In the 80s, it was a very, very different school for women and girls... To see the evolution of women’s and girls’ positions on campus has been great, though I think there’s a lot more work to do on gender issues here at school, so I hope there are other standard bearers who are ready to stand up and make some noise,” said Jackson.

In addition to the advances made by the Andover community in terms of gender, Jackson noted the immense changes the school has gone through in other aspects as well.

“When I first came here, there was no diversity to speak of. The faculty [and] the student body became more diverse... [and] a lot of active recruiting of economic, ethnic, racial, geographical diversity increased. The school just became a lot more interesting place and more reflective of the world at large,” said Jackson.

Jackson said that Ando-



J.SCHMITT/ THE PHILLIPIAN

**Maggie Jackson, Associate Director of Graham House**

ver truly became a home for her and her family.

“It’s been a really nice place to raise my daughter and to have a family here... It’s been a very nice place not only to work but just to be. I appreciate all the opportunities that I’ve had here that I wouldn’t have had in other places,” said Jackson.

Andover has presented Jackson another valuable gift: her colleagues in Graham House, two of whom she has been working with for 29 years.

Max Aloviseti, Director of Graham House and Instructor and Chair in Psychology, said, “What I recall most over these many years is that no matter what the issue, difficulty or pressure she was under, [Jackson] would always be calm, clear and comforting but, at the same time, also be clear and firm. She was rock steady and responded to me and her colleagues and counselees with a voice that communicated: ‘I hear you, and it will be all right.’”

Even as Jackson moves forward from Andover, she has countless plans in mind to keep herself active. First and foremost, she hopes to continue sharing her talent and experience as a counselor, whether that entails working as a consultant at

another boarding school or volunteering at a women’s shelter.

“It would be nice to keep my brain engaged and interacting with people. It’s a challenge to put some things in place that are going to mean something to you,” said Jackson.

Having been a professional flutist for 10 years before arriving at Andover, Jackson also looks to return to the world of music by joining local choir groups in Newburyport. She will also devote part of her time to quiet introversion and meditation.

“Just being able to get more in touch with the spiritual connection to nature and the world without the distractions of a job. The quietness you can get with meditation also opens you up to thinking deep things, and I’m looking forward to having the opportunity and vbrain space to do that,” said Jackson.

Before settling into her new home and a more routine life in Newburyport, Jackson looks forward to a month-long trip to Switzerland, Amsterdam and the United Kingdom with her husband. “[My husband and I] are giving ourselves a present for retiring. This is our gold watch,” she said.

## After a Year as Graham House Intern, Jeremiah Neal Looks to Find a New Home at NMH

By **SHARAN GILL**

As his year at Andover comes to a close, Jeremiah Neal, Graham House Intern, will fondly remember the close connections he established with his colleagues throughout the year.

“Everyone at Graham House feels like more than a colleague of mine. They feel like part of my family, and I’ve formed lasting friendships that I’ll take with me forever,” said Neal.

During his time at Andover, Neal counseled students at Graham House and co-taught a section of a Personal and Community Education (PACE) class in the Winter and Spring Terms.

“At Graham House, I try to build a connection and a rapport,” Neal said. “I’ve been able to form a therapeutic relationship with students who had previous difficulties forming relationships and being consistent and coming to Graham House. Being able to form relationships with some of those people and students has been a triumph.”

Having already worked with children while as a Mental Health Counselor in the In-Patient Psychiatric Unit at Boston Children’s Hospital, Neal came to Andover with the goal of connecting more with adolescents, a group of people with which he was not used

to working.

“The demographics of the patients we see [at the Boston Children’s Hospital] that are students is pretty acute. And so I was looking for different opportunities to interact with students who have psychiatric issues in an academic setting. Academia has always been an important part of my life and finding a way to blend the two was something I was looking for,” said Neal.

In addition to maintaining his job at the Boston Children’s Hospital and his internship at Graham House, Neal graduated this May with a Master’s degree in Professional Counseling at Lesley University.

Neal’s year at Andover also coincided with an exciting year personally: In October he got married, and he and his wife are now expecting their first child. These commitments and events have kept Neal busy throughout the whole year.

“Balancing two jobs and school has been very difficult. There’s been so many opportunities that have been presented to me to take part in a bigger way on campus and often times I had to turn those opportunities down because I was either working or at school,” said Neal.

“My weeks were like 65-hour weeks or something, so there’s been very little time for anything else. That’s probably my biggest



E.KAUFFMAN-LADUC/ THE PHILLIPIAN

**Jeremiah Neal, Graham House Intern**

regret and one thing I wish I could go back and change would be to free up some time to get more involved on campus,” he continued.

After leaving Andover, Neal will work at Northfield Mount Hermon School (NMH) in Gill, Mass.

“[NMH] will be an opportunity to really kind of come into my professional own and develop my style. It’ll be an opportunity to kind of make good on some of the missed opportunities at Andover. So being involved in some of the extracurricular activities, running an after-school group and really becoming a part of the community in a way that I wasn’t able to at Andover,” said Neal.

“I am interested in participating in any group the

students of NMH are interested in starting. Whether formal or informal, affinity groups are essential to developing one’s sense of community. During my time at Andover, I’ve learned that one’s sense of membership in a community is fundamental to one’s happiness as well as a key variable in students’ success at boarding schools,” he added.

Neal’s experience at Andover has proved invaluable for his professional development.

“I think my work at Graham House is foundational and that it pretty much sets the tone or the groundwork for everything I’ll do in the future. It’s really helped me grow as a clinician,” said Neal.

# Shoot for Photo!



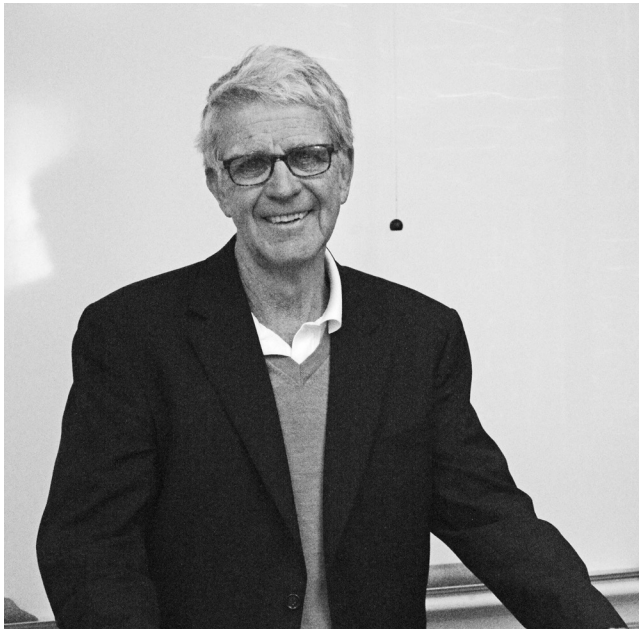
# Thank You Papa Yang, Mama Mehlman and Auntie Adams!

## Love, the Newsies



# DEPARTING FACULTY

## Chris Gurry Used Hockey and History to Find the “Sweet Spot” of Teaching



Christopher Gurry, Instructor in History

By ROSHAN BENEFO

After 34 years as an Instructor in History, Coach and house counselor to students at Andover, Chris Gurry '66 closed the 38-year Andover chapter of his life just before March break when he concluded his last class in the basement classroom of Samuel Phillips Hall. Gurry was on sabbatical for the Spring Term.

After attending Andover from 1961 to 1966, Gurry returned to Andover in 1980 to become a full-time history teacher. While at Andover, he has been a house counselor in Taylor Hall and Stearns House and has coached football, lacrosse, hockey and golf.

Gurry loved connecting with students, whether in the classroom, on the field or in a dorm environment. His history classes were known for finding the “sweet spot” for teaching for each student, according to Matthew Hession, Instructor in History and Social Science.

Gurry said, “It really is fun being around bright, motivated kids. I’m on sabbatical this term, and so even now I sort of miss the classroom....

That’s what kept me so interested, and focused, and excited about being here for 40 years.”

“[His leaving] is sometimes hard for us, because all we really wanted was to hear more from him. Learning from his wealth of knowledge about the birth of the American democracy was inspiring. Listening to him talk about the civil rights movement and how it affected him during college was incredible...His class meant so much to me. I looked forward to it every morning,” said Iman Masmoudi ’14

Gurry especially enjoyed his International Relations class, a popular Senior elective that spurred active class discussion.

“I’d like to believe that the best parts of my classes are the discussions. I don’t like to lecture, and I just like for [students] to be able to express their opinions,” said Gurry.

His students, with his guidance, he said, are able to bring the entire world into his small classroom.

“We’re in this little room, and the desks are all around, so you can’t hide, and you can’t hide from your peers, and so it really does create an intimate atmosphere that

really creates great discussions,” he said.

Hession said, “What I admire most about [Gurry’s] teaching has been his ability to never lose sight of that student experience. He can show the complexity of historical forces and also make things clear when they need to be.”

“He really understood the inner-workings of a Phillips Academy student’s mind, and was able to use this understanding to perfectly craft his lectures each day,” said Noah Hornik ’15. “Between his stories of golfing with George W. Bush, he displayed a breadth of knowledge greater than any teacher I have ever experienced, and provided a truly enlightening experience in American History.”

Beyond the classroom, Gurry engaged with students while coaching Boys Varsity Hockey. While at Andover and Harvard, Gurry played on varsity-level hockey teams as well.

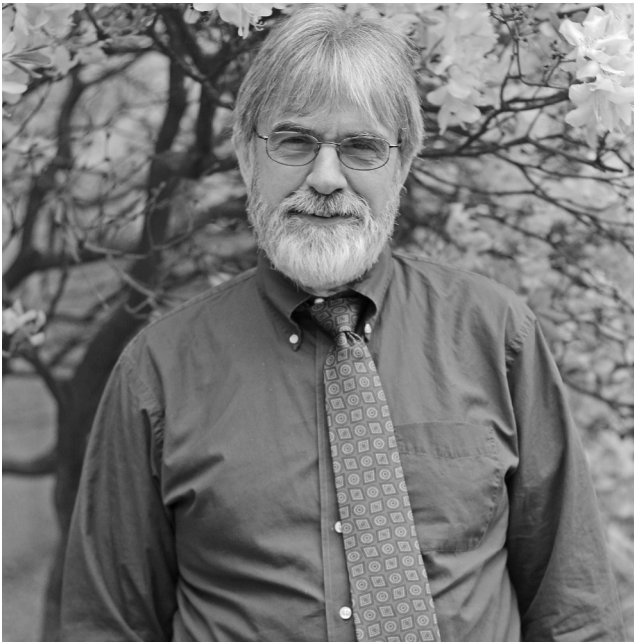
“Coaching, in a way, is almost more art than science, in that what works for one team may not work for another team. You have to be very conscience of who your players are, what their personalities are. In a way, you have to adjust what you do given your strengths and weaknesses and who the individuals are,” he said in a previous article in The Phillipian.

Gurry took a sabbatical this Spring to further his own education by attending and participating in a year-long colloquium around the question “Is America over and can it be fixed?”

“[My sabbatical] will be the capstone of my career and I hope that it will give me new insights with international relations. It’s going to be on the cutting edge of what is being taught at the graduate school level,” said Gurry of his sabbatical, according to a previous article in The Phillipian.

Following the completion of the colloquium, Gurry will retire in Wells, Maine.

## After 33 Years, Rotundo Looks To Return to His Passion for History Research



Tony Rotundo, Instructor in History

By HALEY SUH

After teaching for 45 years, 33 of which were spent at Andover, Edward “Tony” Rotundo, Instructor in History, will leave his basement classroom to pursue his passion for research and writing history further.

“This place is where I spent the majority of my adult life; this is where I got married, became a parent of two, raised my children and made many friendships that I will treasure forever. I will always have deep feelings for this place,” said Rotundo.

During his years at Andover, Rotundo most frequently taught History 200 and 300 classes, as well as an elective course on gender studies for Seniors. He has also served as Chair in History, Course Head of History 200 and Co-Head of History 300 with Vic Henningsen ’69, former Instructor in History.

Aside from his roles within the History Department, he has also spent 10 years as the Co-Director of the Brace Center and 15 years as the House Counselor of Stuart North

House in Pine Knoll.

Rotundo believes that one of his most profound contributions to the school was in the mid 90s, when he served as a chair of a steering committee that the Trustees had appointed to try to determine what the future program for the next 20 to 25 years at Andover should look like.

“We discussed the academic, residential, athletic and extracurricular aspects of Andover and the ways that they all connected and related to one another. Some of the changes we’ve proposed had been put into place and created important changes. The strategic planning committee that’s at work right now is using a lot of our ideas in their work. That was probably the greatest collaborative experience I’ve ever had,” said Rotundo.

Rotundo’s long history with Andover began when his wife, Kathleen Dalton, Instructor in History, started teaching at Andover in 1980. Rotundo was hired a year later, and for 15 years they were also co-workers in the History Department.

“It was really great that the school was able to offer us that model. Our idea was we would use the extra time we had to write and publish our books, but when our kids were born, we ended [up] using the extra time to look after our kids,” said Rotundo.

Rotundo believes that his greatest accomplishment was managing his family life amidst the hectic lifestyle that Andover demands.

“Talk to any [Andover] couple and they’ll tell you that it takes a lot of work and patience to make things work and work well. My marriage has been a source of just endless pleasure, and my kids — who both went to [Andover] — are just great people. They’re interesting and funny, and I truly love spending time with them,” said Rotundo.

of the 20th century and how that connects up to politics and the lives of political conservatives.” This will be his second time writing a book, following the publication of his first book, “American Manhood: Transformations in Masculinity From the Revolution to the Modern Era,” which is still being taught in college courses today, in 1993.

However, he will also devote time to his friends and family.

“I have lots of close friends from before coming to [Andover] that I don’t spend as much time with anymore and while we’re all young enough to be healthy and visit each other, I really wanted time in my life to enjoy those kinds of things,” said Rotundo.

Though Rotundo is eager to pursue his passion for writing, he said he will miss the classroom and the daily interaction with his students and colleagues.

“I’ll surely miss the everyday social contact I have with my students and getting to meet a lot of really interesting and cool people in my classroom each year. I’ve also got a lot of really exciting, interesting and enjoyable colleagues that I will miss,” said Rotundo.

“But I definitely won’t miss those big stacks of papers on my desk, screaming at my conscience that it’s time to get them corrected, and the feeling of always trying desperately to catch up and never getting caught up,” he added.

Throughout his time at Andover, one of Rotundo’s most memorable experiences was outside the classroom, when he helped sell a box of 500 “Feminist” t-shirts with his students involved in last year’s feminism movement, in addition to having profound conversations with students regarding issues of race, gender and sexuality.

“We ordered a box of 500 t-shirts and they were all gone after 15 minutes. I got home at the end of the day and thought to myself: ‘Did that just happen?’ During that time I also enjoyed having conversations with students and faculty on race and gender, which have always been great concerns of mine,” said Rotundo.

Christopher Shaw, Instructor and Chair in History, said, “Rotundo has forged a new path for teachers and scholars at Andover. He almost single-handedly established a new sub-discipline from his groundbreaking work, [‘American Manhood,’] in men’s studies within the broader discipline of gender and women’s studies.”

“For 33 years, he has been an unrelenting advocate and inspiration for his students and a creative and generous colleague in the Department of History and Social Science,” Shaw added.

## Michael Legaspi to Continue to Share His Passion For Religious Studies with Students at Penn State

By HALEY SUH

Completing his fourth year at Andover, Michael Legaspi, Instructor and Interim Chair in Philosophy and Religious Studies (RelPhil), will continue his passion for teaching religion at Penn State University next year.

“I love Andover, and I have a lot of affection for this place. I always have and always will. Teaching here has been a real joy simply by being able to come into the classroom every day and work with students who are bright, intellectually curious and highly motivated,” said Legaspi.

Besides teaching and serving as the Interim Chair in RelPhil, Legaspi served as Assistant Coach of JV Football, Assistant Coach in Boys Squash, House Counselor in Stearns and Samaritan House and Complementary House Counselor in America House. He was also the faculty advisor for Southeast Asian Club and Philosophy Club.

Legaspi’s relationship with Andover goes back to 2001, when he began teaching at Andover’s Summer Session.

“I see Andover more through my kids’ experiences than anything else because this place has opened up their eyes and made them so much stronger, independent and competent. One reason why this place is so special is that it’s built on relationships and everyone here is

striving toward the same common goal,” said Legaspi.

“We are trying to be the best that we can be, and what I like about Andover is that rather than have that be a competitive and hostile reality, it’s what brings us together and brings us closer so we have a sense of shared struggle and suffering,” he continued.

As a professor in classics and Jewish studies at Penn State, Legaspi will continue teaching courses in Judaism, Christianity and the Bible and will be required to write, publish and maintain an active research agenda.

“I’ll be going a lot to libraries [and] conferences and pumping out articles and books on religious topics, so it’s going to be demanding from that aspect,” said Legaspi.

Though he looks forward to his new position, Legaspi expressed that the one thing he will miss the most about Andover will be the students and sharing his passion for religion and philosophy with them.

“I can’t think of anything more fond and satisfying than helping students pursue the big questions in life, and it has been a privilege to explain these ideas to such intellectual and bright students,” said Legaspi.

Legaspi added the only part of the Andover experience that he will not miss is the active pace of life.

“I think it’s a really stressful environment



Michael Legaspi, Instructor in Philosophy

for everyone, students of course, but teachers as well. I think it’s hard to have a family and personal life and doing everything in a way you want to, so I’m looking forward to a more manageable pace of life,” he said.

Outside of the classroom walls, Legaspi said that one of the most memorable experiences he’s shared with the Andover community was during this past year’s Andover/Exeter Day.

“I’m a huge football fan, and when we finally beat Exeter in such a dramatic way, I think that was probably the most intense Andover community experience. I remember we were all caught up in it, but I think it was so awesome to not just beat them but to beat them so dramatically,” said Legaspi.

While teaching at Andover, Legaspi stayed active in the academic world, continued his research,

went to conferences and kept the desire for publication and research alive.

His hard work paid off in 2011 when he won the John Templeton Award for Theological Promise for doctoral research and book “The Death of Scripture and the Rise of Biblical Studies.” After receiving the award, Legaspi was invited to speak at universities all across the country, including Harvard, Princeton and Duke, as well as Cambridge in the United Kingdom.

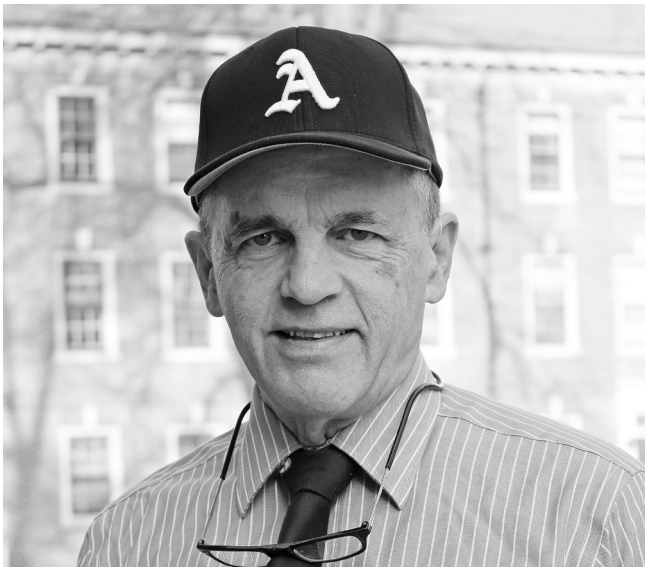
Vincent Avery, Instructor in Philosophy and Religious Studies, said “As a colleague, I will miss [Legaspi] most for his breadth of vision and sensitivity. He wears his considerable scholarship lightly, clearly relishes initiating young people into the joys of inquiry and cares deeply about good education. He is a fine teacher, and we will miss him.”

Thank You,  
Faculty!  
You will be  
missed.



# DEPARTING FACULTY

## Doug Kuhlmann Looks Forward to Spending More Time with His Wife After 31 Years of Teaching



D.BHATHENA / THE PHILLIPIAN

**Doug Kuhlmann, Instructor in Mathematics**

By **ERICA SHIN**

Looking back at his 31-year-long teaching career at Andover, Doug Kuhlmann, Instructor in Mathematics, will remember most the students he interacted with on campus.

“I always look forward to seeing the students... I will miss the friendly banter. I will miss helping students struggle through a tough problem. I will miss seeing a student’s ‘Aha!’ moment when the light turns on,” said Kuhlmann.

“I have enjoyed interacting with students in many different situations: in the classroom, in the dorm, on the playing fields. I have also enjoyed being their colleagues in plays, musicals and beginning orchestra or even playing a pickup basketball [game] with students,” said Kuhlmann.

During his time at Andover, Kuhlmann has

way up through third-year college-level mathematics, and because of that, he’s an amazing resource.”

“He’s also been able to train teachers, and it’s going to be a huge loss for the department... I’ll be taking the course from [Kuhlmann] because somebody in our department needs to carry that tradition,” Scott added.

The experience of teaching at Andover had a positive impact on Kuhlmann, almost as much as he has had on the development of the Mathematics Department.

Kuhlmann said, “[Andover] has been very supportive, sending me to conferences, allowing me to live in England for a year on my first sabbatical and letting me teach some very interesting courses to talented students.”

“I was also able to explore the arts here. Several years ago, the Art Department offered week-long courses. I was able to take color theory, photography and ceramics. [Andover] gave me the chance to explore outside my area of expertise,” he continued.

Now bidding farewell to the school, Kuhlmann will retire to a more relaxing life in his home in Newbury, Mass. Kuhlmann is looking forward to removing the alarm clock from his bedroom and simply enjoying the extra time in the day read for pleasure and exercise.

“I look forward to having the time to do more with my wife: bicycling to Plum Island, kayaking on Joppa flats, going to concerts and plays together and reading the morning paper,” he said.

## Christopher Shaw to Head to St. George’s School as the New Dean of Academics

By **HALEY SUH**

A core member of the Andover administration and History Department for nearly 25 years, Christopher Shaw, Instructor and Chair in History and Social Science, looks to move on to the next chapter of his teaching career at St. George’s School as the Dean of Academics.

Shaw’s tie to Andover dates back to the 70s when he walked on the Andover campus as a student, not a faculty member. Shaw returned to join Andover’s History Department in 1995.

“Through history, you can show kids the world, and I think all the students here have been universally hungry to see the world. I especially loved teaching here because every group of students is from everywhere, and teachers from other schools envy us for having a small group of really smart students who can speak from personal experiences about so many different parts of the planet,” Shaw said.

In addition to teaching History 100 and 300, Shaw previously directed the Outdoor Pursuits program for seven years. He was also in charge of the International Academic Partnership (IAP), a worldwide partnership program that focuses on professional development for teachers and curriculum development across many different disciplines such as Islamic cultural studies and global economics.

During his time at Andover, Shaw has also served as House Counselor of many different dorms, including Foxcroft, Bartlett, Carriage House, Paul Revere Hall, Stowe House and Hearsey House.

Though Shaw looks forward to immersing himself in a different community at St. George’s School, he said he will truly miss the profound and intellectual conversa-



D.BHATHENA / THE PHILLIPIAN

**Christopher Shaw, Instructor and Chair of History**

tions he shared with Andover students.

“There is no question that I [will] miss my students the most. I think the conversations we are having here right now about gender, race and class are the most important conversations we could be having as a learning community. The kind of conversations we are having at this campus are so high level, emotionally wrenching, and intellectually rich,” he said. Shaw hopes to bring these conversations to St. George’s and challenge students there with similar issues.

Throughout his time at Andover, Shaw has always looked forward to September.

“I think one of my favorite moments every year is when I meet and start to teach the History 100 class. There’s that moment when we are all brand new and all nervous. My students have loads of expectations of what I’ll be like and I have very few expectations of what they’ll be like, but there’s always a crispness to that moment that I love,” said Shaw.

One of the most significant contributions Shaw has made was overseeing the redevelopment of the History 100 and 200 curriculums.

“Under Tony Rotundo, [Instructor in History and Social Science]’s leadership, a group of history teachers have taken a really close look at how we teach History 100 and 200 and why we are teaching it. The conversation that’s been going on is fascinating and cutting edge. My sense is that we are taking a close look at why we are teaching the content and what we hope to achieve from them,” said Shaw.

Shaw has also brought to Andover his firsthand economics experiences he had acquired after specializing in the development of French-speaking sub-Saharan African countries and travelling to Madagascar, Rwanda, Mali and Morocco as an economist.

“Shaw presents his students with opportunities to apply those tools to real-world problems, not least in engaging complex moral and social issues tied to development and globalization. For him, learning economics is about more than acquiring the technical skills to assure one’s financial enrichment; it can also illuminate the world in ways that might enable those with the will to use its insights to improve the human condition,” said Rotundo in an email to *The Phillipian*.

## Ali Mattia Takes Her Passion for Tending Athletes and Love for Baking to Graduate School



AJONAS / THE PHILLIPIAN

**Ali Mattia, Strength and Conditioning Trainer**

By **SHARAN GILL**

Bidding farewell to the Andover community, Ali Mattia, Strength and Conditioning Trainer, leaves Andover having both figuratively and literally come into contact with almost every student here. Whether it was sitting down on her swivel stool taping up dozens of broken athletes each afternoon in Borden Gym or baking small treats for her girls in Timson Dormitory, Mattia has invested herself in the lives of many in her three years at Andover.

“The kids at Andover are great. It’s been a really great atmosphere just getting to know so many different people on so many different levels. I’m a house counselor too, so I get to see people in a different way. Most adults see the kids in the classroom, and I get to see everybody on the sports field and in the training room and also in the dorm,” said Mattia.

Mattia’s position at Andover was her first job after graduating from Quinnipiac

a big place. But my confidence, ability to work with others and communication just skyrocketed when I came here. The supportive nature of this place really helped me with that. I think that this place has been a great place to help me become really confident in what I’m doing,” Mattia added.

Mattia spends her days at Andover in Borden Gym supervising the Flexible Fitness Option, advising students with injuries and watching students in athletic competitions.

“There have been several moments where kids have been hurt in the training room, and, when they finally get back to playing, they are just so thankful for all the help we’ve been able to give them, which just makes my job so rewarding,” she said.

It’s the smiles that she brings upon these students’ faces and the excitement they feel when they are finally cleared to play, however, that makes the job so worthwhile for Mattia.

“I’m really going to miss the smiles and the people just coming in to say ‘hi.’ It’s a fun atmosphere that I work in, the athletics. There’s stress, but people are usually happy to be playing sports, and I really love being surrounded by that, so I think I’m going to miss that,” said Mattia.

While she is still searching for a part-time job for next year, Mattia knows that graduate school is in her near future. She will stay busy next year taking classes in organic chemistry, biochemistry and microbiology to prepare her for graduate school and hopefully a Master’s in nutrition.

“Everything that I’ve learned here, just the confidence and just the way people work here and the supportive nature, is going to go with me wherever I go. I want to continue to be supportive to my co-workers and the student athletes I work with. I think being here has really helped with that,” said Mattia.

### Class of 2014 Winners of National Achievement Awards:

*National Merit Scholarships:*  
Casey Durant  
Farris Peale  
Nathan Sheng

*National Achievement Scholarships:*  
Mikaela Rabb

*National Hispanic Recognition Program Scholars:*  
Katherine Vega

*National Hispanic Recognition Program Honorable Mention:*  
Diana Avellaneda  
Andrea Yopez  
Miguel Wisen

## WRITE FOR NEWS!

*Email riyer, ekim2, cli and mmayhew*



# DEPARTING FACULTY

## After 34 Years, Roxanne and Donald Barry Return to Alma Mater, Carleton College, the Origin of Their Love

By OLIVIA MICHAELS

When they arrived on Andover’s campus 34 years ago, Donald and Roxanne Barry, Instructor in Mathematics and Director of Summer Opportunities, respectively, were simply looking for a job that offered housing. After years of working and connecting with students, they will now be retiring to their alma mater of Carleton College in Northfield, MN. The Barrys met at Carleton College and moved to Andover in 1980 after working for schools in Tarsus, Turkey, and Istanbul, Turkey, for seven years. The Barrys will return to Minnesota and live in the former home of Roxanne Barry’s grandmother. Though their specific plans are not in place yet, they plan to be involved in the Carleton College community, whether formally or informally. “If possible, we will probably have sort of a drop-in place for students who just want to get away from the dorms, make a batch of cookies, because we’re only two blocks away from campus. We’ll open up our house in some way. I don’t think we will ever stop being teachers,” Roxanne Barry said.

### Donald Barry Leaves Behind a Legacy of Thousands of Math Competition Problems

Known for his passion for math and his challenging math contest problems, Donald Barry will leave Andover’s Mathematics Department this spring. In addition to teaching math, Barry has been a House Counselor in Taylor Hall, Coach of JV Boys Basketball, Golf and Cross Country, the faculty advisor and co-founder of Model United Nations Club and faculty advisor of the Math Club.

Donald Barry will be remembered for his involvement in the Math Club, where he created problems for the students and proctored exams and contests.

“[Math Club] problems had to be non-routine problems: not just run of the mill textbook problems. So that was a lot of work. And as we have gotten into more and more contests, I’ve had to do more and more proctoring,” Donald Barry said.

His experience teaching math in Turkey with Roxanne Barry led him to his passion of writing problems for math contests. Along with his work with the Math Club, Donald Barry also wrote problems for thirty years at Massachusetts-wide and New England-wide math contests and was the head writer of problems for the national American Regions Math League (ARML) math contest from 1995 to 2008.

“Most math teachers don’t write problems for math contests. They either don’t want to because they know it is a huge amount of work, or they don’t feel they can, but the number who do is stunningly low. This has defined my career. I haven’t been an administrator, but what I have done, through-

out my entire Andover career, is I’ve written tons and tons of math problems for contests, which means they are non-routine problems,” he said.

Using his passion for innovative math problems, Donald Barry pushes his students to explore mathematical concepts in his classes. He often grants extra credit to students who pursue a difficult math problem to motivate them to look beyond what he teaches in class.

“Writing those problems has contributed to my teaching because I’m quite confident that I’m more exploratory in class with problems than I would be otherwise. I spend much more time looking into a problem, seeing what’s there, seeing the possi-

bilities that are not just on the surface,” said Donald Barry.

“[Math is] just a chance for all of us to be creative. But when you’re doing math, you’re doing more than just math. There are philosophical underpinnings to math. Math is a very unusual creation. It has inspired all sorts of ideas and debates about the nature of our mind and how our mind relates to the world,” Donald Barry said.

Donald Barry witnessed students’ perseverance outside his classroom on the cross-country course.

One boy he recalled consistently came in last place in races, but worked hard at each practice. On one of the last races of the season, he finally came ahead of two other boys on the course.

“In this awful, miserable day, he was ecstatic, and so were we. You’ve seen a kid who had no idea what he could do discover what he could do and he is so proud of himself because his parents could see him,” he added.

Andover allowed Donald Barry to pursue his own interests while helping students learn.

“This has been a school where you can find your voice as a teacher, those things that interest you. You can find students who find your voice attractive to them. The administration lets you be the teacher. There is a relatively low level of bureaucracy and a relatively high level of pursuing your own vision,” he said.

### Roxanne Barry Connected With Students

Before she came to Andover in 1980, Roxanne Barry was always connected to Andover. Though she grew up in Turkey, her parents taught at schools founded by missionaries from the Andover Theological Seminary, a school that previously occupied part of Andover’s campus.

“The doctor who took care of me at the mission in Turkey was a Phillips Academy graduate. He was a missionary that had also come to Andover. The minister who married [Donald] Barry and me was a Phillips Academy graduate. We were meant to come here, I guess,” she said.

Roxanne Barry has been the Director of the Summer and Gap Year Opportunities Office for the past 20 years, creating two websites where students can submit essays and pictures of their summer

and gap year experiences. She was also the Head Of School Visitor Arranger and an Academic Advisor for ten years.

“Because I am not a classroom educator, [being Summer and Gap Year Opportunities Director] is my way of connecting to wonderful students at Phillips Academy. I have enjoyed finding new summer and gap year programs over the past 20 years and matching our students’ interests to these programs. It is always rewarding to have a student tell you that they had a wonderful summer or gap year experience,” said Roxanne Barry in an email to *The Phillipian*. As Summer and Gap Year Opportunities Office Director, she organized the annual summer and gap year opportunities fairs with the Parents of Students of Phillips Academy (PSPA).

Roxanne Barry found a community as a complementary house counselor for Clement House for the past ten years.

“When you’re living in the same place, the community of faculty and their families and the students are all part of that big family. So when I go to the dormitory and I talk to those girls and see them in the evenings or on the weekends when I am on duty, it feels a little bit like my extended family. It’s almost like talking to my own daughters again,” said Roxanne Barry. She also enjoys the cultural and artistic events that Andover offers.

She was a seventh-grade master teacher for the PALS program for 17 years. She trains the high school students from Andover and Andover High School who teach seventh graders from Lawrence math and language arts.



Donald Barry and Roxanne Barry

J.SCHMITT/ THE PHILLIPIAN

## 2013 – 2014 Teaching Fellows



J.SCHMITT/ THE PHILLIPIAN

Front Row: Nancy Little, Elizabeth Davis, Christopher Wade  
Back Row: Elias Rodriques, Jill Kozloff, Graham Rosby, Alexander Kuntz, William Speer  
Not Pictured: Sarah Boylan, Dan Greenberg, Victoria Lockwood, Ranbel Sun, Murphy Temple, Parker Washburn

# A Warm Thank You to the 2013 – 2014 Teaching Fellows!





# THE REIGN OF FEATURES



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Top 10 Top 10's

Page B3:  
Real Farewells

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Fake SAT

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The Year of  
News in Review

Page B7:  
The Year of  
Sports in Review

Page B8:  
A Goodbye  
to Rem and Jake



FEATURES PRESENTS

TOP TEN

Adjectives + Fruits

10. Flaccid Banana.

9. Apathetic Passionfruit.

8. Prosmiscuous Pear.

7. Amiable Nightshade.

6. Dedicated Honeysuckle.

5. Wild-Bittersweet Orange.

4. Plebian Apple.

3. Peer-pressuring Potato.

2. Overcompensating Peanut.

1. Parched Watermelon.

By Alex Sweeting

FEATURES PRESENTS

TOP TEN

Worst Things You can Do to Honey Bear

10. Flirt with Honey Bear’s best friend.

9. Pigeonhole Honey Bear.

8. “Get a Bit Too Friendly” with Honey Bear’s secretary.

7. Scream at Honey Bear’s children.

6. Manipulate Honey Bear.

5. Flirt with Honey Bear’s sister.

4. Never apologize to Honey Bear. Even after last night.

3. Marry Honey Bear because Honey Bear is rich.

2. Flirt with Honey Bear’s mother.

1. Arson.

FEATURES PRESENTS

TOP TEN

Reasons Exeter was Founded

10. Andover students needed a safety school.

9. Mr. Palfrey needed to learn what was wrong with a school in order to run one.

8. Their color is red. So is the devil’s.

7. Andover needed a guaranteed athletics win each year.

6. BKH need someone to cheer against.

5. Exeter has 6 letters.  
6 \* 111 = 666

4. A/E gives PA students their required community service.

3. Their mascot resembles the devil.

2. Like I can’t be the only one thinking that.

1. No other Juvenile detention centers in New Hampshire.

FEATURES PRESENTS

TOP TEN

Reasons Andover Should Secede

10. “President Palfrey” has a nice ring to it.

9. So HoS day finally receives the national recognition it deserves.

8. To escape the insults of Andover townsfolk.

7. Palfreycare > Obamacare.

6. We have enough Sperry’s to start an export economy.

5. ‘Secede’ and ‘Succeed’ sound very similar.

4. National Sunday Sundaes.

3. So George Bush ’64 can get four more years.

2. Two presidents are better than one.

1. Student Council never undergoes a complete shutdown.

FEATURES PRESENTS

TOP TEN

Reasons You Missed Your Flight

10. Extra frisky security brushdown.

9. Busy getting a “natural” tan.

8. Long line at Starbucks to get your Vente with skim milk.

7. Freak gasoline fight accident on the tarmac.

6. Sexual harassment lawsuit w/ TSA (see #10)

5. Customs found your hedgehog.

4. The “Fasten Seatbelt” sign wouldn’t turn off.

3. Unsuccessful flirting attempts with the flight attendant

2. Apparently, airlines don’t believe in ‘fashionably late.’

1. Soiree with Features.

FEATURES PRESENTS

TOP TEN

Tips to Have Fun at Gelb Next Year!

10. Wear lab appropriate clothing.

9. It takes two to titrate.

8. Pay ample attention to Honey Bear.

7. If people are pumping their fists, you probably should.

6. Avoid asking any of the chaperones to dance. They might actually want to.

5. Just dance, it’ll be ok, da-da, doo-doo.

4. Drink more water. Dehydration is no fun for anyone.

3. When the beat drops, pick it up.

2. The best floor is actually floor 2 and 3/4 but shhh...

1. Ask out the one you like before they argon!



# Fa(ux)rewells

Jared,

You little troublemaker, you!



remember - don't end up like us!

USE PROTECTION!

Love,  
Mom and Dad

Dear Jack,

Keep swinging for the fences!



*These ads aren't cheap!*

I know I don't say this that often, but..  
You make me proud.  
Sometimes.

Love you play,  
Coach/Dad (and NOT the other way around!)

Hey Penelope  
Congratulations on your graduation!



By the way, Fluffy was hit by a car while you were gone.  
We figured this was the best way to break the news...

Luv ya!  
Madge and Padge

From your first day at PA...



TO  
NOW  
!!!!!!!

Congrats Jordan  
Vandy '17



Congrats on making it through your first year at PA, Jordan!  
  
Now how did you pull that one off???

Good luck on three more years!  
You'll need it!

Love,  
Your Aunt Steve!

*We still love you, Patricia!*

*LOL!*  
*(lots of love),*  
*-the fam*





Section 8

Time - 0.02 min

2,014 Questions

Turn to Section 68.6 of your answer sheet. Did you do it? Yes? Idiot. You're so gullible.

**Directions:** For this section, treat it like every other test ever and just answer the questions. It isn't that hard. You may use any available space for scratch work, doodling *The Phillipian* logo, writing haikus, swearing in foreign languages, brainstorming top tens, etc.





NOTES

1. The use of a calculator is permitted, but under no circumstance are you permitted to use a watch. You could save formulas on those.
2. All numbers are real numbers. If you see an imaginary number, calmly put down your pencil, raise your hand and allow your proctor to escort you to the nearest psychiatric ward.
3. Figures that accompany problems in this test are intended to confuse you. They are drawn as accurately as possible to resurface traumatic memories of dark hours spent in geometry.
4. All figures have scales, EXCEPT when it is stated in a specific problem that the figure is not drawn with scale. In this scenario, the figure will wrap itself with fur to maintain body warmth.
5. The figures are alive.
6. Unless otherwise specified, assume that the domain of any figure is its natural habitat. Keeping that in mind, please respect the figures' domains and clean up after yourself.

1. If Ellie has five cuts and Jack has four cuts, which of the following is ALWAYS true? Like *always*.

- (A) They done goofed up.
- (B) They are both cut-ies ;)
- (C) Neither is having a parietal Friday night.
- (D) They cut too much slack, have an insufficient remainder.
- (E) Rob, the traitor, has 0 cuts.

2. What is the  $\sin(x)$  equal to?





- (A) 
- (B) 
- (C) 
- (D) 

(E) Ignore these mixed signals and move carry onto question 84. And no. You may not flip over the page, or pass go. No \$200 for U!

3. If Jack has 100 pieces of candy, and he sees 30 hungry children, then what would be the best way to divide them?

- (A) Give it to all the attractive children, sweets are the last thing those ugly kids need.
- (B) Tell the kids to go away so he can eat the candy himself.
- (C) Run a little competition we like to call the "Hunger Games."
- (D) Give it to the popular kids, cause then maybe he can hang with them.
- (E) Equally!

4. Which of the following lines is straightest?

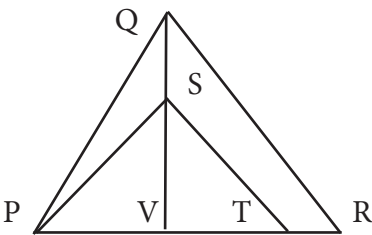
- (A) 
- (B) 
- (C) 
- (D) 

(E) Not enough information. (Hint: this is not the right answer.)

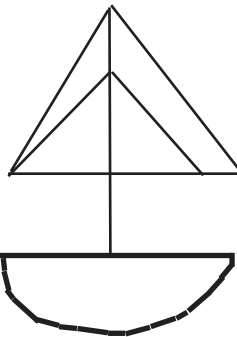
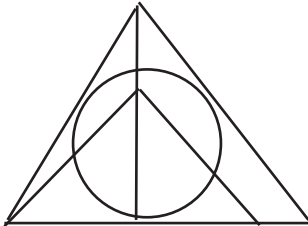
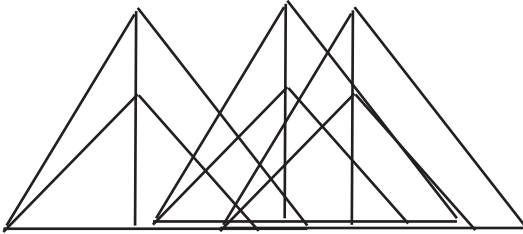
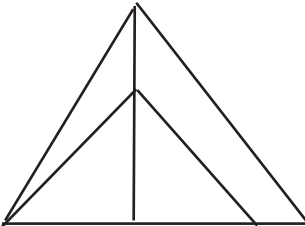
5. What is the best method of distributing the candy mentioned in number 3?

- (A) A sketchy white van... with no windows.
- (B) Ice Cream Truck
- (C) 'Free' Fire Truck Rides
- (D) The Carnival Ruckus House
- (E) Hire the Pied Piper.

6. What can you make of  PQR, pictured below?



Note: Figure not drawn with scales. Avoid contact at all costs.

- (A) a ship 
- (B) a Deathly Hallows sign 
- (C) a mountain range 
- (D) a hat 

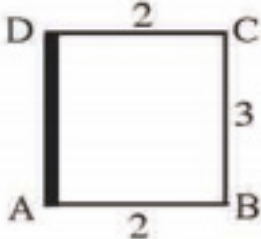
(E) Chastity Belt Buckle

7. Mike has a sack of marbles. In it, he has four green marbles, five red marbles, six yellow marbles, seven mixed marbles and seven ultra-violet marbles. Which of the following is a correct statement about Mike and his marbles?

- (A) Mike has bigger marbles than Ike.
- (B) Mike often leaves dates to play with his marbles.
- (C) Mike collects marbles.
- (D) Mike likes Ike.
- (E) Mike has lost his marbles.

8. Jeremy begins at point A and walks two miles east to point B. He then turns, travelling north for three miles to point C. Finally, Jeremy turns again and travels two miles west to point D. Why the hell didn't Jeremy just travel north one and a half miles originally, going directly from point

A to point D?



- (A) His nearsightedness doesn't allow him to walk straight
- (B) The College Board told him to
- (C) There is a forest full of rabid centaurs between points A and D.
- (D) Who knows? Ask Jeremy!
- (E) All of the above




DO NOT CONTINUE ON TO THE NEXT SECTION


If you are caught continuing on to the next section, there will be severe consequences.  
Your test score will be switched with the dumbest dumbo in the room. Yes, him.  
Also, we'll tell your mom.




5




5



Stop reading this and focus on your test. Your time is running out, and this score could change your entire future. Why are you still reading this.



5



5

Section 5

Time - summertime!

20 Questions. Your turn.

This is a reminder to be using a #2 pencil. If you are not using a #2 pencil, pack up your things and leave immediately.

**Directions:** For this section, you will be graded on your ability to creatively fill in the bubbles on your answer sheet. You have 20 minutes to create a drawing. You will be graded on your clarity, humor and originality. Remember, only fill one bubble per row. Only. One.

Each sentence below has one or two blanks, each blank indicating that something has been omitted. You may not know this, but printing ink is fairly expensive. The dots saved us a ton of cash money. Choose the word or set of words that, when inserted in the sentence, best describes how you feel right now.

**EXAMPLE:**  
Hoping to -----, the freshmen held a photo shoot in the Cochran Bird Sanctuary that they felt would be perceived as -----.

(A) fit in . . “totally cute! Post it post it post it!”  
(B) change their profile pictures . . soo artsy  
(C) appear nature-y . . nature-y  
(D) take pictures for Features . . endearing. Oh, youth.  
(E) survive . . “ah! A bear!!”

this one!

☒ (A) ☒ (B) ☒ (C) ☒ (D) ☒ (E)

1.

Finding out that your ----- has been ----- really sucks.

(A) Phone . . sending your texts to your mom  
(B) Roommate . . tickling himself  
(C) Dorm . . sharing your toothbrush  
(D) Sister . . stealing your lipgloss  
(E) Pregnancy test . . lying
2.

The party was totally radical, dude, but then ----- and the fun was ruined.

(A) Jake Marrus came  
(B) The PoPo (Editor in Chief) came  
(C) The girls left because Jake Marrus came  
(D) Your parents woke up  
(E) A few too many ambulances arrived
3.

After another dull night in the den, Riley -----  
--in the SAB closet.

(A) Packed up her board game and hid it  
(B) Made out with Gunga  
(C) Hid the evidence  
(D) played hide-and-seek with her roommate  
(E) ate stolen mozzarella sticks

4.

In a rush to get out of her house, Cinderella left her ----- in the -----.

(A) Orville Redenbacher popcorn...in the microwave  
(B) phone. . litter box  
(C) pepper spray . . spice cabinet  
(D) slipper . . bedroom  
(E) keys . . house

(A) (B) (C) (D) (E)

The following sentences test your knowledge of out-dated, useless grammar rules that no one uses in real life. Each sentence contains no more than one error, but most have one example of a pretentious fake rule that hardly exists. The error, if there is one, is underlined and lettered. If the sentence contains an error, circle it and stab your paper until it disappears. Consider the grammar with the rules of the English your pretentious sister corrects you on.

**EXAMPLE:**

Me and him went to the store to eat; we was so for hungry for bananas; now he tossed banana to I! Yummy in my tummy! No error

(A) (B) (C) (D) ☒

5.

Yooooo broski, that tilt was so toootally raadical broski! No error.

(A) (B) (C) (D) (E)
6.

Simba and Ariel went on a date under the sea, thus completing the circle of life. No error because we can feel the love tonight.

(A) (B) (C) (D) (E)

The passages below are followed by questions based on their content; questions following a pair of related passages may also be based on the relationship between the paired passages. Are the passages serious? Are the passages complicated? Are they in a civil union? Answer the questions on the basis of your gut. Trust your gut: sometimes the answers are implied in the passages, but never stated. The grading on this test is completely subjective.

Passage 1

The twentieth-century administrative classic, known as the “Blue Book,” outlines the rules, regulations and nightmares that uphold the community in this lovely place I’m trapped in. It’s sNOW joke; the Blue Book really is important. Students everywhere read the Blue Book when they need to brush up on their disciplinary guidelines, are debating school policy or can’t fall asleep. I’m so proud of myself that I wrote the novel after 30 years of thinking about all the loopholes these little pumpkins might find. You wanna play spike ball? Sure, but not on any grass or part of campus! You thinkin’ about bikin’ around without a helmet? Try again, even if it’s technically legal in the state of Massachusetts!

The most recent version of the Blue Book, Volume LXXX-VIVIII, is by far my favorite. Complete with emergency response procedures and a map of campus, the Blue Book comforts me like nothing else. It’s the slippers to my Dorothy, the bow to my Katniss; you get the point. I hope (and secretly think) that all students love the Blue Book just as much as I do. Thank God for rules! Next year, I want to add a bit about smiling... I’ve been seeing too much of that lately....

Passage 2

The following passage reflects the views of the student body as a whole.

The Blue Book? You mean my math textbook? I love math. Oh, you mean the BLUE book! I prefer the indigo book, myself, but to each their own, amirite?

1. Both passages call attention to which aspect of the Blue Book?

(A) Its predatory nature.  
(B) The metaphysical philosophy it discloses.  
(C) Its importance in student affairs.  
(D) The cheat sheet on getting into college!!  
(E) The parietal rules, which we always obey.

2. The author of Passage 2 would most likely regard the phenomena described in lines 1-6 in Passage 1 (“It hung... Mona Lisa” as

(A) A violation of human rights.  
(B) A vehement protest against plastic surgeons.  
(C) Absolute nonsense.  
(D) A detailed weather report.

(E) Something else.

3. In line 6, “debate” most nearly means

(A) Screaming match  
(B) Monologue  
(C) Disagree-with-me-and-I’ll-make-you-sorry!  
(D) Philomathean Associateship  
(E) \*Cmon, take de bait!\*

4. What is the main argument of the second passage?

(A) *The Phillipian* needs a math lesson.  
(B) Will you go to Prom with me?  
(C) Dogs are better than cats.  
(D) STMIV  
(E) And she’s climbing the stairway to heaven.

STOP

If you finish before time is called, then you probably cheated.

You think you’re so smart, don’t you? You think you’re too cool for school?

Well I got a newsflash for you, amigo: you aren’t.



# The Phillipian Presents: *The Year in Review*

## Old News

BY PAYTON JANCSY

My my, what a year it has been for news! It's hard to know where to begin with news of 2014, what with the nail-biting policy development, but I'll list my recap in order of "least important" news articles to "no one read these" stories:

As artichoke debates continue to circle campus, the faculty have concluded that the dance culture needed to change. After hours of debates, the Highly Inquisitives announced the Educational Decrees 23 and 24 and 25, which outlawed tango-ing and also implement a dress code.

These served as a happy compromise for everyone: they responded to the girls' complaints that "they were soo over high school boys" when no one salsa-ed with them and pacified the guys who were too shy to ask anyone to dance. These

decrees have succeeded tremendously: the number of students who wear onesies to the dances have spiked!

"I'm so much warmer on the way back and forth from the sanctuary now after den dances! Plus, my onesie is so flattering!" says an enthusiastic junior, Twelf Yeerold.

Moving right along to other pretty significant news, let's talk about the presidential changes. In 2014, the student body finally asked, why have two normal presidents, when we can have one president and a dope DJ? After last years' election students everywhere jumped with joy at the conclusion of this year's election. R-Shizzay will certainly pump up the party that is Andover!

Hmm... I can hardly remember any other news headlines I saw and ignored this year. I guess I



could mention that plenty of Seniors were outraged when they received a Fake Superlative Survey. Hundreds of Seniors complained at the fact they were not voted "most likely to be take over the

world," however some were encouraged because it meant their takeover would be more discreet. You can't fight what you can't see coming!!! Other students were embarrassed that they were

not voted as the best ten-ni-golfer. Next time, bros!

Our *Phillipian* News Section has combated this year with style and prestige, per usual. Quadrouple-handedly handling the quality news of the

academy, the newsies covered all the mundane stories of the school. But first, let [them] take a selfie.

What a year is has been!

### FEATURES PRESENTS

## TOP TEN

### Ways to Celebrate Graduation

10. Burn the Blue Book.
9. Catch up on some SAT prep.
8. #cancún #bahamas #eurotrip.
7. Cry because the #gloryday are over.
6. Play 2014 holes of golf.
5. Throw a Den Dance.
4. PG year at Exeter.
3. Visit *The Phillipian* website to catch up on all your high school gossip.
2. Watch "Frozen."
1. Emotionally prepare yourself for being a freshman again #4moreyears :)

## Arts and Leizzzzzzzzure

BY TIFFANY BAUMAN

Seizures took out half the room as the hidden lights in the Den, which most people still don't know about, flashed brilliant colors throughout the un-illuminated space we call "Susie's."

"Welcome Gungos and Gungites to Andover's very own Battle of the Bananas," yelled Ed Guerilla, one of the judges for the night.

"I'm not really sure what this event is," said spectator Chimp Jungle, as he nonchalantly strolled through Susie's. "I only came because The Weekender made this event's box bigger than the other events' boxes for Saturday, so I assumed everyone would be here."

Kicking off the event, the student band "The aP-EELers" took to the stage. Talented couple Chiquita and Dole Del Monte hopped on, each holding their own ukeleles made from strings and overly large bananas.

Songs like "Banane-ria" didn't get much of a reaction. However, the crowd began singing along

and chanting "B-A-N-A-N-A-S" to the student's performance of Gwen Stefani's "Hollaback Girl."

"First of all, Gwen Stefani's attire was chic," stated Guerilla. "Chiquita was wearing way too much Banana Republic tonight."

"Yaaa... the name was kind of a stretch," admitted Dole. "The requirement to enter the event was to have a banana theme, and I really needed to enter some extra credit for art class."

Next up were the "Banana Splits," a group of Andover's highest quality gymnasts. Even though the full body banana costumes took away 97 percent off their movement and rotation, they really gave it all they had.

"The group did mediocre tonight," stated Judge Guerilla. "Slipped up a couple times... my vote's gonna bunch over to a 'no' on that one."

Of course, an Andover event is not an event unless it features Andover's very own, all-male capella group, the Shitzus. This, ladies — and maybe two or three gentlemen trying to squeeze their way through a crowd while avoiding being caught in a "watching the shitzus <3 <3" Snapchats — is the probably the



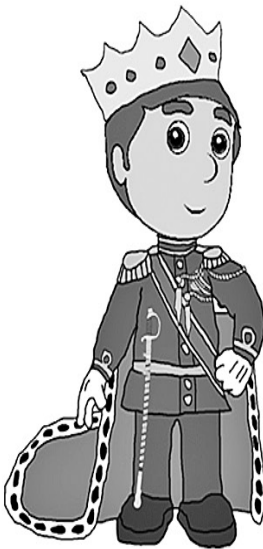
only reason you came to this event.

Many thanks go out to the Abbot Association for funded this event. That event was bananas, and it couldn't have been done without you.

Even though this event was a bigger hit for the Twitter page "PA Bananas" than it was for the school's activities board,

it was clear that Andover students really/somewhat/didn't try to make the event a hit. Whatever, I tweeted a picture for *Phillipian* Art's unimpressive amount of Twitter followers, so they should be content with me.

This event was the only notable one Arts covered this year.



Sofa King! Our prices aren't just good.



They are  
**SOFA KING**  
Good!



# The Phillipian Presents: *More Reviewing of the Year*

## #Winning @Sprts

BY JAMES FLYNN

This year was the toughest to date for the hard-hitting *Phillipian* Sports section. The editors got the ball rolling this fall by dishing some sauce in the form of assignments since day one.

These writers trained hard, day in and day out, putting in the extra work outside of practice to hit that word limit. Several injuries kept some key writers out this season, however, with torn ACLs, broken nails, finger jams and headaches. The subs got off the sidelines, making those cheesy, cliché headlines we have all come to love. The weekly embellishment of “he passed, she scored” kept readers on the edge of their seats, crying at the sheer beauty of the results they had already heard about. The sentence craft, concision and character development rivaled that

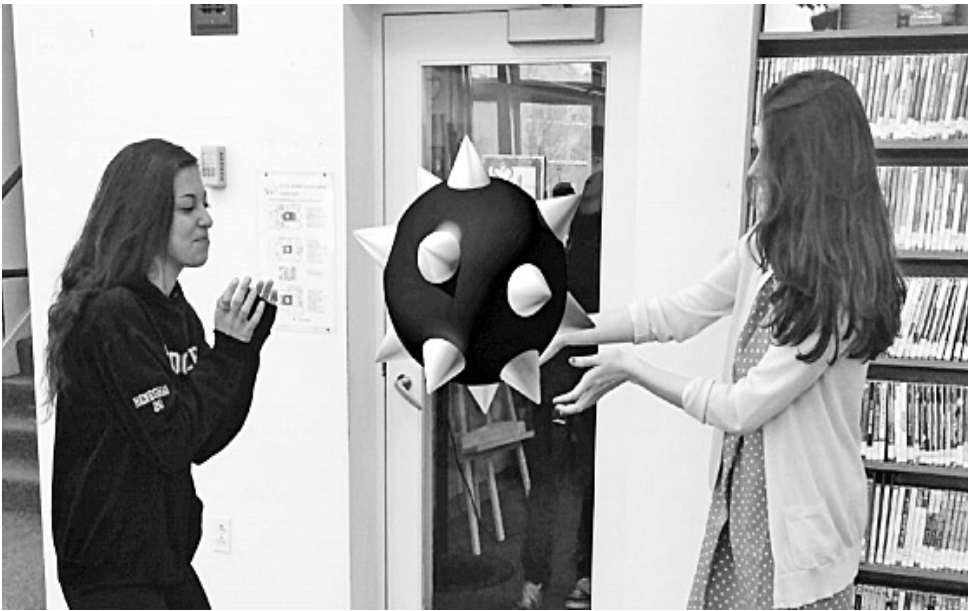
of the work in the early Italian Renaissance. The distinctive qualities of all the articles, not remotely sounding like the thousands beforehand, drew strong feelings from many readers. “I cried,” said Cri Babi ’17. “The sheer brilliance of these articles was simply too much for even my vast manliness to handle.”

Besides the usual weekly home-run report, they have branched out this year into the science of these sports, because learning the math behind shooting a lacrosse ball really puts the fun into sports. The exact torque divided by the weight multiplied by the bicep length to the power of the washboard-ness of the abdominals intensifies everyone’s appreciation for the game. Luckily, if you miss a game, the mid-action shots always seem to get some great calf definition. These pictures are also of Andover students,

unlike every single Weekender, which seems unaware of the fact that collegiate athletes who play in collegiate uniforms do not attend Andover.

Luckily, Sports has had a few real topics to write about over the year, as our Football team actually won their games this year, and Boys Hockey lived up to the hype, deciding to make the playoffs for a change. The pre-game rituals of the pigskin-tossers even made a legendary appearance on an online blog, which made the entire team squeal with joy. In fact, they even made a celebratory dance called “The Hawk” to commemorate the occasion.

Unfortunately, this year has caused the Class of 2017 to possess beliefs that Andover does not lose athletic events, and only time can tell how long that will last.



A Sports writer engages in an intense staring contest with the ball.

## A Review of the Bathrooms

BY ARMAAN SINGH

There are many common experiences among Andover students: All-School Meetings, eating in Paresky Commons, working together on teams or in extracurriculars; the list goes on and on. But above all these experiences (or perhaps below it, literally speaking) exists our combined use of sanitation facilities. Yes, I am talking about the bathroom. It would be a flat-out lie to claim that the bathroom is not is not a central part of any student’s day. Between Snapchat, Candy Crush and 2048, I have witnessed how the bathroom takes up about 12 percent of the average student’s day. Given how important bathrooms have been to my Andover experience (and how many paper cuts my body has suffered), I have decided to grade and rank the bathrooms on campus. I have mainly focused on the facilities of academic buildings, since math and English are always the best toilet times. I behold to thee the culmination of four years at Andover:

**Graves:** My God! Is this a bathroom or a sauna or a prison cell? As I write these notes on my iPhone, I don’t even have room for my legs... smh. Toilet paper is definitely subpar, and there’s a crack in the door that allows anyone washing their hands to see who’s on the only men’s toilet in the building. The entire bathroom is cramped and makes doing my business a miserable experience.

Grade: 1

**Morse:** Bathroom is relatively well kept, but the facilities are getting old. There are no windows above the sinks, and the toilets themselves are small and cramped. But the pie charts on the door handles are a nice touch.

Grade: 3

**Pearson:** Still have yet to visit this building... You’re probably not missing much here.

Grade: N/A

**Isham:** I will admit that it sucks to feel that I’m in 20th century Alcatraz. However, the more-soft 1000 toilet paper is a gamechanger — it is the best one-ply paper I’ve ever used, better than a lot of its two-ply brethren. Also, the Isham nurses are angels, and you can pick up some good snacks on the way out.

Grade: 4

**Library:** The bathroom, for the most part, is not spectacular. But I find the toilet paper above average, and the flushes are very nice. Also, the huge stall next to the window with a big mirror across from the toilet, known as “The Throne,” is just an awesome experience.

Grade: 4+

**Commons:** The bathrooms here are solid all the way around. The toilet paper has a nice pattern, and the flushes are very strong yet efficient. There is usually a nice ambiance to the place as well. There is also a rumor that Susie’s has two-ply (I will neither confirm nor deny this rumor)!

Grade: 5

**Gelb:** Big, nice stalls on second and third floors, and even the first floor is spacy. It also has some of the best toilet paper in the league. But beware: sometimes the single stalls have been known to not lock, exposing students at the worst time possible.

Grade: 5

**Bulfinch:** Just like the rest of the buildings, the bathrooms here have been beautifully renovated. Marble floors, incredible lighting and expansive stall space make any toilet experience here a great one.

Grade 6

**Addison:** similar to the bathrooms in Bullfinch, the bathrooms here are simply fantastic. I feel privileged just to be able to sit on such fine facilities. The toilet paper is top-class, protecting your behind from bruises. Any crap here is transformed into a work of art.

Grade: 6

## Letter to The Editor

*\*\*Disclaimer: In no way does Features or The Phillipian endorse any of the view presented in this Letter to the Editor. Quite frankly, we are shocked at the author’s audacity. We apologize for any discomfort or offense this letter may inflict. Take it out on him, not us.\*\**

### To the Editor:

First and foremost, I would like to acknowledge all the articles in the past 137 issues of *The Phillipian* — I applaud all authors and co-signatories for your courage, intellect and profound tolerance.

Now, this is not to say that I do not equally applaud all writers of other articles in other sections — you too have inspired us all. And even if you have not inspired us, I have no intention of judging your lack of inspiration to write, nor do I wish to infer that applause is the only form of conveying approval.

Moreover, my submission of this letter to *The Phillipian* bears no implication that the paper is in any way the most well-respected, noble or fine of Andover’s student publications (including — but not limited to — “Frontline,” “Backtracks,” “The Courant,” “The Record” and “Submarine”). Furthermore, I have no intention of depicting written publications as more

authentic than anything (published or not published) that is accessed by means of PC, Mac, eBook, smartphone, Kindle, etc.

At the risk of offending various movements on campus, I am driven to state that the content of this article is in no way a critique or condemnation of anything stated heretofore in *The Phillipian* or the staff of the paper. For that matter, this piece is not an appraisal of movements on other campuses, readers of other newspapers, parents of readers of other newspapers and their relatives, neighbors and friends nearby, or any other organization (or non-organization) in the world.

On the contrary, neither do I ignore — nor am I otherwise insensitive — to matters of income, outcome, hook-up status or Facebook marital status. I am furthermore cognizant that if I were ignorant of these matters, it would be no fault of my own, nor would it be the fault of any individual or group who is ignorant of any topic.

However, my thoughts are in no way impinged upon by race, ethnicity, culture, gender, sex, religion, sexuality, political orientation, athleticism, fashion sense or olfactory capabilities.

Thank you,  
**Theodore D. Lasry**

### FEATURES PRESENTS

## TOP TEN

### Features State of the Academy Stats

10. 100 percent looooooved History 310.
9. George W Bush is the most popular president.
8. News is the most read section.
7. Commons Catfish Cajun is the best meal ever.
6. 200 percent of Uppers participated in lawning activities.
5. Most Wanted DJs: R-Shizzay and Skrillex.
4. .01 percent enjoyed the thrilling Soap Opera we fondly call, “Arts.”
3. 60 percent spell “Sprts” correctly every time.
2. 100 percent believe Features should take over the paper.
1. 90% applied for Commentary. Associate.

### FEATURES PRESENTS

## TOP TEN

### Things to Do Before Graduation Next Year!

10. Cross the street without flashers on
9. Grind
8. Short shorts
7. Have a barbeque
6. Inflate a swimming pool
5. Play on the playground (we’re kids too!)
4. Play tag without hitting any doors
3. 2-ply toilet paper!!!!!! (see article above)
2. Covert Belltower Visit
1. Write for FEATURES!

By Harry Cohen



# The Best of the Best:

## A Farewell to Rem and Jake:

### The True Kings of Features.



Spot the difference!

GOTMILK/The Phillippian

## Jake Bids “Adieueue!”

I hope you won’t be reading this as well as my other reflection in the Commentary section. If you are reading both Features and Commentary, I have a bone to pick with you, and I pick the humerus.

As I sat pondering my Andover experience, I contemplated scrawling a poem upon the nearest wall. I squeezed it out, and the poem is as follows:

Here I sit,  
Broken hearted;  
Came to learn,  
But only started.

Though little more than a couplet and by no means proper iambic pentameter with either masculine or feminine endings, this little ditty does rhyme.

At Andover, I started to learn. I’ve learned a number of things. For example, that three that I thought was a near miss from a four was actually nearly a two. Other things I learned, and sometimes I was overwhelmed.

Over the past year and a half, whenever I got scared, I did what ostriches do. I did not take advantage of my made-for-speed legs and athletic figure to sprint from my problems, nor

did I try to fly away using my stunted wings. No, I did the least logical thing possible: I shoved my head underground to hide. Yes, much like the myriad basement dwelling larpers in the world, I had all of my best moments in a musty subterranean room that fought a crippling mold infestation over the summer.

Though many who hide underground are woefully immature, I grew up down there, in Features. This coming into my own was ironic, as in the newsroom I really didn’t have anything of my own. It was the closest place I had ever been to a commune. Your food from Susie’s? Our food from Susie’s. Your computer charger? Our computer charger. Religion? No massive opiate for you; how about you do your work here for the greater good in the journalist’s paradise.

But I digress. These musings may not make sense to the plebeians among you. I can’t expect you to understand me, I’m a teenager and I’ve powered through four years at Andover, so really nobody gets me. Anyway, the important thing here is learning. I have begun to learn so much, and the most in-

credible part is that I haven’t yet run out of room.

Homer Simpson once remarked that every time he learns something new, it pushes old stuff right out. Homer and I have quite a bit in common beyond our love of doughnuts, but I do have much more hair than he and am in much better shape. I have learned so much here, whether it be the actual font specifications one is expected to use when assembling the paper, the capital of Djibouti or even the name of the white part of an egg. It’s the albumen. But most important of all, I have learned the value of learning, and I know that there is plenty of room for more to come.

Thus we reach the end of the tour. I hope you’re prepared for the Earth-shattering revelation I have for you — another thing I learned: the final book in the Bible is Revelation, not Revelations.

I leave Andover having learned to make friends, having learned that knowledge is mildly important and having learned how to conduct myself as a functioning adolescent. In all seriousness, what more can you ask?

## Letter to Features

Hemang and Pearson once told me, “Features writes jokes, Features is not a joke.” And while that is true in that we should take pride in our work, it over simplifies what we do at Features. Yes, we write jokes, and while that is the most esoteric part of our job, it constitutes only a fraction of the hours we spend working in Morse each week. Hopefully after reading this article you will have a better understanding of what it means to be a Features Editor.

You probably already know that our first job is to produce, each week, a funny section in the newspaper to bring good cheer to all of the Phillipians who like fun, laughing hysterically, bears and quality social satire.

The other job is equally as important and often goes unnoticed. In order to illustrate the magnanimity of the necessity of Features in the newsroom, let me present to you a scenario in which there is no Features section. There you are in the basement of Morse, maybe going to the handicap bathroom for some quality alone time or maybe searching for the secret underground tunnel system that connects all of the oldest buildings on campus. Or maybe you’re hiding a body. I don’t know, I’m not one to get all up in your business, but you’re down there, and that’s all that matters. You’re about to go do your thing when all of the sudden you hear a giant crash coming from the newsroom. Curious, you go take a peek. You slowly open the door to find what looks like a war zone. The fluorescent lights hanging precariously from the ceiling flicker eerily and illuminate a Jurassic ecosystem, shrouded in mist. It looks as if it could have been inhabited by dinosaurs. Befuddled, you pace carefully into the room, in awe of how the massive trees and ferns could grow down there in the first place. You hear a grunt. Then, without warning, you’re tossed to the ground and eaten alive by a sleep-deprived, over-worked,

over-caFFEinated Commentary Editor. And your last thoughts were of home and why this person was driven to such extremes.

Now this may seem dramatized to you, but let me tell you, I’ve seen things; terrible things. And I am 100 percent sure that this would happen if Features was out of the picture. Just think about it. There are some grippy people down in the basement of Morse, people with big opinions and even bigger cups of coffee. And what do you get when you put those kinds of people all together in a pressure cooker? Post-apocalyptic cannibals. It’s simple arithmetic really. Ask science. They’ll tell you.

So how does Features keep the machine that is *The Phillippian* properly lubricated and functional week by week? We do it by cracking jokes. Always and everyday. Puns flying left and right, unremittingly. Because that’s the only cure for crabby know-it-alls; a little tender love and care. You may say you don’t like bad jokes, but then you’re lying to yourself. My parents taught me never to lie. What did your parents teach you? Ya. That’s what I thought. I am a firm believer that the best work is done smiling. The best life is lived smiling. So why waste your time being stressed. It seems silly when you look at it that way.

And you might ask, “Well, Rem, if you’re so busy cheering people up and being the funniest person at the school, then who is writing Features?” And to that I would respond, after laughing condescendingly and shaking my head as I look down, “Well, young lad/ladess, that is why we have Associates.” While I was hard at work cracking jokes and saving polar bears from starvation, there was still some leg work to be done in terms of actually producing a Features section. Not just anyone can do that job. It is highly demanding, and, honestly, the whole paper depends on it. My successor would need to be someone quick on their feet and with

even quicker wits. I needed someone just as breathtakingly handsome and equally hilarious as I. God answered my prayers with Ellie. I gotta say her actual feet are pretty slow, but her wit’s feet are quick as a whip and just as loud. She’s a joker, she’s a lover, she’s the best I could have asked for and I know she will take Features to new heights, however long it may take her to climb there herself. I’m sure Jack will help too.

While the words of Hemang and Pearson are not lost on me by any means, I hope my legacy will have in it a more comprehensive picture of what it means to be a Features Editor. Not to say that legacy of Hemang and Pearson is lacking in anyway (after all they taught me all I know, or better yet, didn’t teach me everything I don’t know), but I want people to know the whole story about Features so that Ellie and Jack get all the credit they deserve. Features is an unselfish lover. That’s why they all keep coming back.

My time on the board of *The Phillippian* has already come and gone, but it has taken me until my time at Andover is nearing its end to even begin appreciating everything I have gained. And I sure as hell did not do it alone. I want to thank CXXXVI. We are a family and will be for years to come. I will always remember the hours spent in the newsroom with the utmost fondness, especially the last four. I want to thank Hemang Kaul and Pearson Goodman for thinking I’m funny and being dear friends. I want to thank Sophia Lloyd-Thomas for shutting down my bad jokes so kindly. I want to thank Jake Marrus for picking up my slack. And finally, I want to thank Ellie Simon for giving me hope for not just Features, but for humanity as a whole. And thank you for reading this reflection, a gold star for getting this far.

Casually,  
Remington R. Rimmel



PHOTO.SHOP/The Phillippian

Jake and Rem in the same picture together! It’s magic.

All jokes aside (a hard feat in Features), school won’t be the same without you. I’ll miss you both terribly.

much love, -e



THEDESKTOP/The Phillippian

Pictured above: the censored winner of “Most Entertaining Photo of All Time.”



# COMMENTARY



L. GROSSBARD, S. JAMIR AND E. ZAEDER/THE PHILLIPIAN

## “Bird by Bird”

**Clark Perkins**  
CO-PRESIDENT

MY MOTHER FREQUENTLY soothed my brother, sister and me when we were younger with the saying “bird by bird.” It was a literary reference, but the idea was simple: tackle each problem one step at a time. Although I never thought much of the saying as a child, I adopted a similar phrase early on at Andover: “day by day.”

The days here can be long, drawn-out, tedious tests of personal will and mental fortitude, driven by endless caffeine consumption. As major assignments, athletic commitments and extra-

*Continued on C2, Col. 3*

## Find Your Newsroom

**Stephen Moreland**  
EDITOR IN CHIEF CXXXVI

I HAVE ALWAYS BEEN ONE TO push deadlines to their limit, to wait until the last minute to finish something. I wrote research papers the night before they were due. I drafted editorials minutes before press. I studied for tests in the ten-minute passing period before class. I submitted this Senior Reflection days after the deadline (sorry, CXXXVII).

I have pulled a lot of all-nighters at Andover, often as a product of either an incredible workload or extreme procrastination. Sometimes, though, I would pull an all-nighter just to... pull an all-nighter. No es-

says to write, no articles to edit, no tests to study for, no real reason to stay up.

At Andover, we so rarely have the opportunity to escape. Our lives are planned out to the minute — academics in the morning, athletics in the afternoon, extracurriculars in the evening, studying all night. We live by this routine day in and day out, always on the go, always over-committed, always exhausted, always stressed.

All-nighters were my escape. As time approached 2 a.m., the world would begin to decelerate. The footsteps in the hall outside my bedroom would disappear, the sounds from the TV downstairs would fall silent, and, suddenly, I would be all there was. I would not have

to subscribe to Andover’s regimen for the successful student. I would not have to sit through a 75-minute calculus class nor would I have to pretend that I liked sports. I would study at my own pace, unafraid of falling behind the rest of my class. I would fail just as often as I would succeed. I would make mistakes. I would be something other than happy — even cry if I wanted to.

During every one of my four years at Andover, I struggled to find the particular Andover persona that fit me best. For a while, I was a jock who wore mid-calves and Nike Dunks and dreamed of one day making Varsity. (All boys are athletes, right?) Enter my rebellious

*Continued on C2, Col. 1*

## Give and Take

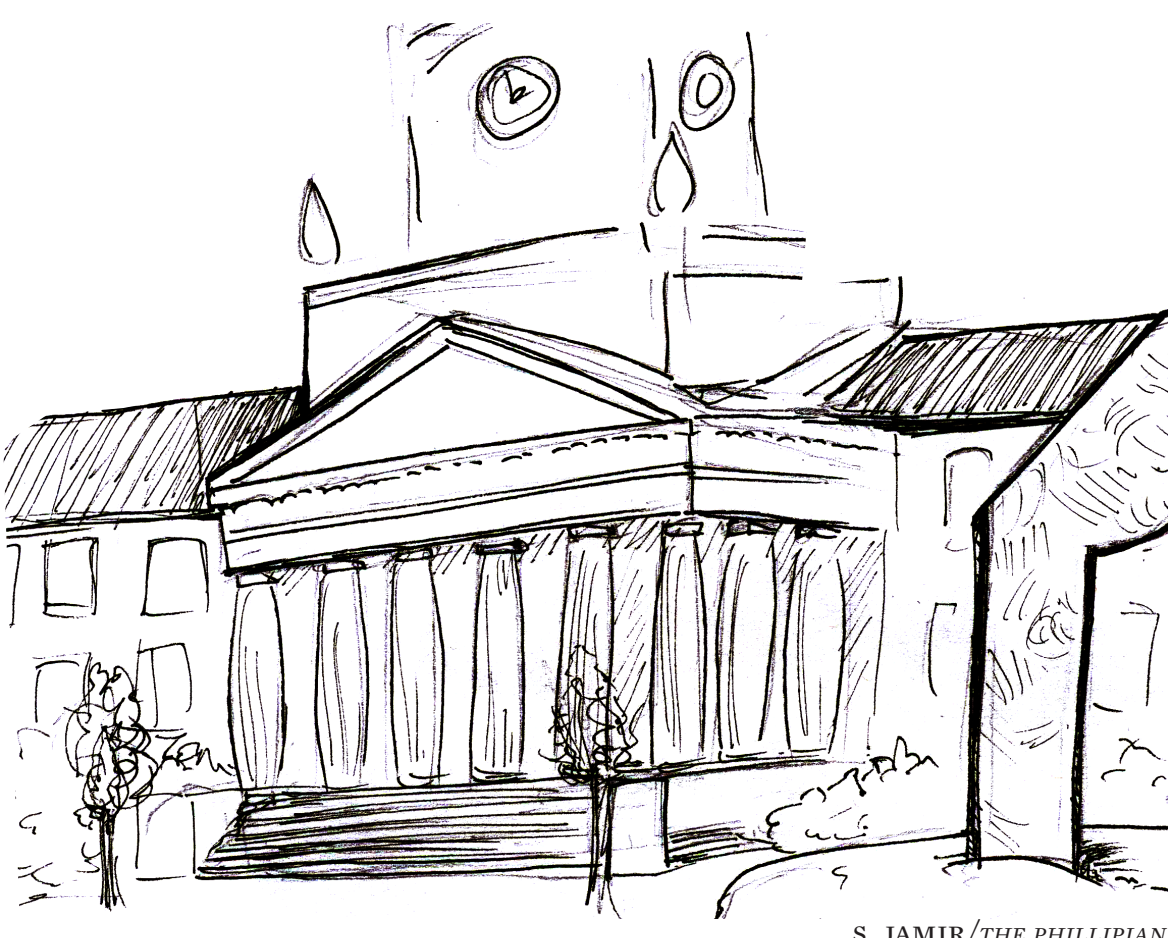
**Junius Williams**  
CO-PRESIDENT

AS WE EXITED THE freeway, I awoke after a five-hour car ride from New Jersey. The beaming October sun and the crimson New England foliage beckoned me towards Main Street. Wiping the grogginess from my eyes, I peered out the window and marveled at the grandiose columns that adorned the campus’s main buildings: the Addison Gallery of American Art, Samuel Phillips Hall and the Oliver Wendell Holmes Library seemed so distant and regal. To unlock the doors to this mythic place, brimming with power and

*Continued on C2, Col. 2*



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S. JAMIR/THE PHILLIPIAN

# Twisted & Bent

Continued from C2, Col. 4

phase, and I was a hipster-photographer who “literally couldn’t care less.” (Andover must have sucked Lower year, right?) When Upper Fall hit, I became a bookworm who lived 24/7 in the Garver Room. (I was supposed to go to an Ivy, right?) One night, about a year ago, I decided to finally tell people that I am gay. (Keeping a secret like that for 17 years really sucks.)

The point is that I felt a lot of pressure to be sure of who I was at Andover, to claim a personality that fit both Andover and myself — quite the emotionally taxing task. When I would pull an all-nighter, however, I could ignore the things Andover wanted me to be and think (just a little bit) “sibi.”

I only managed to find that same freedom and individuality in one other place — *The Phillipian* newsroom. From the moment I first walked into the fluorescent-lit room in the basement of Morse Hall, I immediately felt like I had entered a whole new world. *The Phillipian* was the antithesis of everything I had ever experienced at Andover. Down in the newsroom, we, the students, called the shots — not Andover, not its administration. We were unafraid to make mistakes, unafraid to try and fail, unafraid to try and succeed. The newsroom became a place where I was not afraid to be myself.

*The Phillipian* expected only one thing from me: impeccable work ethic. Beyond that, I could do anything or be anyone I wanted to. Devoid of the social pressures I felt from the rest of Andover, *The Phillipian* was an open and encouraging environment — one created entirely by the students who populated it. We were athletes and artists, bookworms and socialites, computer science wizards and history buffs, but, above all, we were friends. We saw each other in the best of times, but also in the worst of times. And no matter what, we would always be there for each other.

Andover demands a lot from us. It twists and bends us until we nearly crumble with stress. And in the end, we will, we hope, put our preparation to good use “so that [we] may lead responsible and fulfilling lives,” reads Andover’s Statement of Purpose. The truth, however, is that although we each may have our shining moments of success, we are far from perfect — and that is just fine. Find ways to be proud of yourself. Find your all-nighters. Find your *Phillipian*. Find your newsroom.

*Stephen Moreland is a four-year Senior from Andover, Mass., and the Editor in Chief of The Phillipian Volume CXXXVI.*

# Friendship and Fulfillment

Continued from C1, Col. 5

prestige, would be to change my life. And to conquer this place would be to unlock the doors to the world. It was from the back-seat of the car, viewing the school for the first time, that I resolved to be part of it.

Four years later, that memory of love at first sight remains vivid. Four years ago, I realized I had made what was, at the time, the most important decision of my life in a moment of wild, impassioned ambition. It was my passion that convinced my parents to let me leave home at 14 and passion that has propelled me into the positions of leadership I held on this campus. Passion, the most irrational and senseless emotion, is what is required to survive the gilded utopia known as Phillips Academy — passion, I have learned, is what is required to love.

“The Lord gave, and the Lord has taken away,” reads Job 1:21, a proverb that is particularly fitting to my time at here. Andover has given me so much. In coming here, I found opportunities I did not realize even existed — whether through participating in a Model United Nations conference in Budapest or traveling the world to drum with the Academy’s band. Andover gave me a platform from which to lead, to explore myself and to appreciate the world.

Most importantly, Andover

taught me about the true meaning of friendship. During orientation, Barbara Chase reminded us that the students in our Blue Key groups, our dormitories and our English 100 classes would come to be the people we cherished for a lifetime, and she was right. Peers and house counselors in Rockwell, Tucker House and Bishop became close family members. My friends here bring

Andover has taken away from me more than I could ever have imagined it would on that early October morning four years ago.

out the best in me and allow me to see the best in other people.

Andover, however, has taken away from me more than I could ever have imagined it would on the early October morning four years ago. I knew it would be a rigorous four years. What I did not know was the extent to which that rigor would consume me.

Upper Winter was excruciating. Unsurprisingly, the coursework was tough. On top of this, however, Clark Perkins and I launched our campaign for School Co-Presidents. The time of our candidacy was perhaps the most pressured, painful period of all.

The trouble began with the

shift from a School Presidency to Co-Presidency; I underestimated the ability of political machinations to enact a cosmetic change under the guise of gender parity. Furthermore, I underestimated the controversy that would result in my deciding to partner with Clark. I soon found myself, as well as faculty members, administrators and my fellow students, caught in a web of personal politics.

The election embroiled me in a scandal that would end up on the front page of the New York “Times”’s National section. My name became synonymous with one of Andover’s most divisive topics. I felt betrayed by people whom I respected. I can recall the early winter mornings I spent sobbing silently in my Rockwell single, unsure if I could make it through the day with a stoic mask.

Although Clark and I won the Co-Presidential election in the spring, I never had the opportunity to enjoy our victory — I had no idea how deeply the debate on gender and race would come to impact my tenure.

I underestimated the ugliness of the entire process. Finally working on Student Council after this difficult election, I began to see the school in a different light. Self-preservation seemed to be the mantra of the administration, while inefficient bureaucracy bred the type of staleness that corroded even the best intentions. The glacial pace of change — and the petty battles that ac-

companied it — frustrated me, often making me question the value of the very position I held.

It would have been far easier to paint myself as the victim, to cite real or imagined cultural problems as the ultimate impediment to my success. The trade-off for doing so, however, would have been to squander Andover’s rich opportunities; furthermore, to do so would di-

In spite of sleepless nights and, occasionally, unhappy days, Andover fulfilled me.

minish the importance of my own personal responsibility in my failures.

Yet in spite of these sleepless nights and occasionally unhappy days, Andover fulfilled me. It has left an indelible imprint in my heart, and I hope, at least, that I have left a similar impact on its legacy. The same awe that struck me when I first saw the school’s storied lawns still moves me today. Though I am not the same naïve eighth grader and can now see the depth of this institution’s flaws, this place still enamors me. For better or worse, I will always love Andover.

*Junius Williams is a four-year Senior from Newark, NJ, and a Student Body Co-President.*

# Standing at the Crossroads

Continued from C1, Col. 1

curricular demands piled up on my schedule, taking Andover one day at a time made everything more manageable and less stressful.

The downside to this is that, because I have moved through

I stood at the same crossroads many of us arrive at as we decide how to make use of Andover’s most valuable resource: time.

my career here by focusing on the present and near future, I have left myself little time for reflection on the past. Now, as my time here draws to a close, I will take this opportunity to finally reflect and offer my two cents on the “Andover experience.”

When the days can be 20 hours long and the nights a mere four, the weeks here can drag on. Yet these last four years have truly flown by. It seems like just yesterday that I was pulling up past the Bell Tower for the first time, playing “Think Fast” with my future classmates and attempting not to stumble over my words as I introduced myself to my peers and prefects for the first time.

Andover was mas-

sive. Everyone was intelligent, creative, artistic, athletic, intuitive and friendly. And I, frankly, was intimidated. But I was also inspired to be better. And, the stereotypical Andover overachiever, I decided that I would run for every leadership position, join every club, do community service project and try out for every sports team. Every second of my free time was consumed — and I couldn’t have been happier.

As I progressed through my Andover career and my workload intensified, I struggled to balance extracurriculars with classes. I stood at the same crossroads many of us arrive at as we decide how to make use of Andover’s most valuable resource: time. Much to my parents’ chagrin, I continued to participate in my clubs, play sport, sing and find new passions. Instead of focusing solely on my studies, I pursued leadership positions and more extracurriculars.

In my mind, working with my peers and pursuing my true interests were just as important as the more focused, academic side of my education. Was I over-committed and sleep deprived at times? Absolutely. Was it a good move for my GPA? Perhaps not. But with the exception of a few hours on April 1, when I rifled through my college rejection letters, I have never regretted this decision. Andover has given me something much more valuable than a college acceptance let-

ter: it has taught me how to fail.

I will be forever thankful that I failed that first test, was cut from Varsity, did not get that call-back after an audition, did not make the Honor Roll, almost failed a class and lost an election. These moments knocked me down and forced me to feel real embarrassment

Andover has given me something much more valuable than a college acceptance letter: it has taught me how to fail.

and disappointment for the first time.

Thankfully, Andover has also taught me how to get back up — to harness my disappointment as fuel to reach my goals. My failures at Andover have shown me that I am not — and may never be — the best or the brightest student in the classroom, just as I am rarely the strongest or the fastest individual on the field. Andover has taught me to recognize my own flaws, but has also encouraged me to nevertheless strive for perfection. This drive has made me a better leader, a better student and a better friend.

Andover is more than a diploma, and, not to be cliché, but, to be cliché, Andover is more than just a stepping-stone to the Ivy League. I know that I

will always cherish the lessons in leadership, accountability and responsibility that I have learned here, and I will deeply miss the friends I have made. I will be forever indebted to the faculty and staff who have helped me discover more about the world — and myself — than I ever could have thought possible four years ago. I will miss the camaraderie of the athletic teams I have been fortunate enough to be a part of. I will miss the freedom I have had to experience things outside of my comfort zone.

I will miss the small joys of Andover life that I hold so dear — staying up into the early hours of the morning with my dorm mates, contemplating the future; guitar lessons on Friday afternoons; listening to the ringing of the Bell Tower; driving to away games on the team bus; returning to Andover rejuvenated after a long summer and leaving after a successful and demanding year.

I will always be grateful for the lessons I have learned, for my successes and for my failures. Although I will enjoy the day when we join hands one last time on the Great Lawn, I will dearly miss everyone who has helped me become the person I am now. I will think of Andover frequently and fondly as I embark on the next chapter of my life.

*Clark Perkins is a four-year Senior from Fairfield, CT, and a Student Body Co-President.*



# The Phillipian Addiction

**Janine Ko**  
**EXECUTIVE EDITOR CXXXVI**

THIS IS A STORY ABOUT trying to make sense of it all.

It is Upper Winter and I start crying as soon as I leave Morse, tears running down my face as I stand frozen, trembling in the darkness of Andover just before 11 o'clock covenant ends. There is a corner opposite the door where you can lean against the brick and the light won't find you. Perhaps it is the stress or isolation or depression — most likely it is the bone-deep exhaustion of four months of associateship — but I stay there crying as the Bell Tower reverberates in the distance. Andover is beautiful even in the dark.

Gradually, the suffocating feeling curled around my lungs loosens, and icy calm sets in. The sadness and the stress are still there, but there seems to be a transcendence; I take a breath and I am still. The fear is gone. In a few minutes, I walk to where my parents are patiently waiting to drive me home.

In the narrative of my associateship, this memory is the turning point, the culmination of months of sleep deprivation and uncertainty disintegrating into collapse. That night outside of

Morse haunted even in the highest points of *Phillipian* glory and joy — when we wrote an editorial we were proud of; when we didn't do any work and threw darts at the door instead; when returning to the newsroom meant coming home to a family of 20-something editors; that final night with the Christmas lights and *The Phillipian* playlist; that night we couldn't stop laughing; that night we danced. Every moment of happiness that followed was underscored and made all the more precious and fleeting by that brush with the dark, deep sadness. *The Phillipian* represented something I would have defended to the death even for all the times it nearly broke me down. Rather, because of all the times it nearly broke me down.

Isn't it funny the stories we have to tell to keep ourselves alive?

We have a tendency to mythologize, to link events and emotions together and assume that each falls and knocks another one over in some strange, metaphysical game of causation. Stories are how we explain away the inconsistencies, justify our unhappiness and depression. The more terrifying the dragons we had to kill, the more worthwhile the reward at the end. The fewer hours of sleep we got, the more important and lengthy our History 310

papers must be. The more miserable this newspaper makes us, the closer we become to the other editors who make it. The more we must love it. The more it must mean to us. For all the ways it has failed and hurt us, Andover must have been worth it. Because it made us stronger. Because while we might be more cynical and jaded and scarred, we are also

There were too many times when Andover acted like an institution when it should have been a human.

smarter, faster, better.

I am surprised by the utility, the practicality of it all, the way this school forces us to craft these flimsy narratives just to make it through. As I try to create for myself the happy ending promised by Commencement and past Senior Reflections, I find myself at a loss. There is no way I can reconcile the sweeping disappointments with the overwhelming successes I have experienced here.

This is the place that taught me to make and lead a newspaper, to take responsibility for what I write, to be brave and ask the hard questions, to be wary, but never

fearful, that everyone is watching. This is also the place where there are still adults who want to take all of that away, who distrust and are afraid of what students will write when given the chance, who would co-opt and convolute my criticisms of the paper as reason to destroy one of Andover's few redeeming qualities.

This is the place where I have met the bravest, strongest people, who bear the name "angry radical" with pride, who quote Freire and get excited about gender. This is also the place that couldn't teach four-year Seniors the value of intentional diversity and affirmative action, where Abbot's legacy is tossed to the wayside but students, faculty, alumni and trustees are somehow still shocked to hear that racism and sexism do in fact live here.

I have found my best self and my worst self at Andover. This school has given me incredible strength, humility, gratitude and courage, but it has also torn me down. Andover has on too many occasions left me feeling alone and inadequate, unwilling to ask for help for myself or my friends, afraid of falling prey to Graham House horror stories or becoming entangled in a DC system that does not encourage honesty or reflection. For each teacher or student who has inspired and nurtured me, there have been

countless others — Deans, classmates — who disappointed and hurt me, who made me more cynical than I should be and also less trusting. There were too many times when Andover acted like an institution when it should have been a human.

I wonder at what else I could have done. The editorials and News articles I should have written. The lectures I could have attended or forums I might have organized. All the readings I did not do and the groups I didn't have time to join. The classes and meetings where maybe if I had fought harder I could have changed someone's mind, made things better. I think of everything else I could've done and should've done and might've done and the only way I can convince myself that I am really finished here is because I'm writing my Senior Reflection two weeks overdue. I wish I had something more profound to offer, but my time here has been laced with far too much uncertainty and extremity to be distilled into a thesis. These things happened and perhaps it's too much to extrapolate cause and effect, to find the reason. The narrative is too unstable.

Janine Ko is a four-year Senior from North Andover, Mass., and the Executive Editor for The Phillipian Volume CXXXVI.

## CXXXVI Truths

**Anika Kim**  
**MANAGING EDITOR CXXXVI**

“ANDOVER HELPED ME FIND myself,” I heard alumni and trustees say when I was a Freshman. They recalled the stillness of the Merrimack River, the shared all-nighters in Adams, their History 310 papers. They recounted the riveting hallmarks of their Andover careers, the exquisite moment when they knew they belonged at Andover, the shining memories filled with laughter and infinity, et cetera.

Forgive me; I cannot quite remember finding myself at Andover. Truth be told, it's four years later and I am lost more than ever.

Perhaps this is because I have never been able to be honest at Andover. Honesty wasn't the goal; honesty at Andover requires the kind of bravery to be absolutely and radically vulnerable. I'm not that brave.

Instead, I created myself based on the traces of other "successful people at Andover" who have come before me, the upperclassmen who claimed seats in Silent Study, who could quote Fyodor Dostoevsky, whose name every teacher knew. As a Freshman who was intimidated by the Club Rally and who was struggling with her 100-level courses, I envied their purpose, relevance, confidence: their conviction in themselves and their future.

I wanted to find a way to validate my worth to seek that Andover success, and *The Phillipian* became that means. I started jamming all my free periods with interviews, replacing sleep with coffee stains, checking and re-checking quotes under the pretense of taking notes in classes. Receiving my first assignment, seeing my byline on the front page, becoming an Associate News Editor were my little rewards: proofs that I was becoming someone.

I acted accordingly, in ways that I thought were expected of me: eating dinners out of paper cups, speed-walking between Commons and Silent Study and always taking on more than I could handle. To-do lists, reminders, meetings and deadlines dictated my time. I refused to stop: applying to be a Managing Editor was my choice, my commitment to becoming that successful Andover student I envisioned myself to be. It was always about who I would become at Andover, not who I was. It was about whose role I would fill, whose traditions I would continue, whose patterns I would embrace.

I was obsessed with precedents and the glossy stability they seemed to promise. If I could just act a certain way and project a certain image, I thought I could become that perfect character in a perfect narrative of 236 years.

CXXXVI made putting on such a façade impossible. CXXXVI was all about trying new things, challenging the conventions, using technology that I did not understand. I began losing the paper I loved, the paper that made it possible for me to simply hide and play a role. I lost more battles than I can remember, and, to be honest, I was a leader unfit for my board. CXXXVI challenged me to be honest, to let go of using the past to construct my future, to believe that traditions can hold me from moving forward. I wish I could say that I realized all of this sooner, but it wasn't until I was interviewing people for the next UM positions and hearing the words, "legacy," "continuation," "135 years of tradition," "good run," that I realized I had spent 14 months trying to merely continue traditions and the legacy. Why wasn't I more on-board with the changes that my board was trying to incite? Why did I work so hard to organize the annual *Phillipian* events? By trying to perpetuate the past, I lost myself to the mere rhythm of rinsing and repeating, the relentless exercise of trying instead of becoming. The more fights I got in with my board, the less I was sure of myself and what I was trying to do.

For the past four years, I tried to reflect the kind of success I saw in upperclassmen my Freshman year. The CAMD scholars, the Brace fellows, the Philo presidents, the ASM speakers, the editors — the kind of successes that Andover celebrated and that I quickly aligned my values with. By my Senior year, I gained a false sense of security and confidence that I longed. But these convictions were broken all too easily with the realization that I had been holding my breath since my first article for someone to find out that it was all just an act.

CXXXVI showed me that I could never be selflessly honest at Andover and the kind of success I prided myself on wasn't what I really wanted.

Andover is on the threshold of becoming something bigger and greater and I urge you to not make the same mistake I made. Andover is more than the Seniors walking down the vista in white dresses and blue ties with diplomas in hand, flashing toothy smiles at the camera, looking all too sure of who they are and what they want in life. This is not a fairy-tale ending to a perfect narrative that so many believe Andover to be. Instead, admire the people who are bold enough to challenge Andover and dare yourself to believe that Andover is capable of changes only if you are willing to be honest.

Anika Kim is a four-year Senior from Seoul, South Korea, and a Managing Editor for The Phillipian Volume CXXXVI.

## All Answers Questioned

**Sophia Lloyd-Thomas**  
**MANAGING EDITOR CXXXVI**

I THINK I WATCHED TOO MANY movies about high school as a kid. I thought these years were all about finding myself, about coming of age and growing all the way up as if I were some character in a John Hughes movie. I thought I was going to arrive at Andover a wide-eyed and hopeful, albeit awkward and recently pink-haired, fourteen-year-old and graduate in three years' time as a put-together, ready-for-the-real-world college girl. But, instead, the opposite happened, and whatever sense of self I came here with has been totally torn down by the looming questions of "Who are you?" and "Where are you going from here?"

On the second day of my Senior Spring, Mr. Fox told my English class rather serendipitously, "At this point, you should have more questions than answers." Sure, he may have been talking about the course material, but he got me thinking about

Wasn't I supposed to be blessed with some divine truth about my direction in life by now?

what my three years at Andover have left me with. Just a number of days from graduation, I still have no clue who I am, what's most important to me or what my purpose is. Wasn't I supposed to be blessed with some divine truth about my direction in life by now? How can I say

that Andover has prepared me for the real world when I can't even describe who it's made me today?

Sure, sometimes at Andover, I knew exactly who I was and where I stood on anything from my friend group to feminism, but almost as certain as New England weather isn't, any sort of definitive conclusion I reached about anything on this campus was overhauled within a matter of hours. Every time I at last felt comfortable here, something happened to make me think otherwise. But whenever I skipped dinner for fear of eating alone, somehow there was always a dorm munch with my closest friends waiting for me after sign-in. I went from class clown to recluse, from cynic to cheerleader. One morning I was half-Wonder Woman, half-genius, and in the evening I just wanted to go home. I've given up on boiling Andover down to one idea because I still go from hating, to loving, then back to hating this school over and over again.

I don't mean to throw in the cliché "Andover's a rollercoaster" metaphor here, but that's what it's really felt like. Andover strapped me in, knocked me around, shook me up and literally made me sicker than I've ever been (read: Dr. Dalton diagnosing me with pneumonia Upper Winter). Even when I was tired — and I'm talking three-hours-of-sleep-for-the-past-three-nights-in-a-row tired — Andover never slowed down. It kept going like it always does and always will. After I've turned in my last paper, cleared my last Paresky Commons dish and run across the cold and wet Great

Lawn for one last time, Andover will keep going without me, and I without it.

Maybe it was unreasonable to think I'd graduate high school knowing exactly who I am. Maybe I'll show up at my 50th

Andover was like instructions on how to open my mailbox in George Washington Hall: so confusing that I began to doubt whether I even knew left from right.

reunion still just as lost as I was when Babs told me to pick my cherub in Cochran Chapel three years ago. Andover was like the instructions on how to open my mailbox in George Washington Hall: so confusing that I began to doubt whether I even knew left from right. Though all this questioning led to more than a few headaches these past three years, Andover taught me that questions are key, because they will always precede a deeper understanding. It might be a really long time before I even begin to figure out what I did here, who I am, and where I'm going, but I cannot thank Andover enough for shaking me up, for teaching me how to wonder "Why?" and for making me so unsure about it all.

Sophia Lloyd-Thomas is a three-year Senior from Fairfax, VA, and a Managing Editor for The Phillipian Volume CXXXVI.



V. GARTH / THE PHILLIPIAN



# Miss You?

Katia Lezine  
HENRY

AS I HAVE BEEN TOLD BY friends and family, I am not a very romantic person. Sentimentality is something I typically shy away from — feelings just are not my thing. I know what you must be expecting me to say — that Andover was at first difficult and I hated it, but that I adjusted, mastered the school, grew to love it and now can not bear to leave, cliché, cliché, etc., etc.... I do not like to admit it, but this is actually somewhat true.

What I will miss are the things that made Andover bearable: my friends and all that I have learned about myself. If nothing else, Andover helped me grow up. I learned to love myself and to embrace both the happiness and depression which so brazenly coexist on this campus. I have learned to take things one step at a time.

## I cannot forgive Andover for its failure to care about my mental health.

Had I been writing this article one year ago, it would have been very different, however. My Upper year experience was in many ways very similar to that of the rest of my peers, marked by stress and a lack of sleep. I did not realize just how unhappy, insecure or hesitant I was at the time. No one ever reached out to me — not when I got a bad grade or passed out from exhaustion at 1 p.m. on a GW couch; no one ever asked how I was really doing. There was a stern reprimand from my House Counselor or an angry call from my parents, but all I could do in response was self-medicate and binge sleep. I looked for validation in things rather than in myself, and I continued to feel utterly alone.

So why is this article not a totally depressing good-riddance letter? Somewhere along the line, I decided to stop caring. I stopped caring about fitting some kind of Andover “mold,” which I am no longer sure even exists. I gave up on the expectations of my conservative, preppy Southern home town. I stopped worrying about what other people thought, and I started paying more attention to what I wanted in life, not what my parents, friends or teachers wanted for me. When you stop trying to be someone you are not, life suddenly seems a lot more livable. I am grateful that I have finally arrived at this realization, but I certainly wish it had come sooner.

I cannot forgive Andover for its failure to care about my mental health. Yes, I visited Graham House, but these visits were not very helpful. I do not have enough fingers on my two hands to count the number of girls I know with an eating disorder. Everyone here constantly acknowledges that the Andover environment encourages unhealthy habits; Isham says students do not sleep enough; *The Phillipian*’s “State of the Academy” survey indicates, year after year, that students self-harm. But nothing ever seemed to be done to actually address these issues. Furthermore, many school-sponsored events only seem to exacerbate the issue of mental illness on campus, though I am sure saying so will not win me any popularity points.

I know that many of my peers

## Somewhere along the line, I decided to stop caring about fitting some kind of Andover “mold.”

have loved this school for all four years that they have lived here; my experiences are just as valid, however, and I am not afraid to admit that it has been a rocky ride, and I am honestly

not sure I would do it over again if I had the chance. Of course I would come back for the friends I have made and the hilarious times we have had, for the beauty of the campus and for the stellar academics, which have truly been a privilege. But the competition, the pressure, the stifling, claustrophobic atmosphere and the lack of attention these issues receive from the administration are all major deterrents, to say the least.

With no “Andover days” ahead, I will admit that part of

## I am not afraid to admit that it has been a rocky ride.

me is sad to graduate. I will miss traipsing around campus with friends late at night, trekking downtown far more often than we should have and lying beneath the heat of the weak New England sun on the Great Lawn. I am immeasurably grateful for the education I have received. I look forward to being an alumna, and I know I will cry as I wave goodbye to my wonderful House Counselors and teachers at graduation. But I am nonetheless ready to leave.

Andover can truly be a wonderful place, and at times, I have known it as such. This school, however, could do so much

## Andover can truly be a wonderful place. This school, however, could do so much more to foster an environment marked by health, safety, and fulfillment.

more to foster an environment marked by health, safety and fulfillment. Head of School John Palfrey and the new student body representatives seem to be putting mental health as a focus, which is a step in the right direction. I have come to love Andover, but it pains me to think of the countless younger students who will un-

# The Morals of My Story

Joey Salvo  
MUDGE

SINCE THERE IS LITTLE CHANCE I can provide a satisfying single story to encompass all of my years at Andover, I have decided to instead give you some enlightening life lessons in the form of fables. May you find them instructive.

### *The Little Student Who Couldn't*

After holding the honorable title of shortest in my class for seven years at my old school (I was only once beaten by an Asian exchange student) I was eager to gain a few inches. This desire only intensified after one All-School Meeting, when a faculty member approached me in the front row (I was sadly too short to sit in the back) and asked if I needed help finding my parents. Fortunately, tenth grade proved to be a transformative time for me.

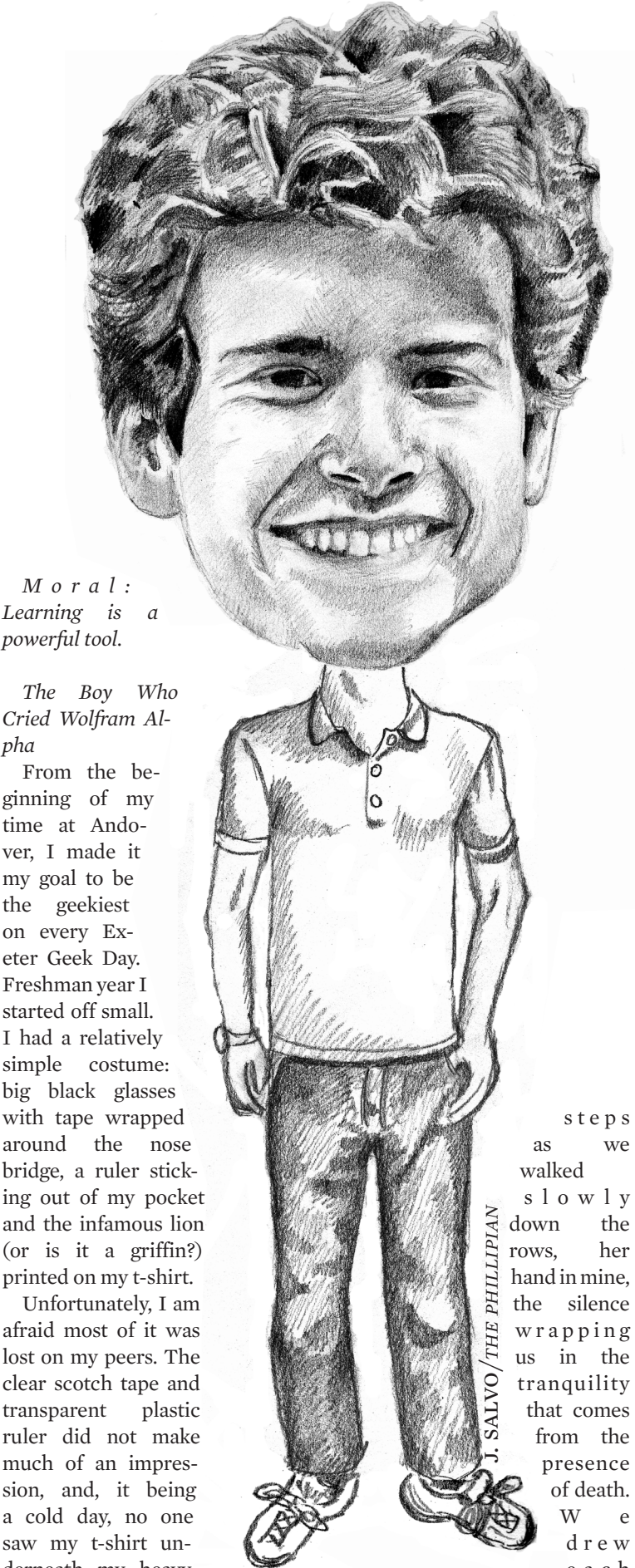
*Moral: Growth sometimes comes when you least expect it.*

### *The Bovines and the House Counselor*

Having lived in a small house with thin walls for my entire life, loud music was an infrequent luxury. When I came to Andover, I realized I had to embrace my new independence. The proud moment came one fateful Thursday night of Junior year in Rockwell. Thrice came the knock of doom before I cracked open the door for the biology teacher/House Counselor, simultaneously revealing an entire hall of boys crowded around my computer. “What are you all watching in here?” he asked. I met his gaze. “BBC’s ‘Planet Earth,’” I replied. After confirming that we were

## Learning is a powerful tool.

indeed watching a documentary about wildebeest migrations, he mumbled to keep it down and departed.



*M o r a l : Learning is a powerful tool.*

### *The Boy Who Cried Wolfram Alpha*

From the beginning of my time at Andover, I made it my goal to be the geekiest on every Exeter Geek Day. Freshman year I started off small. I had a relatively simple costume: big black glasses with tape wrapped around the nose bridge, a ruler sticking out of my pocket and the infamous lion (or is it a griffin?) printed on my t-shirt.

Unfortunately, I am afraid most of it was lost on my peers. The clear scotch tape and transparent plastic ruler did not make much of an impression, and, it being a cold day, no one saw my t-shirt underneath my heavy sweater. By Senior year, however, I had paper cup goggles (“ex-specs”), a jetpack made from twin turbo paper towel rolls wrapped in duct tape and a cardboard helmet vaguely resembling something the members of Daft Punk might wear. Who did I think I was? Simple. I was Iron-Oxide Man, the less beloved comic-book hero, capable of rusting everything in sight. I had achieved my goal to be the geekiest kid on

steps as we walked slowly down the rows, her hand in mine, the silence wrapping us in the tranquility that comes from the presence of death. We drew each

other closer, using our collective body warmth to fight the chill. We listened. How strange, that the

## The most unlikely of circumstances can yield the most beautiful of memories.

quiet of death led us to the sounds of the breath of life. Voices in the distance soon reminded us of the world we had just left. They came from beyond the gates; inside, everything was simpler. Inside, everything was still.

*Moral: The most unlikely of circumstances can yield the most beautiful memories.*

### *For Whom the Bell Tower Tolls*

When I came to Andover four years ago, I was a younger person in every sense of the word. I

## Home is where the heart thrives.

remember leaving home, walking down the wooden steps and onto the cobbled walkway, feeling as though I was losing that which I loved most. Like every other student at this school, I had foregone the familiar in favor of a new life. My life. Now, each time the Bell Tower chimes, all I can think of is that another hour past is one less hour left. How can I describe the feeling of walking out of the newsroom for the last time, turning in my keys to Student Publications, of closing the door to the theatre classroom, of locking my dorm room as I carry my belongings down the stone steps and out onto the hard pavement outside Taylor Hall? How can anyone describe the sadness that comes from leaving, after four long years, your teachers and friends, all that you have built, all that you have cared for and all that you have loved? In the end, it is simple. It is the same feeling that comes from leaving home.

*Moral: Home is where the heart thrives.*

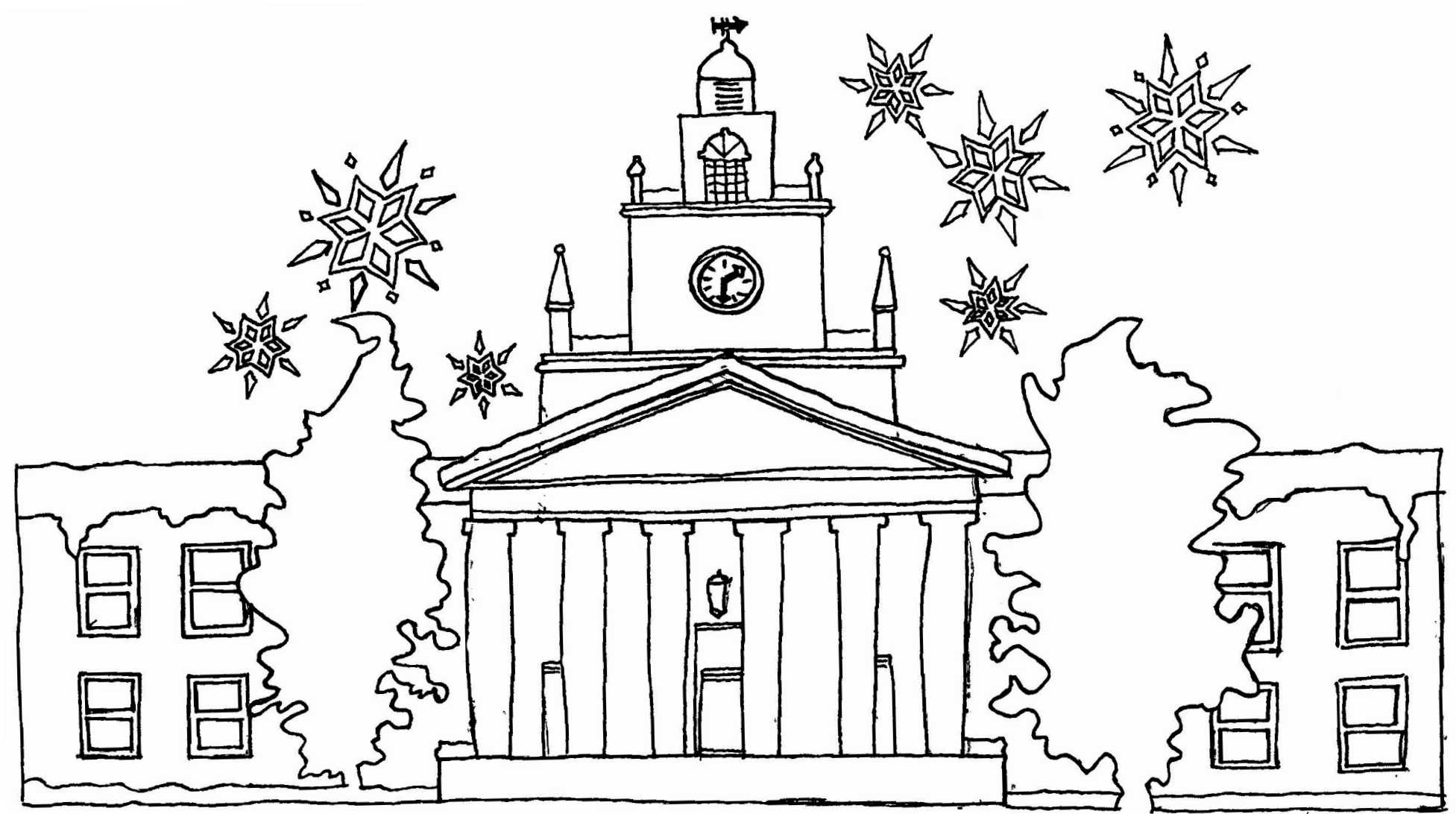
*Joey Salvo is a four-year Senior from Schenectady, NY, and a Commentary Editor for The Phillipian Volume CXXXVI.*



doubtedly face the same challenges I once did. Something must be done to address mental illness at this school — only then will Andover be a place I can wholly miss.

*Katia Lezine is a three-year Senior from Winston-Salem, NC, and a Commentary Editor for The Phillipian Volume CXXX-*





V. GARTH / THE PHILLIPIAN

# Wintering in Andover

**Jake Marrus**  
FEATURES EDITOR CXXXVI

FRESHMAN YEAR, WE ALL trudged through a terrible winter. We faced a snow-cloaked campus from December through April and temperatures that remained below 25 degrees for what felt like months on end. I had to adjust, and it was not simple.

Then came Lower year. I dreaded a similar winter, but by April, it seemed like nothing had happened. I was disappointed. Despite one cataclysmic October snowstorm, that winter was nothing like the terror of what I had experienced Freshman year. The same was true of my Upper year. I buckled down, I prepared, but,

again, I was disappointed. It was anticlimactic.

Senior year, however, I finally got what I wanted. It snowed nine times in 16 days, and I finally felt the sting of the winter that I had been waiting for. As I struggled through the skating rink that was central campus, I could not help but smile. Everybody was upset, but everyone was also happy. I relished the opportunity to steady myself through one last extreme Andover winter before leaving for the summer, leaving forever.

Though we all may complain about the soul-crushing cold, the winter is really not so bad. Every summer, I miss it. If we dress warmly and prepare for it, we can all easily weather the storm with some hot chocolate, lots of coffee and our best

friends. After winter, we look back romantically at the primal struggle we faced.

In retrospect, my Andover experience has been one long, spectacular winter. Andover

**Four years ago, I never would have believed I could thrive amidst what must have been over ten cumulative feet of snow.**

has taught me not just how to weather the storm, but how to harness its winds to propel me onward and upward.

There have obviously been times when I've longed for it to be over; but now, as I head towards summer, I realize that

it was really something special. I got to wear all my different sweaters; I spent time with my friends; and I learned to appreciate our collective ability to stick it out through the difficult times, even when it seemed so impossible.

Four years ago, I never could have believed in my capacity to write a 12-page research paper within a week. Nor could I have imagined that I would one day be able to understand those squiggles on the chalkboard in "Good Will Hunting," much less the incredible power they bear. It is even more unlikely that I would have believed I could thrive amidst what must have been over ten cumulative feet of snow.

These days, I do not struggle to walk as fast as I can through

the cold, crowded paths with my head down. I do not wish I was somewhere else. Instead, I run through the waist-high snow that blankets the Great Lawn, ruining its symmetry and leaving my own mark on winter.

Above all, however, Andover winters have brought me closer to my friends. If a penguin is caught alone at the onset of winter, he will die. But, if a huddle of penguins face winter together, they can thrive. Without my friends, I could not have made it, but with their support, I excelled.

*Jake Marrus is a four-year Senior from New York, NY, and a Features Editor for The Phillipian CXXXVI.*



V. GARTH / THE PHILLIPIAN

# The Way Back Home

**Natalie Kim**  
COPY EDITOR CXXXVI

ANDOVER HAS BEEN many things to me, but it has not been — and never will be — home. Home will always be the yellow house with green shutters on Franklin Street in Newton, Mass. It will not be the looming figure of the Bell Tower against the night sky or the blue glow of the SamPhil clock that lights the way back to my dorm on late nights after Phillipian covenant.

That's not to say I have not loved it here or that I have not valued the time I spent here. It is just that my relationship with Andover has been incredibly complex; some of my best moments happened within the confines of my worst moments.

There were times when Andover certainly felt like home. Contained in the midst of the crushing onslaught of work and

headlong rush to the end that was Upper Spring and Senior Fall are some of favorite memories. There was something inextricably liberating about that afternoon without work I spent downtown with two friends or collapsing onto a newsroom couch, popsicle in hand, to escape from the spring heat outside. Nothing will ever compare to the bliss that was sleeping 18 straight hours after finishing Upper Spring finals or the relief of turning in my econ paper Senior Fall. There were the innumerable loops around the Bell Tower in the slight burn of the crisp fall air, the Saturday night spent

**Andover checks almost all of the boxes in my mind of what "home" should be.**

lying on the turf staring at the stars, the regular sushi orders to *The Phillipian*.

Andover is where I have grown and matured; Andover is where I feel safe. As a matter of fact, Andover checks almost all of the boxes in my mind of what "home" should be. But the primary difference is this: Andover changes. It does not give me the ability to return.

I realized this a few weeks ago, when I went back down to the newsroom for the first time since the February board turnover. In its essence, the room looked the same. The walls of the office were the same vibrant blue they were at the beginning of the year, the tables still in the same long configuration. The computers still inhabited their usual spots, and the distinctive smell of old newsprint, stale coffee and pizza and damp walls remained.

Of course, little things had changed, but it was not these changes that disconcerted me

or made me feel like a stranger, as I immediately did upon entering the basement hideaway. I realized that all along, it hadn't been about *The Phillipian* or the newsroom. It was about the people that filled the newsroom, the people that made the play-

**Andover cannot ever be home because the people I loved here are moving on and will continue to move on.**

ists, ate the donuts, sat on the couches, painted the watercolor pictures on late night break and fanned the server when InDesign crashed in the middle of finishing "State of the Academy." And these very people were gone, replaced by another set of closely-knitted individuals who would no doubt grow to form

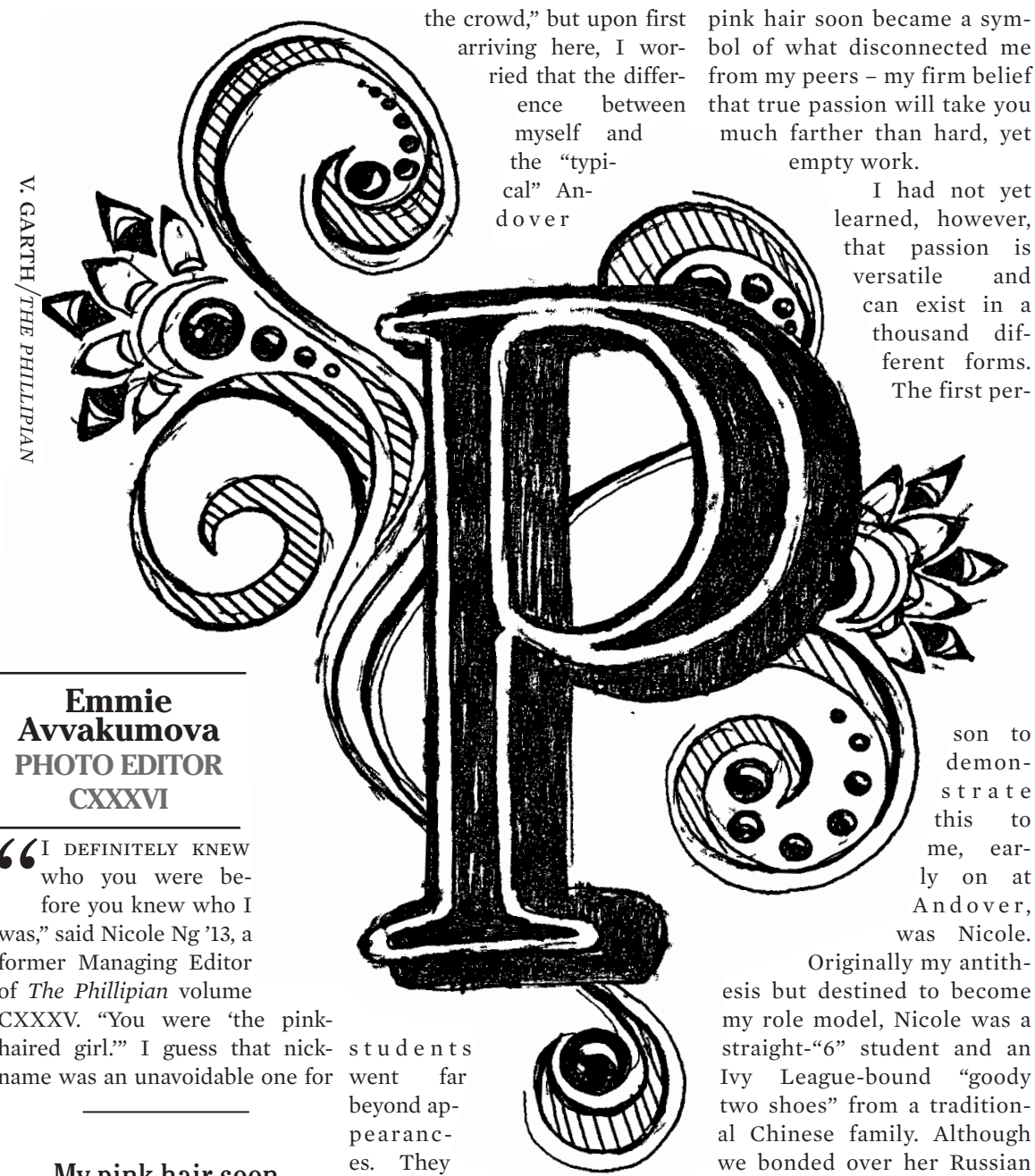
the same bonds as I had with my board.

At the end of the day, a part of me will always belong at Andover, but Andover cannot ever be home because the people I loved here are moving on and will continue to move on. This school, now nearly 250 years old, is not permanent for me or for you; you cannot own it the way you own a home. There were hundreds of classes before the Class of '14, and there will be hundreds of classes after us. We are not unique. Of course, the narrative of our time here is different from the Class of 1914's or the Class of 1814's, but in a lot of ways, we are not singular. There is no permanence about people; they change and leave. Nothing can be the same as it was at any specific, beautiful moment.

*Natalie Kim is a four-year Senior from Newton, Mass., and a Copy Editor for The Phillipian CXXXVI.*



# Passions of a *Phillipian* Photographer



V. GARTH / THE PHILLIPIAN

**Emmie Avvakumova**  
PHOTO EDITOR  
CXXXVI

“I DEFINITELY KNEW who you were before you knew who I was,” said Nicole Ng ’13, a former Managing Editor of *The Phillipian* volume CXXXV. “You were ‘the pink-haired girl.’” I guess that nickname was an unavoidable one for

**My pink hair soon became a symbol of what disconnected me from my peers – my belief that passion will take you farther than hard yet empty work.**

me, the only one with pink-hair at a fairly conservative New England preparatory school. I never had a problem with “standing out from

the crowd,” but upon first arriving here, I worried that the difference between myself and the “typical” Andover

pink hair soon became a symbol of what disconnected me from my peers – my firm belief that true passion will take you much farther than hard, yet empty work.

I had not yet learned, however, that passion is versatile and can exist in a thousand different forms. The first per-

son to demonstrate this to me, early on at Andover, was Nicole.

Originally my antithesis but destined to become my role model, Nicole was a straight-“6” student and an Ivy League-bound “goody two shoes” from a traditional Chinese family. Although we bonded over her Russian homework, we had many disagreements. To me, the Andover experience was about the pursuit of knowledge and following one’s love for learning. Nicole thought otherwise: “Your grades are the reflection of how much you care about a subject! What else is there to it?” she would practically scream at me.

In my eyes, Nicole’s commitment to hard work seemed rooted in cold pragmatism and a desire for conventional success: incompatible with my

belief in creativity and artistic dedication. One night, however, when I completely broke down after a particularly heated argument, Nicole came in to comfort me, and over the course of our conversation, I discovered that she was perhaps the most enthusiastic person I had ever met. Her passions, though connected to the more sensible ideals of journalism than the creativity of artistic expression, were equally as profound. The reason she stayed up late every night wasn’t homework, but the paper, making final edits to her articles.

Until that night, I hadn’t taken my position as a photographer for *The Phillipian* very seriously. I felt like my photos for the paper were not about art – everything was portraits and “campus events.” Nicole’s passion, however, inspired me: she convinced me to apply for the position of Photography Editor. I serendipitously earned a position on the board, and the newsroom soon became my favorite place on campus.

The newsroom is not simply another classroom; it is its own form of passion. In the newsroom, 22 of us sat un-

**Twenty-two of us sat until 12 a.m. working on something that mattered – working to document our world and to provide crucial information to our peers.**

til 12 a.m. working on something that mattered – working to document our world and to provide crucial information about it to our peers. Ever more

important, *The Phillipian*’s 136th editorial board became my family, as accepting and loving as any other. The paper united a group of people with completely different interests,

**I came to Andover to learn about the world, yet my biggest achievements came in terms of my leadership and social abilities, all as a result of *The Phillipian*.**

backgrounds and friend groups under its motto, “Veritas Super Omnia.”

I came to Andover to learn about the world, yet my biggest achievements came in terms of my leadership and social abilities, all as a result of *The Phillipian*. I learned speak my mind, to listen to others, to agree, to disagree, to convince and to be convinced. I learned to stand up for myself while sharing work and experiences with others. I learned that the passion I held in such high esteem could come in a thousand different forms. Although it may sound cliché to say so, the most important thing I learned is that one find friends in the least expected of places.

Standing in the newsroom as that different, “pink-haired girl,” I never could have imagined that at Andover, I would find such a diverse group with whom I had so much in common.

*Emmie Avvakumova is a three-year Senior from Moscow, Russia, and a Photography Editor for The Phillipian Volume CXXXVI.*

# Rose(bud)s and Thorns

**Greg Hosono**  
ONLINE EDITOR CXXXVI

WITH TOO MUCH coffee in my system and too little sleep behind me, the first day of Senior Fall began much like the rest of the days that term would. By a twist of fortune, I found back myself in Bulfinch 210, Mr. Bardo’s classroom. Three years earlier, I had had Mr. Bardo for Eng-

**Writing clearly and succinctly about how you feel is hard. At times, however, it is the only way forward.**

lish 100, and now I was taking his Senior elective on American Identity, “Rosebud.”

Mr. Bardo was fluttering around the classroom passing out syllabi and chatting with us about our summers. The bell rang. We sat. We introduced ourselves, but everyone knew each other already – at least we thought we did. Then he dropped the first assignment on us. “For Friday, you should write, in fewer than 650 words,

an ‘anti-college essay’ – what you wouldn’t want colleges to know about you.”

Throughout our time on campus, teachers and Heads of School, alumni and speakers preach the value of taking intellectual risks. They talk about taking advantage of Andover’s opportunities. They talked about finding a rock (or cherub) to get you through the tough times. We are repeatedly told to try new things and not be afraid to speak what we thought. What people never say is to speak what we feel.

That first assignment set the tone for the entire Fall Term, wherein my English class would do just that – speak what we thought. Through our discussion of movies, books and essays, we learned intense compassion – we discovered that there was so much more to each one of us than anyone could have imagined at the outset. We peeled away the masks we all wear to hide our innermost thoughts and feelings.

It is very easy to pass through Andover without ever really feeling. In fact, I spent much of my time here suppressing my emotions – I would worry about the important questions in life after finishing that paper or taking that test. To re-

flect takes time, something I thought I did not have. In reality, I had the time, but I was just afraid to be honest with myself. I was afraid to let myself be emotionally vulnerable, because there is something really scary in talking about feelings.

Mr. Bardo’s class forced me to look inwards. I often waited until late at night, after everyone in my dorm was asleep, to complete my assignments

**In many ways, Andover’s culture is not one that encourages reflection. We see looking back as a waste of time, an obstacle to progress.**

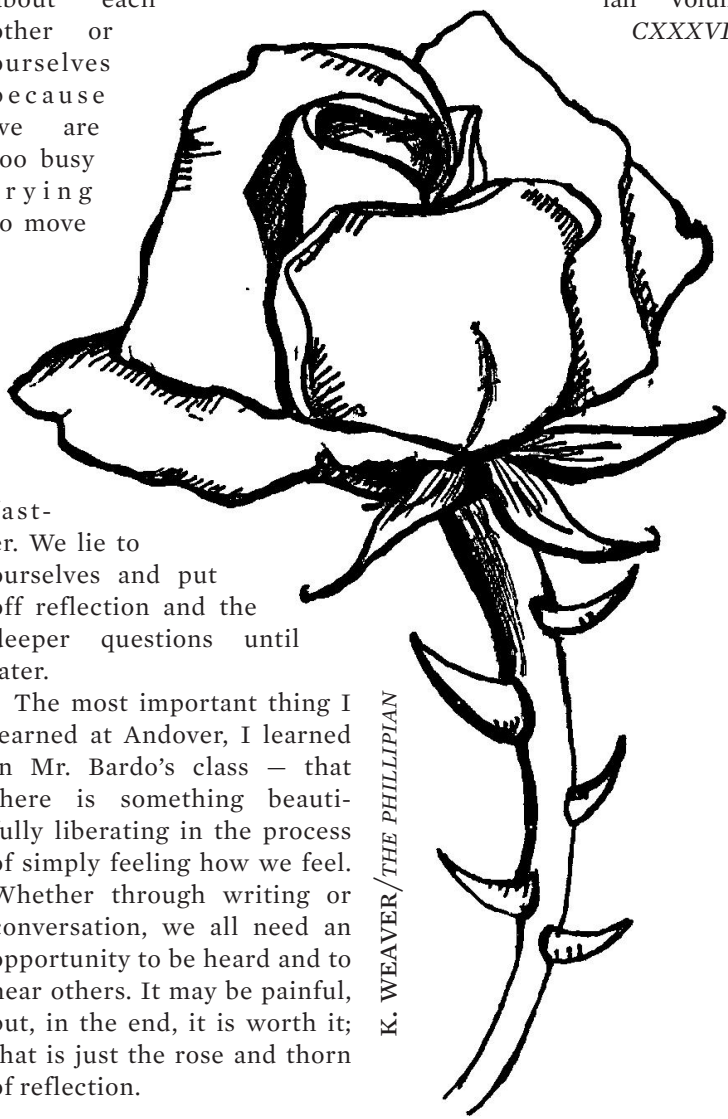
for the course. Sometimes as I wrote, I cried (and listened to Taylor Swift) – not tears of desperation or sadness or joy, but tears of overwhelming, pure emotion. Writing clearly and succinctly about how you feel is hard. At times, however, it is the only way forward.

In many ways, Andover’s culture is not one that encourages

reflection. We see looking back as a waste of time, an obstacle to progress. We feel as though we cannot slow down and care about each other or ourselves because we are too busy trying to move

fast-er. We lie to ourselves and put off reflection and the deeper questions until later.

The most important thing I learned at Andover, I learned in Mr. Bardo’s class – that there is something beautifully liberating in the process of simply feeling how we feel. Whether through writing or conversation, we all need an opportunity to be heard and to hear others. It may be painful, but, in the end, it is worth it; that is just the rose and thorn of reflection.



K. WEAVER / THE PHILLIPIAN

**JOIN THE DEBATE**  
**WRITE FOR COMMENTARY**  
**Email gtully, lgrossbard and mpatel**





# Now, I Am Here

**Rob Rush**  
**ABBOT CLUSTER**  
**PRESIDENT**

WHERE DO I BEGIN... I still remember that day in March of 2010: My Prep contingent mates and I standing around a table, arms locked, and our futures in front of us. It was a day like no other; my life would change forever based on the contents of a rectangular paper container. How? I didn't know, but I knew it would be different. Now I sit here as a four-year Senior with an opportunity to attend college. It's amazing to think about how my life has transcended since that day I got my acceptance to Andover.

*I never thought it was going to be easy...*

I remember that first day on campus; the sun's rays made the buildings glow. I could feel the energy and excitement, literally: my ear drums were hurting from the shrill of teenagers yelling at my mom with energy and excitement to honk her horn. I entered George Washington Hall to see more smiling faces who pointed me in the direction of another face who smiled and in turn asked me to do the same as took my photo and received my official acceptance in the form of a blue piece of plastic with a face whose smile was identical to mine. I was to live with seven other boys and two who were our pseudo big brothers. They helped us move in and remained with us that entire year.

I walked around those first

few days at Andover as if I knew what I was doing; I wasn't being presumptuous, it just felt so natural to be here. It felt easy. It went like that for half the year until one day, I found myself sitting on the patio of the library, my head heavy, my hands physically representing my mind as they trembled. I was confused, I was upset, and I was alone.

*I became complacent...*

I remember that day very

**I realized that the disparity between my experience and the members of my classroom was a microcosm of my daily life and interactions in the greater Andover community.**

clearly. I had just finished my Freshman year at Andover. I was going to miss it. I had learned so much about myself and my capacity to overcome challenges on my own. A completely different environment from my home in the Bronx, I had to adapt in more ways than living independently; it became home to me. I couldn't wait to share everything I did with my mom and show her that I was making the most out of my opportunity. I remember driving down that familiar block, parking in front of that familiar building number and opening the door to that

familiar apartment. I remember calling that familiar phone number; wait time for delivery was 20 minutes. 20 minutes later I went down that familiar staircase to greet the delivery man, paid the familiar amount of \$10.00, received as change \$5.00 as I had so many times.

I opened the front door of the apartment building as I've done for years and stepped inside and waited for the sound of it slamming shut, but that sound never came. In its place was a foot that disrupted the natural order and a voice that I've never known before. I turned to see a stranger. That stranger wanted what I had and was prepared to take it. I gave him what he wanted, my money and bag of food in my right hand, because I didn't know what he would do to me; I just wanted to get away. But he wanted more. Noticing the keys in my left hand, he lunged forward, yelling "Give me that!" I was unwilling. Whatever he had planned to do, he'd have to kill me before I let anything happen to my mother. It was the first time I've ever been robbed.

*I was reminded...*

I remember that afternoon of Lower year sitting in the Blue Room in Paresky Commons. Mr. Marzluft, my PACE teacher, announced that we were going to talk about decision-making and moral dilemmas. I realized that the disparity between my experience and the members of my classroom was a microcosm of my daily life and interactions in the greater Andover community.

My moral dilemma was not the choice between getting the

iPhone or which color Patagonia sweater to wear the next day; mine was fight or flight. Unbeknownst to me, some of my friends back at home were involved with gangs, and I got caught in the middle. One day, my friend brought one of their gang friends to the park with us. They got into a fight with another kid. That kid called 40 other kids. One of my friends got away, but another was knocked unconscious: I did not know

**I chose these moments because these were the most significant times of my four years. They are more important to me than any achievement, than any award, than any compliment. They made me.**

him, but I felt every kick, every punch as he was savagely beaten by 40 other kids. Mind you, this is in a park full of adults more than capable of intervening. I didn't know what to do: I was in complete shock. I knew that my story was one that most of my peers would see as "terrible" or, in the back of their minds, "typical"; I didn't want to scare my classmates or affirm any preconceived notions they already had about my life. That day in PACE was the first time I felt isolated at Andover.

*I found me...*

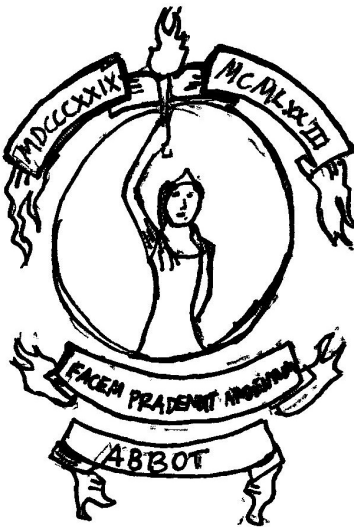
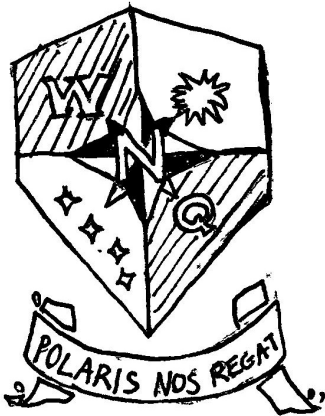
I chose these moments because these were the most significant times of my four years. They are more important to me than any achievement, than any award, than any compliment. They made me. That day Junior year, when I sat broken and lame, allowed me to be there for one of my Freshmen at a time when he thought nobody could feel his pain, but I could. That day in PACE made me PACE Senior, so that one who feels like they're the stranger in the room knows they have another stranger by their side.

That day I got robbed was one of the most important days of my life because it gave me my perspective. After my first year at Andover, I thought that I had found a better life. When it first happened, all could think about was, "Why? Why on my first day back home from school? Why at the front door of my home?" Three years down the line I know why. It was a reminder that my life at Andover was only temporary. I was absorbed in the idea that Andover was my new life that I lost connection with my true reality. That day taught me to stay diligent, but to always remember where I came from.

And now, as I sit here alone in the Addison Gallery, the sun's rays shine bright again at the finish line. I know where I began, and now...

*I am here.*

*Rob Rush is a four-year Senior from Bronx, NY, and the Abbot Cluster President.*



K. WEAVER / THE PHILLIPIAN

# Learning to Listen

**Ben Yi**  
**PINE KNOLL CLUSTER**  
**PRESIDENT**

IN A FEW DAYS, I WILL BE graduating. After my last days of finals, a memorable night in Boston with my prom buddies, the fancy graduation celebrations leading up to Commencement and finally the diploma circle, my days as a high school student will come to a close. I will be heading out to start a new chapter of my life in the upcoming fall.

I should be glad, right? Yet at the moment, I feel reminiscent

**I can tell you right now, that if I were offered to do Andover again, I would say yes without a moment of hesitation.**

and nervous, probably since I will be saying so many goodbyes. I was in love with Andover, and this inevitable breakup will be hard to get over. From my first day here, because I knew that I would be leaving in three years, I was determined to make the most out of the time I had. So, if I were to write an 800-word Commentary Reflection about my time at Andover, it would surely take no more than a few hours and edits — right?

Nevertheless, this might have been one of the hardest writing assignments I have undertaken here. Not because I feel pressured to make a glorified piece about my trials and tribulations as a insecure high school student, rising up to take over the school and

leave an impeccable legacy. I have nothing of that sort. Instead, I am having difficulty fleshing out this piece because I do not know how I feel about my Andover experience anymore.

I can tell you right now that, if I were offered to do Andover again, I would say yes without a moment of hesitation. In fact, if I had the chance, I would want to do four years instead of three. When I first arrived campus as a new international student, I remember thinking, "People are crazy here" — in a good way, of course. The sheer energy and enthusiasm that students and faculty had for this community, for academic excellence, for passion and for goodness, were overwhelming. It was daunting at first, but undeniably exciting, and I leaped right in. Even as a wide-eyed new Lower, I could already see myself as an Upper and Senior at this school, contributing to and leading the community the same way my older peers did. By being part of this high-paced life, not only was I going to fit in, but by excelling in those areas, I was going to be a successful Andover student.

Andover handed me a slew of new experiences that pushed me beyond my limits: it was experiencing of bettering myself, engaging with opportunities and exercising my talents and voice. I tried out for the Yorkies, the all-boys a capella group: "Fun" is the nice way of putting my traumatic experience of serenading a girl in public right after coming straight from an all-boys school. Despite taking German for the first time, the support and passion of the German department inspired me to take a language program in Germany by myself the following summer. I remember my first B in math and my first kiss in Stein-

bach. I spent sleepless nights hammering out essays, editing videos and blocking plays: sharpening the tools I have as an intellect, artist and visionary. I fought hard in Philo, determined to win every parliamentary-style argument and make it to Senior Board. I discovered another community called Pine Knoll, which will always remain my second home long after I graduate.

During these three years, I have learned the language and built the confidence to speak about my ideas and beliefs, in the classroom and among my peers. I found life-long friends who I am

**My three years at Andover have been characterized by dialogue and discourse... I suppose it was only recently that I really started listening.**

deeply indebted to for challenging and supporting me throughout the years, crying and laughing together on the journey. I have also discovered true compassion and love — qualities I still often take for granted.

So why do I feel like something is amiss? Like I missed out on something?

My three years at Andover have been characterized by dialogue and discourse. When the Feminism movement swept across campus last spring, it ensured that I would never look at anything in the same way again, but I suppose it was only recently that I really started listening. In the past months, I have heard students — most of them my own respected friends and role models — talk

about their Andover experiences within the context of their identity with respect to race, sexuality or socioeconomic background.

When the opportunity presented itself, like always, I was excited, eager to contribute, help and lead. But this time, I suddenly realized that I lacked the language and personal experience to contribute. I only had the option to listen. Despite those three years of hard work, fun, passion — whatever you want to call it — I didn't know how to apply my time at Andover to my own identity. In fact, I realized I lacked a developed sense of identity because I had consistently avoided the difficult conversations about the different upbringing I had had as an individual before this community. No matter how diverse and welcoming Andover was, from the beginning, I was searching for a default "Andover experience" in which I could succeed. And that mold of "success" I found my Lower year did not have room for hard and often painful conversations — conversations I wish I could partake in more thoroughly now.

There is no default "Andover experience," and as I prepare myself to leave Andover Hill, I realize that my primary regret is that I refused to challenge myself here. I am not talking about trying out for the Yorkies, taking six courses every term or building a perfect resumé for the college of your choice. Those were tasks I never shied away from. Instead, I am talking about things beyond Andover, beyond our accepted definitions of success and excellence; I am talking about acknowledging the racial, sexual and socioeconomic differences between us and not just accepting the diversity of our student body

as a given.

Too often at Andover, we turn a blind eye to microaggressions that happen within dorm rooms and classrooms, between students and even teachers. We hold our arguments about race or gender by compartmentalizing the personal experiences and the political, when we should be striving to create a space for patient listening and understanding. People like myself, who are so focused on improving my parliamentary debate skills or making friends, feel afraid to talk about how my differences of experience because of our sexuality and

**There is no default "Andover experience," and as I prepare myself to leave Andover hill, I realize that my primary regret is that I refused to challenge myself here.**

race — and only through teaching its students to listen can Andover truly change that.

Because when I did not know how to listen or when I deliberately avoided conversations that try to understand how it's like to be in other people's shoes, how could I say that I was being truly "non sibi?" Even until the end, Andover never ceases to challenge me. I just wish I had recognized Andover's true challenges earlier. Maybe then would I have had something more profound to offer today.

*Ben Yi is a three-year Senior from Seoul, South Korea, and the Pine Knoll Cluster President.*



# The Philosophy of Andover

**Dr. Michael Legaspi**

I AM A MEMBER OF THE CLASS of 2014. I joined the faculty in the fall of 2010, the same time that the four-year Seniors began their Andover careers. I too remember the Blue Keys cheering from the corner of Main Street and Chapel Avenue, the blaring of car horns and the waves of pure, joyous noise. My son, Josiah, was a Freshman and I was a teacher, but I was probably more apprehensive than he. “What is this place?” I thought. “What have I gotten myself into?”

Four years on, I have no simple answer. I imagine that critics and detractors have relatively clear notions of what they think is wrong with Andover, but I doubt that anyone who loves this place can say easily what it is and what it means.

We faculty members do not only teach our students; we also live with them. We ride the same buses, stand on the same rainy practice fields and wait in

the same stir-fry lines. We too live the academic life: chafing at bureaucratic rules, juggling busy schedules and feeling, every now and then, the exquisite pleasure of new ideas. At the end of the day, though, we retire to the same dorms and

I imagine that critics and detractors have relatively clear notions of what they think is wrong with Andover, but I doubt that anyone who loves this place can say easily what it is and what it means.

feel the same fatigue. Being a faculty member at Andover is not an experience to be judged; it is a life to be lived.

But what does this life add up to? Veterans of my “Views of Human

Nature” class will recall two ways of thinking about it. The first is Confucian. It assumes that the typical student comes to Andover relatively unformed. He or she is integrated into a large and dynamic whole structured by social “bonds”: teacher-student, coach-player, friend-friend, etc. If the student lives up to the responsibilities inherent in these relationships and finds an appropriate place in the Andover bubble, then the customs and rigors of the place will eventually grind away rough edges and polish the young person to a high sheen: a shiny blue gem.

The other comes from Plato’s Allegory of the Cave. It compares the state of the unenlightened person to that of a prisoner who lives in darkness and illusion, knowing only the shallow joys of shadow games played with fellow prisoners. One prisoner, though, is dragged up to a rough and steep ascent to the surface, where he sees the world as it really is, in all of its depth, clarity and vividness.

Certainly, life at An-

dover feels like a steep climb, and teachers must act at times like draggers. But the idea is that rigorous dialogue and a sense of intellectual adventure will help students arrive at a clear view of what is real and ultimate. They will, we hope,

Rigorous dialogue and a sense of intellectual adventure will help students arrive at a clear view of what is real and ultimate.

make progress in the pursuit of knowledge and goodness, which are symbolized Platonically on the school seal by a shining sun inscribed with “NON SIBI.”

There is truth in both models. Both are useful, equivocal ways of describing a single complex reality. At times the goal is to find your place in society and inhabit it well (Confucius). At other times, one must leave behind what is comfortable, familiar and self-serving in order to pursue nobler goods and higher truths (Plato). Confucius for the

At times the goal is to find your place in society and inhabit it well. At other times, one must leave behind what is comfortable, familiar, and self-serving in order to pursue nobler goods and higher truths.

good times; Plato for the tough times. Both visions, though, make it clear that what is at stake in education is not the

acquisition of skills or information but rather the transformation of one’s character, intellect and heart.

Today, my son becomes an Andover alumnus. I will be forever grateful for the person that Andover has helped him become. Ms. Ma and Ms. Shimazu helped him discover new talents and a love for language. Mr. Hodgson and Dr. Kane taught him that good thinking is costly but shoddy thinking costlier still. Ms. Yao and Mr. Schneider brought him into deep waters, where he learned to swim. Mr. Gurry stood before him as the embodiment of an Andover man: tough, wise, funny and impatient with puffery.

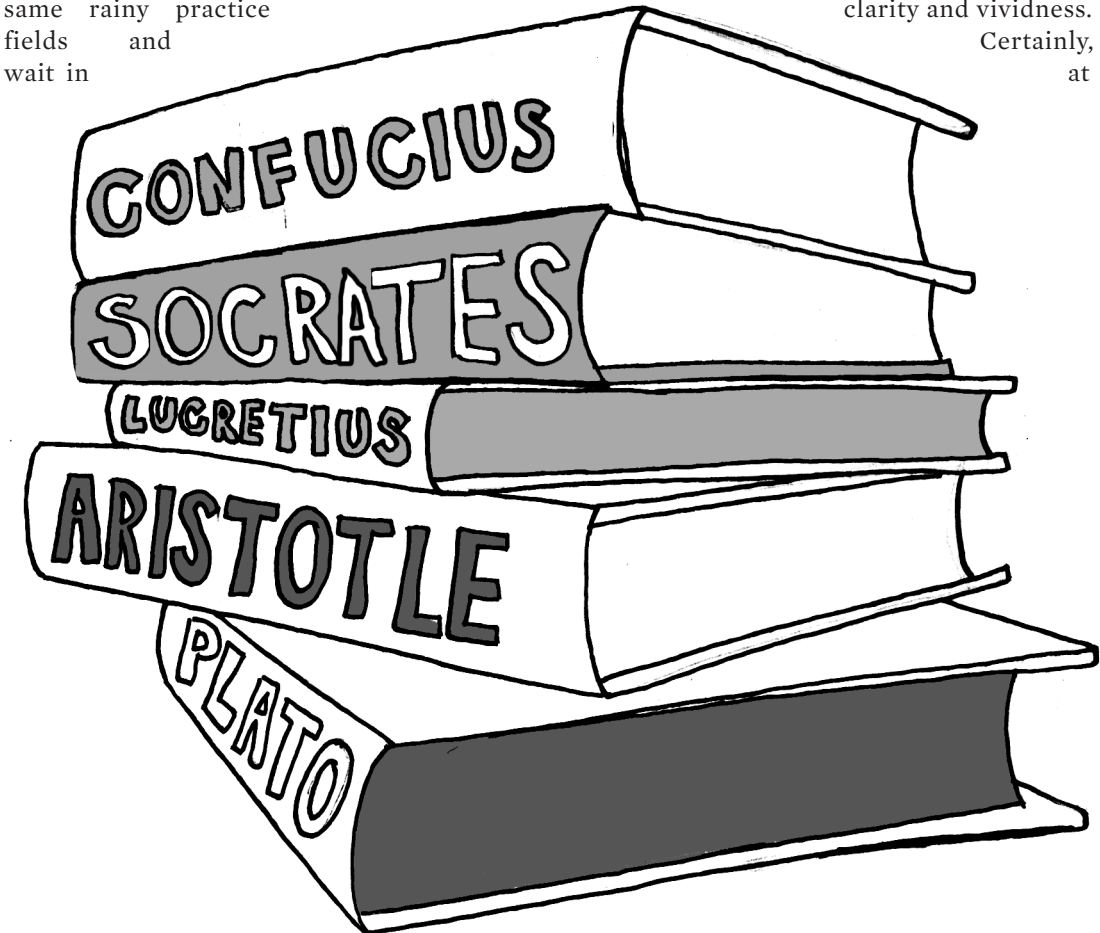
His coaches — Travieso, Bernieri, Chamberas, Gorham, Rex, Modeste — inspired him to personal excellence and team loyalty. Ms. Russell encour-

At journey’s end I am thankful but also wistful.

aged him, kept him grounded and understood him. Clyde and Mr. Hurley made him laugh. And, at a tender stage in his career, Ms. Hawthorne put the fear of God in him (his fellow English 100 students will understand).

I too am leaving Andover at the close of my fourth year. My own Andover education has been as rich as my son’s. At journey’s end I am thankful but also wistful. When the Blue Keys take up their positions again in September, I will be far away, on a very different campus. But like a true Phillipian, I will be seeking my place, toiling toward the light and straining to hear sounds of joy drifting down and away from Andover Hill.

Dr. Michael Legaspi is an Instructor and the Interim Chair in Philosophy and Religious Studies.



V. GARTH/THE PHILLIPIAN

## Old Institution; New Paths

**Dr. Tony Rotundo**

WHEN I BEGAN TO TEACH at Phillips Academy, Ronald Reagan was in his first year as president. A transfer student from Occidental College, named Barack Obama, had just arrived at Columbia to start his junior year. I was excited to use an electric typewriter. And I never dreamed that I

In all sorts of ways that make me proud of my membership in the P.A. community, this is a different place than the school that hired me in 1981.

would one day own a computer. A lot changes in 33 years.

When I started teaching here in 1981, Phillips Academy had been coeducational for just eight years. The student body was (as a matter of formal policy) nearly 60 percent male. There were few students of color and even fewer faculty of color. An entire wing of the library (since demolished) was devoted to U.S. history. Gelb didn’t exist, and neither did CAMD, Tang Theater or the salad bar at Commons. You could graduate with only one year of science, and the Language Division did not offer Chinese or Japanese.

And yet the DNA of the Phillips Academy of 2014 was very much in place. After a series of sweeping changes in the ’60s and ’70s, P.A. had adopted the central commitments that guide it today. It was no longer a school where a student

would sink or swim academically. Instead it was a school that offered a student-centered education. Likewise, P.A. had passed an important symbolic moment in residential life when it changed the title of dorm faculty from “House Master” to “House Counselor,” with the clear indication of adult support and nurture instead of adult command. The Academy was into its second decade of a commitment to bring more black students (to use the language of that day) to study on Andover Hill. And the merger with Abbot Academy was already fading into the past. P.A. had set itself twin goals of student-centered education and diversity.

That said, there was a stunningly long distance toward achieving those goals. Some qualified applicants were turned down simply because they needed financial aid. There was little academic counseling beyond the classroom, and the curriculum for ninth and tenth graders was often disorganized and diffuse. In fact, the school had a tendency to treat ninth graders as if they were simply little 12th graders instead of people with their own developmental needs. Dormitories in general were understaffed and students fell through the cracks too easily.

P.A. was thinking about diversity primarily in terms of numbers and not in terms of the atmosphere needed for students of color and girls to flourish here. It took a pained letter from unhappy Seniors of color one year to convince the administration that to hire a Minority Counselor. That Counselor’s office had morphed into CAMD by the end of the 1980s. The Academy was only informally aware that there were any gay or lesbian students or faculty.

The creation of G.S.A. at the end of the decade brought the challenges faced by gays and lesbians to public awareness for the first time. The book-length report, “Portrait of A School,” by Kathleen Dalton, Instructor in History, pulled into focus a long series of academic, residential, athletic and extracurricular problems related to gender on campus. By 1990, Women’s Forum had come into existence.

Much else has changed since I arrived. P.A. has made a deep commitment to need-blind admission. Dorms are more fully staffed. The Academic Skills

One only need to think about the controversies over race and gender that have shaken the campus in the past year to realize how far we are from reaching the goal of making this place home for people of wide-ranging backgrounds.

Center is a robust, busy operation. Paresky Commons features healthy, well-cooked food at every meal. The CAMD Office is the envy of other public and private secondary schools around the country. The Brace Center is the country’s only gender center at a secondary school. G.S.A. has celebrated its 25th anniversary, the first such organization at an American private school. The Academy has grown a successful community service program, and outreach programs flourish, from MS2 to

Niswarth.

In all sorts of ways that make me proud of my membership in the P.A. community, this is a different place than the school that hired me in 1981. But if you were to ask me, “Has P.A. reached its goal of being a diverse school that meets the needs of each student?” my answer would be, “Are you kidding?” These are enormous, challenging goals, and we have a long way to go to reach them, if they are in fact completely reachable. For instance, one only need to think about the controversies over race and gender that have shaken the campus in the past year to realize how far we are from reaching the goal of making this place home for people of wide-ranging backgrounds. To cite another example, we as a faculty struggle to identify and meet the individual academic needs and goals of a diversely talented student body, and we can unquestionably do a better job, especially as new technologies and the divergent experiences of our students make that job more challenging.

P.A. can only continue to be a great institution if it has great goals and then struggles to achieve them. That struggle is what makes it a worthy (if exhausting) place for all of us. I know that I am grateful to P.A.

for providing me with these lofty aspirations all these years. I am also immensely thankful for the many wonderful colleagues who have shared those goals with me and provided me with so much stimulation. And I know that, no matter how terrific my retirement is, I will not be able to replace the steady stream of exciting and stimulating young people who have passed through my life these

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last 33 years. For these irreplaceable gifts, I will always be grateful to Phillips Academy.

Dr. Tony Rotundo is an Instructor in History and Social Science and a Co-Director of the Brace Center for Gender Studies.

THANK YOU,  
DEPARTING  
FACULTY! WE  
WILL MISS YOU!







# Finis Origine Pendet: Post Eos Lucet Via

**Malina Simard-Halm**

ANDOVER IS FINITE. It begins in our ripe age of adolescence, and then it leaves you a few years later. The couple of years — three, in my case — you spend at the Academy rush by, leaving a different person in their wake.

Back home in my New Mexican town, I used to shudder at the smallest imperfection in my life. I was a type-A overachiever know-it-all who really never settled. I learned very quickly that any form of perfectionism was futile at Andover. And, by “very quickly,” I mean lunch period of my first day at school Lower year.

Upon entering Paresky Commons for the third time in my life, I first witnessed the theatrical phenomenon depicted on television, in books and in every “Mean Girls” spin-off: the cafeteria question. Anxious and so obviously lost, I entered Lower Right, cup and plate in hand, and immediately I tripped over some dastardly nub in the ground, losing hold of my blue plastic water glass.

**My dearest readers, it is impossible not to fall at Andover, both figuratively and literally.**

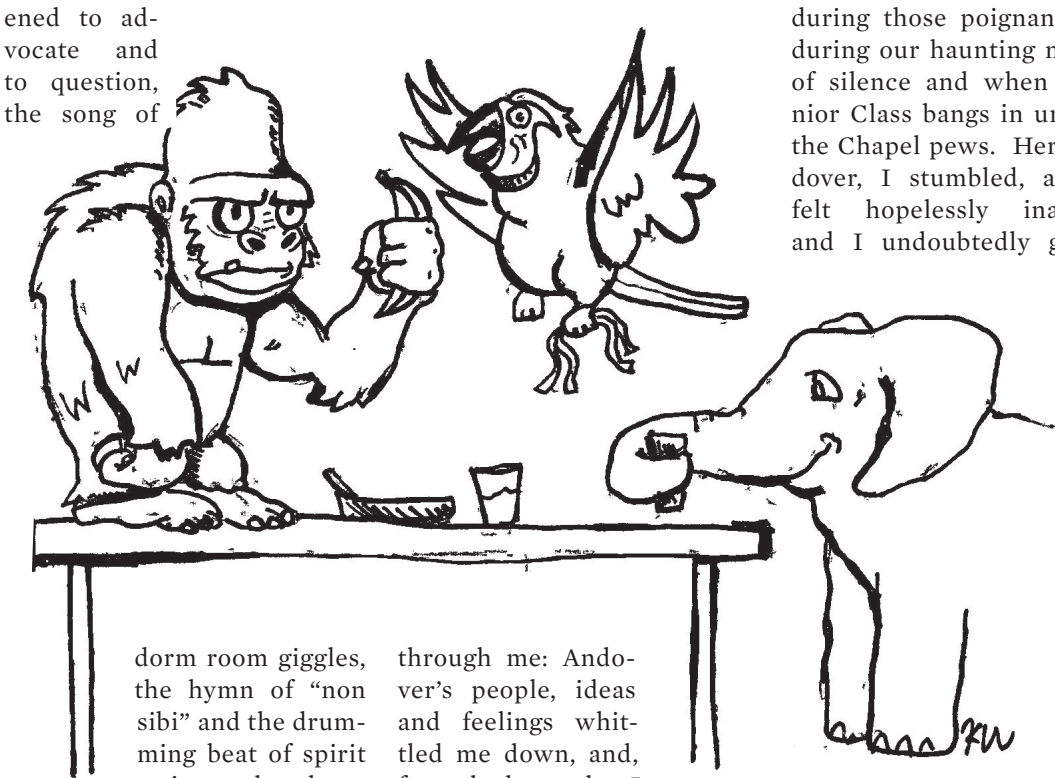
In effort to stop the cup from cascading to the tile ground, I staggered forward, floundering desperately for a hold on the cruel chalice. You know, I almost caught the glass, but in my violent attempts to save myself and also my pride, I neglected the warm delightful plate of broccoli and chicken in my other hand. The cup

rattled to the ground, drawing everyone’s eye, shortly before my plate crashed down right behind it, scattering those gratifying broccolis across the ground.

My dearest readers, it is impossible not to fall at Andover, both figuratively and literally. Between the locked doors, random steps, push/pull entries (I’m talking about you, OWHL) and ancient buildings, this place is actually like a minefield for clumsy people. But Andover is a pressure cooker on all fronts. We live and breathe pressure. After a while, the social scene, academic conquests and general milieu of this place poke little holes in you. Andover, I think we all recall vividly the first test we flunked (Thanks, Mr. Doba <3), the goal — or well, goals — we did not score, the friend we upset and the piercing rejections we received maybe from a board or leadership position or perhaps from the dark, mysterious Mr. Perfect in one of our classes. The diversity of ideas, the rigor and rampant failure I found at Andover diminished my dogmatism, checked my pride and perforated my understanding of the world and of myself.

Whether it is in the classroom, Political Union, the Feminism at Andover page, the dormitory or adjacent bathroom stalls, Andover students never agree to disagree; they explore, they argue and they listen, absorbing new principles and understanding. I’m not going to go Batman on you, but I am going to go Batman (or Alfred, if you wanna get technical) on you: all that falling and all those bruises amount to something really invaluable. Andover poked holes in me since day one, but it filled those holes with things far richer. It filled me with a voice embold-

ened to advocate and to question, the song of



K. WEAVER/THE PHILLIPIAN

dorm room giggles, the hymn of “non sibi” and the drumming beat of spirit as it marches down the Cochran Chapel path in ASM... I’ve consumed the hallowed melody of Virgil in Pearson, the whim of Andover’s infamous LARP society, the bravery and compassion of my incredible teachers and

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the wonder engendered by the Bell Tower. Through all these years, my teachers, friends and mentors have filtered

through me: Andover’s people, ideas and feelings whittled me down, and, from the loose clay, I was reassembled.

Sometimes, I think about the person I was before Andover. I search for the naivety, innocence and idealism I used to foster, but during hard times, my past self seems unrecognizable, dusted over by trials and tension of the Academy. Andover, what you are is a wake-up call, a rite of passage and an undertaking of realism. Falling over and over again brought me closer than ever to reality, and yet, even still, there are moments when the dust picks up and the romance and idealism of former years radiates through your austerity and candor.

There are fleeting instants when I am lifted by a sense of sweeping relevance and belonging here on campus: This happens when I pirouette along the walls of the illuminated Bell Tower, trailing my fingers within the engraved names and musing over the resolute Latin script, “POST EOS LUCET VIA” — “the way shines after them.” It returns

during those poignant ASMs, during our haunting moments of silence and when the Senior Class bangs in unison on the Chapel pews. Here at Andover, I stumbled, at times, felt hopelessly inadequate and I undoubtedly got lost,

but sometimes I lost myself in something that felt more significant than myself, and I stumbled upon new meaning.

Friends, Andover is beautiful and small and short-lived, but it is also large and beautiful and perennial. An awaken-

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ing and a dream, an education both transient and everlasting and a microcosm of realism united with wonder, Andover is a finite entanglement of infinite meaning.

*Malina Simard-Halm is a three-year Senior from Santa Fe, NM, and a Co-Head of the Philomathean Society.*

## Clocking in an Andover Education

**Rachel Murree**

I STARE AT MY CLOCK AND watch the seconds pass — tick, tick, tick. It’s a pretty large clock and it occupies the majority of the wall directly facing my bed.

**Everywhere I turn, I am reminded that my time at Andover is limited.**

It’s the first thing I look at in the morning when I wake up and the last thing I see before I go to bed. Some of my friends joke that it looks like it belongs in a prison or in a gym from the 1960s. So naturally, I love it.

Everywhere I turn, I am reminded that my time at Andover is limited. Countdowns are ubiquitous — 100 days, 39 days, 23 days. The underclassmen say to the Seniors, “How do you feel now that you’re

graduating so soon?” and the Seniors all appear either ridiculously nostalgic or ready to sprint out the door, or both.

When people inevitably ask me about graduation I give one of two responses. If I’m feeling sarcastic, I say “Oh my word! What!? I am graduating?” as if the thought of leaving isn’t constantly on my mind, or, if I am feeling more sincere, I say, “Well, graduation is coming either way,” to demonstrate the sort of wisdom that only comes as Commencement approaches.

Another question I am often asked is, “How’s Senior Spring?” I usually tell people what I think they want to hear: “It’s great!” or “It’s a myth!”, depending on who I am talking to. In truth, this spring is marked by mixed messages. In typical New England fashion, the weather is 85 degrees and sunny one day and 55 de-

grees and rainy the next. The alumni office has started their process of easing the Seniors into alum status, which means hearing from other alums something along the lines of, “I hated my time at Andover, but I would give anything to go

**Looking at the SamPhil clock reminded me of the day I arrived on campus and saw SamPhil for the first time.**

back.” The mixed messages go well with my mixed feelings: the thought of leaving simultaneously excites and terrifies me.

In fact, the reality of leaving did not even hit me until one morning near the end of Winter Term. I was taking the same weekday morning route I’ve walked all year: up the parking lot next to the Andover Inn, in front of

the Addison Gallery, past Bartlet to Paresky Commons to grab coffee before class.

I reached the top stair on the path that runs in front of SamPhil and stopped for a second, staring at the blue clock on the top of the tower. I guess I was already becoming nostalgic, because looking at the clock reminded me of the day I arrived on campus and saw SamPhil for the first time. The clock was under construction, and my Blue Key lamented that it was a shame I couldn’t see it since it was so signature to Andover. She was right. When the construction finished, the cloth removed, and I was indeed impressed by the clock revealed.

For three years, I walked the same route back and forth from campus to my dorm. But it wasn’t until that winter morning that I realized the

**I wonder what I will remember about Andover in five years, ten years, 20 years. Time stops for no one, I’ve realized.**

number of times I would walk past that clock was finite. The blue clock marked the seconds, minutes, hours, days, years that passed since I arrived. It recorded my time and kept ticking everyday without fail. It reminded me that there was always somewhere I was supposed to be and something I was supposed to be doing.

I wonder what I will remember about Andover in five years, ten years, 20 years. Time stops for no one, I’ve realized. At Andover, time has always seemed to be the most precious of commodities. We wish it would move faster or slower or that there was more of it. It’s the one thing we can’t control. As the countdown to graduation continues, I feel the pressure to take in as much as pos-

sible before I leave. I think I am afraid of missing Andover. I try to remind myself that my time here had ups and downs, that it wasn’t all good. I think about the long nights studying for math tests or the rejections from club leadership positions

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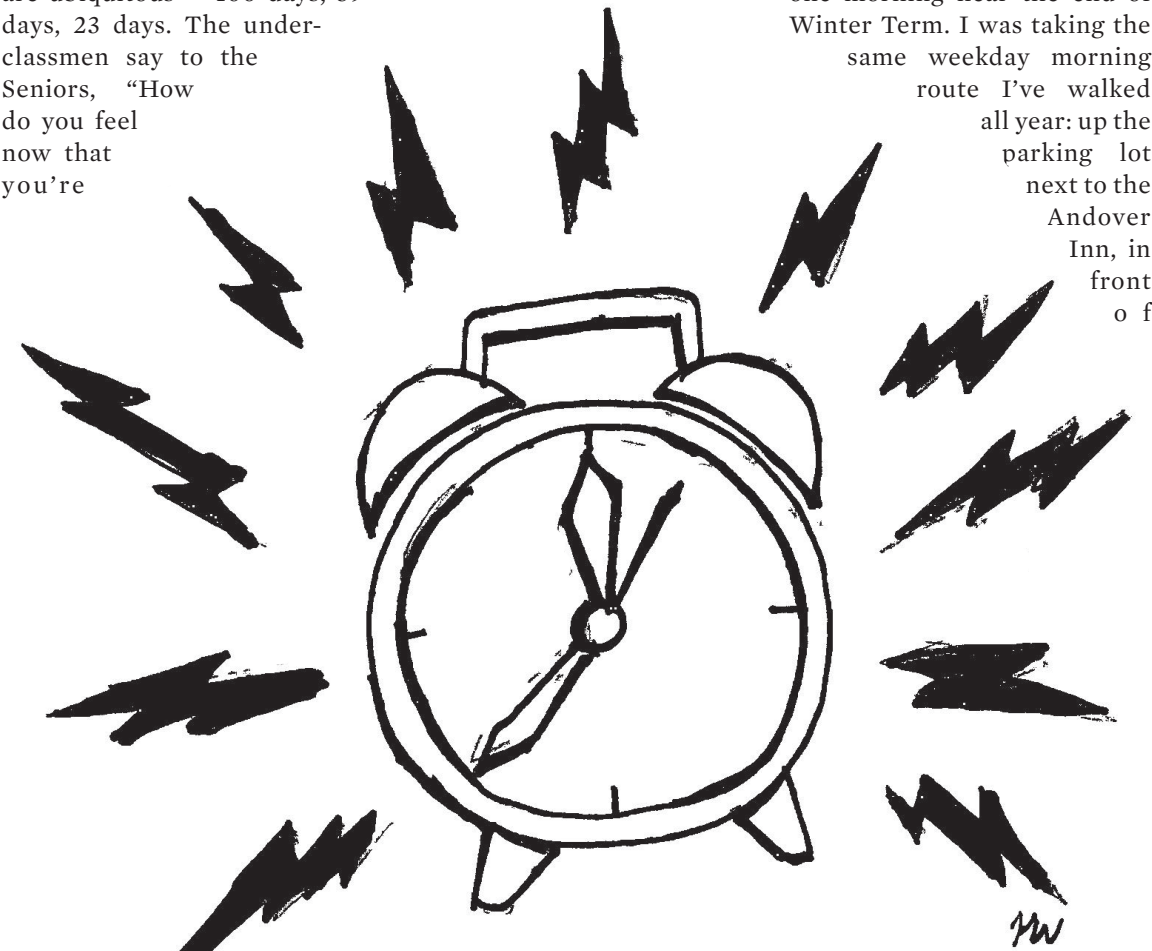
I wanted and thought I deserved.

But all of that feels incredibly inconsequential when I think about the people I met, the the experiences I had, the laughs I shared. There is something about the thought of donning a white dress and carrying a red rose in just a few weeks that begs me to forget the bad things and coats all my memories in nostalgia. The laughs are weighted more heavily than the tears in my mind. Before long, I’ll be an

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Andover alum sending current Seniors mixed messages.

*Rachel Murree is a three-year Senior from Solomons, MD.*



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# Polychromatism

Alex Tamkin

MY TIME AT ANDOVER has been kaleidoscopic. My two years here have provided so many lenses to look through; it's impossible to talk about my time here as one time

My two years here have provided so many lenses to look through.

here. My times here have crossed paths — of dirt, grass and stone. They've crossed blue faces — of people, clocks and institutions. I hope this piece will give you a little glance through my kaleidoscope, so that my experience can become part of yours.

My time at Andover has been enriched by people. When I arrived as a new Upper, this school was a sea of strangers. But slowly the campus and people became familiar. I can joyfully say I've met great people here and had great conversations — about abstract art, Chicana feminism, nutrition, volleyball, programming, electronic dance music. I've met people who've made me laugh and cry — sometimes together. I've met people who make me smile and think and whom I'll always remember.

My time at Andover has been filled with art. There's the Addison Gallery of American Art, Drama Labs, concerts and recitals. But beyond that, this campus has such beau-

tiful opportunities for photography; I think I've made over 10,000 photographs on campus. I spent a term in the printmaking studio — combining computers, poetry and ink rollers. I've spent time in the video lab — filming, splicing and watching movies. And I've filled the margins of countless notebooks with countless pen and pencil doodles.

My time at Andover has been about making connections. Not business connections or contacts, but connections between fields and ideas. I took a calculus class that embraced history and archaeology and had me theorizing about the handwriting skills of ancient Turkish scribes. I dove into philosophy, feminism and linguistics in my English classes. In biology class we discussed institutional racism and biological essentialism alongside genetics. And one Spanish teacher alone taught me more than I'd ever learned before about commerce, culture and trade, while exposing me to a side of our nation's past I'd never seen in any history book.

My time at Andover has been short. I've had only two swift years here. It wasn't enough time to read "Midnight's Children" or "Thus Spoke Zarathustra." It wasn't enough time to learn about molecular gastronomy or fluid mechanics. It wasn't enough time to go to the top of the Bell Tower or explore every trail in the Cochran Bird Sanctuary.

My time at Andover has broadened me. Although I was familiar with feminism and race issues before coming

here, I only understood them shallowly. But I think more importantly, I never went out of my way to learn about them. At home, I would spend hours on Wikipedia, filling my screen with articles about particle physics, American history, logic puzzles, esoteric programming languages, but I spent less time reading about Asian-American feminism, the Igbo Jews of Nigeria or imperialism in Latin America.

My time at Andover has been full of risks that didn't pay

I hope this piece will give you a little glance through my kaleidoscope, so that my experience can become part of yours.

off immediately. Upper Fall I auditioned for The Yorkies and didn't get a callback. Upper Winter I tried out for the squash team but didn't make it. Upper Spring I tried to apply for board positions, but none ended up working out. But these failures led me down other paths: I explored campus with the extra free time in the fall. Free weekends in the winter allowed me to research and get involved with feminism. The extra energy I had in the spring helped me meet so many more people, paving the way for a great Senior year.

My time at Andover has been soaked in beauty. I've been lucky to experience the

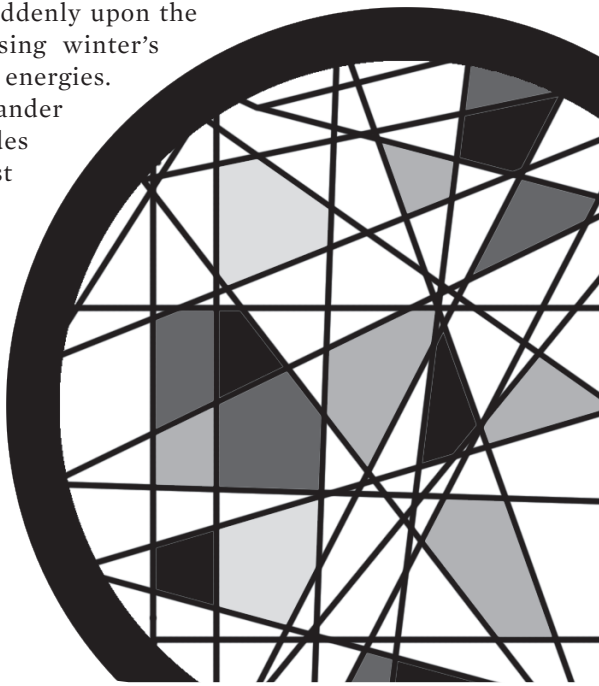
symphony of seasons two times here. Summer was my first Andover season, when I came for Summer Session 2011. I remember the air being as full of heat as the trees were of leaves. The campus swelled and swayed with the wind, the chatter of friends, the sound of summer birds. At that time, which was before I even considered applying, I never expected to see the leaves on these trees fall to the ground, a red carpet for winter to tread on. But in the end, I got to watch it happen not once, but twice. I got to see fall daub warm paint on the Grandfather Tree's leaves. I got to see those same leaves turn auburn and then skip across frosted air. I got to see flurries wisp across the sky, then pile up in mountains of white velvet that eventually greyed and shrunk away. I got to smell the flowers explode so suddenly upon the foliage, releasing winter's compressed energies. I got to wander through arcades of trees, past weathered brick buildings, past great blue herons rejoicing in the air above Rabbit Pond. Each day is a joy on this painting we call a campus.

My time at Andover has been filled with smiles. Soft smiles, proud smiles, sad smiles, wild smiles, kind smiles, blue smiles — by this point I think I've probably racked up more smiles than photographs. And like photographs, each is a look through the fantastic ka-

Each day is a joy on his painting we call a campus.

leidoscope that was, is and will always be my time at Andover.

Alex Tamkin is a two-year Senior from Glencoe, IL.



L. GROSSBARD / THE PHILLIPIAN

# Home Away from Home

Meera Bhan

ANDOVER HAS BEEN a part of my daily life since I started nursery school. Every morning, I would sit in the back of my mother's car wearing my pearly white sneakers and stare out the window on the drive to school. It was during

I had no idea that Andover would take over my life, but now, no matter how challenging the times, I would not trade my experience for anything.

these car rides that I was afforded my first glimpses of Andover. The bricks of the bell tower, the massive architecture of Sam Phil and the vivid green grass of the Great Lawn piqued my interest, even at that tender age.

It was not until I was in middle school that I began to think about the next stage of my education, and did I start to wrap my head around what Andover was really about. I first learned about the history that lay behind the bricks, the knowledge behind the big buildings and the students who sat on the lawn, soaking up the rays of the sun. Still, I had no idea that Andover would take over my

life, but now, no matter how challenging the times, I would not trade my experience for anything.

Family and friends who do not know Andover always ask me how I could possibly enjoy being at school all the time. They don't understand why I am at Andover for sometimes up to 14 hours a day, when, as a day student, I could be snugly with my family at home; they do not understand what the heck could be keeping me busy for that long. I never seem to succeed in explaining to them what Andover really means, and maybe that's because I still can't fully describe it. No explanation I give could ever justify how immensely important my Andover experience has been; unless you are a part of Andover, it is very difficult to understand this place. To be honest, I won't fully know what Andover has meant to me till I leave and begin the next stage of my life away from

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here.

Now, as I walk around campus, with less than a month left, random memories flood my mind: putting together

Andover's first ever Holi festival on Gelb Lawn, teaching my first PACE class, leading my community service students through the low ropes course elements in the sanctuary... The most unexpected moments became learning experiences — sitting in Commons with friends discussing patriarchy, walking to GW

Leaving the people of Andover, who truly bring this institution to life, will feel like losing my family of four years.

while listening to my friend talk about gendercide in India, reading career essays that my community service students wrote... The non-stop learning characterized my Andover experience.

Leaving the people of Andover, who truly bring this institution to life, will feel like losing my family of four years. Of course, I will miss my fellow students and teachers, but there are so many others whose absence I will feel just as deeply. I will miss the Commons Staff, who were always checking in on me and giving me warm cookies exactly when I needed them. I will miss the librarians, who always welcomed me into the library and



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never failed to ask me about my day. I will miss my community service students who

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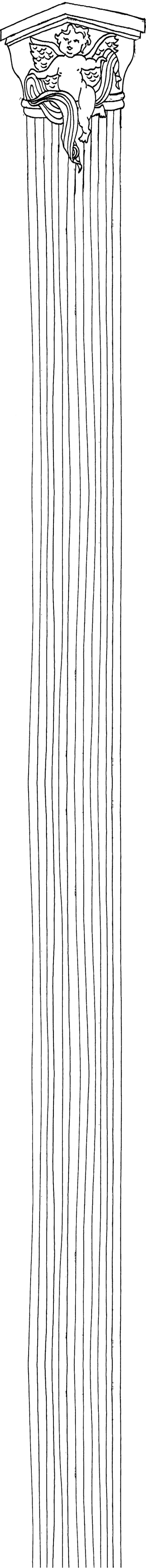
screamed my name with excitement and ran to embrace me every time I walked into their school classroom.

It is hard to believe that in a few weeks my time at Andover will be coming to an end. Wearing an elegant white dress and clutching the stem of my red rose, I will receive my diploma, the culmination of the moments, memories, tears, smiles and laughter of my time here. Although I will always have my diploma as a tangible object of my Andover experience, what matters most is that Andover will always be in my heart.

Meera Bhan is a four-year Senior from Andover, Mass.

THANK YOU AND CONGRATS TO THE CLASS OF 2014! BEST OF LUCK NEXT YEAR!





# Friends Are Forever

Jerry Li

WHEN, DURING MY orientation as a new Lower, Head of School Barbara Chase said that the friends we make at Andover are lifetime friends, I was skeptical. I remember rolling my eyes as she talked about picking a cherubs as a guardian angel and Andover’s “many enriching opportunities.” I did not believe that school could have such a large impact on my life. Looking back, I feel that although my guardian angel may have failed me several times, my Andover experience has been so much more than just an “enriching opportunity.”

I arrived as a naive and socially awkward 14-year-old with identity issues. Luckily, I found myself in a huge single in Bertha Bailey House and had an amazing house counselor as a mentor. While I remember initially struggling to make friends as the other guys in my dorm chatted freely and late into the night just across the hall, I was soon an avid participant in their conversations. It is these students who I know, as Ms. Chase said, will be lifelong friends.

What I began to understand by the end of my Upper year is that the strongest friendships we make here are the ones that can survive all that this school will throw at us, whether it be teacher struggles or relationship drama, late nights or bad grades.

This is not to say that Andover is the happiest, nicest place and that everyone here will be your best friend forever. You are bound to be completely incompatible with many of your peers, and people who seem like your friends may even try to “use” you. The competitiveness of this place will pit many of your fellow students against you. But this too is a learning experience.

I know that I will leave Andover with a very high standard for what constitutes true friendship. I will leave Andover with memories of daily dorm pilates sessions and Taylor Swift sing-alongs. I will leave knowing that, although Andover took a significant toll on my mental health, here at Andover is where many of my best memories were made.

It was during my last term at Andover that I began to appreciate Barbara Chase’s words,

spoken at the very beginning of my time here. Very rarely will we have the opportunity to fully experience a place like Andover, a place that challenges yet teaches us. The recipe for a true Andover experience is a spoonful of hatred, a dash of enjoyment and a bucketload of appreciation.

To my fellow Seniors, I will say that it has been an honor and a pleasure. To the younger students, I wish you good luck for the times of pain ahead and remind you to enjoy the beauty that will inevitably follow. To the faculty, know that I am grateful for all that you have given me and that I envy your unique opportunity to see students like me grow and mature.

I will end this article with a poignant “Gossip Girl” quote from Blair to her friend Vanessa: “Sometimes you need to step outside, clear your head and remind yourself of who you are. And where you wanna be. And sometimes you have to venture outside your world in order to find yourself.”

*Jerry Li is a three-year Senior from Sydney, Australia.*

# Times of My Life

DJ Bierwirth

ONE A.M.: WRAPS FROM MR. Takeout. 3 a.m.: crying on the rooftop of Johnson Hall. 4 a.m.: studying for a math test in the common room. 5 a.m.: finishing a philosophy paper at Starbucks. The most garish snapshots Andover imprinted in my mind all happened between midnight and sunrise.

My most vivid memories of Andover are not the happy ones. They are the hardest and most painful ones, the hours of crying, the tears and the never-ending feeling of inadequacy.

Like so many kids, I never did find that balance between classes, extracurriculars, sports and sleep. I admire those who have made it through Andover without pulling a single all-nighter. It’s no surprise that I am not one of them.

I’ve realized that it’s okay to feel disgruntled. That a \$47,000 sticker price doesn’t mean it’s all fun and games; or that it’s okay to come back to one of the most prestigious secondary schools 10 years from now and say, “I hated it.” There are many things I hate about Andover. I have never romanticized the lack of sleep or the tears that Andover can cause. I have never felt powerful when making a board decision. And there’s no reason I should have.

Even now, part of me still feels like I do not belong. They say third-culture kids (TCKs) have the ability to adapt to a new place more quickly than most. Concurrently, it’s harder for us to establish deep connections with others.

As a new Lower I was miserable. My mother would tell me that I didn’t have to be here, that I didn’t have to put myself through hell just for my education. I would cry myself to sleep, knowing in my heart that despite her best intentions, my mother’s words were false. She’d sacrificed so much for me. She’d given up her own education and career, left behind family and friends, and even moved so we could afford to send me here. There was no path for me to return.

I would long for breaks and would dread returning to the 01810’s conformist routine of homework, clubs and sleep-deprivation. I was tired of being isolated and alone, so I threw myself into extracurriculars, not for the sense of accomplishment, but to drown out the loneliness. If I constantly surrounded myself with people, I thought, maybe I would forget that I was alone in a foreign country.

Eventually, I found the intensity I was looking for — a way to absolve myself of the boredom posed by the quotidian.

I was drawn to the most accomplished upperclassmen. I coveted the perfection and the elitism Andover stood for. I longed for validation, not from the adults, but from those who had no reason to care about me — the kids that everyone talked about.

It was those Seniors who epitomized perfection. The ones everyone referred to by first and last name, because they were too special for just first names — it was all about perception. They were the celebrities of Andover. They were who I wanted to become.

By Upper year, I desperately sought to hide my vulnerabilities. I adopted a disillusioned attitude towards my place at Andover. No one would know my grades, but everyone would know that I was on the boards of X clubs. Asking teachers for extensions was okay, but asking the heads of Philo or International Club for extra time on assignments felt like a stab in the gut.

I became addicted to relentless intensity. I would work on meeting schedules, applications, Abbot Grants for hours and rarely start my homework before final sign-in. This intensity, my solace from solitude, an addiction to an image of perfection, became my greatest vice.

The Niswarth trip to India the summer before Senior year was my turning point. In as typical TCK fashion as possible, it took being away from Andover for me to understand who I wanted to be at Andover. I realized that intensity itself is not a vice — rather, misplaced intensity is. I was an intensity-junkie on detox, finally realizing that I had neglected my health for the rush.

Senior Winter, I rid myself of the pressure and embraced learning for itself. I took six classes. I stopped caring about the grades and started enjoying the moment. It was still a time filled with intensity, but for the first time, this intensity transformed into joy and fulfillment, not pressure.

I found my second home in the CAMD office. I found comfort in Ms. Lewis’ warm hugs and Ms. Torabi’s open office door. I found solace in hot chocolate, graham crackers and mini marshmallows. I learned not to desensitize myself to the pain, but to talk about it openly, transforming it into something positive instead.

Despite finding fulfillment, I have never been quite able to rid myself of insecurities. I don’t think I am alone in my fear of losing touch with the friends I’ve made at Andover. When we are all scattered around the world, it will get

harder to stay #connectedAndover. No hash tag in the world can replace living with 35 other girls in a red brick building, with all its nooks and crannies, and useless fireplaces, or frequenting our dining hall with the five-star review on Yelp.

Most kids at Andover have a place they can call home; they have a place to return to with a childhood room, where they have all of their belongings, a place of permanence. But attending Andover has made us outsiders to a certain extent.

It’s like being a TCK, where you almost fit in everywhere you go, but are caught in the awkward cultural limbo of your surroundings. For Seniors it will be Andover, home, college. If the TCK comparison holds true, chances are the people we will foster the most significant connections with will be the ones who are outsiders like us.

My relationship with Andover is the most complex one I have formed in my 18 years. It is epitomized by a deep-rooted, unbreakable connection that runs thicker than blood. It is characterized by resentment for causing me to grow up before my time, but also undying gratitude for giving a lost 15-year-old a safety net where she could find herself.

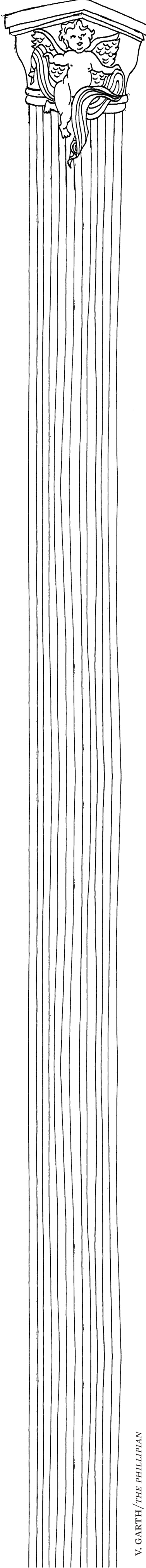
Whether or not I like the person I have become is a question I am still trying to figure out, but one thing is certain: I would not be who I am today if it wasn’t for my time at Andover.

It’s okay for us to stay up until 3 a.m. making memories and reflecting on the people we would have become if we hadn’t chosen a world of manicured lawns, phallic statues, chandelier-lit libraries and buildings named after presidents or famous inventors.

Senior Spring is a break from the daily Andover grind, and a chance to reflect, an opportunity for Praxis, a pocket of peace before college, a break from trying to figure our world out and a chance to let it go, because it is too easy to forget that we are still only teenagers.

I think Tony Kushner said it best in his epilogue to “Angels in America”: “[W]e organize the world for ourselves, or at least we organize our understanding of it; we reflect it, refract it, criticize it, grieve over its savagery and help each other discern, amidst the gathering dark, paths of resistance, pockets of peace and places from whence hope may be plausibly expected.” The same holds true for Andover.

*DJ Bierwirth is a three-year Senior from Dortmund, Germany.*





# Learning How to Lose

Kai Kornegay

*Editor's Note: This is the text of Kai Kornegay's Baccalaureat speech.*

WHEN REV. GARDNER asked me to give this speech, I said “yes” before really thinking about it. But as I left her office, my heart sank as I realized that in my 19 years on earth, never had I actually given a formal speech to such a large audience before. Sure, I had spoken on panels and introduced a few speakers, but I never had the responsibility of both crafting and delivering a lengthy speech. But what worried me more than failing to write a thoughtful or reflective piece was the likely possibility that no one would even be able to see me deliver it from behind this podium.

Once my mom reassured me that she would provide a stool if necessary, I felt relaxed enough to begin writing this speech. Somehow, none of my drafts felt right. Some were too harsh, others were too forgiving and some just felt insincere. I shelved the idea of writing another draft until I stumbled upon a trailer for a biopic about poet Elizabeth Bishop. It

## Despite my love for Andover, I lost a lot in coming here.

opened with the lines “the art of losing isn’t hard to master,” and I couldn’t shake the feeling that those words seemed frighteningly familiar. Like all curious Andover students, I turned to the most trusted source I know — Google — and learned that the line was from one of Bishop’s poems, titled “One Art.” It was then that I realized I had read it during my first year at Andover in my English 200 class. Because the poem captures the feelings that I, and perhaps many of my classmates, have regarding our time at Andover, I think it is worth reading in its entirety: “One Art” by Elizabeth Bishop:

*The art of losing isn't hard to master;  
so many things seem filled with the intent  
to be lost that their loss is no disaster.*

*Lose something every day. Accept the fluster  
of lost door keys, the hour badly spent.  
The art of losing isn't hard to master.*

*Then practice losing farther,*

## The loss of innocence as I shifted from childhood to something more like adulthood was difficult to bear.

*losing faster:  
places, and names, and where it was you meant  
to travel. None of these will bring disaster.*

*I lost my mother's watch. And look! my last, or  
next-to-last, of three loved houses went.  
The art of losing isn't hard to master.*

*I lost two cities, lovely ones. And, vaster,  
some realms I owned, two rivers, a continent.  
I miss them, but it wasn't a disaster.*

*—Even losing you (the joking voice, a gesture  
I love) I shan't have lied. It's evident  
the art of losing's not too hard to master  
though it may look like (Write it!) like disaster.*

You see, despite my love for Andover, I lost a lot in coming here. During Upper year and Senior Fall, not only did it feel like I’d “lose something every-day,” but those losses felt very much like disaster. Lost door keys were manageable (though the cost of their replacement could be seen as a disaster), but the bigger losses — friendships

## My friends back home had to make do without my full support when their lives got hard because I could not be there.

back home that drifted apart, the holidays I had to spend away from my family, the loss of innocence as I shifted from childhood to something more like adulthood — were harder losses to bear. Perhaps they felt disastrous because these losses were not mine alone. It wasn’t just me that was losing friendships or missing out on family memories; those around me were missing out too. Though I missed my puppy’s first birthday, my parents had to miss their first-born’s 18th birthday. My grandparents missed out on being able to kiss their grandchildren on Easter. My friends back home had to make do without my full support when their lives got hard because I could not be there. Coming to Andover required the sacrifice of not just us, the students, but also the sacrifice of our parents and our friends and our broader communities. And Andover is hard. One of the most difficult losses was the loss of much of my self-esteem. Though our community tends to collaborate and support one another, being surrounded by smart, beautiful, athletic and seemingly well-adjusted people all of the time took a toll on my confidence. For the first time in my life, I began to feel, at best, mediocre and, at worst, inferior. It seemed that the person sitting beside me in class was always brighter or more attractive or more charming. Losing sight of my own self-worth was not the result of people telling me that I was less than. In fact, I’ve felt more support from my peers, teachers and mentors than anywhere else. Instead, it was merely the result of being surrounded by so many successful and accomplished people; in a community like Andover, it is hard not to compare yourself to others.

It wasn’t really until this spring that I started to regain some of the confidence that I had lost. I owe a lot of that to my fellow Seniors, as there seemed to be an unspoken agreement that we would all make an effort to be kinder, closer and more available to each other. A sense of togetherness within our class seemed to bloom this spring, and I found myself speaking honestly and candidly with Seniors I never really got to know during my time here, like the day s t u -

dent musicians or Varsity athletes or the kids in Math 650. We each revealed our hopes and our apprehensions about college, and we opened up about our bittersweet feelings about this ol’ Academy on the hill. These were students whom I had admired and at times even envied, yet they revealed that they too struggled with feelings of loss.

I took comfort in learning that I was not alone in my feelings, that even the most put-together of us Seniors had moments where we questioned our worth and our abilities. But even though I often heard my friends mention how they didn’t feel good enough, I continued to be amazed by their accomplishments on the field, in the classroom, in Graves, in CAMD and on the stage. In addition to being proud of my peers’ accomplishments, Senior Spring also provided me the space to recognize my own accomplishments and regain much of the confidence I had lost. This term, I had the pleasure of taking courses with some of the greatest teachers at this school — Dr. Shaw, Mr. Bardo, Dr. Gardner, Ms. Greenberg and Dr. Hoyt. The courses I took here, and especially the ones this spring, challenged me, in part because they required me to reflect on my own identity, but also because they helped me grow. My teachers challenged me and pushed me to think deeper and more critically, and at times I thought they were asking too much of me. But my teachers merely asked a lot because they had faith in me even when I did not. Their encouragement taught me to not only think critically, but also taught me how to

dream abstractly. My teachers here, past and present, taught me to really consider how I could make a difference in this world, and gave me the space to dream up my own future. With their guidance, I was able to understand that nothing was off-limits. Realizing that I was in a community that encouraged, valued and loved me, de-

## For the first time in my life, I began to feel, at best, mediocre and, at worst, inferior.

spite the pressures I was putting on myself, triggered a shift in my own thinking. Instead of being burdened by the sense of loss that I carried through much of my time here, I began to feel uplifted by an overall sense of gain.

Now, I have made peace with those sacrifices, as those losses had to occur to make space for everything I gained here. Though the many friendships back home that drifted apart were difficult to come to terms with, I realized that the friendships I formed here were often deeper, more reliable and more fulfilling. I think the friendships I’ve formed here are richer simply because we’ve gone through tougher times together. My relationships here have weathered the storm; together, we’ve cried over History 310 papers, penultimate week and Paresky Commons running out of hummus. This community’s willingness to help one another, even when we are each dealing with our own crises, is what kept me here, even when everything else was telling me to leave.

Anyone who knows me knows that I am a homebody, and the time away from my hearty holiday dinners with my huge extended family or even the quiet Sunday mornings when only my mom and I were awake was hard on me. I missed spending that time with my family, and at times I longed for the constant reassurance and affirmation of my identity that I got from my family. It took a while for me to realize that even though I was missing out on my family’s home-cooked meals, I was not missing out on their love. If anything, I’ve begun to feel as though the relationship with my family has grown stronger because we have had to put in more effort to stay connected. We treasure the time we do get to spend together, and for the first time, I began to think of my parents as people who conducted lives independently of my own. I began to see my folks as Ayanna Kornegay, professional caregiver and mentor extraordinaire, and John Kornegay, literal saver of lives, instead of seeing them just as mom and dad.

From the time I matriculated until now, I’ve grown tremendously (well, not literally). But figuratively, I have grown. I continue to be surprised by

the wonderful people and interesting viewpoints and big dreams that I have stumbled upon here. “One Art,” the poem that inspired this speech, does a beautiful job at capturing the sense of disaster that I had in coming here. But now that we are teetering between being students and being alumni, I feel that her poem only speaks to one part of the Andover experience. Although the negative part of the Andover experience — the sense of loss and sense of mediocrity — sometimes felt like the bulk of the experience, to speak only to that part would be both untrue and unfair. I think it is also important to talk about the greatness of Andover, and I don’t just mean its reputation, I mean its people. We came to Andover for a variety of reasons, many of us for the education, some for the sake of tradition and others for a chance to spread their wings. But I think we’ve all stayed for the same reason — the people. Andover would be nothing more than a bunch of books and fancy buildings if it were not for its passionate faculty and staff and eager students. Without them, we would have been unable to find the greatness that have made our sacrifices worth it. Be-

## I took comfort in learning that I was not alone in my feelings, that even the most put-together of us Seniors had moments where we questioned our worth and our abilities.

cause discovery has been such a large part of the Andover experience, I have reworked Elizabeth Bishop’s “One Art,” to instead speak to the “art of finding” that I have mastered, and perhaps you have too.

*The art of finding isn't hard to master;  
so many things seem filled with the intent  
to be found that their discovery is no disaster.*

*Find something every day. Accept the joy  
of refound door keys, the hour happily spent.  
The art of finding isn't hard to master.*

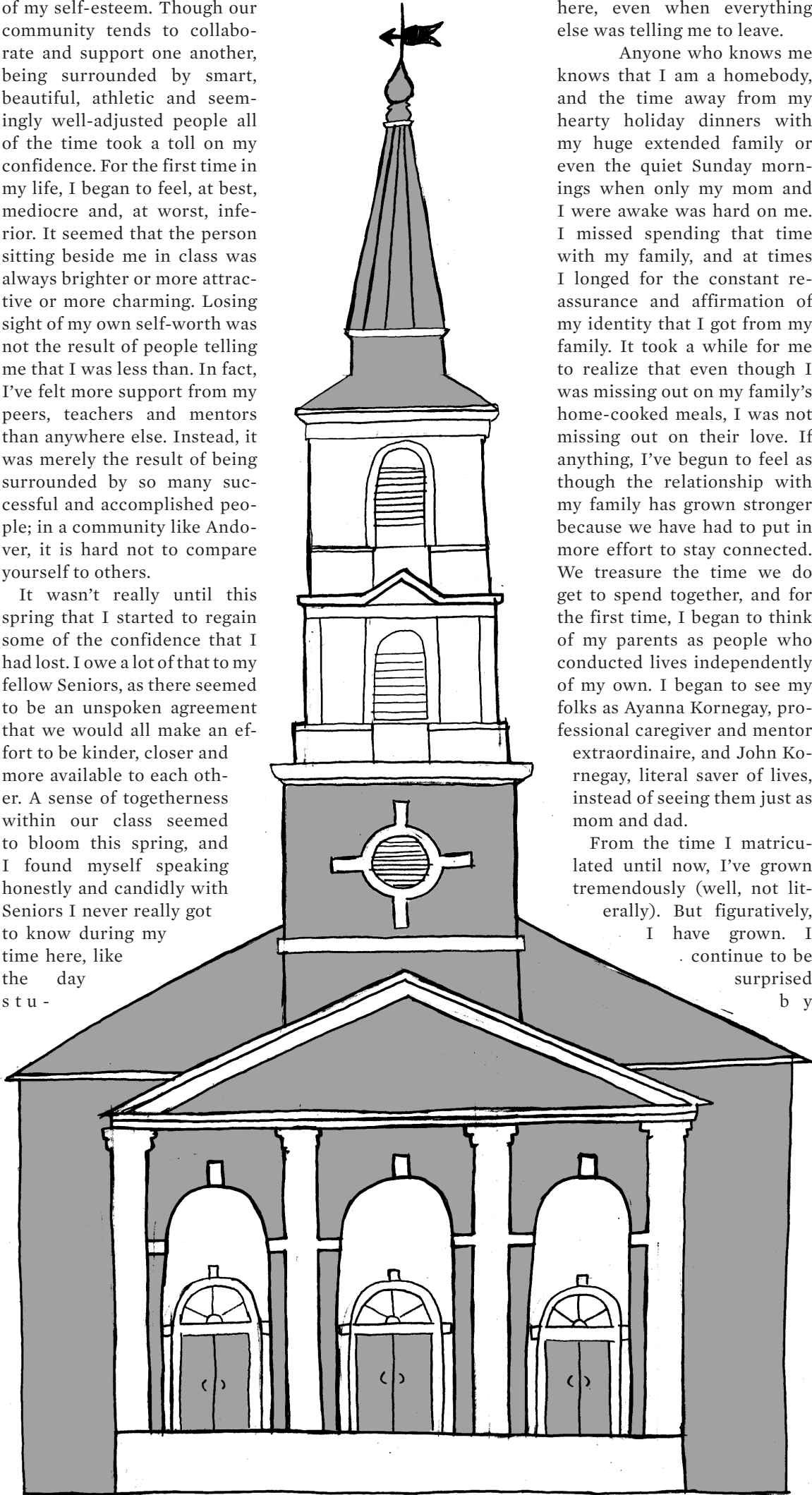
*Then practice finding farther, finding faster:  
places, and names, and where it was you meant  
to travel. None of these will bring disaster.*

## We came to Andover for a variety of reasons, but I think we’ve all stayed for the same reason — the people.

*I found my mentors. And look! my last, or  
next-to-last, of two loved PACE sections came.  
The art of finding isn't hard to master.*

*I found new friends, lovely ones. And, vaster,  
some realms I owned, two classrooms, a community.  
I'll miss them, but it won't be a disaster.*

*—Even finding you (the all-nighters, the tears  
I'd shed) I shan't have lied. It's evident  
the art of finding's not too hard to master  
though it may look like (Say it!) like disaster.*



V. GARTH/THE PHILLIPIAN

Kai Kornegay is a three-year Senior from Goodyear, AZ.



# Sink or Swim (or Squash)

Adèle Bernhard

DURING MY FRESHMAN year at Andover, my dad kept promising me that suddenly it would be Senior Spring and four years would have slipped through my fingers. At the time, I rolled my eyes in disbelief that the long, homesick months would ever come to an end.

And yet, here I am, Senior Spring, and in some ways, my dad was right. Some days it feels like I woke up suddenly a Senior, not knowing where all the time went. But when I think more closely about my time at Andover and how this place changed me, I realize that my dad was wrong.

Along the way there have been many times when my Andover experience felt like a never-ending process. Andover seemed to know what I thought my limits were and then proceeded to push me well beyond those limits.

I remember crying in Coach Elliott's hotel room in the middle of the night during squash nationals my Lower year. I was Varsity Captain, and the pressure of living up to expectations – both my team's and my own – unleashed itself in that moment. We were only half way through the tournament

and I was not even half way through my Andover career – in that moment, I felt alone and out of place.

What kept me going was Ms. Elliott's support. She told me about the importance of taking care of myself and reminded me that just as when I succeed, I do not stumble in a vacuum. Over time, I came to realize that stumbling would always be a part of my Andover experience. But I also learned that I could lean on those around me; in fact, it is impossible to survive this school without great friends and supportive teachers.

In squash, I began to see my teammates not as a measure of success that I had to surpass, but as family that drove me crazy, inspired me and brought out the best in me. By Senior year, I felt comfortable enough in my leadership position to express the goofier, less put-together and more vulnerable side of me that I had thought I had to hide in order to be a strong and effective Captain.

I had a very similar experience as a Prefect during my Upper year. I went into the position thinking I always had to know what I was doing, or at the very least, look as though I did. Within the first week, terrified that I was in way over

my head, I frantically called an old Prefect of mine, Shelby Carpenter '12. Her advice, to follow my gut and, when in doubt, use those around me for support, proved extremely valuable.

On many occasions, I would be simultaneously dealing with a prefectee's problem, attempting to catch up on SAT studying and working on a major assignment looming over my head. In these moments, I would stop what I was doing

Andover seemed to know what I thought my limits were and then proceeded to push me well beyond those limits.

and walk down the stairs of Hale and into the room of my best friend and fellow Prefect, Casey Durant. At first, these moments made me feel like I had failed as a prefect. I would quickly realize that Casey, too, was on the verge of a nervous breakdown. Some days we solved each others problems, but more than anything, we came to rely on each other for laughter.

As the year progressed, these

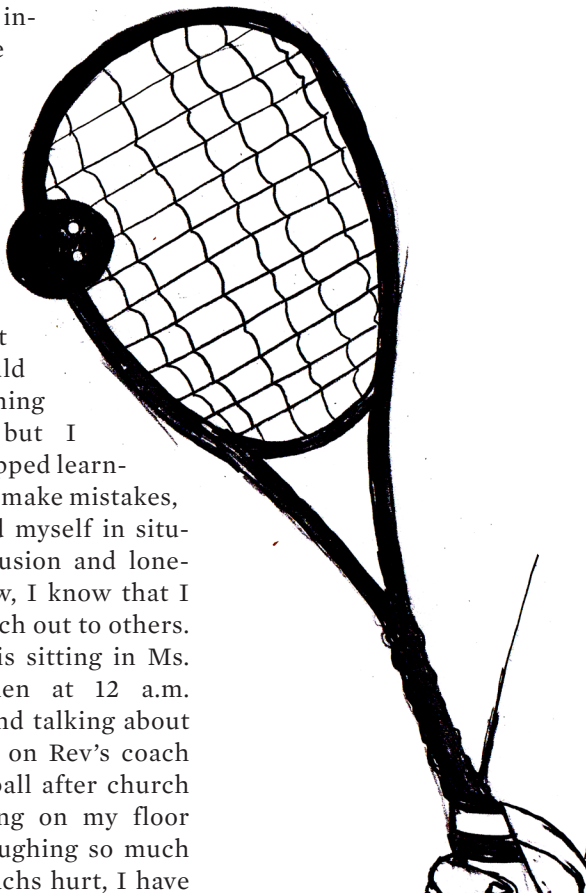
emotional, stressful moments increased in frequency, but so did the laughter. I loved being a prefect for many reasons – I became very close with my freshman, and came to know the joy of being part of somebody else's support system. Most of all, however, I loved how being a prefect strengthened my relationships with amazing individuals like Casey and Ms. Elliot, who helped me trust and believe in myself.

I would have thought that by now, I would have everything figured out, but I have never stopped learning here. I still make mistakes, and I still find myself in situations of confusion and loneliness. But now, I know that I can always reach out to others.

Whether it is sitting in Ms. Elliott's kitchen at 12 a.m. drinking tea and talking about boys, flopping on Rev's coach to watch football after church service or lying on my floor with Casey, laughing so much that our stomachs hurt, I have

finally learned how to make the most of my time at Andover. The people really do make the place, and I will be forever grateful for that.

Adèle Bernhard is a four-year Senior from Brooklyn, NY.



V. GARTH/THE PHILLIPIAN

# Prioritizing People

Harshita Gaba

I HAVE NEVER FELT COMPLETELY COMFORTABLE HERE.

I traveled halfway across the country to attend Andover in the fall as a new lower. My first term, I struggled to find friendships as effortless and meaningful as the ones I had left behind in Fargo, North Dakota. I failed my first chemistry quiz and reacted as though my world had momentarily cap-sized. I realized that the brilliant ideas running through my head in world history were not regarded as “brilliant” by my teacher.

I'd lived away from home before, but it took my coming back from winter break to realize that Andover was a new home, not just a new school. I was depressed for days; my confidence took a pounding, and the work kept coming.

There has also always been

a part of me that is attuned, if perhaps not worried about, how I am perceived by my peers. The usual Andover workload comes with the stress of many papers, standardized testing, college, and on top of all that, an emphasis on public image. No one is immune to it. While that piece of me has more or less disappeared over the years, I doubt it will ever leave me completely.

Andover has tested me time and time again. I go from school to practice to clubs to a night of homework. I repeat that routine until the weekend, when I take just enough pictures to make people believe I have something of a social life, and then get ready to do it all over again.

It often feels as though my teachers, coaches, and peers always expect me to be enthusiastic and ready to go all the time. All these external pressures at Andover, plus the pressure I

put on myself, result in an unwavering drive to impress. And that drive is exhausting.

To adapt to the constant stress, or at least to prioritize and bullshit through the rest, is an essential life skill that Andover has taught me, and for which I will be forever grateful. Over the years, however, I have also learned how to find and make time for moments of comfort and friendship.

Too often, we overlook the importance of friendship, equating it with childhood innocence. In a world consumed by resumes and individual successes, we overlook the therapeutic qualities of laughter and social interaction. Friendships are based on trust. Trust guarantees a stronger relationship, but if broken, ensures greater heartbreak. It is a vulnerability that many of us are not prepared to sacrifice. We avoid the emotional investment required for meaningful relationships.

By desensitizing ourselves, not only do we numb the pain, but also the gratification.

Andover has helped me understand this. Here, I have realized that happiness is only real when shared with others. If I were to wake up with all the material goods in the world, they would mean nothing if I had no one with whom to share them.

We instinctively seek validation in nearly everything we do; it is human nature. We short-change ourselves, however, when we try to replace real relationships with time spent in study sessions or on Facebook.

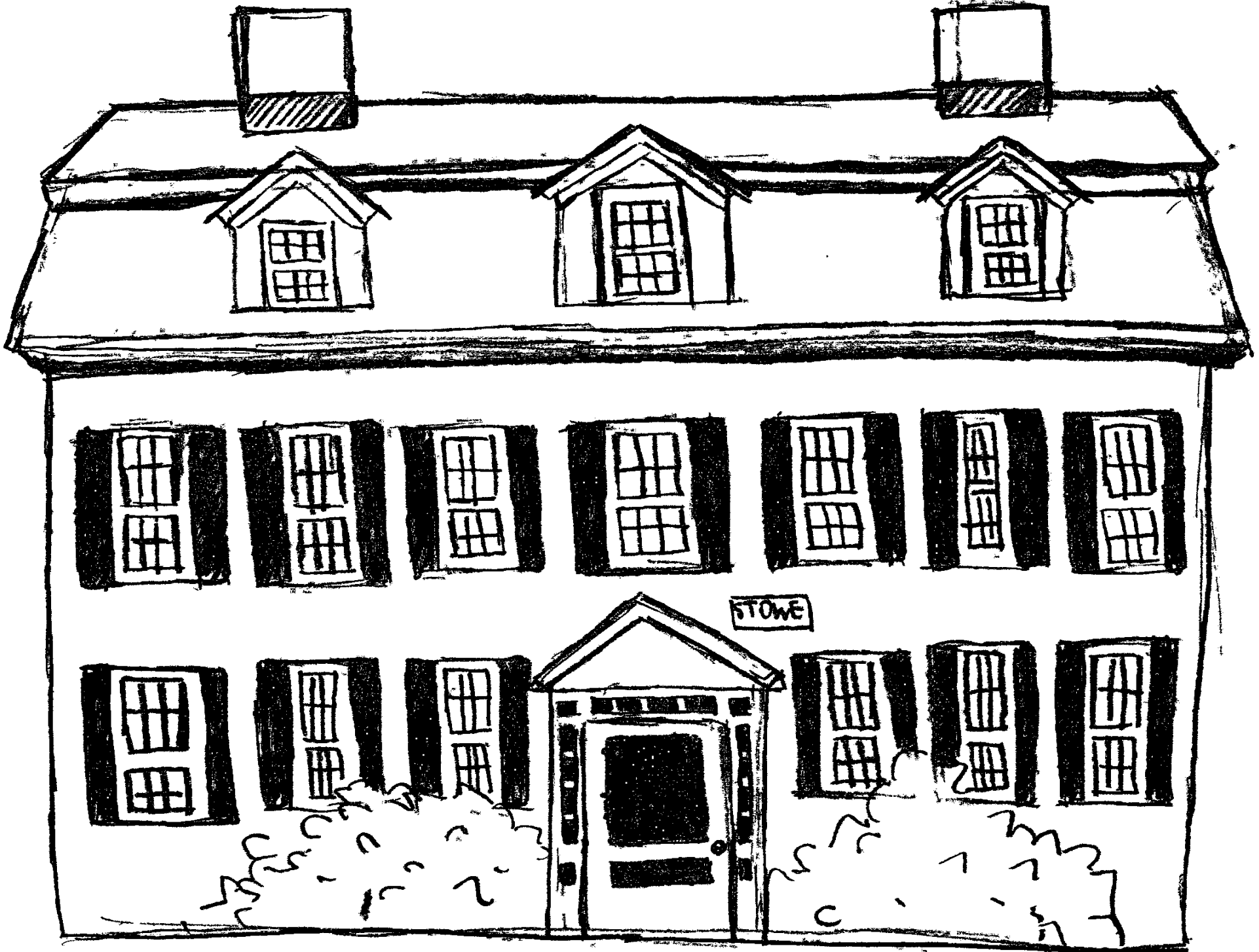
Nothing could ever match the hug that Elana King-Nakaoka gave me after my disappointing nordic race, Emma Khan's squeal of excitement after I presented my CAMD Project, or the effortless and often conversation-less brunches I have shared with Natalie Kim and Katie Williams on Sunday mornings. Rachel Murree lis-

tens to my fruitless venting late at night, and Kai Kornegay is always ready to discuss the big ideas.

My friends are constants in a perpetually changing world. Whether I have just given a speech, performed on stage, or ran a race, my friends' encouraging words confirm the success of my achievements and offer faith in my resilience after failure.

What I'll remember most, years from today, are not the tests and the grades and the readings, but rather the friendships I made along the way. I have finally found a sense of belonging in a community that has taught me more than I ever thought possible. It has barely been effortless, but that is what makes this school Andover.

Harshita Gaba is a three-year Senior from Fargo, ND.



J.CHIEFCHEN/THE PHILLIPIAN



# Swimming Upstream

**Emma Kahn**

IT'S HARD TO DRAW A distinction between my actual memories from Andover and the myriad of narratives flooding my mind. I, like most other four-year Seniors, was a baby when I arrived here; something somewhere in between a free-flowing, directionless spirit and a fully-formed human being. There's a fog in my mind as I think back to Junior year, a time when a sheer unfamiliarity with this kind of environment, coupled with the overwhelming greatness seeping from its every square-inch, left me struggling to pinpoint what exactly I was doing here. I didn't have a good sense of who I was nor a solid idea of what I was seeking to accomplish. I simply knew that

I didn't have a good sense of who I was nor a solid idea of what I was seeking to accomplish. I simply knew that I wanted to be – exist, really – here. And so I stayed.

I wanted to be – exist, really – here. And so I stayed. The whirlpool of unanswered questions only grew more enveloping as the years went by, but I felt grounded by the meaningful relationships I had built. Even when it seemed like everything in which I felt secure was tumbling down a hill at a pace too rapid for me to follow, I had my friends waiting at the bottom. One moment we could be sprawled out on the floor, laughing hys-

terically at each other's ridiculous stories, and the next, we All in all, we reveled in how incredibly human we are and how silly it is that we are labeled "young adults." could be consoling each other in Lower Right of Paresky Commons, mutually embarrassed by the tears running down all of our cheeks. We would worry about who was sleeping the least, commiserate about how "crazy hard" that math test was, diagnose each other's caffeine headaches. We would call each other at ungodly hours of the night, rescue each other from Silent Study, bring each other movies when the thought of actually going out was too much to bear. All in all, we reveled in how incredibly human we are and how silly it is that we are labeled "young adults." It was always the in-between moments that I cherished the most at Andover. They were never the large campus events nor any particular structured time, but rather the junctures shared on our way to this thing or another amidst everything else we were supposed to be doing. These kind of interplays were ever-present; the constant dance between completing what was expected of

us and looking for meaning in what we were dedicating ourselves to. The dance between feeling fulfilled yet empty, claustrophobic yet lonely, familiar yet foreign. It was an uncomfortable dance and yet, at times, oddly enjoyable. Above all, it was universal. I remember venting to my dad about the absurdity of the P.E. drown-proofing one day. After

eral, yet so figurative; another contradictory interplay around It was always the in-between moments that I cherished the most at Andover.

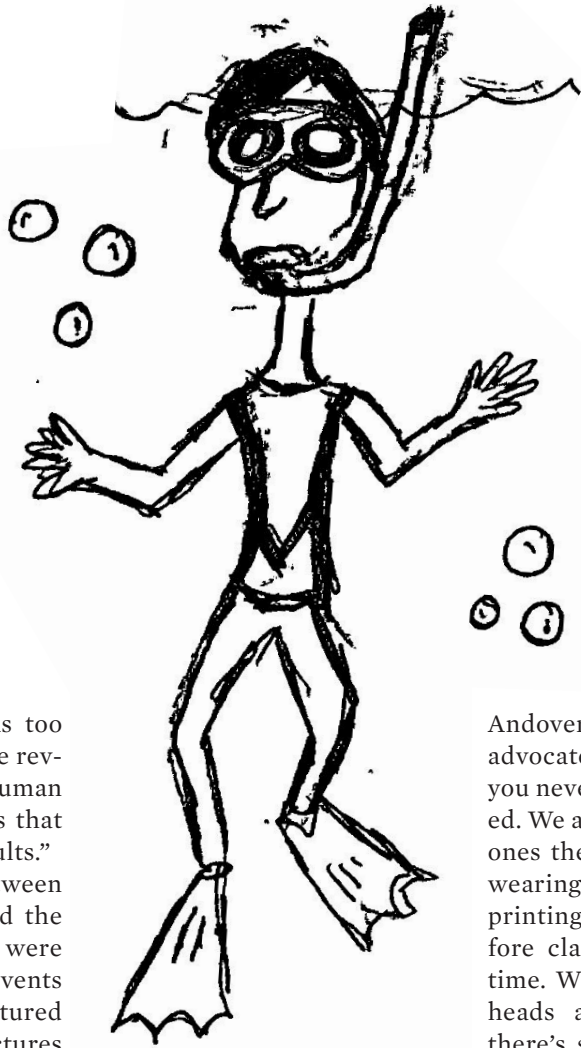
which my mind spent hours bending. This constant tension between conflicting feelings was so difficult to understand, but it always reminded me why this place was so interesting – so hard to say goodbye to. The nature of this school doesn't exactly lend itself to reflection, but at times, consciousness. If you allow it to, Andover teaches you how to advocate for yourself in ways you never even knew you needed. We are on our own; the only ones there to make sure we're wearing warm enough jackets, printing out those papers before class, getting to yoga on time. We are keeping our own heads above the water, and there's something really satisfying in that, but the people I have met here are – and will forever be – what this place has meant to me. I find myself unable to avoid the "we" when reflecting on my time here, for it is in the context of everyone

around me that I have gained a deeper understanding of who I am. Before long, those "firsts" turn into "lasts," and we sit here stumped by the one tension that keeps us up at night: how it's possible that the days were so long but the years so short. We feel the gravity of how temporary this place is and how no more unique we are than the 233 classes before and after us. When it finally comes time to stand in that circle on the Great Lawn and receive our diplomas, we will be forced to reflect on the ways we have grown and transformed during our time here and the roles our peers played in that development. We will shed tears, hold hands, question how we are possibly supposed to navigate the real

This constant tension between conflicting feelings was so difficult to understand, but it always reminded me why this place was so interesting.

world without each other as a compass. If all else fails, at least we will feel confident in our abilities to not drown. After all, there can't possibly be a body of water more exhausting than those three terms of Upper year.

Emma Kahn is a four-year Senior from Marblehead, Mass.



P.GOULD/THE PHILLIPIAN

taking a moment to pause, he told me in the most gentle way to "just try and keep my head above the water." It was so lit-

# The Measure of an Education

**Janani Hariharan**

IF AN ANDOVER CAREER WERE to be compared to differentiation in calculus, we would plot a large, intermittently curvy graph resembling something between the likes of an even wave and a toddler's Crayola scribbles. Some of the important maxima on my

Twenty-five months since I opened up a letter that outlined the next two years of my life, a letter that now hangs above my bed.

blundering graph are as follows: Twenty-five months since Mom, Dad, my older brother (via Skype) and I sat on my bed and cried together after opening up a letter that outlined the next two years of my life, a letter that now hangs above my bed. Twenty months since I checked in two large suitcases at Chhatrapati Shivaji International Airport and first used the excuse, "but I'm an international student," to evade its baggage-limit regulations. Fifteen months since I started wearing glasses, stopped

Twenty months since I checked two large suitcases at Chhatrapati Shivaji International Airport.

wearing my heart on my sleeve and returned to Andover from my first break in Bombay with a newfound passion to work hard and do what I had come here to do (in other words, it

was time for me to find my special spot in Silent Study). Ten months since I, along with 13 other wonderfully curious gringos on the Andean HUACA project, crawled through ancient water canals, relished cuy, immersed myself into seven pre-Colombian civilizations, played street soccer with the locals, cooked in a mud oven, scaled 29 miles at heights that reached 12,500 feet and went without showering for six days while we did all this. Five months since I stomachached the uncanny realization that I was more than just the sum total of the bullet points in my résumé, and began the slow, painful, long overdue process of reclaiming myself from my own elusive expectations. Not long at all since I have realized that Andover has brought me down, picked me up, dusted me off and thrust me into the unnervingly glorious fields of my own self-discovery, and was probably the best and worst thing that has ever happened to me. In an attempt to do justice to the myriad trail of emotions tracing the wrinkles of my face, I would like to address Andover directly: Andover, you are constant. You are as constant as the weekly dorm munches, the out-of-ink library printer, the Sunday tater tots, the alarms my roommate sets at five-minute intervals, the quest to do something and to be somebody. As constant as my latent longing to walk out of here unscathed and underwhelmed with my head held high, as constant as my latent understanding that I will never be able to do so. Andover, you are transient. So in the slow June rains of roses and renunciation, I prepare myself, in all of my ambiv-

alence, to savor the two years you have given me of spectacular firsts and bittersweet lasts. It will be slow, at first, but in the blissful bokeh of memories that you will become to me, they will all meld together to become a simple fabric of silky nostalgia. My future will be your antiderivative, Andover. Like the Fifteen months since I returned to Andover from my first break in Bombay with a newfound passion to work hard and do what I had come here to do.

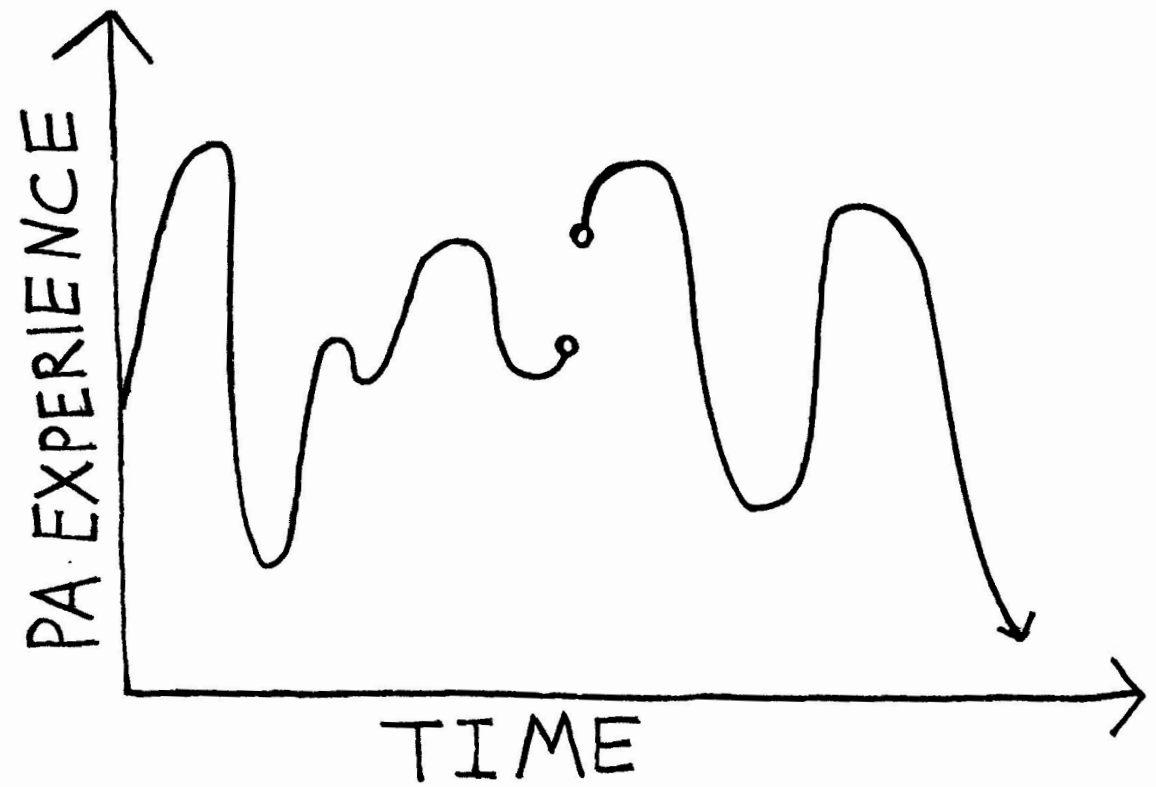
smiles on our faces in the pictures we will look at five, 10, 15 years from now, the integral sign will plaster itself onto the piece of paper that is handed to me at graduation. That symbol will not result in the inverse

of my experience here; it will simply take me back to a new beginning. With all the high hopes and dreams to which you taught me to aspire, with the slight curve of your grades and the even slighter curve of your smile, I will start again. I will be a little older, a little wiser, a little freer, a little fuller. You, Andover will continually find yourself back at a beginning, too. Before the class of '14 can even throw its metaphorical hats in the air, you will have already begun preparing yourself for the 237th entering class. And before we can even comprehend it, the 238th. And then the 239th. At the end of the day, taking an antiderivative of a function means adding a "+ C" next to the new one. That new graph will approach infinity, but the "+ C" will lend it an upward shift; the unknowable constant that will always be present in the graph's trajectory. You will

forever be that constant foundation upon which my graph will rise and fall in the years to come, Andover. So when I say goodbye, I will be left with the muddled and complicated and exciting graph of my future and your constancy will always underlie it. Thank you, Andover, for giving me so wonderfully pro- Five months since I stomachached the uncanny realization that I was more than just the sum total of the bullet points in my résumé.

found a function with which to begin my life.

Janani Hariharan is a two-year Senior from Mumbai, India.



K. WEAVER/THE PHILLIPIAN

THANK YOU HENRY AND MUDGE :)



# Stroke by Stroke

## Alex-Maree Roberts

TRYING TO WRITE THIS reflection reminds me very much of a passage I once wrote about a computer cursor. I described the accusatory blinking line because it was all I could think of. The problem now, however, is not that I can't think of anything to write, but that I think of too much. In less than a single year, Andover has defined itself to me in many ways. The only single word that can encompass all that it has come to mean to me is "everything."

I came here and every expectation I had was either firmly contradicted or easily surpassed. About a year ago today, I thought I had boarding school life down to a science. Half-hearted research into schools that all seemed the same brought me to some seemingly solid conclusions. No number of differences that my mother painstakingly sought out could change my mind that the prep school formula boiled down to academic rigor and extensive extra-curriculars. Play a sport and an instrument, work hard. That was all there was to it. Of course there were the frilly side-attractions like diversity to which I was certain I owed some thanks for my acceptance, and intellectual discussion to which I was certain I'd find a way to contribute. All of those, however, just served as wrapping paper and a bow on the gift that Andover, like any prep school, would give to me: a gateway to college.

Now, every minute that ticks by reconfirms my conviction that

I was wrong. I was wrong that Andover was simply a gateway to college like any other. A gateway to college couldn't inspire enough perseverance in me to stay up with a cup of coffee for company. I was also wrong that I had it down to a science. The fact that I'm starting Monday awake and desperately hoping to be asleep when the sun rises is proof that I don't have it down to a science quite yet. Kudos to my best friend for a good cup of coffee though. She knows what she's doing.

Sometimes telling a story involves starting at the end. For the past two weeks, I have convinced myself not to give up on anything by repeating to myself that "It's all just a five minute piece." Even now, an hour into writing this, I have thoroughly convinced myself that it is a five-minute piece. And I can do anything for five minutes. The five-minute piece has come to symbolize a lot for me this term because for some reason, I ended up doing crew. Before coming to Andover, however, I had never even heard of crew.

As an outsider, I looked upon the crew "cult" with confusion and a mix of disdain and admiration. Their hands were blistered and they complained about the weather and their afternoons disappeared stroke by stroke. Yet, every day, without fail, with eyes full of excitement (like damn chattering monkeys), they discussed crew. They dissected their strokes, analyzed the boats and told inside jokes. Such dedication, I revered. Such passion, I marveled. Such stupidity, I concluded and moved on with my

life.

Finally, at the end of winter term, the time came to choose a spring sport. I had been erging for about a week because a friend encouraged me to try it, but I was still determined to take a LIFE sport, because God forbid I lose my free Wednesday afternoons. Somehow, the deadline was upon me and I had not made a decision. Naturally, I walk into the common room of Alumni House, dramatically declare my woe and wait for suggestions. Lo and behold, three girls from the dorm planned to do crew. Then suddenly, in a moment that I predicted regretting before it even happened, the number rose to four.

Preseason passed and I could not generate love for erging, or PENN drills. I did find myself experiencing a whole new type of admiration for the girls around me, though. I returned from Spring break to get out onto the water, something that the experienced rowers told me would be thrilling and satisfying. Within one week, I felt myself turning into the rowers that had so perplexed me in the fall, though not as good with an oar.

Every Monday, five minutes on the erg cast a shadow over the entire day. Every second leading up to it vibrated with an electric nervousness powered by the need to improve. Every breath I took brought me closer to that preciously terrifying five minute window in which I could prove that I was working. Then, when those five minutes were upon me, my heart raced and dear God, I thought I would end before it began. Words of encour-

agement yelled over my head and over those around me sank into my mind and are imprinted far deeper than a weekly five minute piece.

"Do not let up! Do not take the easy stroke!" "I know you can pull harder!" "Think of your team!" My personal favorite, hands down was, "You can do anything for five minutes."

Every week, every term, every school year is just a series of five minutes. Andover told me that I can do anything for five minutes, and it definitely doesn't always feel that way, but I believe that. Last year at this time, I was a Varsity couch potato, content to hike to the fridge and back. Now, I'm breathlessly rushing to the gym after seventh period to get onto the bus to the Merrimack because Andover teaches that you can do anything for five minutes, so you can do anything at all.

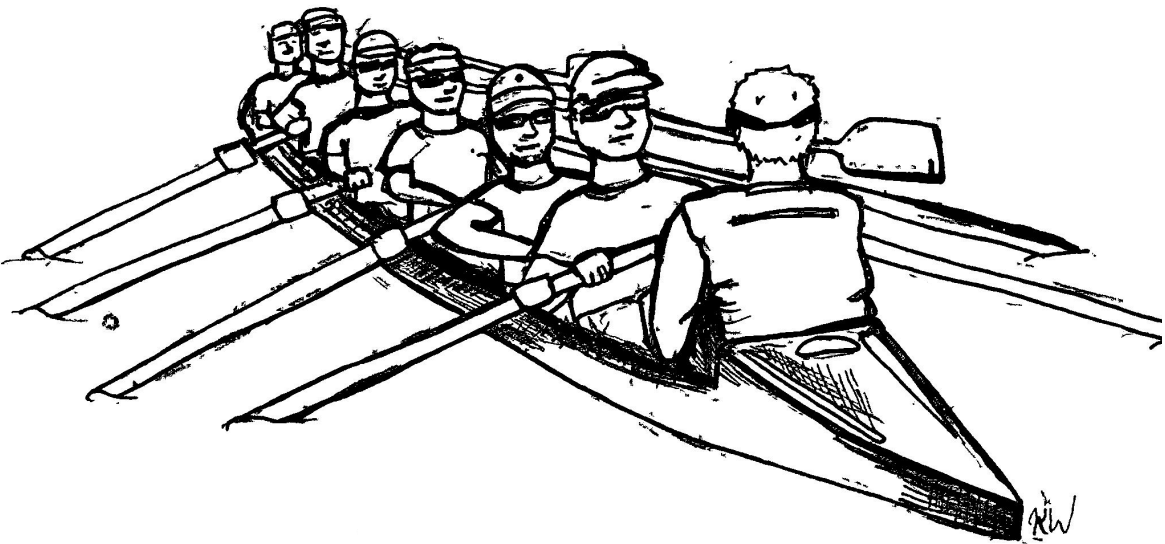
The empty coffee mug now seems almost symbolic. Symbolic of what, I cannot yet say. In this moment, the coffee cup represents long nights, good friends, music and debate. The entire world, which at the moment seems to share lines with the "Andover Bubble," is in that coffee cup.

Reaching this far has made me realize that I am still faced with my initial problem. If my fingers stop tapping, a lack of inspiration cannot be blamed. I could write about staying up to do homework, glancing in panic at darkened window and realizing that I'm not actually as efficient as I thought myself to be. I could write about trying in vain to do homework on a Sunday morning while on the bus to a debate that

would excite and terrify at the same time. I could also describe the feeling of exploring my notions of race so that I could be a useful contributor in ongoing discussions. With the same care taken to give the story of how I fell in love with crew, I could tell the story of an old woman at my Community Service who demanded that I accept a quarter almost every week for helping her with Bingo. I could frame one or many of the friendships I've formed here over impossible math, instructional swimming, sixth lunch or anything else that seems fair game for bonding.

Still, "everything" is harder to describe with a list than with a feeling. Thus, I will refrain from telling 50 little stories that converge into a complex big one. Rather, I will liken Andover to being caught in a whirlwind of frantic activity with precious moments of stillness dropped in between, just long enough to let a student breathe. Andover is the light hearted happiness that comes with accomplishment, and enrichment, just as much as the exhaustion that comes from giving 112 percent of your effort. Andover is finding the sport that can make you work until it hurts, doing the subjects that keep you thinking, joining the clubs that feed your passions, making friends that you can't imagine life without. I haven't completely explored all the possibilities at Andover, but I have two more years to delve deeper into this conglomerate of everything.

Alex-Maree Roberts is a new Lower from Roseau, Dominica.



K. WEAVER/THE PHILLIPIAN

# The Andover Curs(or)

## Sharon Zhang

I WATCHED MY CURSOR BLINK, steady and sure of itself, resisting the urge to hurl my laptop across the room. How was I supposed to tell my parents that I wanted out, that I was done with this school merely weeks after arriving here?

I wanted to punch a hole through my computer screen to stop that cursor, to instill in it some sense of the fear that strangled me in its grip. It was an odd paradox: I was too scared of being a coward to back out of the school I thought I hated, but also too scared to stand up and go after what I wanted.

For me, Andover was not love at first sight. In fact, from the get-go I had only a lukewarm tolerance for the school, which slowly coalesced into an unsavory dislike by the end of my first two months here. This aversion was driven by dissatisfaction with myself.

I had to drop down from Math-595 after receiving the lowest grade I have ever gotten. On the cross-country trails, I was running slower times than in middle school because of a stubborn sprained ankle. And each day I crossed off more and more clubs and extracurricular activities that I enjoyed but discovered I had no time for.

As the days drew on, I could no longer see why I had wanted to come to Andover in the first place. All I could think was that I would have been better off in the public school I attended last year because there, I could easily excel. Depressed by this prospect, I effectively stopped putting much effort into anything; I figured that if I was not going to succeed anyways, I might as well conserve my energy. Andover and its harsh reality slowly reinforced my insurmountable fear of failure.

Ironically, it was when I was most upset that I realized the value of the lessons this school can teach us. I had just learned that my first ommentary article would not run in *The Phillipian*, which at the time sounded to

me like outright rejection and failure. As with the other clubs, I gave up. I swore that I would never write another article because it was not worth my time. I was never going to be published anyways.

I took my frustration out on my room, tearing it apart. It dawned on me, however, that I was being ridiculous. Andover teaches its students to confront fear and failure and overcome it, not cower away from it.

I had become so obsessed with achieving my goals I had been ignoring the journey towards them, ignoring the learning opportunities that the lack of "success" — by the popular definition — presents. More importantly, I shouldn't be bitter or resentful: I had no one to blame but myself for my failures.

I renewed my efforts with these realizations. I applied myself without any expectations of good grades or recognition, with the sole purpose of learning and interesting myself in the material. Soon, after painful hours of writing and rewriting, I submitted a second commentary article with much hesitancy and inner conflict; it ran that very week.

If Andover had been everything I wanted it to be, I still would have learned a lot. But I would have missed out on the most important lesson: success is earned. It does not simply exist. You have to reach for it, and sometimes you struggle and fall. And that is okay, as long as you pick yourself back up.

Now, as I watch my cursor blink assuredly, I do not feel fear nagging at the corners of my thoughts. I'm still scared, but the knot at the bottom of my stomach has been replaced with an exhilarating sense of freedom. I have been liberated from the oppressive burden of success. Without Andover, I never would have gained the courage to fail. I look forward to two more years of trials and triumphs, of falling down and getting back up, of learning and leading.

Sharon Zhang is a new Lower from Portland, OR.

## Mihika Sridhar

HALF AN HOUR BEFORE I sat down to write this article, I was lying on my bed staring at the wall, terrified at everything I had to accomplish on this particularly busy Sunday. But here I am, writing this piece with as much vigor as I can muster, because I want to do it. I know that I want to do it. And knowing what I want is one of the greatest gifts this school has given me so far.

The dilemma that most Andover students face is how each of us wants to experience this school. Is Andover simply a powerful stepping stone to higher education and monetary success, a place that can better ourselves as intellectuals, or both? Each student will choose a different mindset, and if it doesn't work for them, they will try another way to navigate the school's often overwhelming options. Nevertheless, we do not always know what we want: we may know what our parents or peers want, but knowing what's best for us is a slippery slope, especially in the rapidly maturing adolescence that Andover brings to many of us.

The competitive nature of our student body further muddles the line between our desires and others' desires for us. Andover's culture continuously seeks college, and as the availability of leadership positions and AP courses grow in number, the competition to seize them accelerates and intensifies. Already, as a Lower, I've been faced with decisions that put my desires at odds with the common beliefs having to do with "what colleges look for." Personally, I rank my

desires above those of colleges, but this is because I firmly believe that my path will lead me to the college and career right for me. Many others believe that the situation is reversed, and gear their course selections and extracurricular activities toward what is widely accepted to look impressive on an application.

For me personally, developing a conscious recognition of my desires, and differentiating them from the social expectations of Andover, has been a tumultuous and ongoing challenge. Junior year, I dealt with the multitude of choices by picking as many of them as possible, egregiously overestimating my time management skills. I maximized my course load, taking six classes my first four terms at Andover. Looking back, I know for a fact that at least one of the sixth courses I took was unnecessary, but back then, I was so focused on finishing my requirements that personal fulfillment didn't matter much at all.

It was not until last winter, when I was still unsure of what role Andover filled in my life, that I began to approach school with a new tactic. I started weeding out activities that I blindly held onto with a shred of interest and replaced them with clubs and courses I knew would command my genuine attention and participation. I stopped ordering and reordering my activities based on their potential impact on my college application because right now, as an Andover student, I don't know what lies beyond my four years here. I can, however, control the decisions I make at this school based on what I know I like and dislike, and what I know I want

to pursue.

One of the most important things Andover has given me is the opportunity to take a step back from the chaos that embodies our everyday lives, and think about what I wanted to do, what I could do, what I was told to do, and what I was doing. I decided that some things were more important than others, not because they were widely considered so but because I considered them to be so.

Of course even after this seemingly revolutionary conclusion, the chaos and challenges did not disappear entirely: some of them simply took on a more coherent form. Nevertheless, I know I was right in sifting through the barrage of opportunities this school gives us. I feel that everything I do at this school has a purpose, one that I'm intent upon fulfilling. I have found clarity among the chaos, and I work incredibly hard to maintain it.

It took me a year and a half to decide what kind of experience I want to have at Andover, and I'm still not sure I'm doing what's in my best interest as a high school student. I do know, however, that I'm doing whatever's in my best interests as a person. I know that my choices will help me become the person I want to be in the future. Not everyone knows yet what they want out of Andover, college, and beyond. Nevertheless, everyone's day will come. Our school gives us the opportunity to explore absolutely everything, and eventually, find our own, unique way through it all.

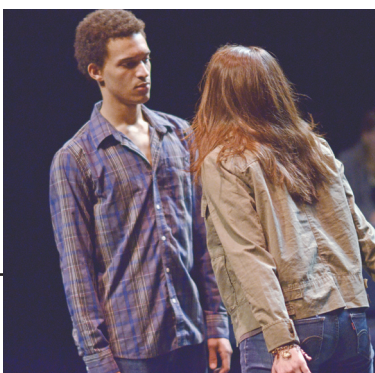
Mihika Sridhar is a two-year Lower from Andover, Mass.



Sunday, June 8, 2014

THE PHILLIPIAN

ARTS & LEISURE | E1



# ARTS & LEISURE

Year in Review

Senior Spotlights

Club Spotlights

E2

E4

E10





# YEAR IN REVIEW

## FALL TERM



E. AVVAKUMOVA/THE PHILLIPIAN  
**Prosek uses art to challenge traditional taxonomy.**

### James Prosek:

#### Artist in Residence Explores Natural Boundaries

##### Peyton Alie

James Prosek, the Addison Gallery of American Art's fall Artist-in-Residence, has long been fascinated with nature. Between fishing trips in his picturesque Connecticut neighborhood, he remembers meticulously recreating John James Audubon paintings as a child. Prosek's work was featured in the Addison in the exhibit "The Spaces in Between."

Particularly interested in trouts when he was young, Prosek began his artistic career writing letters to departments of wildlife across the country

and painting pictures of trouts inspired by Audubon's work on birds. He learned that the number of species of trout is contested due to the ambiguity of defining the species, inspiring him to wonder about the restrictions of conventional organizational systems.

For Prosek, his artistic career complements his pursuits relating to nature. "When I drew a fish, I was forced to observe it much closer. It made me a better observer and a more astute watcher of the environment," he said.

Prosek has traveled across the world, including the Tigris and Euphrates Rivers as well as

to Suriname in order to do research for books and paintings.

Much of Prosek's work is critical of the traditional systems of organization and nomenclature in science. According to the Addison press release, Prosek "examin[es] the ways in which we name and order nature, the systems we use to try to harness nature and the limitations of language in describing biological diversity."

"Nature's this fluid, constantly changing, constantly evolving thing. It really does it a disservice to try to chop it up into communicable units," Prosek said.

One of his pieces in the

Addison is a massive mural covering multiple walls depicting the silhouettes of birds. Prosek said that the mural was designed to resemble visual guides in the back of nature books, which are typically labelled with numbers that correspond to the names of the birds. While Prosek's birds have numbers, they don't have names.

Though nature was Prosek's first love, his artistic career has become his main focus.

"I feel that my explorations mainly take place in the studio now," he said. "I have enough stuff in my head. Painting is enough to challenge me."

### New Exhibits:

## The Addison Presents...

##### Alexis Lefft

###### "Natural Selections"

Delicate, painted petals against a stormy gray sky. Two men lying by a glistening river.

With depictions of landscapes and scenes ranging from realistic to abstract, the Addison Gallery of American Art's exhibition "Natural Selections" was designed to complement "James Prosek: The Spaces in Between." The two exhibitions attempt to capture the artist's deep-rooted connection with nature.

Curated from the gallery's permanent collection, pieces in the exhibit were divided into rooms based on specific natural subjects like sky, light, flora, fauna, land and cosmos.

"Natural Selection"

was made possible by the support of the Mollie Bennett Lupe and Garland M. Lasater Exhibitions Fund.

###### "Flashback-November 22, 1963"

Analyzing the role of media in the wake of public tragedy, "Flash Back- November 22, 1963" displayed mixed-media works that immortalize the lasting effects of President John F. Kennedy's assassination.

The show was divided into four main parts. The first gallery focused on Kennedy's last days and the media's extensive coverage of his assassination.

The second gallery examined the assassin, Lee Harvey Oswald, from multiple perspectives using both contemporary and historical sources.

Focusing more on the public's perspective, the third gallery explored ar-

tistic representations of conspiracy theories and myths surrounding Kennedy's assassination. The principal piece in this gallery was "Jackie Kennedy, The King of Hearts," a portrait of the stoic First Lady holding a king-of-hearts playing card, featuring Kennedy as the king. A bullet pierces the middle of the card, and pieces of the card fly upward.

The final gallery was dedicated to Kennedy's funeral procession and the aftermath of his death. The focal point of the sculpture was a larger-than-life wooden figure of three-year-old John F. Kennedy Jr. saluting a minute representation of his father's casket.

"The kids are all right"

Upon entering the exhibition, visitors imme-

diately confronted artist Julie Mack's "TV: Academy Awards Night, NYC," a piece that immortalizes the idea of family in the face of the technological revolution. The photograph depicts a family of four sitting on a living room couch with focused facial expressions, more enraptured by the television than each other's company.

Capturing the different meanings of family through vivid photographs and video, "the kids are all right" was a lens-based media exhibition. The exhibition explored the variety of 21st-century family beyond the traditional constraints. Alison Ferris, the curator of the exhibit, displayed the work of 38 up-and-coming photographers and videographers, such as Lisa Lindvay, in the exhibition.



COURTESY OF THE ADDISON GALLERY OF AMERICAN ART  
**Kathleen Robbins, Asher on Belle Chase, 2010, C-print mounted on dibond, photo courtesy of Jennifer Schwartz Gallery, GA**



COURTESY OF THE ADDISON GALLERY OF AMERICAN ART  
**Julie Mack, Self-Portrait with Family in Minivan, Michigan, 2007, chromogenic color print, Courtesy of Laurene Miller Gallery, NY**



E. AVVAKUMOVA/THE PHILLIPIAN  
**Alec D'Alelio '14 performed a guitar act inspired by pop art.**

## Grasshopper Night

##### Arts Staff Report

Grasshopper Night came alive during Family Weekend this fall, representing the collective effort of over 100 students and faculty.

"In some aspects, [Grasshopper] is a talent show, but like anything at Andover, our talent is so amazing that what [we] really work on doing is making it a real show from beginning to end," said Erin Strong, Chair and Instructor in Theater and

Dance and Faculty Coordinator for Grasshopper Night. "It's everything. It's a cohesive show [that] has a level of professionalism, and that I think is really unique to the ability of our students."

While in years past Grasshopper Night has had definitive overarching themes, this year's acts were instead loosely inspired by varying works of art and literature. Students were encouraged to find, interpret and represent forms of art in their performances.

"We went with a very general theme this year,

rather than narrowing the show down to one central theme. Therefore, this year's show [was] going to be a bit more abstract and diverse than other years. The things that acts have come up with out of such a simple theme are truly astonishing," said Esther Cohen '14, Theater Director for Grasshopper Night.

The five MCs of Grasshopper Night, Rob Irvin '15, Sophia Lloyd Thomas '14, Vincent Mocco '15, Ellie Simon '15 and Lane Unsworth '15, worked to keep the show coherent by entertaining the audi-

ence between some of the acts.

Hypnotiq, Andover's hip-hop dance group, performed their piece, "Snow White, Girl!" The dance performance was accompanied by a mash-up of the classic Walt Disney song "Hi-Go," "White Girl" by E-40 and "Gold Digger" by Kanye West.

Other acts included Footnotes' tap dance inspired by "Mission: Impossible" and an acapella version of Toto's "Africa" by the Yorkies, Andover's all-male acapella group.

## iTalent & iFashion Show

### Flood Kemper with "iTunes"

##### Chloe Lee

Unlike previous years, this year's iTalent and iFashion Show paraded a more creative set of talent and traditional costumes as part of the International Festival (iFest). The student-organized event included a performance of the guzheng, a traditional 18-string Chinese instrument and a Filipino bamboo folk dance.

Clint Yoo '14 sang an emotional cover of the popular Korean hit "What If" by Girl's Generation. Yoo's performance captured the reminiscent and heartbreaking message of the song. As he reached for the high-pitched notes, his vibrato crescen-

doed to a full, dramatic intensity. Although many of the audience members did not speak Korean, the audience appeared fully engaged by the performance.

Taking a different turn from a number of instrumental and vocal performances, members of Southeast Asian (SEA) Club then appeared on the stage carrying eight-foot-long bamboo poles.

Dressed in brightly colored garments, the bamboo tappers lowered the poles to the ground and started sliding and beating the poles together to create loud, ringing beats. As the tappers continued to hit the poles together, a pair of dancers jumped in and out the spaces between the bamboo poles. At the end,

the dancers invited audience members onto the stage to try and learn the dance.

The talent show shifted into the fashion show as models dressed in traditional garments walked up the stage. Countries represented this year included Bahrain, Bhutan, the Dominican Republic and Saudi Arabia. As the models said greetings in their countries' official languages and modeled their clothing, the MCs, Paulina Munn '14 and Ben Yi '14, presented fun facts about different countries.

Representing Saudi Arabia, Sophie Smith '17 dressed in a black burqa, a customary piece of clothing with a face-veil worn by many women of the Islamic tradition.

"Muslims wear [the burqa] because there are quotes in the Qur'an instructing believing women to cover themselves. Often times, fathers or husbands are in control of whether or not the women have to cover and how much, and this may contribute to the male-dominated culture in Saudi," said Smith.

"I really like how we could experience all of the diverse cultures at one place. I really liked the fashion show because all of their traditional clothes were so pretty and unique. I expected the talent and fashion show to be more of a concert, but this was much better. I liked it because it was friendlier than I had expected," said Christine You '16.



E. ZAEDER/THE PHILLIPIAN  
**Ian Frankel '15 and Isabel Tejera '15 perform at iTalent Show.**

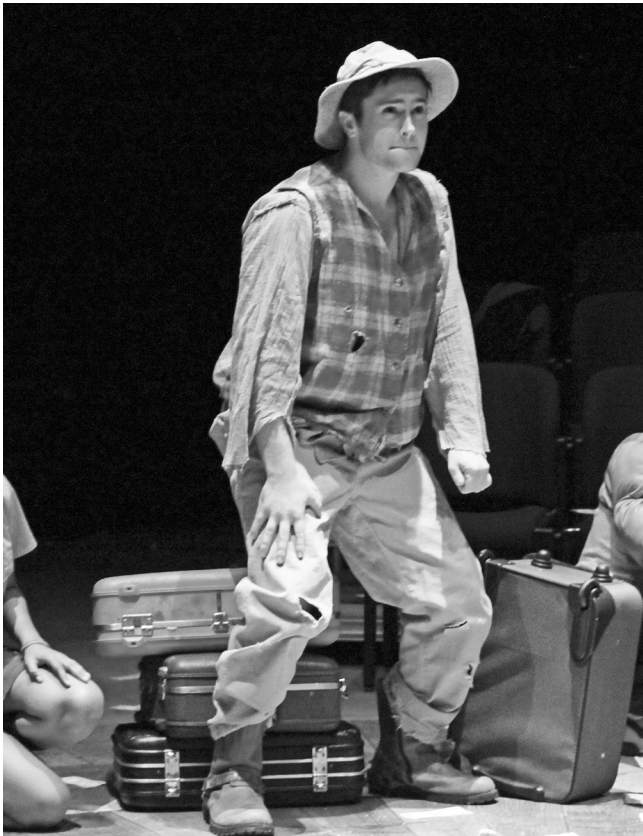


E. ZAEDER/THE PHILLIPIAN  
**Dan Wang '14, Ben Yi '14 and Sophia Llyod-Thomas '14 pump up the audience at iFest.**



# YEAR IN REVIEW

## WINTER TERM



Alex Rubin '14 played Egeon, a poor merchant.

Julia Boyd

Breathing life into words written centuries ago, student actors in the play “The Comedy of Errors,” written by William Shakespeare, performed with energizing, theatrical spirit that would have made Shakespeare proud. The circular-shaped performance space of the play allows audience members to surround the performers on every side. “The most noticeable difference between this show and other shows is the stage itself: it’s in the round,” said Emma Kukielski ’15, Assistant Stage Manager. “That’s a real challenge for the ac-

### “The Comedy of Errors”: Slaves, Courtesans and Lost Twins

tors, since one of the major rules of theatre is to never turn your back to the audience. We had to find a way to act toward every single angle production of the theatre.” The play opens with an elderly Syracusan man, Egeon, played by Alex Rubin ’14, entering the city of Ephesus. Suddenly, a cast of flamboyantly dressed characters emerges from the dark corners of the stage and begins to dance around the aging man. The leader steps forward and informs Egeon that he has broken a law of Ephesus by entering the city as a merchant, and therefore will be punished. Unless Egeon can pay a fine of 1,000 marks by the following day, he will be sen-

tenced to death. A flashback reveals that Egeon is in the town of Ephesus because he is in search of his long-lost son and his slave, both of whom have another twin. Since no Shakespearean comedy is ever complete without elements of romance and heartbreak, the play cues the entrance of Antipholus of Syracuse, played by Zach Bamford ’14. He soon finds himself entrapped in a messy tangle of relationships when he is mistaken for his twin, Antipholus of Ephesus, by his twin’s wife, Adrianna, played by David Benedict ’15 and Alice Rossiter ’17, respectively. However, Antipholus of Syracuse finds himself falling for Adrian-na’s sister, Luciana, played

by Gabriel Braunstein ’16. “Luciana is a very ditzy character,” said Braunstein. “She chews her gum [really loudly], [and is a] very fashion-conscious, kind of a vain person. She is just utterly wooed by Antipholus [of Syracuse].” “Shakespeare can be really difficult for an audience to relate to, especially teenagers. Often, when high school students put on a Shakespeare play, they lose the humor in it because the language is so foreign,” said Kukielski. “We take pride in [the play] because... we’ve taken Shakespeare and made it into something that is a little less boring, a little less drafty,” said Braunstein.

### Celebrating Coeducation with “Dido & Aeneas”

Sharan Gill

Combining graceful movement with harmonious live music, Andover’s production of Henry Purcell’s opera, “Dido and Aeneas,” transported audience members back to 20 B.C.E. for a tragic love story. Dancers from the Andover Dance Group (ADG), directed by Judith Wombwell, Instructor in Dance, and singers from the Fidelio Society, directed by Christopher Walter, Instructor in Music, collaborated to provide a stunning reenactment of the iconic theatrical work. The performance was part of Andover’s Co-

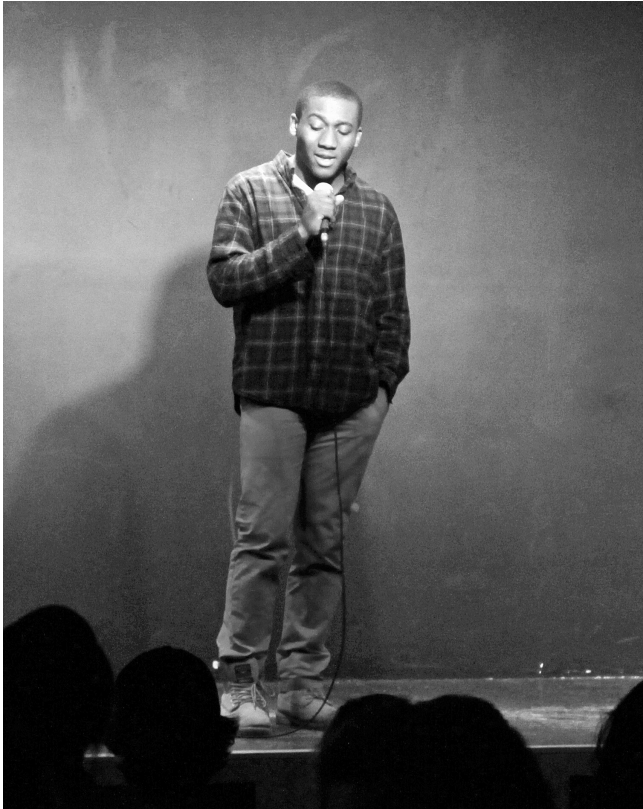
Ed@40 celebration. Both Fidelio and the Andover dance program originated at Abbot Academy and came to Phillips Academy with the merger, making this year the 40th anniversary for both programs at Andover. The show was the first time ADG performed a full-length storyline. Previous shows by ADG have only featured separate acts or short scenes of a story. The performance’s storyline followed Aeneas, a Trojan prince portrayed by Graham Johns ’14, who set out to Italy and meets Dido, the Queen of Carthage, during his journey. Aeneas pursued Dido’s love, but she refused his advances. Belin-

da, the supporting female role, gave Aeneas the confidence to try again for Dido’s love, and Dido eventually accepted his marriage proposal. Meanwhile, an evil sorceress, played by Erica Nork ’16, sought to devastate Dido and Aeneas’ enduring love. Wombwell chose to weave the Andover/Exeter rivalry into the show by having the evil sorceress come in the form of the Exeter mascot. “By creating a rough parallel, I hope to make the story a little more relevant to the students and enhance the humor in the story,” said Wombwell. Caroline Sambuco ’14,

who sang the part of Dido, and Adam Brody ’14, who sang the part of Aeneas, gave the character voices by executing incredibly high notes and sustaining even the lowest of notes. The singers were incorporated into the movement and, at some points, mimic the arm movements of the dancers. “This whole process is completely new to Fidelio; we normally learn a few songs to sing a capella without movement for our concerts. Now, we are learning choreography, we are learning to act, we are learning to work with the musicians and the dancers. The process has been challenging and thrilling,” said Brody.



Andover dancers perform in a dress rehearsal.



Micheal Ohakam '15 belts out “Forest Gump” by Frank Ocean.

Peyton McGovern

“Have you ever been in a crowded room, only feeling neglectation? Reached out left and right for a helping hand, only to receive rejection?” asked Robert Rush ’14, throwing a chair into the wall. Rush presented his spoken-word poem, “Innovation,” as part of the Black Arts talent show last weekend. The powerful poem depicted issues and stereotypes affecting African Americans. Rush commanded the stage as he paced from one side to another, depicting his frustration through sudden hand motions and sharp rises in his voice. The idea for the Black

### Black Arts Weekend Brings Bold Performances and Reflection

Arts talent show came from Diana Avellaneda ’14 and Skylar Bree-Takyi ’16, Black Arts Co-Heads. Along with African-Latino-American Society (Af-Lat-Am), they organized the Black Arts talent show and all other Black Arts Weekend events. “We just wanted to showcase the talents of the black students on campus, as well as celebrate the way black artists and performers have contributed to the world today,” said Bree-Takyi. Andover’s hip-hop group, Hypnotiq, performed a high-energy dance which started to the beat of, “The Andover Song.” Fully in sync, the dancers moved their bodies in fast, successive motions. About halfway through their performance, the music

changed to Britney Spears’ “Work, Bitch.” As soon as the music changed, the pace of the dance sped up to match the beat. The group changed stage positions throughout the performance, giving different dancers a chance to showcase their talents. The show’s headlining act, Tufts University’s step team, Blackout, was unable to make the show because of Saturday night’s snowstorm. In place of Blackout, Michael Ohakam ’15 performed a powerful cover of Frank Ocean’s “Forrest Gump.” Ohakam stood on center stage with all eyes focused on him. His smooth vocals gave the performance rich depth and tenderness. Despite their varied talents, the one theme common to all performers was the

significance of Black Arts Weekend. “I found Black Arts Weekend to be both a great vehicle for further understanding and expressing pride in my culture. I think that there is always the opportunity to learn more about what one identifies themselves with culturally,” said Taylor. Much of Black Arts Weekend is also about reflection. “I hope it’s a weekend of excitement and reverence. And for those not of the culture, I hope it serves as an opportunity to learn and appreciate one of the many cultures that aggregate in Andover, Massachusetts, for nine months out of the year,” said Rush.

### NEW EXHIBITS AT THE ADDISON GALLERY OF AMERICAN ART: An American in London; Whistler and the Thames; Industrial Strengths; Artful Poses

Sharan Gill

Sketchbook in hand, American-born artist James McNeill Whistler spent countless hours staring out the window of his London home, watching ships pass through the blue waters of the Thames River. Drafting and drawing the wooden beams of bridges, the white flags of ships and the tilted caps of sailors who steered through the water, Whistler produced his masterpieces. Now, years after Whistler first moved to London in 1859, several of his detailed etchings, drawings and lithographs are on display at the Addison Gallery of American Art in the exhibit “An American in London: Whistler and the Thames.” Guest-curated by Margaret MacDonald and Patricia de Montfort,

both from the University of Glasgow in Scotland, “An American in London” is the first major exhibition to focus on Whistler’s time in London. “This is an unusual show because we started eight years ago. It started from a germ of an idea here at the Addison because we own one of Whistler’s great paintings of the Thames. It’s ‘Brown and Silver—Old Battersea Bridge.’ The idea was to borrow other works that were related to our painting and put them in an exhibition that would give our painting some context and make it clear why it was an interesting painting,” said Faxon. Featuring snapshots of gritty laborers, hefty metal, massive machines and brick buildings, “Industrial Strength,” strives to shed light on the trials, tribulations and trademarks of industrialization. “It was inspired [by] thinking about the Whis-

tlar show and an artist who was inspired by an industrial landscape. So I wanted to look through our collection and see what we had that would speak about industry and industrial landscape,” said Alison Kemmerer, Curator of Art and Photography after 1950, who curated the exhibition. One of the works in the show is “Sewing Room K.G.R. Inc, Lawrence Ma,” a black and white photo shot by Justin Kirchoff, a former Addison Artist in Residence. The wide panorama image shows the inside of a women’s suit factory in nearby Lawrence, Massachusetts. The piece plays with contrast: spools of yarn, bins and piles of clothing are perfectly in focus, while the busy tailors in the factory appear blurry, emphasizing the stress of their jobs. Standing with his back to the maritime scene behind him, a round-stom-

ached and ruddy-cheeked man stares confidently out of the canvas in artist John Greenwood’s photograph entitled “Man in Green Coat.” The placement of the man’s right hand on his hip and his left hand tucked into his vest highlight the deep emerald green of his coat and the intricate gold embroidery on his white vest. “Man in Green Coat” is one of several portraits in another new exhibit, “Artful Poses,” which examines the evolution of the social and artistic contexts in which the portraits were created. “And as you go in[to ‘Artful Poses’], think about what choices were made. Did the sitter decide he wanted to be in his great brocade with his stomach sticking out and his hand in the pocket or did the artist do it?” said Susan Faxon, Interim Director and Curator of Art Before 1950 and Curator of “Artful Poses.”



COURTESY OF THE ADDISON GALLERY OF AMERICAN ART  
Charles Sheeler, Ballardvale, 1946, oil on canvas, museum purchase, 1947.21



COURTESY OF THE ADDISON GALLERY OF AMERICAN ART  
James Abbott McNeill Whistler, Brown and Silver: Old Battersea Bridge, 1859-1863, oil on canvas mounted on masonite, gift of Cornelius N. Bliss



# YEAR IN REVIEW

## SPRING TERM



Chris “Daze” Ellis.

### From Street to Studio: Chris “Daze” Ellis Named Addison Artist-in-Residence

**Sharan Gill**

As a teenager, Chris “Daze” Ellis began his artistic career tagging subway cars in 1970s New York City. In the years since, Daze has successfully transitioned to the canvas, using spray paint as well as oil and acrylic in his work.

A celebrated painter, Daze brought his talents to Andover as the Addison Gallery of American Art’s Spring 2014 Edward E. Elson Artist-in-Residence alongside his exhibition, “Street Talk: Chris ‘Daze’

Ellis in Dialogue with the Collection,” which features Daze’s works alongside those in the Addison’s permanent collection.

“I was painting trains from about 1976 to about 1983. 1981 was more or less when opportunities started to happen for me to exhibit my work in galleries, and my first paintings were kind of like an experiment, but it was something that I enjoyed doing and wanted to pursue more. But yeah, the transition [from train to canvas] was kind of slow, and there was even a period at the beginning where I was making paintings as

well as continuing to paint trains, but I eventually began to outgrow the whole painting trains thing,” said Daze in an interview with *The Phillipian*.

While Daze’s focus on urban environments has remained a constant in his art, his work continues to evolve.

“When I first started making paintings, I didn’t want to do the same thing I was doing on trains, except now on canvas. I wanted to explore other areas, and I was pretty open to influences, from film to music to everyday life to travel, and that was all reflected in ear-

ly work [on canvas.] I think the newer work is a combination of all the things I’ve learned in the past 30 years, but it’s also more refined and concentrated,” said Daze.

In the years that have passed since his early experiences in galleries, Daze has created large-scale murals, and his work has been showcased in numerous exhibitions.

Daze describes “Beyond the Horizon” as surreal and dreamlike, showing a large eye glancing down upon a scene while hands cradle the city of Rochester.

## “Rhythms of Hope” Expresses Struggle and Triumph

**Sharan Gill**

Dressed in floor-length white skirts, Emily Ewing ’14, Marion Kudla ’15 and Elizabeth McGonagle ’16 twirled across the stage in Tang Theater, using their high kicks to let the white material billow and fly around them. Backed by student jazz musicians, they executed their precise routine in front of vividly colored projections on the stage wall.

Dancers from Andover Dance Group (ADG), led by Erin Strong, Instructor and Chair in Theater and Dance, student jazz musicians, overseen by Peter Cirelli, Instructor and Chair

in Music, and visual artists, overseen by Therese Zemlin, Instructor and Chair in Art, joined forces to provide audience members with “Rhythms of Hope.”

“Rhythms of Hope” was designed by Strong, Cirelli and Zemlin to travel to the Grahamstown National Arts Festival in South Africa this summer. The trio hoped to allude to South Africa’s complex history of apartheid and the concept of being together but unequal. To do so, the show was split into three movements: “Origins,” “Oppression” and “Hope.” The three movements illustrated the progression from struggle to joy in the thematic narrative of the show.

During “Oppression,”

the visual artists joined a group of dancers onstage to wrap a long white ribbon covered with hateful messages around Landay. The artists hurled insults, such as “You’re disgusting” or “You’re a loser,” while walking offstage, leaving Landay alone and vulnerable. The musicians played jumbled, discordant notes on their instruments, highlighting the tension between the harassers and Landay.

Despite the insults, Landay began to dance. Starting off with slow walks and simple arm movements, she eventually kicked away the ribbon and executed pristine jumps and kicks, taking power over her oppressors.

While the show was not produced specifically

for the Coed@40 weekend, it explored many similar themes.

“Coed@40 is about a merger of the two campuses, bringing the male and female students into one realm. ‘Rhythms of Hope’ touches on gender and expands the idea of together-and-equal to include issues of race, geography, history and culture,” said Zemlin.

In addition to performing at the Grahamstown National Arts Festival this summer in South Africa, students and faculty involved in “Rhythms of Hope” will be visiting the Oprah Winfrey Leadership Academy for Girls, located south of Johannesburg, South Africa.



J. BECKWITH/THE PHILLIPIAN

Female dancers perform to student-produced jazz music.



J. BECKWITH/THE PHILLIPIAN

Ewing, Kudla and McGonagle danced in “Rhythms of Hope.”



E. KAUFMANN-LADUC/THE PHILLIPIAN

Lalita Kittisrikangwan ’14 walks the runway in traditional garb.

## Asian Arts Talent and Fashion Shows Highlight Broad Spectrum of Asian Cultures

**Tiffany Bauman**

This weekend, Andover welcomed spring with the celebration of the Asian Arts Festival’s 25th anniversary. Traditional Asian dress, music, food, henna designs and origami cranes were just some of the attractions of this year’s festival.

Led by the Andover Korean Society, audience members at Saturday’s Asian Arts Talent Show warmed up with the “Korean National Stretch.” A YouTube video of an energetic Korean man marched the audience through intense back stretches, squats and more, though most audience members opted to instead exercise their abdominal muscles in

fits of laughter.

The “Korean National Stretch” act marked the conclusion of a successful Asian Arts Talent Show, which showcased a diverse array of unique cultural shows, allowing the audience to have a glimpse into the vast world of Asian arts.

Shortly after the talent show, the night continued with the Fashion Show. Students modeled a range of different attire, while the significance and everyday use of the clothing were explained. Some students displayed a more casual form of traditional dress, while others presented more formal, elaborate costumes. The Fashion Show included garb from several countries, such as Japan, Thailand and India.

Avery Kim ’17, who represented Korea, modeled “hanbok,” a vibrantly-colored traditional dress.

“Pieces resembling this can be found in murals dating back to the third century B.C.E. It used to be worn as everyday clothing, but now it is worn ceremoniously, such as weddings, funerals and children’s first birthdays,” said Kim.

“Glee” star Harry Shum, Jr. also visited Andover as part of the festival. His appearance was funded by an Abbot Grant.

Lalita Kittisrikangwan ’14 said to Shum, one of her biggest inspirations, “I just wanted to thank you [because] I’m in a dance group here at Andover, and a lot of people are surprised, asking: ‘Oh, you’re Asian and you actually know how to dance?’ For you to be on

‘Glee’ and [to be] an inspiration in breaking stereotypes shows a lot of people that we’re not just good at science and math. We can do a lot more than that.”

Shum started off the night by speaking about his childhood. Born in Costa Rica, he moved to California at the age of four. There, he had trouble relating to his peers because of his race.

“The moment when I went and tried out for the drama team was when it all changed for me,” said Shum. “I got to do this improvisation, and the scene was being a cheerleader. From there, the teacher loved it, and I got to do it in front of a school assembly. That’s when I knew I loved [dancing], and I wanted to do it for the rest of my life,” said Shum.

## Andy Warhol, Walasse Ting and James Rosenquist: Pop Art Takes the Addison

**Sharan Gill**

“STOMACH SUNK IN WHISKY PEE INSIDE PANTS I SAW A LITTLE STAR WHERE IS MY BABY TONIGHT,” wrote Chinese-American poet and artist Walasse Ting on one page of his poetry book called “1c Life.” Accompanying Ting’s words is artwork by Tom Wesselmann showing a nude woman reclining on a bed in a room that has four large, white stars on vivid blue walls.

“1c Life” is a book of poetry with artwork from 28 different artists, including Wesselmann, that corresponded to Ting’s writing. The book was published in 1964 during the pop-art movement, when bold prints of commercial objects, witty, comic-style paintings and satirical photos of everyday objects dominated the art scene. Now, pop-art standouts, including “1c Life,” are being shown at the Addison Gallery of American Art in the

exhibit “POP! Selections from the Collection.” All of the pieces in the show are part of the Addison’s permanent collection.

“Maybe about ten years ago, pop art was actually a hole in our collection. We had a few things, but it wasn’t large so we decided to make that a focus of ours in terms of adding pieces to the collection,” said Alli Kemmerer, Scott Mead Curator of Photography and Curator of Art after 1950 for the Addison.

Several pieces by pop-art icon Andy Warhol are displayed in the exhibit, including “Electric Chair.” After the death penalty was outlawed in America, Warhol created a series of ten prints in 1971, one of which incorporated an image of a barren room with just one thing in it: an electric chair. Each print shows the bleak scene in a different color scheme, from vibrant orange, red and yellow to moody grey and pink. The juxtaposition between morbid sub-

ject matter and bright color combinations gives the piece a haunting tone.

Themes of revolution, upheaval, race and sexuality jump out from the graffiti art that makes up the “Loisaida: New York’s Lower East Side in the ’80s” exhibition in the Addison. Collected by John P. Axelrod ’64. The vividly colored multimedia pieces portray a time of diversion from cultural norms in the Lower East Side of New York.

The name “Loisaida” comes from the colloquial Puerto Rican-American pronunciation of the name of Manhattan’s Lower East Side. The exhibition blends many different forms of artistic expression, including painting, collage, photography, poetry, film and performance art, all of which work together to challenge societally accepted norms and push the boundaries of what it means to be human.

“These young, disaffected artists, dubbed

‘radical bohemians’ by one critic, gathered in loose association with each other, brought together by a shared anxiety about the decay that surrounded them — the structural and societal decay of their urban environment, as well as the physical decay and ultimate death of colleagues, friends and lovers due to the AIDS epidemic — but thriving creatively in the dark, tough life of the Lower East Side,” said Kelley Tialiou, Charles H. Sawyer Curatorial Assistant at the Addison.

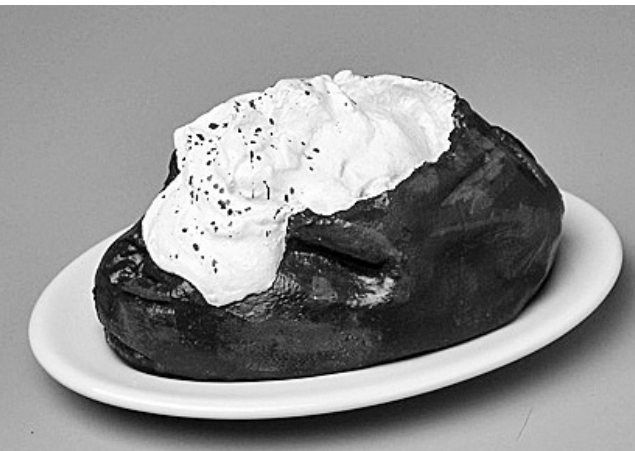
The exhibition was connected to the graffiti art of Chris “Daze” Ellis, the Addison’s current Artist-in-Residence.

“Both Loisaida and graffiti have been lauded as quintessentially American genres of visual expression in their inspiration from and responses to the gritty life on the streets of New York City. Each pushed the boundaries of what was acceptable,” said Tialiou.



J. SCHMITT/THE PHILLIPIAN

Jeff Lee ’16 and Haley Avery ’16 admire the new exhibit.



COURTESY OF THE ADDISON GALLERY OF AMERICAN ART

Claes Oldenburg, *Baked Potato*, 1966, cast resin, painted with acrylic, Shanango, china dish, museum purchase, 1966.32



# SENIOR SPOTLIGHTS

## Lily Rockefeller: *Conquering the Written Word*

Alexis Lefft

Is the pen mightier than the sword? If you were to ask Lily Rockefeller '14, a three-year Senior, New York City native and creative writer, the answer to this question would be a no-brainer. "[Last year for Spanish class], I was doing this research for an essay, and I was reading this semiotic linguist, and he was saying that the word for table and the table itself are inherently linked. What's cool about that is that you can't separate the word and the thing. In a way, words can describe everything. Ink can connect the entire world, and when you're a writer, you can tap into that," said Rockefeller. For Rockefeller, who initially wanted to be a visual artist, her interest in creative writing began around age 11. "I had read a lot of mostly fantasy books, so I just kind of realized 'why don't I make my own work?' After that, I got really into it — I continued writing the story for about three years. At the end, I realized that it had been a

good experience, so I just decided to keep doing it," said Rockefeller. Rockefeller's three-year project, a parody of the fantasy genre, served as her introduction to writing fiction, which continues to be her primary genre. Her main literary influences are Neil Gaiman, author of "Coraline," and Nobel Prize-winning author Gabriel García Márquez. During Spanish 401 last year, Rockefeller studied Márquez's novel "One Hundred Years of Solitude." The novel sparked Rockefeller's interest in metafiction: fiction that acknowledges and plays with both fiction and magical realism, a genre that incorporates fantastical elements into realistic settings, both of which are woven into "One Hundred Years of Solitude."

At this point, Rockefeller is unsure of whether she will pursue creative writing as an undergraduate course of study or not, given the unusual nature of writing in comparison to other art forms. "Painting — so much of

it is creative, and it's part of your own mind, so it's creative, but at the same time, there are techniques that you have to learn. You know, this is how you handle the brush, this how you create this stroke. With writing, there are techniques, but they're so varied in how you can apply them to the work," said Rockefeller. "You can major in creative writing, but is it necessary? That is something I want to know," she continued. In spite of her uncertainty about majoring in creative writing, Rockefeller has always envisioned herself pursuing writing as an occupation in the long run, despite having interests in foreign language, linguistics and international relations. "They say that every single thing you experience is good for your writing. It's good to get experience doing other things — maybe working as a linguistics professor. That sounds cool. But everything would funnel into being a writer. That's what I really want to do," said Rockefeller.



One of Rockefeller's favorite genres is magical realism.

O. PICCHIONE/THE PHILLIPIAN

## Madeleine Lippey: *Doing Write*



Z. GALLAGHER/THE PHILLIPIAN

Lippey is the founder of a nonprofit dedicated to collecting writing from young women around the world.

Sara Luzuriaga

"When someone, particularly a young person, is able to use creative writing as a catalyst for addressing conflicts around the world, the result can be pretty extraordinary," said Madeleine Lippey '14. As the author of a children's book, founder of the Do Write Campaign and Editor in Chief of "The Courant," Lippey is no stranger to the extraordinary. Lippey has been writing for as long as she can remember, making it her main form of self-expression. She strives to immortalize her thoughts and ideas through creative writing. "I was initially attracted to the idea that no one could take away my thoughts once they had been written down, released in a small way into the universe," said Lippey. "My younger self valued that a lot, but I think now I write to understand and challenge myself and my

words, rather than to protect them." Lippey has channelled her passion for creative writing into various different efforts, both local and global. In 2010, she started the Do Write Campaign, an online literary magazine that receives submissions from all around the world. Each year, Lippey runs an international conference for young women to discuss world issues through creative writing. The past two conferences have taken place in Port Elizabeth, South Africa. "I started The Do Write Campaign in 2010 so that young women could be the journalists of their own stories," said Lippey. "People's personal and national tragedies are often perverted by the mainstream media. They should get the chance to represent themselves. Sometimes tragedy has a name, a family and a favorite boy band." Lippey has also written a children's book, "A Little Peace of Me," which includes a foreword written by South-African human

rights activist and bishop Desmond Tutu. The book describes the South-African principle of "ubuntu," the belief that human beings are interconnected by sharing and generosity, through the eyes of three different children. "It started off as a long poem, but I was encouraged by my little brother to turn it into a book and engage the youngest, and perhaps the most underestimated, group of future leaders," said Lippey. "The book addresses issues like HIV/AIDS and the Israeli-Palestinian conflict in a way that young children can begin to grasp." Lippey hopes to continue her writing career as she begins her freshman year of college, and also continue to expand Do Write. "I think that globalized creative writing is a science that is rarely logical, but makes so much sense in so many ways," said Lippey. "I'm determined to build up Do Write over my lifetime and promote the possibility of humanities-based social development."

## Mayze Teitler: *Weaving Words Into Wisdom*

Scarla Pan

Before she came to Andover, Mayze Teitler '14 saw her love for creative writing as a solitary, even isolating, pursuit. Yet through Andover's writing community, she has discovered a new way to explore writing alongside fellow classmates who shared her passion. "Writing was something I did by myself... Here, though, I made great friends who shared my passion. I'll never forget one night during Lower year, I was sitting in the chapel with a bunch of my friends at 10 p.m. and writing poetry, and I was

just so amazed that there were other people who wanted to write with me," Teitler said. Though her passion for writing has manifested itself in different ways, it has been constant since for as long as Teitler can remember. "It seems like it should be impossible to take words and worlds that only exist in the most tenuous places within your mind and weave them into something tangible, but that's what writing does," said Teitler. Teitler developed an interest in creative writing at a young age through telling stories to her younger brother. "I'd ask him what

he'd want to hear a story about, and then I'd make something up on the fly. It was a lot of ninjas and mad scientists and worlds full of candy, but his desire to hear more fueled my creativity. Honestly, he validated my storytelling for me because he always loved the stories, even when they weren't good at all," Teitler said. Teitler continues to value the power of words. "A good piece of writing lets the reader experience the strangest, most interesting, and most personal parts of a character's mind. I don't think there's anything else in the world like that," said Teitler.

According to Teitler, her writing is inspired by her family, her life at Andover and the natural world and the way humans simultaneously cherish and destroy nature. "There's something about the beauty of this campus, the old buildings, the beautiful carvings in the [Cochran Chapel] and in [Paresky] Commons, the flowers that open up in the spring time, that lends itself to writing and creativity," said Teitler. At Andover, Teitler has avidly pursued creative writing through Andover Literary, Poetry and Creative Alliance (ALPACA), writing for "Backtracks" magazine, taking two creative-writing English electives with Paul Yoon, Writer-in-Residence and Instructor in English, and attending talks given by renowned authors such as Claire Messud and Naomi Shihab Nye.

A major turning point in Teitler's creative writing career was when she read her poetry in front of an audience for the first time at the ALPACA coffeehouse her Lower year. Although the experience was nerve-racking, Teitler said that it was one of her most memorable moments related to writing. The critique and encouragement that Teitler has received from the passionate writing community at Andover, especially Yoon, has fostered growth and improvement in her writing. "For me, reading in that coffeehouse was the first step towards sharing my writing with other people and submitting it to magazines and competitions. It was a turning point where my writing went from being private and personal to something I was willing to share and receive feedback on. Since then, I've kept writing and editing and I've never looked back!" she said. For other aspiring creative writers, Teitler has one piece of advice. "Never give up! When you're writing, you just have to hang on to a piece and never let go. There are times when writing is the hardest thing in the world. The words are trapped somewhere between your mind and your pen and it seems like your language can never do your ideas justice, but you just have to keep going. If you never try, you'll never write anything good," she said.



O. PICCHIONE/THE PHILLIPIAN

Teitler first explored writing through telling stories to her younger brother.

### Blue Rider

By: Mayze Teitler

*The gently swaying movement of the horse's flank,  
like a mother rocking her child,  
shifts the couple  
who ride together.  
The horizon a blaze of lights,  
day little more than a memory in  
this eternal haze of half-darkness.*

*In the distance, everything.  
The movement of the city  
and the people.  
Not even the reflection of things that are  
can cross the river, the skies,  
to the place that they ride.*

*A feathering touch, there,  
almost imagined,  
as shoulders brush together,  
and clouds of their breath intermingle  
and rise up into the twilight.*

*They sit almost too close together  
turned away from the world  
looking out toward the future,  
and paint themselves in  
strange hues.*

*The aching trees trailing their fingers,  
The water caressing the shore.  
Under the sheltering branches,  
wrapped in warmth and each other,  
their own blaze burns*

*too bright to see anything else  
but blue eyes  
and arms  
and the sound of the horse's hooves  
which beat on the cobblestone  
until tomorrow.*



# SENIOR SPOTLIGHTS

## Sophie Landay: *On Pointe*

Michelle Koh

Sophie Landay '14 did not intend to be a dancer when she first came to Andover. Though she had been taking ballet classes since age three, she was beginning to lose interest in them and was planning to stop dancing in high school.

Landay initially returned to dance only to fulfill her Winter Term sport requirement during her Junior year. It was during these winter dance classes that she was exposed to modern dance for the first time, reigniting her love for dance.

"I didn't like it at first since ballet was the only thing I had ever done, and it felt so strange to me because it's a very different kind of movement. But once I got the hang of it, I totally fell in love with it, and I've been doing ever since," said Landay.

Landay is now involved in two of Andover's signature dance groups, Andover Dance Group (ADG) and Blue Strut.



J. BECKWITH/THE PHILLIPIAN

**Landay has shifted her focus from ballet to modern dance.**

["Rhythms of Hope"] a couple weeks ago.... I've been in ADG since the start of my Lower year, and I've always had backup roles and supporting roles and big group number roles," said Landay.

A story of personal expression and growth in maturity and freedom,

And that's something that I've learned to avoid in the past few years. I've learned to define myself, be myself and not try to look or act like everyone else."

Looking back, Landay believes that she has not only developed as a person, but has also grown as a dancer at Andover.

"I have learned to put myself into my dancing, and I think that's because I'm doing modern instead of ballet now. I always liked ballet, but I had trouble relating to it, because it's very structured, very proper. There was always a feeling for me of going through the motions with it. And in modern, I've always felt that I can add my own flair to it. I can put more of my emotions and my feelings into my dance, which is more fun and more exciting to watch," said Landay.

For Landay, being required to take dance classes ended up being one of the best things to happen to her at Andover.

"When I first started taking modern class, I got fed up really quickly with it, since I wasn't used to it, I wasn't good at it, because it felt so strange. It was just kind of foreign to me. And I am so glad that I was required to do it... because you can't really have fun playing something or performing something until you're good at it. So it took me about a year to really start to love modern. But I'm so glad I stuck with it because I really do love it now," she said.

Landay does not plan on studying dance formally in college, but she hopes to take dance classes and join a student-run performance group.

## Graham Johns: *Raising the Barre*

Julia Boyd

Visiting his father's office as a small child, Graham Johns '14 would often get distracted by the dance studio on the first floor of the office building. Taken by the grace and quality of the dancer's movement, Johns felt the urge to experience the art form for himself. Johns' fascination and passion for dance has only grown stronger since then, and continues to develop as he pursues his dance career.

"I started dancing when I was 11, so about six, seven years now. Before that, I had done some gymnastics, and had taken some modern dance movement classes when I was younger," said Johns. "I took a little bit of a break from that, I was in a theatre production at one point, and someone recognized my movement quality and asked me if I would audition for scholarships at this dance school a couple of towns over. I went, and I auditioned, and was given a full scholarship."

Johns has starred in Andover Dance Group (ADG) in every term at his time at Andover and every dance show, excluding the South African Show, which he will be unable to attend. Proving himself a gifted leader in addition to a talented dancer, Johns has directed Grasshopper Night for the last two years and was Director of Dance Open this past year.

Johns has been inspired by the human body, and the diversity of movement that the human body is capable of.

"Being comfortable with how your body moves, and



E. KAUFMANN-LADUC/THE PHILLIPIAN

**Johns hopes to pursue dance professionally.**

what your body feels like, I don't think anyone can really tell that besides ballet dancers and modern dancers," said Johns. "I get a lot of inspiration just from the way my own body moves, the shapes of the body, the curves and trying to mirror natural movements."

Fully immersed in the dance program at Andover, Johns juggles a full course load and club membership on top of dance.

"Dance is so all-encompassing because it really acts as an extracurricular, and a sport, and a class, that sometimes, occasionally, it's like a full-time job," Johns noted. "Because I've been doing it since [Junior] year, it's kind of second nature at this point.... I kind of found my way into it. You have to understand what you're taking on, before you take it on."

Johns stresses the influence the Andover dance program has had on his dancing abilities and interpretations, opening his eyes

to new styles and forms of dance. Though he came to Andover as a strict ballet dancer, Johns has been able to explore other types of dance and their benefits to his development as a dancer.

"Learning different styles of dance has allowed me to form myself as a dancer, in way that's not necessarily the cookie-cutter ballet dancer that people see," Johns said. "And I think that's allowed me to be very emotive in my dancing."

One of Johns' most striking experience was this past Fall Term, when he performed a Senior Recital, choreographed by Judith Wombwell. The piece reflected Johns' time at Andover, beginning at the barre, and moving through many different steps, leading up to a complicated solo by Johns.

"That was really emotional for me, just being able to perform that," Johns said. "Just being able to perform that in front of a very sizeable audience in Tang [Theatre], and family, close relatives, and friends. I remember, I came out into Steinbach Lobby where we were having a little reception afterwards, and everyone turned to the four [dancers], and started clapping so loud. I was completely overcome with emotion."

In addition, Johns was recently named a Young Arts Winner, an award given by a national foundation that recognizes and funds young and working artists. "I went to Young Arts week at the beginning of the term. Moments of recognition like that, when you realize the impact the arts have, and that reaffirmation that what you're doing has worth," said Johns.

Johns plans to continue his dance studies as a trainee at a ballet school after graduation.



E. AVVAKUMOVA/THE PHILLIPIAN

**Johns and Marion Kudla'14 perform a self-choreographed ballet dance at Grasshopper Night.**

## Emily Ewing: *Dancing Up the Ladder*

Sharan Gill

When Emily Ewing '14's parents dropped her off at a quaint local dance studio for weekly classes at the age of three, they had no idea she would find a passion that she would continue to pursue through the age of 18.

"While most kids drop out of dance when they're

five or six because they find sports and other things, I did not. Dance was something for me that naturally clicked. Dance was a place for me where I could feel confident and feel that I was doing something beautiful that I really liked," said Ewing.

Ewing brought this enthusiasm for dance with her to Andover, helping her to land a part in a sophisticated Dance Open number her

Junior year.

"One of my favorite memories was when I tried out for Dance Open my [Junior] year and I was cast in Kristina Rex ['11]'s Steamed Heat number, which was a huge jazz number. Graham [Johns '14] was in it, and I was really excited to be dancing with older people and to be dancing with a boy because that had never happened to me before. I was just really proud of myself for being able to go out and dance with bigger kids. Even though I didn't really know the steps or what I was doing, it was a lot of fun," said Ewing.

With the guidance of Erin Strong, Chair of Theatre and Dance, and Judith Wombwell, Instructor in Theatre and Dance, Ewing has perfected her technical skills.

"I've improved so much in terms of technique here. My teachers here have been fabulous so I've become a much better dancer. I don't dance with thumbs out like claws anymore and I point my toes a lot better now," said Ewing.

Ewing has also conquered many fears during

her time dancing at Andover.

"Dido and Aeneas' was a big moment for me because I had to do a ton of solo work. I had never been able to do a solo before without forgetting it, and so it was a really big moment for me when the show went off as a success and I was able to overcome that fear of performing by myself," continued Ewing.

Serving as last year's Director of DanceLabs and this year's Co-Head of Blue Strut and Captain of Andover Dance Group (ADG), Ewing has been offered many opportunities to be a leader through dance at Andover.

"I love helping other dancers feel comfortable in the dance community. I feel like a big stereotype about dance is that it's really competitive and cliquey and nobody really likes each other, but at Andover it feels like a family and that we're all in this together. We're dancing together and not as competitors," said Ewing.

Ewing is looking forward to exploring more techniques at college and participating in groups similar to Blue Strut and ADG.



E. KAUFMANN-LADUC/THE PHILLIPIAN

**Ewing served as the Captain of ADG this year.**



J. BECKWITH/THE PHILLIPIAN

**Ewing performs in ADG's 'Rhythms of Hope.'**



# SENIOR SPOTLIGHTS

## Harvey Wu: *More Messenger Than Performer*



L. XUAN/THE PHILLIPIAN

**Harvey Wu '14 found a passion in piano during his time at Andover.**

Jessica Lee

When Harvey Wu '14 was younger, his parents thought that he would have a tilted neck for the rest of his life if he played the violin. With this in mind, he decided to take up the piano instead.

"Part of the reason why I enjoy playing the piano so much is because I want to expose people to the music I play. I also enjoy [playing] for myself. I have learned a lot about myself through music that I could not through other factors. Through practice, you learn to pay attention to the details," said Harvey Wu.

Though Wu started playing the piano at a very young age, he wasn't passionate about it until his Lower year at Andover. As a Junior, he frequently faked sick to skip lessons. But when Wu decided to go to an orchestra concert during his Lower year, he came to a turning point in his life as an artist.

"At that moment, I understood that if you put in a

lot of effort into something, you can make something great out of it. I [became to be more] willing to invest more time and push myself to the fullest and see how much I could accomplish with my potential," said Wu.

By performing, Wu has been able to appreciate the music he plays on a deeper level.

"There are a few levels of which you can appreciate music. One is the physical enjoyment, [such] as in a catchy tune and a nice melody. This is nice and relaxed. I think this is too basic of a level for me. There is also a more intellectual level, for example, when you listen to a symphony and appreciate the structure and harmonic innovations that the composer made. The music I enjoy is a combination of both. A very nice melody [that] not only stirs the heart, but also stirs the mind," said Wu.

Wu has explored jazz as well as classical music through playing in a jazz trio with his friends Junius Williams '14 and Charles "Amo" Manuel '14.

"I am classically trained. I did not know much about

jazz before coming to Andover. I stayed at a friend's house, and then we just started playing jazz. We didn't have a drummer. After knowing that [Williams] plays the drums, we contacted him. Now we have a trio," said Wu.

After many years of performing at Andover, Wu explained that he has come to realize what music truly means to him.

"Over the years, I realize that music for yourself is not the main [reason]. Frankly speaking, I was nervous before performances, because I was more concerned with my own image and how people perceived me as a pianist. I think [this attitude] is very dangerous, because the ultimate goal of music or any sort of art is not to boost your own image but rather to convey your state of mind or emotions. I'd prefer to see myself as a messenger rather than a performer. I want people to see what music can be through my lens and how much it can change our lives," said Wu.

Wu believes that the faculty members in the Andover Music Department helped him tremendously to grow as an artist.

"The whole Music Department and all the music faculty are all very great people, so we sort of have our own music circle. It is very 'instrumental.' It was fun getting to know them. They are very supportive, and I don't think I would have been as interested if there weren't such a great community of people," said Wu.

Wu plans to pursue playing the piano in college on his own terms.

"I see education as a lifetime experience and music is part of my education. I do not need a teacher [because] I think the composer themselves left great works for me to play," said Wu.

## Maita Eyzaguirre: *Finding Composure to Compose*

Julia Donovan

Maita Eyzaguirre '14's passion for musical composition began only three years ago when she fell in love with the simple 16-measure composition assignments she was given in her Music 235-A class. With a musical background and skills on the piano and viola, Eyzaguirre challenged herself with every assignment, working extensively to make her compositions as complex and interesting as possible.

Since then, she has taken full advantage of the music programs at Andover, joining the Academy Orchestras, leading the student-run ensemble "Resonate," performing her original pieces in chamber music concerts, and excelling in AP Music Theory.

"To me, there's no feeling quite like hearing your music come to life," she said. "Composing music gives me the opportunity to make something uniquely my own and turn my dreams and inner thoughts into a reality."

The road to musical success for Eyzaguirre was not easy. Eyzaguirre decided to further her newfound interest in classical composition by enrolling in composition lessons through Andover's Music Department. Taking lessons opened Eyzaguirre up to a world of music making and placed her in a stimulating environment where she was surrounded by other talented artists, students and teachers.

"[The lessons] really made me realize that I absolutely loved making music," said Eyzaguirre. "Those were what began my passion for composition. I remember realizing that there was so much more to do with music than simply sit down and practice it on the piano or the viola. I found that rather boring. What really excited me was composing, making my own unique musical melodies."

Drawing inspiration from existing music, her own ideas and the world around her, Eyzaguirre quickly mastered the process of composing musical masterpieces.

"Once I have an idea in my head of what the song will sound like, I start thinking about which instruments work well together and which instru-



L. LUO/THE PHILLIPIAN

**Though she will be attending a conservatory, Eyzaguirre had no experience in composition before coming to Andover.**

ments I feel like using," she said. "When I have an instrument or a group of instruments, I start thinking about what that instrument can do and what sounds and emotions that instrument can evoke. From there, I either start writing or come up with a structure."

After Eyzaguirre acquired the skills she needed to compose music, she became involved with music at Andover on a deeper level.

"I was never completely captivated or fully immersed in music until I came to Andover," said Eyzaguirre, who believes Andover has been the defining segment of her musical career thus far. "Here, I not only got to learn as much as I could in classes and lessons from wonderful and experienced teachers, but I was given countless opportunities to proudly showcase what I had learned."

A defining moment in Eyzaguirre's musical career so far was when the concert band performed her "Band Piece" at a Student Composers' Colloquium Concert this year. After spending months laboring over every note of the piece, Eyzaguirre was given the opportunity to choose student musicians who would bring the composition to life.

"One of my proudest moments as a composer was realizing that my 'Band Piece' was going to be performed by the concert band," said Eyzaguirre. "After presenting my piece to a panel of music teachers and finding out that it would be performed, I realized how

something that would have been completely unattainable before Andover became an exciting reality."

A favorite piece of Eyzaguirre's is a voice and piano piece she wrote and dubbed "Russian Song." The piece adds a musical melody to an Alexander Pushkin poem entitled "Autumn" she learned from Kassie Archambault, Fellow in Russian.

"My Russian song was the first song I wrote here that had a really clear peak and correctly set text," said Eyzaguirre. "My Russian song made each syllable of the poem fall on a strong beat. The music also reflected the significance of the poem. The first stanza of Pushkin's 'Autumn' talked about the arrival of October and how although it is cold, the speaker loves it because it is an exciting time. I feel as though my composition really captured that feeling."

Eyzaguirre plans to continue composition in college. She will be attending the Eastman School of Music and pursuing a dual-degree with the University of Rochester.

"My wonderful experiences at Andover have always inspired me to persevere and do everything to the best of my ability," said Eyzaguirre. "The support I have gotten from my teachers and fellow composers has been crucial in my development as a musician and as a person. That support will carry me on through college and beyond."

## Caroline Sambuco: *Telling Stories Through Song*

Tiffany Bauman

Every day, Caroline Sambuco '14 spends two and a half to three hours singing.

"Music has become the defining aspect of my Andover experience. Most people don't realize this, but I actually spend an equal amount of time, if not more, practicing my music than a varsity athlete, whether I am practicing solo or in one of my various ensembles," said Sambuco.

When Sambuco began her Junior year at Andover, she never imagined that classical singing would turn out to be her passion. Even though she had begun to take voice lessons and study musical theatre during her first year, it wasn't until the summer after her Junior year that she realized she was ready to commit to opera.

"I honestly thought [classical singing] was kind of boring and old fashioned. But I've found out just how fun it really is... I love the emotion, musicality and difficulty that clas-

sical singing requires, and I've found that it has quickly become one of my obsessions," said Sambuco.

Sambuco showed signs of her love for opera as a young child. She performed with the New York City Opera Company's Children's Chorus almost every day from the third to the sixth grade.

Along with her independent work in opera, Sambuco is an active participant in other parts of the Andover musical community. She is a member of Fidelio and the Phillips Academy Chorus, as well as a Co-Head of Azure, Andover's all-girls a capella group.

"Classical singing is one of the oldest and richest forms of music in existence. It differs from other types of singing, like pop or jazz, by its focus on training the head voice. It also emphasizes legato (smoothness), proper breath techniques and vocal control. Also, unlike pop singing, classical singing and opera place a lot of importance on expression and acting, as each song or aria has a very important and interesting sto-

ry to tell," said Sambuco in an email to *The Phillipian*.

To Sambuco, the proudest moment of her Andover singing career was her participation in the Winter Term performance of Dido and Aeneas, in which Sambuco sang the part of the main character, Dido.

"Seeing an entire opera come together so quickly and all the amazing student talent made me really proud to attend [Andover]," said Sambuco. "Andover presented me with the unique opportunity to star in an opera, an opportunity I never would have received had I been attending a different school."

Sambuco had the opportunity to perform a Senior Concerto in Winter Term, in which she sang alongside the Academy Symphony Orchestra.

"I was really excited because I'd never sung with an orchestra before, so [the concert] was really a unique opportunity, especially for [a student] in high school," said Sambuco. "I was excited to finally have the chance to show people all the work I had been doing."

At the Senior Concerto, Sambuco performed a famous aria titled "O Mio Babbino Caro," which translates to "Oh My Beloved Father." The piece tells the story of a young girl begging her father to help save her lover's family from ruin.

"It's ironic because the whole time, she's saying 'Daddy, please, please,' but in reality she doesn't care for him that much. She's just using him to get what she wants," said Sambuco.

After graduation in June, Sambuco plans to continue cultivating and displaying her talent.

"In college, I'm going to try to keep on singing. Hopefully [I will be able to] do some operettas and operas," said Sambuco. "I will definitely keep going to summer programs, because those are very helpful."

"My advice to everyone with an interest in singing is to take voice lessons, and don't shy away when your voice teacher asks you to learn a classical song! You may never know how much talent you have for it, I certainly didn't!" said Sambuco.



J. SCHMITT/THE PHILLIPIAN

**Sambuco sang the role of the protagonist in "Dido and Aeneas" during Winter Term.**



# SENIOR SPOTLIGHTS

## The DramaLab Producers: *The Backbone of Student Productions*

**Julia Boyd & Sara Luzuriaga**

Amidst complicated set lists, extravagant set designs and hectic costume fittings, Adam Brody '14, Esther Cohen '14 and Casey Durant '14, can be found at the center of all the action during the weekly DramaLabs – and loving every minute of it.

As the DramaLab Producers, Brody, Cohen and Durant oversee the production and execution of brief plays, all of which are entirely student-directed and student-performed. Each Friday night, students, faculty and parents gather in a large crowd in the Theatre Classroom to watch students from all walks of life at Andover perform.

As a large draw for many students, DramaLabs are often advertised as something to participate in to take off one's "Andover Bucket List." Whether one is a varsity athlete, cello player or mathematician, starring in a DramaLab is an accessible and accepting format to try the art of theater.

"The DramaLabs provide a safe space for learning about theater," said Brody. "We are not necessarily look-

ing for brilliant acting; rather, we seek to give students the tools to put on a show to the best of their abilities. Therefore, I will encourage my directors and actors to experiment with different tactics, blocking or motivations – but all of that is just to service the pursuit of learning."

Though each of the Producers is highly skilled at acting and leading these performances, their journeys to the center stage are varied. Brody, who has been involved with theater from a very young age, found the Drama Program at Andover to be the obvious next step in his acting career and has found great success; he is accompanying the Andover Dance Group (ADG) to South Africa this summer to perform.

Cohen has been trained in a path similar to Brody's.

"I have been pursuing theater for about ten years now. I fell in love with watching plays and listening to musical theater before I began acting, about seven years ago. I remember being enticed by the stories of musical soundtracks of shows like 'Rent' and 'Wicked,'" she said.

Durant, on the other hand, lacked acting experience before Andover, and first became involved in the-

ater through DramaLabs. It has been a growth process for Durant, as she has grown from actor, to Director, to Producer in a very small period of time in comparison with Brody and Cohen.

Beyond DramaLabs, each Producer manages to squeeze in other commitments, such as participating in or directing various other productions. Brody played the lead role of Eugene in last year's play, "Brighton Beach Memoirs," and felt that this role helped him expand his capabilities as an actor. He emphasized the connection he felt with the character's realistic qualities.

"The best part about Eugene was his quirkiness," said Brody. "Eugene is such an interesting kid; he is extremely bright, eager and humorous, but he is also just an adolescent boy. I loved exploring his eccentricities, especially in his relationships with the other characters."

Cohen, a gifted leader as well as actress, directed Grasshopper Night this fall, and cites this experience as one of her most proud moments in the Theater Department at Andover. She felt overwhelming pride and excitement upon having constructed the theme of literature on which the acts



J. SCHMITT/THE PHILLIPIAN

**Esther Cohen '14, Adam Brody '14 and Casey Durant '14 served as Producers this year.**

in Grasshopper were to base their performances, and built a show around it. Cohen organized casting, tech, working with Masters of Ceremonies and fundraising for the Theater and Dance Department Scholarship Fund, and found this to be an incredibly challenging, yet rewarding experience.

It is the rewarding nature of helping fellow student artists find great success that prompts the Producers to be so passionate about their job. Through their love of theatre

and their knowledge on the subject, they really connect with fellow students. Brody, especially, has found this aspect of being a Producer to be incredibly fulfilling.

"My favorite part [about being a Producer] is working with the Directors," said Brody. "It is so exciting to lead them through the process of putting a show onto the stage. This past year, I even had the chance to witness the complete development of a few plays; I helped the writer with edits and revisions, and

then I supported the director as they transferred that idea on the page to a fully-realized production on the stage."

Above all, the Producers emphasized the sense of community that drew them in to the Theater Department.

"DramaLabs have always been an integral part to my Andover experience, and I am thrilled that I was able to finish off by giving back to this organization that I love so much," said Brody.

## No Need to Rush: *Robert Rush Embraces Andover, One Performance at a Time*

**Sara Luzuriaga**

Tackling topics of race and identity in his spoken-word poetry, acting and hip-hop dancing, Rob Rush '14 makes his audience reconsider any pre-conceived notions they may have had about those subjects.

"Dance is how I express myself when I run out of words or don't feel like verbal communication is necessary," said Rush. "Acting, however, I see in the same way as my poetry; it gives me another outlet express my opinions and perceptions through a more creative venue. In my poetry, I talk about many things from self-perception, to race relations, to how hot it is outside, to how I perceive the person in front of me. Acting can be all of that tied into one. My perception of the person in front of me will change my tempo and speech pattern depending on how acute they are regarding the topic I'm portraying."

Although Rush grew up acting in school plays and talent shows, he only recently began to recognize the artistry of performance. He became passionate about it after taking Introduction to Acting here at Andover.

"One of my proudest moments was performing my original monologue, which was titled 'Black,'" said Rush. "I created the piece during Introduction to Acting with Mr. [Allen]



O. PICCHIONE/THE PHILLIPIAN

**Rush is interested in dance, theatre and poetry.**

Grimm [Instructor in Theater and Dance], a class I originally took to fulfill a requirement. [Grimm] posed the statement 'I am...' and it was that statement at the ensuing words that made the class less of a requirement and more of an expansion of who I was. I never thought I could create something so powerful. I have performed this piece around four times now, and by the end of each performance I am always shaking because I never perform it the same way. It's always a new piece in my mind, and it will always be as special to me as my first performance."

Rush has also found guidance in Tom McGraw, Instructor in English. Among others, these two teachers pushed Rush be-

yond what he believed to be possible for himself.

"Grimm has definitely been a phenomenal resource, advocate, critic and mentor to me. He encouraged me to stay in his theater class and helped me push my limitations and reach my potential when I came to my piece. I would not have had the same drive to continue what I do without him. I can say the same for [McGraw] when it comes to writing. The man has been in my corner since I first walked on this campus and helped me build confidence as a writer, charging me not to be afraid to tell the truth for the sake of being politically correct," said Rush.

Through dancing with Hypnotiq, the hip-hop dance group on campus, performing in DramaLabs and with his theater class, and in his upcoming Theatre-920 production, "Facing Our Truths: The Trayvon Martin Project," Rush has created a large and respected name for himself at Andover.

"All of this has made my experience at [Andover] much more rewarding," said Rush. "I came here in order to experience a new environment with new people, but I mainly wanted a place where I was going to be pushed to find myself. I definitely think the arts has been a big factor in expanding who I am and what it is that I'm here to do. You'll never know what doors will open unless you knock, but knocking isn't all it takes. You have to step inside."



J. BECKWITH/THE PHILLIPIAN

**Rush performs at Abbot Cabaret, which he organized.**

## Emilia Figliomeni: *Beyond Motion and Reels*

**Charlotte Berry & Kalina Ko**

At 3 a.m., Emilia Figliomeni '14 sat wrapped in green and tan blankets in the basement of Stevens with several scriptwriters during the 24-Hour Film Labs. Fourteen hours worth of script writing, filming and editing later, she stood in the crowded Underwood Room, proudly watching the screening of the movies.

"I really felt like I had helped or... maybe shared my love of film with some people," said Figliomeni, a three-year Senior from Bologna, Italy.

Figliomeni's love of film began in sixth grade when she worked with her friends to adapt "The Star of Kazan," by Eva Ibbotson, into a movie.



J. CHEN/THE PHILLIPIAN

"I adapted this book and wrote the screenplay and everything, and I don't know what inspired me, really, I just kind of decided I would do it. But I didn't have the skills to edit," said Figliomeni.

Figliomeni obtained these skills in her Lower year at Andover, when she took an animation class and Video I. She continued to pursue her love of filmmaking through Film Labs during her Lower Spring. This path led her to create a documentary in Art 500 about the views of faculty and students on the Art Department.

"For [the documentary], I've been inspired by my own experience in the Art Department and also what I've heard people say about it or people's relationship to the requirements," said Figliomeni.

Prior to Andover, Figliomeni had never received a formal art education. However, since Junior year, she has taken a variety of art-related classes, participated in an as-

sortment of clubs and written for *The Phillipian's* Arts and Leisure section. In particular, the Andover Moviemakers Club (AMC) has had a large impact on her involvement with the arts through Film-Labs and the Green Cup Challenge Video.

"Thanks to AMC, I was able to continue pursuing my interest in film when I was no longer in a film or animation class. Being able to use the club's equipment allowed me to work on various projects," said Figliomeni.

One of her recent projects is a short video, entitled "Found," made during a summer program at the Rhode Island School of Design (RISD). The film features a girl moving non-linearly through space in an attempt to find and reconnect with herself.

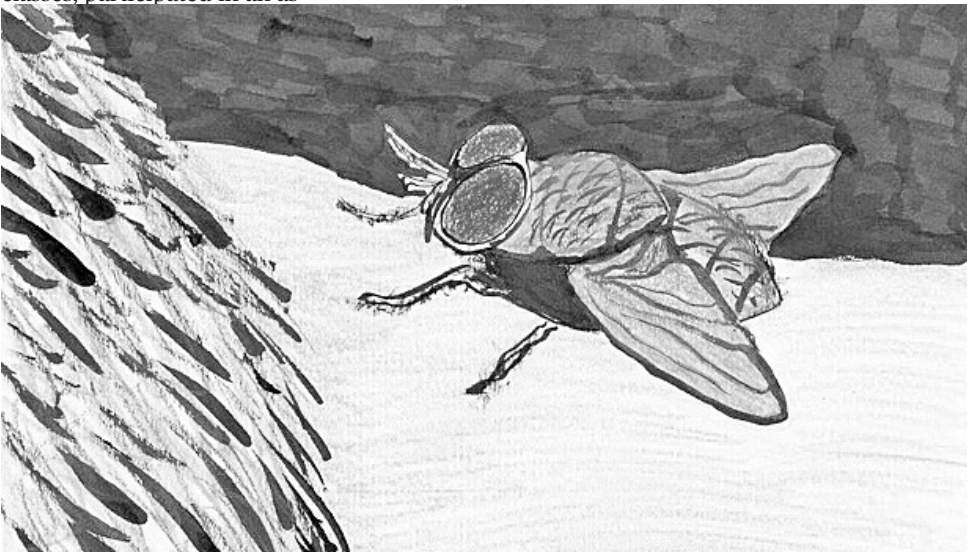
"I guess I would describe both making and appreciating art as a necessity. With-

out it, I wouldn't be happy," Figliomeni said. "I think my art has become increasingly conceptual to the point that sometimes people don't entirely understand it."

"I definitely want to try and incorporate social messages in my films in the future. I think that that's something Andover has inspired us all as opposed to just making movies for the sake of telling some cheesy rom-com story," she continued.

Figliomeni intends to pursue filmmaking in college, though she's unsure of how far she will continue with it.

"I think it'll very much depend on what I do in college and how that ends up working out. There are other things I'm interested in as well, and as much as I'm really interested in film, the industry is so politicized and everything... I need to decide if I want to jump into that," said Figliomeni.



COURTESY OF EMILIA FIGLIOMENI

**When she's not behind a camera, Figliomeni enjoys sketching.**



# SENIOR SPOTLIGHTS

## Joey Salvo: *Sketching Self*

Julia Donovan

“Salvador Joey” reads the signature on the first successful portraiture by Joey Salvo ’14, a headshot of Salvador Dalí that he created in seventh grade. He has continued exploring portraiture ever since and has since become a passionate visual artist and skilled portraitist.

“It all begins with the eyes,” said Salvo. “As long as the eyes are right, the picture captures the essence of the person you are illustrating.” Through both simple sketches of friends on Post-It notes and elaborate colored pencil portraits, Salvo strives to reveal the unique characteristics of every person he draws.

Throughout his four years at Andover, Salvo has participated in various art classes in 2-D studies, video and advanced drawing, as well as frequently drawing comics for *The Phillipian* in addition to his job as a Commentary Editor and exploring the visual arts on his own time. Salvo has fallen in love with drawing portraits in particular and has developed his own way of capturing individuals that combines elements of realism and exaggeration.

“For me, there’s something very intimate about drawing someone else,” said Salvo. “After working on a portrait for an hour or so, you start to feel this delicate connection with the subject, even though all you’re really looking at are a collection of carefully organized smudges. I try to capture this sense of intimacy in my work.”

According to Salvo, the initial moment he realized he wanted to work in-depth



O. PICCHIONE/THE PHILLIPIAN

**Salvo values the connection he feels with his subjects.** with portraiture was when he saw Alexander de An-tioch’s “Venus de Milo” at the Louvre when he was in sixth grade.

Of the various elaborate and simple portraits he has produced over the years, Salvo’s favorite is a self-portrait he dubbed “The Docaheadron” that he produced in Drawing II. The colored-pencil piece includes 12 elaborate studies of Salvo’s face and is meant to depict the different emotions and expressions that Salvo experiences.

“‘The Docaheadron’ is definitely my strongest piece,” said Salvo. “To make it, I first found 12 photos in which my head was clearly visible and rearranged them on Photoshop until I was satisfied with the order. I took both expression and head angle as I organized the headshots. I used three different flesh-colored pencils and two hair-colored pencils when actually drawing the heads. The background consists of a colorful check-

erboard pattern made out of lime green, dark green and sky blue. Each background square’s color was also meant to correspond to the expression of its head.”

One of Salvo’s proudest moments was receiving recognition for “The Docaheadron” from the community. The Oliver Wendell Holmes Library asked to purchase the piece, and it will be displayed for all to see starting next year.

Although Salvo does not intend to major in art at college, he is certain that he will continue creating art and continue his passion for drawing for the rest of his life.

“The beauty of drawing is that it requires very simple tools and can be done almost anywhere. And yet, drawings can be some of the most powerful works in all of art,” said Salvo. “No matter what field of study I eventually pursue, in college and beyond, I don’t think I will ever give up drawing.”



COURTESY OF JOEY SALVO

**“The Docaheadron,” a series of self portraits, is Salvo’s favorite of his works.**

## Sierra Jamir: *Realizing Roots*

Chloe Lee

For Sierra Jamir ’14, art is the constant that has remained with her through the six times her family has moved.

Since the age of three, Jamir has been drawing almost every day. As a child, she often drew cartoons with her father.

“In elementary school, I made comic books every week. I made a whole series once, with ten books, ten pages each, in third grade. It was something I was always strong in, something I always knew how to do,” said Jamir.

“At Andover, I was pretty involved in my first two years. I was the head cartoonist for *The Phillipian*. I also participated in ‘Backtracks’ and ‘Out of the Blue.’”

Jamir’s involvement in artistic opportunities on campus has shaped her as a person throughout her time at Andover. Through “Backtracks,” she was able to be creative and imaginative with her work and enjoyed the freedom the magazine provided. When she worked on “Out of the Blue,” however, there were constraints, and she had to be more systematic, find common themes and make sure that her illustrations didn’t overpower the writing.

Working with Therese Zemlin, Instructor in Art, in Art 500 was instrumental in expanding Jamir’s artistic vision.

“She taught me installation, where the environment is your canvas. There are many options and choices. We worked in the



A. JONAS/THE PHILLIPIAN

**Jamir uses art to connect to Filipino culture.**

[Cochran Bird Sanctuary], and it was definitely different than painting on an actual canvas,” said Jamir.

One of Jamir’s most enriching artistic experiences was making t-shirts and a website for a Filipino school when she took part in a community service project during her Upper spring.

“My family and I decided to support the indigenous Filipinos, the Aetas, before we went to the Philippines last summer with our Filipino orchestra (known as Iskwelahang Pilipino of Boston or simply IP)... During one day of our musical tour across the Philippines, we performed for them, planted trees, read books and toured their school. Before we embarked on our journey, I designed their website ‘The Aeta Project,’ a t-shirt, which was handed out to every Aeta and IP student, and banners for

the event. We hope to use these designs to promote our organization in the future. We’re in the process of registering this into a non-profit organization,” said Jamir in an email to *The Phillipian*.

“I definitely think art has shaped me as a person. I have become more open to other cultures and forms of art. I am part of the Filipino group, and I am involved in my culture. I try to mix my heritage with modern art, and this has taught me the importance of creativity,” continued Jamir.

Despite Jamir’s love for art, she does not intend to pursue it as her main focus.

“It probably won’t be a part of my main work, because I am interested mostly in cultural studies, but if anyone ever needs a banner or help creating and designing a website, I will be happy to do it,” said Jamir.



COURTESY OF SIERRA JAMIR

**“Portrait of a Filipino Family,” charcoal.**

## Shanice Pimentel: *Art, From Pastime to Passion*

Julia Boyd & Alexis Leftt

Coming from a family of artists, Shanice Pimentel ’14 was surrounded by the rich conceptions and histories of art even at an early age. Pimentel vividly recalls sitting next to her aunt, who is from

the Dominican Republic, and watching her brush strokes create dimension and color on a white campus as she painted. Now, Pimentel hopes to pursue art as a main course of study in college.

At Andover, Pimentel started further exploring art in her Lower year. “I took Art 304 [Drawing I] with [Elaine] Crivelli, [Instructor in Art]. That’s

when I learned a lot of techniques that I’ve been using, but never really was educated on,” she said.

She is now actively immersing herself in more formal artistic endeavors. Pimentel spent this past summer abroad in Provence, France, with the Barat Foundation, a non-profit organization that focuses on the development of arts among youth. According to Pimentel, central aspects of the program included a month-long homestay with an emphasis on French language immersion and art workshops.

“I visited a bunch of cities in the South of France that have been influenced by famous artists like [Vincent] Van Gogh and Marcel Duchamp. I did a lot of art installations, and I got a lot of time to think about my art and my artistic personality,” said Pimentel.

Out of all the artistic growth that Pimentel has experienced over the past four years, she feels that the greatest development is the shift of her artistic commitment from a leisurely hobby to a more serious passion.

“I started out being able to take something and copy it perfectly. Now, it’s

a lot more creative and I try to be expressive about it. I try to do things that use multimedia, where before I would do mostly drawing. I’ve been able to teach myself how to use different types of materials and create art that way,” said Pimentel.

During her Senior year, Pimentel explored art in depth in Art 500. She displayed her Art 500 project as part of an outdoor exhibition in the Sanctuary in Fall Term. As the visitors to the exhibition walked through the clearing, they

encountered a large web of white, red and blue yarn strands suspended between two tree trunks. The trees surrounding the web had long pieces of yarn looped around the trunks. Four empty plastic water bottles were interwoven in the web.

Pimentel said that she was inspired by the concept of spider webs as naturally-occurring dream-catchers.

“I decided to wrap up the water bottles in the spider web to [convey the effects of] pollution. And

so, [the web] is what I feel like if nature was to have a dream. It’s just a message especially about pollution and how we should be taking care of the nature and Mother Earth,” explained Pimentel.

Reflecting on her time at Andover, Pimentel has one simple piece of advice for emerging artists.

“If you’re interested in the art program, go talk to someone. Get informed and get involved. If you really feel that you love it, you should really pursue it,” said Pimentel.



E. AVVAKUMOVA/THE PHILLIPIAN

**Pimentel plans to pursue art seriously in college.**



J. LEE/THE PHILLIPIAN

**A dream-catcher by Pimentel collects water bottles.**



# SENIOR SPOTLIGHTS

## Molly Magnell: *Dreaming in Art*



Magnell pursued an independent project on color theory this year.

### Sharan Gill

While her artwork now hangs in the Oliver Wendell Holmes Library, lines the hallways of Elson and is displayed in the Gelb Gallery, Molly Magnell '14 entered Andover with little technical skill despite her passion and talent for art.

"When I came to Andover, I knew nothing about drawing in terms of realism. Looking back my portfolio was terrible. I was so intimidated

stepping into my first art class after the basic one: Drawing I. We were doing all this stuff with proportions, lighting and shadow and it was all so new to me. At the time I didn't quite understand it, but looking back everything just makes sense," said Magnell.

Magnell's interest in art began long before Andover.

"I've always loved art ever since I was a kid and ever since I could hold a crayon. So I've always answered that famous 'What do you want to be when

you grow up?' question with 'an artist,'" said Magnell.

Magnell has explored the Andover art curriculum extensively, taking classes focused on drawing, painting and architecture, as well as Art 500 last year as an Upper. Magnell's Art 500 project focused on the subconscious and dreams and was inspired by her ability to remember dreams vividly. The project was partially influenced by illustrator, painter and printmaker Daniel Danger, who is Magnell's current favorite artist. She often turns to the work of other artists for inspiration.

"One of my favorite websites is behance.net, and they have a bunch of portfolios of real working artists in the industry in terms of more editorial design and not as much of museum pieces. So I really like looking at other artist's work to see what works and how I can develop my own sort of aesthetic," said Magnell.

Magnell designed and took her own independent project (IP) this year on color theory, a set of ideas about the aesthetic effects of mixing specific colors.

"It was something that PA doesn't teach as a class and that I just never totally understood when I'd

be making something on Photoshop, like how the colors interact and [how to make] everything uniform in terms of lighting and shadows. So I did the IP for my own personal benefit," said Magnell.

Though she dabbles in painting, illustration and graphic design, Magnell focuses on making only 2-D work. She has mastered graphic design at Andover by serving as the Layout Editor of "Backtracks," designing a logo for Abbot Cluster and creating posters for groups like S.L.A.M.

"I think Andover has really given me the tools in terms of developing my own art career, like the Polk, especially, because it has Photoshop CS6 and huge tablets and monitors. It's like what a professional would use. So I think I've really been able to develop my skills and also learn new things like InDesign, and that's something I wouldn't have been able to do on my own necessarily. And just having these resources available to me has really just helped me choose my career path," said Magnell.

Magnell will continue to pursue her passion for art in college by studying Communication Design, a graphic design major.



COURTESY OF MOLLY MAGNELL  
"Gestural Painting III," acrylic on paper.



COURTESY OF MOLLY MAGNELL  
"In the Deep," acrylic on paper.



COURTESY OF MOLLY MAGNELL  
"Tess," watercolor on paper.

## Emmie Avvakumova: *Exploring Self*

### Julia Donovan

"I got my first panic attack ever from seeing a photograph of someone who was just really beautiful," said visual artist Emmie Avvakumova '14. "I just couldn't believe that someone that beautiful could exist. It was overwhelming. When I see beautiful people I never feel attracted to them. I feel like I want to photograph them."

For as long as she can remember, Avvakumova's natural artistic talent has propelled her to succeed in almost every category of artistic expression. Through portraiture, fashion photography, painting and choreography, Avvakumova '14 uses the visual arts as a release mechanism and as a way to explore and define herself and the "beautiful people" that inspire her.

During her time at Andover, Avvakumova has left her mark on the arts program. Taking full advantage of the advanced art classes the school offers, Avvakumova has participated in at least one every term, including Film Photography, Curating and Art 500. In addition, she also founded the Fashion Photography Club, worked as the Arts Editor of "The Courant," was the Photo Editor of *The Phillipian* and was heavily involved in the West Quad North Fashion Show over the past three years.



**Avvakumova uses art to explore inner themes and issues.**

"The classes and various art programs at Andover have given me the knowledge I need to pursue art from many different mediums," said Avvakumova. "I love art from any perspective. I love photography, fine art and anything in between. At Andover, I've been able to pursue so many types of expression."

Avvakumova feels that, perhaps even more importantly than challenging herself and growing in her artistic skills at Andover, she has had the opportunities to assign meaning to her artistic pieces, explore themes of self and self-de-

struction and understand why she makes the artistic choices she does.

"At a certain point, art isn't just about visual representation," she said. "It's about conceptual meaning. That is something I think I never really did before here. I never really thought, 'Why do I do art?' before coming to Andover. Now, I really try to put a lot of meaning into what I do, and Andover definitely helped me develop that skill. I've grown skill-wise through my classes, and largely conceptually wise."

Regardless of the medium, the overarching theme in Avvakumova's work, in addition to portraiture and aesthetically distinctive subjects, is related to self and personal inner issues.

"A lot of the art I do has very personal themes and ideas behind it," said Avvakumova. "A lot of it is focused on people and portraiture, and a lot of it is focused on my own mental issues that I've had throughout my life. Ideas of self-destruction, feeling lost and alone, being undecided or screaming in a crowded room and not being heard are some of the things I've tried to convey. Some of my best pieces of art are ones that convey inner issues."

From a seven-foot tall self-portrait in oil paints to a 40-pound human skeleton wire sculpture to capturing thousands of fashion photos from New York City's Fashion Week, Avvakumova has explored almost every medium during her time at Andover and shared personal themes in every piece. Her favorite form of expression, however, is portrait photography.

"Photography is something that started for me as a hobby," she said. "I got a camera, and I started to photograph my friends. Before long, it sort of became a big part of my life. At one point, I realized it was a really good way to combine my love for fashion, my love for art and my love for academics, because photography is really mathematical, all at the same time. It is the perfect form of art for me."

Three years ago, Avvakumova started her own blog to share her photos with the world beyond the Andover community. Receiving recognition from people all over the world has been a powerful

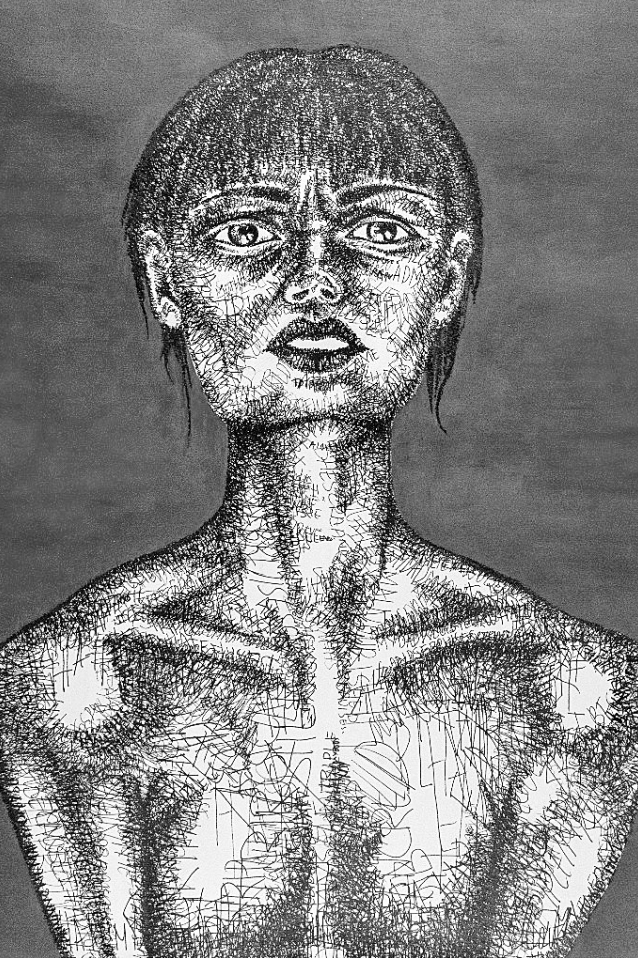
experience for Avvakumova and has encouraged her to keep shooting.

"It's the little moments that are the big achievements for an artist," said Avvakumova. "Having my photo as the lede in *The Phillipian* or having an anonymous person message me on my blog that I am inspiring are just some of the little things that have kept me going with my art. Sometimes, I go to my blog and I scroll down to the bottom. Even just seeing how much I have grown as a photographer encourages me to keep going."

Avvakumova plans to continue her passion for art and photography well into college and beyond

as either a photography major or an integrated design major. Planning on doing a dual degree at Parson's The New School For Design and Eugene Lang The New School for the Liberal Arts, Avvakumova is astounded by the world of possibilities Andover has given her in her art.

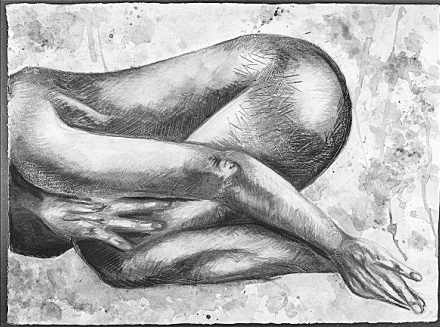
"I'm so happy that I can do what I love in college and be in a place that I love [New York City]," she said. "I really want to focus on photography, and Andover has given me the basis to be successful in my artistic life. It's really an exciting time, and I already have some job offers right now. I can't wait to see where my passions take me."



COURTESY OF EMMIE AVVAKUMOVA



COURTESY OF EMMIE AVVAKUMOVA



COURTESY OF EMMIE AVVAKUMOVA

Works by Avvakumova.



# CLUB SPOTLIGHTS



ADG dancers perform in “Rhythms of Hope.” J. BECKWITH/THE PHILLIPIAN

## Andover Dance Group

Julia Donovan

“At the end of the day, even though our legs and feet are hurting and we’re at a two hour-long rehearsal or class, we’re still having an absolute blast,” said Lizzie McGonagle ’16, a proud member of Andover Dance Group (ADG). “[Andover Dance Group] is a group of devoted dancers who all share friendship, a passion for dance, and a love for the performing arts. No matter what we’re doing or how stressed out we are, we all love to perform together.”

ADG, a modern dance troupe, performed several major shows this year, including the romantic opera “Dido and Aeneas” and the original show “Rhythms of Hope.”

“ADG works to expose dancers to new styles and ways of exploring movement, as well as to provide an opportunity to improve in performance, choreography, and expression of dance,” said Emily Ewing ’14, this year’s group-elected ADG captain. “ADG challenges the dancers with tricky steps and intense concepts, and we try to

convey a message to the audience as well, while building a community among the dancers so that they learn to work together as a team.”

One of ADG’s highlights this year was an emotional number from “Rhythms of Hope,” which focuses on triumphing over adversity. The dancers collaborated in self-choreographing the piece, which featured them performing to live student jazz music, donning all white with a white backdrop behind them. Together, they all chose colorful lights that would reflect off of the white costumes as they danced, pirouetted and jumped.

Between rehearsals, classes, and meetings, ADG typically gathers between five and nine hours per week and can meet for up to 20 hours during a rehearsal week.

“Although there are many opportunities for everyone to get involved in dance on campus, ADG provides a special opportunity for those students who wish to prioritize dance in their lives,” said Ewing, who has been dancing since she was three.

As a year-long com-

mitment, ADG is the biggest time commitment of any dance group on campus. The members of ADG, however, believe that the time spent practicing and rehearsing has made them a close-knit community and formed incredible bonds.

“ADG not only allows skilled dancers to take their technique and put it on stage, but it gives us the opportunity to collaborate with other skilled dancers and form amazing friendships,” said Ewing.

After a full year of shows, rehearsals, practicing technique and performing on stage, ADG will continue to showcase their talents this summer in South Africa. They will internationally exhibit the skills they have learned this year, performing pieces from “Rhythms of Hope,” along with the help of other student musicians and visual artists.

“It is so exciting that we can perform off campus in such a remote and interesting location,” said McGonagle. “It will be a wonderful ‘last hurrah’ for this year’s group to bond and do what we love before [Ewing and] and the other seniors go on to dance in college.”



Azure performs at Abbot Cabaret. E. KAUFMANN-LADUC/THE PHILLIPIAN

Azure performs at Abbot Cabaret.

## Azure

Julia Boyd

Whether at the Coffee House or the Abbot Cabaret, Azure commands the stage in black T-shirts and jeans, using only the harmony of their voices to create strong melodies that resound with the audience long after the performance is finished.

Azure, the all-female a cappella group, performs different arrangements of popular songs at various events across campus. Azure members pride themselves on their good pitch and confident and courageous attitudes.

“Having a good voice is important [for Azure], that’s definitely number one,” said Caroline Sambuco ’14, Co-Head of Azure. “But, we’re also looking for stage presence, because you have to go and sing in front of three hundred to a thousand people. Not being afraid, and being confident on stage, is a very important skill.”

A model for group success, Azure members take pride in being a tight knit, supportive group, in which all members have a say in major decisions. When deciding on a song to perform, the Co-Heads will often ask the group members if they want to perform

any specific songs and take a vote amongst the group if necessary.

“My favorite part of Azure is the sense of sisterhood that we have within the group. I get to see these lovely young ladies twice a week for hours at a time, so it is definitely a bonding experience. As I have gotten to know them over the years, I’ve seen them grow and singers and as people. The girls are truly a second family for me,” said Nya Hughes, a Co-Head of Azure.

“I think we have done a great job this year of listening more to each other when we sing, which renders the overall song much more beautiful and put together,” added Julia Zell, a Co-Head of Azure.

All-female a cappella can be difficult to do well, as some songs demand lower notes than the female range is capable of.

“I think it’s really unique because its an all girls a cappella group, and just being able to have the all girls space to create music is great,” said Sambuco. “I think its important to keep making music, and doing it without an instrument, that’s very much what singing is – you are your own instrument.”

Outside of rehearsal, it is not uncommon to find Azure members eating with,

talking with and having fun with each other. Sambuco stressed the emphasis on fun and group friendship in and out of rehearsal. The members are comfortable and open with each other, which allows for music to come easily when rehearsing and performing.

“The day we finished our biggest song of the year, we had tried to incorporate choreography for the first time. Finally after learning the whole thing (it took us a couple of months) the girls performed it while I recorded it on my phone. They all had the biggest smiles on their faces and I could just tell how proud there were of what they had accomplished and that was an absolutely wonderful feeling,” said Zell in an email to *The Phillipian*.

“My favorite memory so far was when Julia, Caroline, and I threw the girls a surprise party at the end of the spring term. We had been working hard in rehearsal the past few weeks, so instead of having regular rehearsal on Sunday, the girls walked into the Adams Hall common room only to find it equipped with pizza, soda, and a karaoke machine. It warmed my heart to see them laughing and singing “Let it Go” in unison at the top of their lungs,” said Hughes.



The Winter 2014 edition of “Backtracks” E. AVVAKUMOVA/THE PHILLIPIAN

The Winter 2014 edition of “Backtracks”

## Backtracks

Sara Luzuriaga

“‘Backtracks’ is an amalgamation of earnest ramblings, introspective reflections, personal epiphanies, informed reporting, fresh perspectives. ‘Backtracks’ is confessions, candid truth, revelations,” said Caroline Lu ’15, who will serve as Co-Editor in Chief of the magazine next year.

As the oldest general interest magazine at Andover, “Backtracks” provides a creative outlet for students to share their thoughts and opinions. Janine Ko, ’14, the Editor in Chief of Backtracks, feels that creativity is an important, yet undervalued means of expression at Andover.

“There aren’t a lot of outlets for creativity at Andover,” said Ko. “I think ‘Backtracks’ fulfills that gap in every sense of the word. We’re writer and editor driven. Because we’re small and not very established, ‘Backtracks’ is very light on its feet... I think that flexibility allows for the magazine to grow and change and adapt with our staff’s interests.”

Although “Backtracks” is a magazine that is still in the process of finding its feet, it has been growing and expanding with great velocity. According to Ko, the formerly dysfunctional publication now prints three to four issues a year and has a staff of around 30 students.

The relationships between writers and editors in the context of “Backtracks” differs greatly from those of other student publications, due to the synergetic nature of the editing process.

“A big priority for us in these past few issues has been working directly with writers to improve their pieces and really define exactly what they want to say. As the Reports Section Editor [the political section], which was my role before turnover, I spent a lot of time sitting with writers, going through their arguments, organizing them, and so on,” said Lily Grossbard ’14, who will be the Co-Editor in Chief of Backtracks next year.

“Backtracks” has transitioned to using only student-created artwork under Art Editor Corinne Singer ’15.

“When I became Arts Editor Lower spring, I was the only person dealing with arts on the entire board. At the time, the only artwork included in the issues came from the internet, and students who contributed to the magazine did so solely through writing. I have used the time since lower spring to construct an entire arts team... Our staff artists are the ones responsible for creating all of the amazing pieces in the last couple of Backtracks editions,” said Singer.

The “Backtracks” board has also taken significant steps towards becoming a closer-knit organization.

“This year, we ramped up board unity,” said Ko. “‘Backtracks’ was previously a non-commitment, and the hardest thing was getting people to care... Because we had a space of our own, we felt more like a board and a publication, rather than a group of people working entirely over email.”

“I have yet to encounter a writing community as inclusive as that which ‘Backtracks’ fosters. I love ‘Backtracks’ for its brilliant, quirky, courageous writers,” said Lu.



Blue Strut performs at Grasshopper Night. E. AVVAKUMOVA/THE PHILLIPIAN

Blue Strut performs at Grasshopper Night.

## Blue Strut

Sharan Gill

Known for its feisty performances, Blue Strut, Andover’s student-run jazz dance group, wowed audiences this year while maintaining tight-knit relationships off-stage.

Led by Emily Ewing ’14 and Rachel Murree ’14, Blue Strut started the year off with a bang, performing a 1920s-themed dance for students and parents at Grasshopper Night.

Winter Term, the group of eight dancers brought their signature sass to a basketball half-time show where they performed to Beyonce’s synth-pop hit “Sweet Dreams.” This was the first time Blue Strut has ever performed at a sporting event.

“I thought the half-time show was really fun. It was good publicity for us because we were able to show the school exactly what we do and [dance] it’s athletic,” said Ewing.

Blue Strut’s main performance of Spring

Term was at Dance Open, where the group danced to “Give Me the Beat” by electric rock band The Ghostland Observatory. While Blue Strut’s fall and winter performances focused on old-school jazz moves, their performance in Dance Open was a more alternative approach in song choice and movement.

When they are not on stage, the dancers of Blue Strut fuse friendship into their two rehearsals each week.

“My experience with Blue Strut is that it’s a way to meet people and find a group of friends that you share a passion with, which is dance, and you know will be there for you. We are notorious for getting a little distracted during rehearsals and talking, but I do think it’s important for us to talk and make sure everyone is doing okay in classes and social things,” said Murree.

Blue Strut also takes conducts several pre-performance chants. A group favorite is “sh-booyahs,” where the dancers stand in a circle and yell out

“sh-booyah roll call.” Each dancer shouts their names and a short, witty rhyme to match.

Murree’s sh-booyah chant is “My name’s R-Murree, yeah, no need to worry, yeah, ‘cause when I shake it, yeah, the boys they hurry, yeah.”

“I’ve been dancing since I was three years old, but I still have terrible stage fright. Blue Strut does all these little cheers and chants and it’s a really awesome way to get us excited about a performance, and it calms my nerves,” said Ewing.

“Looking at past years, I feel like Blue Strut has been on an upward trajectory in terms of choreography, costumes and lighting. The level of choreography and preparedness has gone up. It’s an extra commitment and the dancers are taking it really seriously and are willing to take risk,” said Murree.

Ewing and Murree are hoping that Blue Strut will continue to find success next year with Olivia Berkey ’15 and Marion Kudla ’15 serving as Co-Heads.



# CLUB SPOTLIGHTS



Fall and spring issues of “The Courant.”



## The Courant

**Tiffany Bauman**

Every year, students don dresses and ties and fill the halls of the Addison Gallery of American Art to celebrate the launch of the Courant, Andover’s leading student-run literary and arts magazine, and hear their peers read their published writing.

“On Wednesdays, we submit to the Courant” and other witty slogans, along with thorough use of posters and social media sites, are some of the many ways the Courant reaches out into the community hoping to find a hidden, talented voice that people would not have expected at first.

“Last year, a really interesting poem written by three hockey players was submitted to the Courant. Everyone asked if it was a joke, but I thought was actually really powerful,” stated Madeleine Lippey ’14, Editor in Chief of the Courant. “Who would have known their talent was found when they expressed themselves through writing?”

While all students are allowed to submit, not all pieces are published in the Courant, though Lippey says this

shouldn’t stop students from submitting.

“We want the Courant not only to represent a competitive community, [but] a collaborative community as well,” said Lippey. “This is when it becomes quality over quantity.”

Thanks to a group of diligent editors and a submission of top shelf fiction and poetry, two issues are published a year. Each issue includes around forty to sixty submissions, featuring pieces from three categories- art, fiction and poetry. Editors chose submissions they find most compelling to fill the pages of “The Courant” not only with poems, but also with student photography, short stories and creative literature as well.

Although the Courant doesn’t have weekly meetings, the board knows how to buckle down when it comes to creating the magazine. With more publication, the board looks forward to having student literary voices across campus.

““The Courant’ is one of the only outlets on Andover’s campus for creative student writing, and for students to express themselves in a completely new and creative way,”

said Lippey. “Especially here, math and science is often more emphasized than writing and English. I think ‘The Courant’ is really amazing because it finally gives you the freedom to be able to share creative writing.”

Even though art, fiction and poetry are the three categories, ‘The Courant’ is currently trying to expand its acceptance by allowing pieces that blur these genres.

“There are some pieces in our latest issue that don’t fit explicitly into fiction or poetry categories. For example, there is a piece by an anonymous author in the spring issue that combines both,” said Lippey.

Moving forward, ‘The Courant’ has several goals for the coming year.

“One of our goals is definitely to broaden our diversity of writers and artists, as well as to seek out ways to use ‘The Courant’ in classrooms. For example, like some PACE classes are now using ‘Out of the Blue,’ we would love if one day English classes referenced The Courant. We are also hoping to establish an annual spring launch event in addition to our fall Addison party,” said Lippey.



Hypnotiq performs at Grasshopper Night.

## Hypnotiq

**Chloe Lee**

Hypnotiq, Andover’s premiere hip-hop dance crew, focuses on telling stories through dance.

“We’ve done stories from ‘Snow White and the Seven Dwarfs’ to interpretations of urban street life. I think that’s the way we best connect with the audience. We find something to dance with or for and it gives the audience and us a certain link and anticipation... Our dances have all the elements of a story too, a conflict, climax and solution,” said Thomi Pamplin ’14, Head of Hypnotiq. “It’s amazing actually creating a plot line to each our dances, it adds more to the choreography and gives us more to dance with.”

Throughout the year, the group has been adding small skits to their dance numbers, and they are currently working on a number about a day in the life of a typical Andover student, with a little bit of added spunk.

Hypnotiq’s first “sto-

ry-dance” was at last year’s Dance Open, where they performed a dance based on Romeo and Juliet, which starred Robert Rush ’14 and Jada Sanchez ’15 and incorporated battle scenes as well as romance.

The dance group shined at this year’s Dance Open, where they performed to 90s old-school hip-hop, as well as the Relay for Life, where they brought their enthusiasm to a more serious event. At Grasshopper Night, they dressed as dwarves and performed “Snow White, Girl!” a dance choreographed to a mash-up of the classic Walt Disney song “Hi-Go,” “White Girl” by E-40 and “Gold Digger” by Kanye West.

Pamplin said Hypnotiq has become a crucial part of her Andover experience.

“I really loved putting my time and effort into this group, and it helped me become really creative. Picking the right movements to a song is hard, and I used to overthink it. Now I go with intuition,” said Pamplin.

The group hopes to recruit members with different styles to maintain its diversity.

“We have always changed up [our] style. With every new head, they bring something new to the table. Our styles have ranged from rap to 90s hip hop, and it is definitely a lot of fun to dance to different styles and get a new perspective,” said Pamplin.

Pamplin hopes to the group’s tight-knit community will continue after she graduates.

“From figuring out people’s signature dance moves to just sitting around in a circle and talking about our feelings, Hypnotiq has been a great comfort for me. I think I’m most appreciative the weekend of a show, by then there’s no more choreography to teach or make. Everyone has their costume and makeup and more. We’re all just ready to show the world what we can do and I think that’s when everyone feels most inspired,” said Pamplin.



Keynotes performs at Grasshopper Night.

## Keynotes

**Michelle Koh**

It’s hard to believe that the now successful and well-known a cappella group, Keynotes, is only two years old. Created by Anna Stacy ’13 in her Lower year, Keynotes began as an informal group of friends that people attended sporadically.

Now, the audition-based group is Andover’s only co-ed a cappella group that is student directed. Co-Heads Tom Burnett ’15, Ali Decker ’14 and Harry Wright ’14 arrange every song that is performed by the Keynotes.

With about fifteen talented members, Keynotes rehearses twice a week, fitting in three hours of practice. The heads take pride in the fact that the group is the only co-ed one among its peers.

“We find that we can perform a much wider variety of music, since we have both boys and girls,” said Wright.

Keynotes also performs at a variety of different shows hosted by the Academy’s Student Activities, Admissions, and the Theater Department.

From this range of many different performances, Wright and Decker feel that

the best accomplishment this year has been Grasshopper Night. Keynotes performed “Summertime Sadness” by Lana del Rey, pretending to be the subjects in the painting “A Sunday Afternoon on the Island of La Grande Jatte” by Georges Seurat. The singers started in the same positions as the figures in the painting, then leapt out of those positions as the music picked up.

“Everybody was proud of it, and people were telling us that we were sounded better than last year... I was nervous about having the club still be successful without [Stacy]... It just made me happy and proud of the group, really just happy to be certain that it would exist,” said Decker.

Along with his personal growth as Co-Head, Wright believes that the members also learn and grow as a group.

“I think people really enjoy being part of an a cappella group... I think it’s a very unique experience for them... It really teaches people about working together, blending, and learning how to balance each other, and also how to be a good member of a group and work with others,” said Wright.

All the heads agree that the sense of community and

teamwork has become a favorite part of the club for them.

“My favorite part about the club is the friendships. Many of my best friends are in Keynotes, and I wouldn’t have gotten to know them otherwise. I think other people value the friendships as well,” said Burnett.

The heads are hoping to work towards some major goals.

“Keynotes needs to perform a lot more... We need more traditions as well-traditions help keep clubs alive,” said Burnett. Burnett also hopes to begin performing informal concerts on the weekends.

Wright aims to continue maintaining Keynotes’ reputation as a club on campus and to retain members. A club very different from others presented at Andover, Keynotes provides a place for students to explore a unique form of vocal art. Burnett invites students to join, since members “don’t have to be a polished superstar!”

“[You should join] if you want to have fun and perform music, and you don’t have to have experience... You can just have fun and get better with music. We’ll be happy to teach people how to read music,” said Decker.



The Yorkies perform at A Capella Night.

## The Yorkies

**Tiffany Bauman**

No instruments? For the Yorkies, Andover’s all-male a cappella group, it’s no problem. Famed for their heart-melting performances throughout the community, the Yorkies are well known as a small group with a big sound.

Auditions were held in September as girls rushed to Paresky’s Lower Left in hopes to be serenaded by one of the boys trying out. With this traditional try-out, the Yorkies gained several new members to add to the experienced vocalists.

“This year, we broke tradition by letting in two juniors (Peter Heckendorn ’17 and Johnny Rex ’17) instead of just one. Part of the reason is that we were really focused on a tight group dynamic, and they’re both great kids who have a lot to offer to the group! We also made sure to debut our freshmen on Grasshopper Night in our biggest performance of the year - they were a hit!” said member Devontae Freeland ’15 in an email to *The Phillipian*.

Primarily student run,

the Yorkies gathered twice a week, on Wednesdays and Sundays, for an hour to train their voices and prepare for their next performance. Co-Heads Auguste Horner ’14 and Clint Yoo ’14 are dedicated to arranging the Yorkies’ music, perfecting their complicated harmonies and training the next generation of singers.

“We try to use our practices effectively,” said Yoo. “Each day in practice we start with a warm-up and everyone harmonizing. We even try to get a new song in every month. In the end, though, we always end up fooling around a lot. That’s one minor issue we confront every year. We’re a bunch of goofy kids who like to have fun.”

Luckily, this doesn’t stop them from being one of the most beloved groups on campus. With new events to sing at, such as Andover’s first Relay for Life event, as well as classic annuals performances like Grasshopper Night, the Yorkies are hard to miss.

The Yorkies perform songs in a wide variety of genres, ranging from a cappella classics to modern

pop songs.

“This year, one of the things the Yorkies focused on was having fun with our music. We wanted to pick songs that would not only make our audiences feel good, but that we would enjoy too! That’s why we sang some feel-good oldies like ‘Africa’ by Toto, Billy Joel’s ‘For The Longest Time’ and ‘End of the Road’ by Boyz II Men” said Freeland.

A popular event each winter is their tradition of “Yorkeling,” in which the group travels to all the female dorms on campus to sing Christmas carols.

“We pride ourselves as the all-male, premier a cappella group,” said Yoo. “It’s a good outlet for many of us who like to sing. Singing in groups is more fun, enjoyable, and gives you more opportunities.”

Though many notable singers are leaving, the Yorkies are sure to be a well-loved part of the Andover community for years to come.

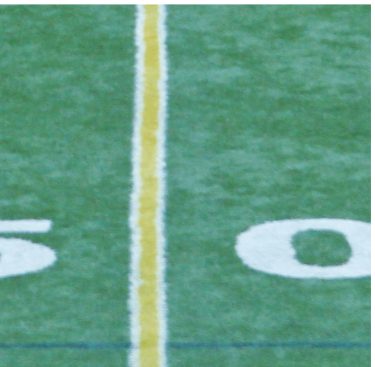
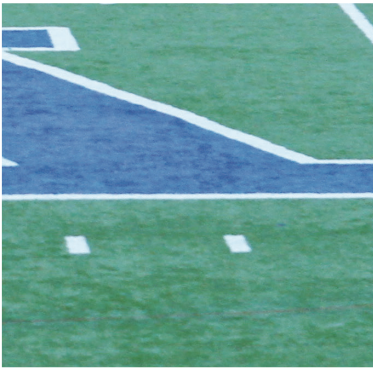
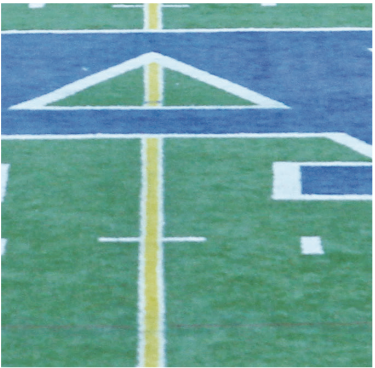
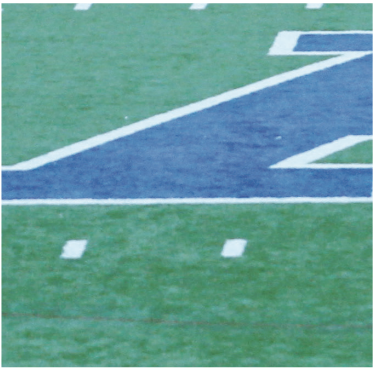
“The Yorkies is by no mean average,” said Yoo. “We are strong and proud of our voices, and we know how to be serious and have fun.”



# THE PHILLIPPIAN SPORTS

*You were born to bleed  
blue - everyone one of  
you.  
KS, AZ, AT & PD*

June 8, 2014



## Athletes of the Year/ G1

Hannah Guzzi '14  
(Soccer, Basketball,  
Lacrosse)

Brandon Michel '14  
(Football, Basketball)

## Athlete Reflections/ G2

Grant Bitler '14  
Taylor Chin '14  
Elana King-Nakaoka '14  
Katie Kreider '14  
Hannah Sorkin '14  
Ryder Stone 14  
Mark Sullivan '14  
Amy Zhao '14

## Coaches of the Year/ F8

Leon Modeste  
(Football)

Jennifer Elliott  
(Squash)

Deborah Chase  
(Tennis)

**FALL SPORTS**  
**F2 - F4**

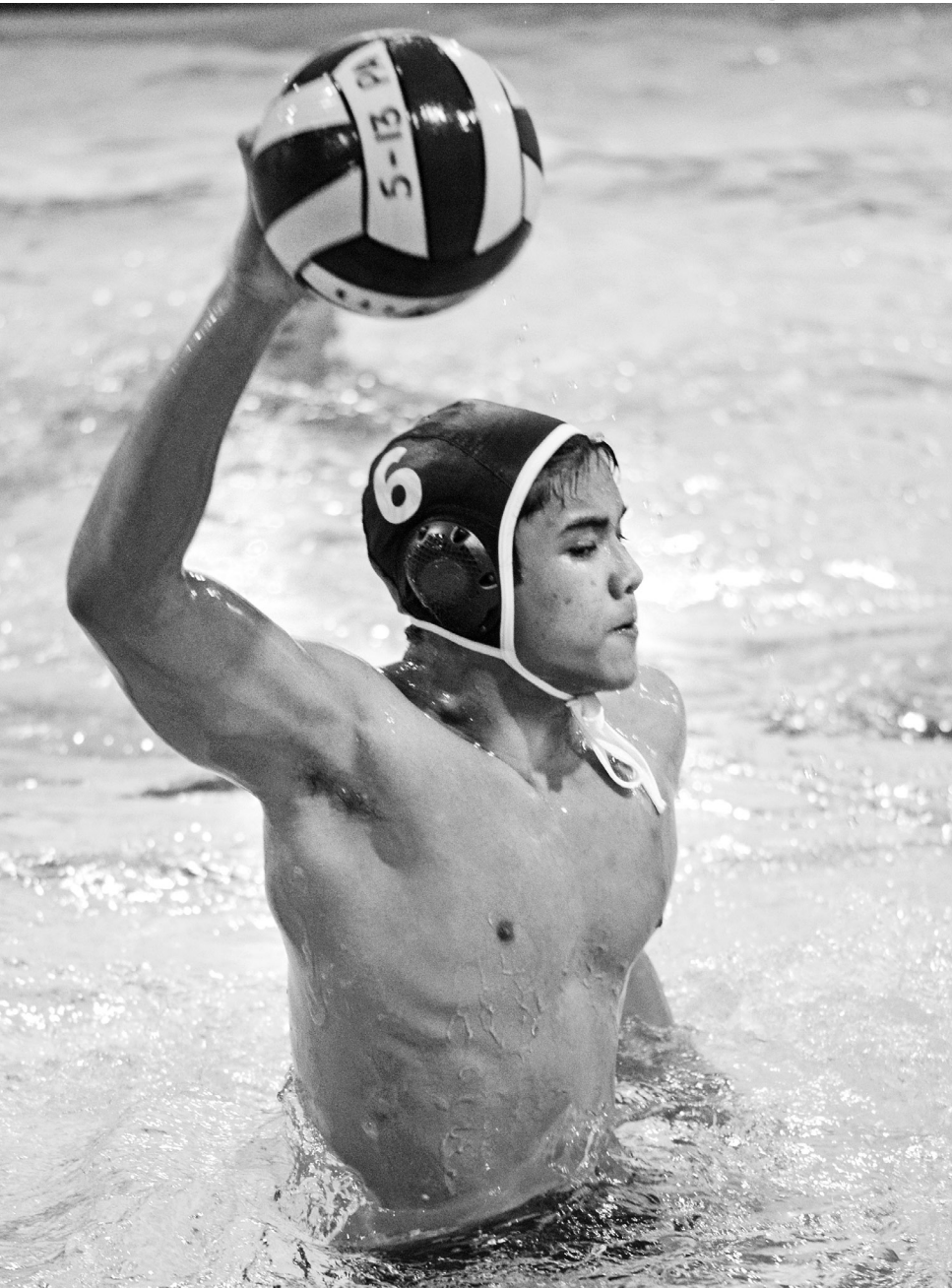
**WINTER SPORTS**  
**F5 - F7**

**SPRING SPORTS**  
**G5 - G8**



# FALL SPORTS

## New England Champions



E.KAUFMANN-LADUC/THE PHILLIPIAN  
Joe Faller '14 earned the Eagle Tribune's Moynihan Scholar-Athlete Award.



M.KOBELSKI/THE PHILLIPIAN  
Post Graduate Ian Maag '14 passed for 1180 yards and 12 touchdowns during the season.

### FOOTBALL

## The Turnaround, The “Drive,” The Championship

By Pranav Tadikonda  
PHILLIPIAN SPORTS WRITER

Andover Football completed a stunning turnaround this year, going from a 2-7 record to a New England Championship-winning team. The team finished this season with an undefeated 9-0 record.

Led by an experienced group of 20 Seniors, Andover averaged 33 points per game. A stifling Andover defense held all but one of its opponents to two or fewer touchdowns.

Andover won several of its games in blowout fashion, including four victories by more than 30 points.

Andover faced its first tough test of the season in its second game against Kent. With the score 13-13, Ian Maag '14 lobbed a touchdown pass late in the fourth quarter to seal a 20-13 Andover victory.

Two weeks later against Cushing Academy, the Andover offense struggled for most of the game, only managing to muster up seven points. The defense, however, turned in a shutout performance by stonewalling Cushing's offense from the one-yard line with one minute left in the

game.

“I think [the wins against Kent and Cushing] were the reasons why we won close games down the stretch. It showed that we weren't an unstoppable force. We found out that we couldn't score at will. It taught us humility,” said Co-Captain Tyler Marshall '14.

Andover's highlight of the season came in what Head Coach and The Phillipian Coach of the Fall Leon Modeste refers to as “The Drive.” With Andover down 12-6 against rival Exeter, Andover's offense pounded out a nine-minute, 89-yard touchdown drive. Running back Ryder Stone '14 busted into the end zone with about 30 seconds left in the game, giving Andover a 13-12 victory over Exeter.

Hundreds of Andover fans stormed the field after Andover's first win against Exeter since 2007.

The win propelled Andover to the NESPAC League title, and with an 8-0 regular season record, Andover qualified for the Jack Etter Bowl against Brunswick.

“I think about that day a lot. I felt relief. We had finally conquered that

mountain of beating Exeter.

We had been grinding for so long on this uphill battle and we kept hitting a rock and slipping back down. To find that willpower to climb up and hit that peak means a lot. It felt like that win was a long time coming,” said Rob Rush '14.

Rush continued, “We didn't just win for us. We won for the Class of '12, who went 0-8, the Class of '13, who went 2-5, and all of the classes back until '09 who hadn't experienced a win over Exeter.”

One week after “The Drive,” Andover was once again in need of some fourth quarter magic. Down 22 points, Brunswick looked to be cruising to victory.

But in a dominant 10-minute span, Andover, led by Stone, scored 22 unanswered points. Stone finished with 229 yards on 27 carries.

With two minutes and 45 seconds left in the game, Ian Maag '14 pumped up the crowd before hitting a wide open Matthew Rusk-Kosa '14 on a 66-yard bomb that gave Andover its first lead of the game 35-28.

The drama did not end there.

Brunswick drove down the field to Andover's 34 yard line. After providing the heroics against Exeter with a crucial 4th-down conversion, Brandon Michel '14 once again played the role of hero, tipping away consecutive shots to the end zone in single coverage against Brunswick's number one receiver.

Andover held on to take the Jack Etter Bowl 35-28.

The players credited their success to a balance of chemistry and talent on the team.

Post-Graduates Ian Maag '14, Stone, Michel, Matt Rusk-Kosa, Sam MacMillan, Matt Ilalio, Dan McGurl and Michael Moore brought tremendous talent to the team. The other Seniors, talented in their own right, brought valuable experience to the team. Four-year Senior Alec Tolentino '14 had a key interception against Exeter and four-year Senior Jake Howell '14 had a 76-yard touchdown against Loomis.

“Right from Henry [DeRuff] '14 and Josiah [Legaspi] '14 manning the scout team to me and John Ciffrino '14, the captains, and all the freshmen, lowers, uppers and seniors, we

all came together. In the Brunswick game, when we were down, Matt [Rusk-Kosa] was saying, ‘We're just making it interesting. We're making it interesting.’ This team made the season feel more like fun and less like a job,” said Marshall.

“Other teams in the past have been more talented than we were this year, but we really played as a team. That's why we played so well. We were a team,” said Rob Needham '15, who will serve as the 2014 Football Captain.

Other Seniors on the team included Thomas Mullen '14, the team's kicker and punter, Michael DeLaus '14, Will Young '14, Greg Hosono '14 and Zen Wolfson '14.

Coach Leon Modeste had kind words for the seniors on the team.

“Those four-year guys like Alec [Tolentino] and Jake [Howell] are all capable of playing college ball. The main thing is how they stuck with it. Remember that two years ago, those seniors were 0-8. And now they're 9-0. That's worst to first. My hat's off to them. They took us on an amazing journey,” said Modeste.

### BOYS WATERPOLO

## First-Ever NEPSAC Championship for Boys Water Polo

By Ryan Simard  
PHILLIPIAN SPORTS WRITER

Andover Boys Water Polo was crowned Champions of the New England Prep School League for the first time in its storied history. The team beat Exeter 6-5 in the Championship game, an exact reversal of Andover's 6-5 loss to Loomis in a 1994 Championship game.

“Going into the tournament, we knew we were the underdogs and really embracing that mindset allowed us to play two of the best games we have played all season,” said Co-Captain Andrew Yang '14.

Co-Captain Travis Bouscaren '14, who was named the Tournament's Most Valuable Player, said, “[This] was our best chance to win the Championships, so we all put pressure on [ourselves] to perform and it ended up working out.”

“It felt great to finally put our names in the history books,” said Michael Camarda '14.

After beginning the season

with two losses, Andover went on to win ten of its next 12 games. One of Andover's losses was a 10-3 fall to Exeter ten days before the NEPSAC Water Polo Championship.

“The squad's two worst games came at the perfect time — drubbings by Deerfield, then Exeter, within two weeks of the final game. This forced the team to regroup and refocus on the championship run,” said Head Coach David Fox in an email to The Phillipian.

Bouscaren and Yang led a six-game winning streak that pushed Andover into the Final Four Tournament. The wins also led to Andover's first winning record since the September of 2011.

“The difference this year was that the team had a great balance between [Bouscaren], someone recruited at the Division I level, and a critical mass of fundamentally sound players who could play strong defense against any opponent, protect the ball, and make things happen,” wrote Fox.

In Andover's Championship game, Rome Arnold '14 saved 80 percent of shots to be named the Tournament's Outstanding Goalkeeper. Nick Faulkner '16, who was Andover's second leading scorer, was named to the All-Tournament team along with Yang. Bouscaren was also All-Tournament, along with being named the tournament's Most Valuable Player.

Defense from Peter Fanikos '14 and Scott Simpson '14 limited Exeter's scoring, and offensive movement from Joe Faller '14 created scoring plays for Andover.

Other Seniors on the team were David Cao '14, David Cho '14 and Charlie Talcott '14.

Bouscaren's leadership and offensive prowess will be missed next year.

“[Bouscaren]'s leadership, both in and out of the pool, has been really impressive,” said Fox. “To see him grow up to be the best player in school history who also places the interests of the team ahead of his own has been wonderful.”

“[Bouscaren] loves what he's doing, and he makes it hard for everyone else not to have fun. There were no painfully long practices because our team was led by a kid who was where he wanted to be as long as he was in the water,” said Marc Sevastopoulou '15.

“Being Co-Captain with Yang of the Water Polo Team was a true honor. It was great for me to be constantly focused on being a role-model for all the younger players. I know this responsibility helped me become a better player and I hope it helped others as well,” said Bouscaren.

Yang, who made the All-Tournament Team in only his second year of Varsity Water Polo, will be missed for his ability to perform in high-pressure situations.

“[Yang] had a fantastic sense of urgency and excitement in the most pressure-inducing situations. If we were up one or down one in the last minute of the game, he was creating the energy that we needed to make the passes, switches, drives and shots that we

had to make,” said Sevastopoulou.

The Seniors, themselves, will miss being a part of Andover Boys Water Polo.

“I will miss the camaraderie of the team the most. Most of the team consisted of returners and to go from missing the playoffs one year to winning the entire thing the next created a strong bond between all of us. I look forward to watching the water polo program continue to flourish in the coming years,” said Yang.

Bouscaren added, “I will miss [Fox]'s calm composure throughout all the intense and close games. We could all always count on him to get us through the exciting and nerve-racking games. On the other hand, Coach Kozloff was always there, so excited on the sideline, that whenever we needed a little pick me up, we could always look to her to get us excited.”

Sevastopoulou and Faulkner will captain Andover Boys Water Polo next fall.



FIELDHOCKEY

Girls Reach Quarter Finals With 11-4 Record

By Payton Jancsy  
PHILLIPIAN SPORTS WRITER

Andover Field Hockey finished its season with a record of 11-4-1 after falling to Westminster 4-1 in the quarterfinals of the NEPSAC play-offs.

"I would give anything to go back and play that quarterfinal game again because I know the outcome could have been different," said Co-Captain Hannah Sorkin '14. "I think we could have played better than we did, but I know that loss is going to stay with the girls who are returning next year, and they are going to turn their disappointment into motivation and come back ready to really play every game with all their heart."

Andover kicked off its season with a three-game win streak, but a 4-3 loss to a tough Tabor team halted the team's momentum.

In the next 10 games, Andover went 8-1-1.

Andover's second loss of the season was against the eventual NEPSAC champion, Noble and Greenough. After Andover fell behind 0-2, the team came back from behind but eventually fell 6-3.

"It didn't seem like we were the same team after that," said Head

Coach Kate Dolan. "[It was a] disappointing ending, especially knowing a lot hinged on that Nobles game and then watching them go on to win the championship, but there's a lot we can all learn and take from the season."

After taking a 1-0 win over Cushing, Andover headed up to Exeter.

"Andover-Exeter games are always a test of heart, and the winner is always the team that wants it more. Despite the fact we had the better record, we knew Exeter was going to be tough to beat," said Olivia Cabral '14.

After Exeter kicked off the scoring, Andover scored two quick goals from Cabral and Eva Toffoloni '15.

With the score tied 2-2, Anna Fucillo '15 scored off the corner give Andover a 3-2 lead. Fucillo's goal, however, was not enough, as Exeter rallied back to take the game 4-3.

Unable to recover from tough losses to Nobles and Exeter, Andover fell to sixth-seed Westminster 4-1 in the playoffs.

"It wasn't the desired outcome, but in the very end it's not winning or losing that matters most. It's the people who play alongside you, those who have the strength and courage to not give up when they lose," said goalie Ashlyn Aiello '14.



A.WESTFALL/THE PHILLIPIAN

Anna Fucillo '15 scored in Andover's 4-3 loss to Exeter.

"[Andover Field Hockey] gave me something to believe in and a dream to follow with friends and athletes who would do anything for the sake of the person beside them."

Andover graduates six Seniors this year: Co-Captains Amy Morin '14 and Sorkin, Aiello, Naomi Simpson '14, Emma Mehlman '14 and Cabral.

"[Andover Field Hockey] has been the best team on which I have ever been and getting elected Captain is the biggest honor I could have garnered. I was grateful every time I put on the Andover jersey and skirt, and I am thankful for everything [Andover Field Hockey] has taught

me," said Sorkin.

"I'm going to/already do miss the girls from the team, but probably most I'll miss watching such a great group of people coming together to really work for something," said Simpson in an email to The Phillipian.

The team returns 10 rising Se-

niors next year.

"We aren't looking to maintain the status quo, we are looking to be better and for that to happen, we all (players, coaches) need to work to improve between now and next season. Faster, stronger and better at the end is our goal for 2014," said Dolan.

GIRLSXC

Shehadeh Repeats As NEPSTA Champion



S.NIX/THE PHILLIPIAN

Anoush Shehadeh '15 has an undefeated NEPSTA Cross Country career.

By Cam Kerry  
PHILLIPIAN SPORTS WRITER

Andover Girls Cross Country capped off an impressive 5-1 season with a third-place finish at Interschols.

"The Varsity team's hard-fought third-place finish and the JV team's first-place finish at Interschols demonstrated how deep and strong our team became over the course of the season," said Head Coach Rebecca Hession. "Not only did the team compete well, but I am always impressed by the support and care they give for one another. The girls continue to prove that they are one of the strongest and fastest teams in the league. I am very proud of their accomplishments and see great promise for next season."

Andover defeated Choate, St. Paul's, Northfield Mount Hermon (NMH) and Exeter twice. Its only loss came at the hands of Deerfield.

"We had a great season and I'm sure that next year's team can build on this year's success," said Campbell Howe '14.

Captain Graydon Tope '14 provided strong leadership in the team's run to the Championships.

"[Tope], our Captain, was the best Captain I could ask for. Our team really became a family this year," said Harshita Gaba '14.

Tope said, "I love to run just as much as they do, and just to share that with wonderful, wonderful girls is an amazing experience. I couldn't have asked for a more amazing group of girls. They are such an important part of my life."

"Seniors play a very important role on the team each season. They really help share the team's culture and values with younger teammates," said Hession. "This year, [Tope] was not only the Captain, but also the only four-year Senior on the team. Her enthusiasm for the sport and dedication to the team were infectious. We will miss her next year!"

Tope's leadership was particular-

ly important since the team returned only two other Varsity Seniors: Gaba and Howe.

"As a Senior, you have more responsibilities to be a supportive teammate after a tough race," said Gaba. "You've ran the routes before, you've been around for a while. The coaches also start depending on you more."

"[The Seniors] served as leaders and role models for all the younger runners," said Peyton McGovern '16, who placed seventh at Interschols with a time of 19:45 and earned All-New England Honors.

"Our team is going to miss their enthusiasm and dedication to the team. From leading our team on Friday cheers to giving advice, they are valuable members to the XC program at Andover," she added.

In addition to strong leadership from its three Seniors, the team saw outstanding performances from its underclassmen as well. Massachusetts Gatorade Runner of the Year Anoush Shehadeh '15 maintained her undefeated high school Cross Country career, setting multiple course records over the span of the season. She currently holds the Andover course record with a time of 17:18 and won the NEPSTA Division I Cross Country Championship.

"I was kind of nervous to see how my second season of Cross Country would play out. I knew I wanted to run well but I tried not to go into the season with too many expectations to avoid putting pressure on myself," said Shehadeh, who also placed fourth at the Foot Locker Cross Country Championships.

Shehadeh and three-year Varsity runner Evelyn Tackett '15 will serve as the 2014 Girls Cross Country Co-Captains.

"We have a pretty young team, and we have a lot of depth, so we're expecting a really good season [next season]," said Tackett. "We did well this year, but one more year of experience will just make us even better, so it should be a successful season."

BOYSSOCCER

Coach Bill Scott Retires From Soccer With Undefeated Regular Season

By Savannah Mastrangelo  
PHILLIPIAN SPORTS WRITER

In Coach Bill Scott's last year with the team, Andover Boys Soccer fought its way to an undefeated regular season, a testament to Scott's long and rich history with the team.

The undefeated streak came to an end in the semifinals against Worcester, leaving the team with a still impressive 13-1-5 record.

Against Worcester, Dylan Mott '15 brought his goal tally up to 18 with a goal in the first minute. Nick DiStefano '14 added his 17th goal to put Andover up 2-1, but Worcester took a 3-2 lead just before the close of the first half.

The second half was a defensive battle, and Worcester retained its 3-2 lead. "Although we lost, we were happy with the way we competed. Unfortunately, the outcome didn't reflect how we wanted our season to end," said defender Kene Adigwe '14.

Over the course of the season, Andover struggled to win close games but racked up the numbers against weaker teams. Andover-Exeter saw Mott and DiStefano score four and two, respectively, in a 6-2 rout at Exeter.

"The team was actually the closest team I've ever been on, that's why the last game of the season was so emotional, even though we didn't come away with

the title this season couldn't have been more memorable. These are the best group of guys I have and will ever play with," said DiStefano.

This year's team featured eight Seniors. Co-Captains Taylor Chin '14 and Graeme Henderson '14 controlled the midfield and defense through excellent link-up play.

Henderson said, "I came in as a Lower who was decent, and I hope that I evolved into a good Captain. It has been an unbelievable experience for me to see the team grow as I grew and really make my Senior season special. The undefeated [regular] season was certainly the icing on the cake. The boys really stuck together and believed in each other which was what made this experience so memorable."

Left back Josh Murphy '15, who will captain the team next year with Mott, said, "A team is only as strong as its Senior leadership, and this year we had unrivaled Senior leadership. From day one of preseason, [Henderson] and [Chin] were determined to set the right tone for the year, creating a good environment and supporting everyone with an 'everybody loves everybody' mentality."

Excellent team chemistry was a key factor in the team's success.

"There were definitely a lot of highs, and I had many great bonds and relationships with many of

the guys on the team. We are a brotherhood. In season you have guys that support you everyday, and they make you want to get better for the good of the team," added Adigwe, who started his Andover Soccer career on JV3 his freshman year and moved up the ranks.

Coach Will Orben, who joined Andover from Taft this year, will take the team into his more than capable hands. His and Scott's coaching expertise were critical components this year.

Chin said, "Coach Scott knows how to build a team since he's done it so many times before. He knows the ebb and flow of a season and manages players better than any coach I've ever seen. He and Orben were perfect together."

Although the team could not replicate its regular season success in the playoffs, the 2013-2014 season was a great time for Andover Boys Soccer. The team's success will only feed the hunger for gold next year.

"Undefeated seasons happen so rarely when you play a long season like we did. I think the reason we were able to maintain a clean record was that we never got ahead of ourselves. We never thought we were better than we were, and we always felt like we were out to prove something each and every game. We played every game like our backs were against the wall," said Chin.



P.MCGOVERN/THE PHILLIPIAN

Nick DiStefano '14 was the team's second leading goal scorer with 17 goals.



BOYSXC

First Top-Three Finish In Three Years

By Paul McGovern  
PHILLIPIAN SPORTS WRITER

After losing three meets to in-league competitors, Andover Boys Cross Country avenged its losses by racing to a second-place finish in the NEPSTA Division I Cross Country Championships in its last meet of the season. This marks the first time Andover has placed in the League's Top Three since 2010.

"Given how competitive the field was this year, I'm really happy with the second place finish, [and] I think it was a great place for us to end the season," said Head Coach Jeff Domina. "I think the team peaked really well, we saw some strong races from individual competitors at that point in the season, and we finished with a lot to feel good about."

Despite losing to Rosemary Choate Hall and St. Paul's School, 32-25 and 33-23, respectively, Andover defeated both teams at the Championships and fell only to Phillips Exeter Academy at the Championships.

"A greater number of runners on teams such as Choate and St. Paul's go to school early for pre-season. Hence, these schools have an advantage over Andover at the beginning of the season. What contributed to Andover's forward momentum throughout the season was the flexibility of the runners to mature and develop during the season," said Ian Whittall '14,



Captain Scott Diekema '14 placed 24th at the NEPSTA Championships.

Andover's number one runner and three-year veteran.

Andover also placed second at the Northfield Mount Hermon (NMH) Invitational, defeated 26-33, and swept Deerfield Academy, 15-50, to cap off its regular season.

Whittall took second at the NEPSTA Division I Cross Championships with a time of 16:12. He earned All-New England Honors and was named Andover's Most Valuable Runner for the second year in a row.

"I always ran the farthest option available, despite how tired I was, even when I started out running lap after lap on the Great Lawn. I love that I can physically feel the effort I put in and know that I will claim reliable, measurable gains, unlike in many built up skill sports [...] Each race — even the ones I did not win — helped me gain confidence and become more independent. By the end of the season, I was comfortable leading the team during races. I enjoy Cross Country because it allows me to clear my mind and give myself a mental break from the calamity that accompanies being a student at PA," said Whittall.

"He really came into his own this year. He had been a super talented runner from the start and had a lot of competitive success, but this season he became a leader," said Domina.

Ethan MacIntosh '15, the 2014 Boys Cross Country Captain, placed seventh at the Championship race with a time of 16:36.

MacIntosh's Top-20 finish also earned him All-New England Honors.

Captain Scott Diekema '14 placed third for Andover at the Championships with a time of 17:19. Diekema's leadership proved valuable in Andover's race to the podium.

"The most rewarding aspect was definitely the opportunity to be a role model for younger runners on the team," said Diekema.

"He led by example. His leadership was clear to his teammates from early on in his cross country career. He dealt with some chronic injuries patiently, intelligently, [and] with the kind of toughness and cheerfulness that was appealing to his teammates and coaches," said Domina. "He's a really strong runner and was able to push other runners and pull others along."

Additional Varsity Cross Country runners who will be graduating include Logan Blaine '14, Daniel Lee '14, Matthew Fischetti '14 and Chase Gottlich '14.

"My fellow Seniors were [also] crucial in helping to lead the team, for it is certainly not a job for one. They served as great role models on the team, showing younger runners what it takes to perform at their best," said Diekema.

When I signed up for Cross Country, I signed up for a 10-hour weekly commitment of daily runs and competitions. I didn't know then about how daily runs were disguised hour long conversations, debates, laughs, smiles, grunts and grimaces," said Gottlich. "Cross Country was a brotherhood where I met some of the greatest friends, students and coaches that I experienced during my time here. I was so blessed to be a part of it at Andover and for it to become a part of me forever."

Andover will return five runners from its 2013 Top Seven, including Ralph Skinner '16, Paul McGovern '15, Kailash Sundaram '15 and Tom Burnett '15. Other runners to keep an eye out for include 2014-2015 Boys Indoor Track Captain John Gorton '15, Jake Pepper '17 and Keton Kakkar '15, who did not compete due to injury.

"I'm pumped to beat Exeter next year. We've got many more returning runners to the team than Exeter, so already, we are breathing down Exeter's collective neck," said McIntosh.

With returning runners and developing talents, Andover looks to capture the 2014 NEPSTA Division I Cross Country Championships.

"I think the key next year to winning races next year will be pack running, especially in those bigger invitational meets. If we can train together and work hard next fall, we have what it takes to win those key races," said McIntosh.

GIRLSVOLLEYBALL



Mandy Reichenbach '14 was one of the team's Senior starters.

Wincek, Becker and Bell Named to Boston Globe All-Scholastic

By Isabella Haegg  
PHILLIPIAN SPORTS WRITER

Battling injuries that took many of its Seniors off the court, Andover Girls Volleyball finished its season of ups and downs with a record of 8-7.

The team worked to fill the shoes of its six graduated Seniors, starting players that had not started before and being forced to play returning starters out of position.

"Throughout the season we played at a high level, despite losing Veronica [Hildenbrand '14] to a concussion, and were on a trajectory to peak in the last couple of weeks of the season until Rebecca's [Federation '14] ankle injury at [Northfield Mount Hermon], and [Co-Captain] Alex's [Becker '15] ankle injury at Deerfield," said Coach Clyfe Beckwith.

Andover adjusted very well for these setbacks thanks to the strong leadership from its Co-Captains Kate Wincek '14 and Becker, as well as Seniors Mandy Reichenbach '14 and Katherine Krabek '14.

Ultimately, Andover's core problem was its inability to convert small advantages into bigger leads. The team suffered heartbreaking losses by only a matter of points, such as in the quarterfinals of New England Championships against Exeter 23-25, 24-26, 28-30.

"We would have loved to win more games and the championships, yet what matters most is that we came together and never stopped fighting until the very last point," said Wincek.

With this mentality, Andover posed challenges to the top teams in the league. Andover lost to New England Champion Choate and Finalist Loomis in tight five-set matches early in the season.

Standout players Wincek, Becker and Annette Bell '16 were each elected by the league's coaches to the team of 13 players to represent the league's over 180 players in the Boston Globe All Scholastics.

"Individually, we all developed our own skills and worked hard to become better players, and as a team, we learned to work with each other instead of trying to play on our own," said Erica Shin '16.

Overall, Andover made great strides over the course of the season against all odds. Even though the season didn't culminate in a championship, Andover came together as a team.

Senior starters Wincek and Reichenbach were key parts of the team's progression. "Wincek and Reichenbach played every game with spirit and passion. They were both huge components of our team this season and helped ground us," said Becker.

Reichenbach said, "We knew it was going to be an uphill battle from the start, but we didn't shy away from the challenge. Our girls stepped up and attacked every practice and game with renewed fight."

Wincek added, "We were a young team this year who had to endure a lot of lineup changes due to injuries, and everyone stepped up when we needed them to."

Through team dinners at Fudrucker's and water bottle fights during the bus rides, the team's communication and unity improved.

"These 12 girls once again became like sisters to me. I love my PAVB teammates and coaches for helping me to always play big, play hard, play smart, play with heart and most importantly play every point like it could be my last because as I now know that final point came all too soon," said Wincek.

GIRLSSOCCER

Andover Breaks Three Opponents' Undefeated Streaks

By Victoria Bergeron  
PHILLIPIAN SPORTS WRITER

Finishing with a 7-8-3 record, Andover Girls Soccer decisively ended the undefeated streaks of Choate, Governor's and Pingree.

While the team did not qualify for the playoffs, Andover tied archrival Exeter 1-1 in its final game of the season.

Andover will graduate a slew of strong Senior leaders this year. Co-Captains Diana Tchadi '14 on defense and Hannah Guzzi '14 on offense set the tempo for the team and emphasized strong team chemistry. Katie Kreider '14, Aly Wayne '14 and Zoe Chazen '14 were key players in the midfield and on the offensive end, as well.

In between wins, Andover suffered disappointing losses. Against both Rivers and Brooks, Andover fell 1-0 and let the winning goal in during the final minutes of the game.

Against Exeter, Andover went down after an Exeter goal from the 18-yard-line. Looking for momentum, Andover switched to a more aggressive strategy in the second half. With eight minutes left, Guzzi fired a rocket into the back of the net left to knot the score at 1-1.

"Andover-Exeter is obviously an experience that I won't likely come

across again. To be able to compete in such a special game will always be an experience at Andover and with [Girls Soccer] that I will treasure," said Kreider.

The Andover/Exeter game was reflective of Andover's offense struggle to score goals throughout the season. Guzzi led the team's

scoring with seven goals throughout the season. She was followed by Alex Thomas '15 who had five goals and Kreider who had three goals.

"When I look back on my experience with [Girls Soccer], I'm not going to remember individual games. I'm going to remember the

amazing memories that I shared with my teammates," said Guzzi. "I couldn't have asked for a better group of girls to spend my Senior Fall with."

Tchadi led Andover's defense with powerful kicks, fearless sliding tackles and unmatched speed. Elizabeth Kemp '15 and Antonia

Tamarro '17 split the time at goalie and had four shut-outs collectively.

"Although we didn't have the season we were expecting, the relationships that I formed with my teammates and the amazing memories that I shared with them drastically exceeded any of my hopes or expectations. I will remember this season for the rest of my life," said Tchadi.

For the second year in a row, Andover did not qualify for the playoffs. Nonetheless, the team's strong chemistry and unity held everyone together. Each player contributed to the team and was proud of the way that she played during the season.

"Andover taught me how to compete, why to always compete and give it your all: for the girls who were doing the same next to you. The support I got from my teammates and coaches constantly helped me improve and gain greater confidence in my own abilities as an athlete and then perform better in games. It was truly an unforgettable experience, and there isn't a girl that I played with over my four years that I won't forget," said Kreider.

With six rising Seniors, Andover looks to improve its record and qualify for the playoffs in the 2014-2015 season.



Aly Wayne '14 is a four-year Varsity Soccer player.

L.LUO/THE PHILLIPIAN



# WINTER SPORTS

## One Championship, Three New England Records

By Victoria Bergeron  
PHILLIPIAN SPORTS WRITER

The 2014 Andover Boys Swimming Team will go down undisputedly as one of Andover Swimming's best. Leaving behind six broken school records and three New England records in its wake, the team coasted to another New England Championship and an impressive fourth place finish the 114th Eastern Swimming and Diving Championships.

The team of Co-Captain Tim Wynter '14, Scott Simpson '14, Co-Captain Joe Faller '14 and Michael Camarda '14 shattered both the 200 yard Medley Relay and 400 yard Freestyle Relay records at New Englands, living up to its high expectations from the beginning of the season.

That record was one of fifteen that Andover broke at the meet enroute to a first place finish with a score of 442 points to cap off one of the most impressive seasons in the history of the program. This was Andover's fourth time winning the New England Championships in the past five years, after not competing last year.

"I'm really proud of the team for our performance. We broke a lot of records and everyone got a season best time. We all worked our hardest and were really excited with the outcome. Everyone was cheering for one another during every single race, and that encouragement pushed us to swim our hardest," said Wynter.

"It feels good to go out with a bang. You really can't ask for much more than coming in first place. Everyone did their best and we finished the meet with no regrets," added Faller.

Andover greatly outscored its

competition in the meet, finishing 101 points ahead of the 2nd place team, Suffield. Suffield earned 341 points, followed by Deerfield in third place with 331 points and Exeter in fourth with 286 points. The performances at the meet this year were the fastest in New England history.

All 19 Andover swimmers and three divers achieved personal best times and scores, which proved the tremendous improvement that each team member had made throughout the season. 30 of 31 individual performances were in position to score in the Top 16.

Camarda and Wynter led Andover's domination with two extremely impressive performances throughout the weekend. Wynter was the only swimmer at the meet to break three New England Records and Camarda was the only one to win a gold medal in each event that he raced in, four.

Jack Belluche '16 claimed 3rd place in the diving competition with a personal best score of 326.10 points. Graham Johns '14 earned 7th with 278.75 points, and Kade Call '14 finished in 9th with 270.75 points. The divers completed eleven dives in the meet.

"It [coming in third at New England's] was a reassurance of the hard work that I put in during the season. I had a great first season of diving for Andover and look forward to two more years where I will hopefully continue to improve. My goal before I graduate is to place first at New England's," said Belluche.

Andover finished its season with a record of 7-1. Its only loss fell against swimming powerhouse Peddie but did not affect Andover's five-year undefeated league streak.

Andover's success was heavily



L.XUAN/THE PHILLIPIAN

**Michael Camarda '14 was part of the team that broke the 200-yard Medley Relay record at New Englands.** due to each member of the team's devotion to personal improvement and the hard work that each swimmer and diver put in at the practices and meets.

"Going to practice with the other 16 guys every day after school made even the toughest parts of the season fun," said Bouscaren.

For three divers and twelve swimmers, this was their last season swimming for Andover.

"The team is going to miss the seniors immensely next year. They were the backbone of the team and truly are the greatest swimming class in Andover history. While it

is a big loss, I believe our team can recover from it and still stay on top next season," said Marcello Rossi '16.

"It has not kicked in fully that this was my last season swimming for Andover. I'm going to miss the team, we were a close group." Wynter

"It's weird to think back to when myself, Camarda, Travis Bouscaren '14 and Andrew Yang '14 joined the team four years ago. This team and this sport has been such a big portion of our time at Andover, and it's so weird to think that it is over," said Faller.

The team has elected Aaron Teo '15 and Alex Li '15 to be Co-Captains next year. Teo and Li hope to lead Andover to another success-

### BOYSHOCKEY



J.SCHMITT/THE PHILLIPIAN

**Rob Devaney '14 is a post-graduate and former Captain of the Reading High School hockey team.**

By Peter Hahn  
PHILLIPIAN SPORTS WRITER

Weaving through the defense with the puck, Assistant Captain Michael Lata '14 beat the goalie by mere inches to cap off a comeback against Taft. The goal extended Andover Boys Hockey's season for one more game, and every member of the team savored their first playoff victory.

The signs were clear from the beginning of the season that this team was here to play hard every minute of every game. After a 7-1 season debut victory, Andover tallied up a 7-2 victory in its second outing. .

Andover boasted a highly experienced team with Senior leadership at every position to set the tone for every line. "I'd never been on a team closer than this one; from the Seniors to the Freshmen, everyone was on the same page," said Lata.

Andover plays in a very tough division, and forward Rob Devaney '14 said, "The teams were at a much higher level than I had previously played against, and as a team, we came a long way. We lost to Exeter 1-7 at the begin-

ning of the year but played them to a tie at Andover/Exeter."

The team delivered an impressive 16-7-4 record to end the year and outscored opponents 97-71 overall during the year. "Our offense was clicking on all cylinders, we went a lot further than a lot of people thought we were going to, and even though it may have ended on a bad note, it was a great season nonetheless," said Devaney.

When asked about on-ice improvements during the season, Assistant Captain Michael Kim '14 said, "Our power play improved during the year, especially down the stretch."

This improvement paid off in Andover's playoff goals, which were scored on power play opportunities.

Head Coach Dean Boylan added in an email to The Phillipian, "I thought this year our group did a very good job learning from some early setbacks and applying those lessons as the season progressed."

During the playoffs, the team showed remarkable resilience in the first round game against Taft, climbing out of a 0-2 hole to steal the game 3-2.

"Everything came together

for the boys. Nobody had ever played in the playoffs before, and we were able to battle back," said Lata.

Unfortunately, Andover's playoff run came to an end at the hands of Loomis, as its opponents scored two quick goals in the third to steal the game.

However, for the Seniors, making the playoffs allowed each one of them to end their Andover careers on a high note. "It was special knowing this is the last time I could ever put on the Andover uniform, it was special knowing it was the last time I'd ever be in that locker room. And going to the playoffs was special, it was awesome for my career here to end that way," said Captain David Belluche '14.

The team will graduate 12 Seniors in June, leaving only 11 returners. With an influx of Post-Graduate students and the rising Seniors, however, the team looks to be in good shape for next year.

"Losing so many great players is always tough. It is going to be a challenge to replace them and amend the team chemistry. But after a strong season this year, I am confident that we can do it," said Payton Jancsy '16.

### GIRLSSQUASH

## DII High School National Champions

By Sam Zager  
PHILLIPIAN SPORTS WRITER

Seeded fourth in a bracket of 16 teams, Andover Girls Squash captured the coveted Division II High School National Championship in Philadelphia, Pennsylvania. The team posted a 14-4 record and finished seventh at the NEPSAC Squash Interschols.

After a quick start with victories over Milton and Brooks, Andover was shutout 7-0 by a talented Windsor team. Andover then rebounded with victories over Tabor, Groton and archrival Exeter.

"The Exeter match was so much fun," said Co-Captain Adele Bernhard '14. "The courts were packed with Andover fans and because the courts are so close together, the crowd had big presence during the match. I love playing in that kind of atmosphere."

Andover also defeated Middlesex and Brooks, but lost to Nobles and Deerfield, two of the strongest Girls Squash programs in the nation.

At Nationals, Andover bested Hotchkiss, Roland Park and Brooks before playing Choate in the final.

Against Choate, Co-Captain Madeleine Mayhew '15 set the tone early with a three-game win over her opponent from the second position on the ladder: Camille Price '15, Emma Crowe '15 and Claire Kister '16 followed suit to give Andover a 4-0 advantage.

Misha Hooda '14 added on with



J.LEE/THE PHILLIPIAN

**Adele Bernhard '14 captained Andover Girls Squash for three years.**

a close five-game win and Andover took the title 5-2 in dramatic fashion.

"The championship was definitely the highlight of the season for me. Not only have we grown as players in the last four years but as teammates and Nationals really exemplified that," said Hooda.

Andover was led by Co-Captains Bernhard and Mayhew, who anchored the number one and two positions, respectively.

Bernhard, a Captain for an unprecedented three straight years, will be missed for her stellar play and leadership.

"Adele was born to be a captain—this season she really grew into the position, and always put the team before herself. I am so proud of her for all her accomplishments," said Mayhew.

"Adele and Madeleine are outstanding. They lead by example, they think of their teammates first, and they create a positive, productive, and supportive environment for the team," said Coach Elliott.

Bernhard will graduate alongside Hooda, a strong player number seven position throughout the season.

"In the beginning of the season, I really tried not to think about [leaving], but by the end of the season I was a tad nostalgic," said Hooda. "Though I will miss going to the courts every day and being with the team, I know the girls will do brilliantly next year."

Mayhew will captain the team alone next season.



NORDIC

Seniors  
Lead the  
Pack

By Noah Belser  
PHILLIPIAN SPORTS WRITER

Led by All-New England Olivia LaMarche '16 and her seventh place finish, Andover Girls Nordic raced to fifth place at the NEPSAC Nordic Skiing Championships.

Andover Boys Nordic did not fare as well, finishing eighth out nine teams at New Englands.

One of Andover's best races came in its final one at the Lakes Region Championship; the Boys finished 8th out of 11 and the Girls finished fourth of nine.

"The teams did well in their final race, and especially the captains on their way out. They really put together fabulous races in their final meet," said Head Coach Keith Robinson.

In addition to Co-Captain Elana King-Nakaoka '14 and LaMarche, Andover Girls Nordic counted on Harshita Gaba '14, Charlotte Berry '15, Sharon Platt '15 and Laura Bucklin '14 to add supporting points.

On the Boys side, 2014-2015 Nordic Captain-elect Paxton Hyde '15 closely followed Co-Captain Sean Burkitt '14. Liam Fortin '14, Daniel Lee '14, Greer Sallick '14 and Logan Blaine '14 were also crucial to the team's success.

More important than wins and finishes, the unity and mentality of the team was stressed in every practice and race during the season.

"The Nordic team is such a source of good vibes during Andover winters. I get a daily dose of sun, sweat and sarcasm. They keep me young. And wild. And free," said Gaba.

The absence of its Seniors will be felt next year, especially that of its two-year Co-Captains Burkitt and King-Nakaoka.

"Elana never stopped working hard, even with a nagging injury. This drive and commitment set an example for the entire team and made us all work hard," said LaMarche.

She continued, "She stayed focused during every practice and this focus carried over into races where she always kept a smart pace and pushed herself until the very end. Elana was an amazing two-year captain and she will definitely be missed next year."

When asked about Burkitt, Hyde said, "Sean is not only a dedicated and knowledgeable skier, but also a friendly and determined personality on the Nordic team. He is creative and adventurous, and makes sure that the team is never simply going through the motions. His unwavering love for the sport, the team and the outdoors is what makes him such a focused, optimistic, and of course, fast, skier.

Through long rally wagon rides to remote mountains the team bonded and improved tremendously over the season.

"There are a lot of great things about nordic skiing: it provides challenges in technique and endurance, it lets you get outside even on gloomy winter days, and you get to wear horrendously ugly (but so comfortable!) spandex suits without being judged too harshly," said King-Nakaoka. "What made the Andover Nordic team so special to me, though, were the people. We had such a supportive, hard-working, and downright quirky vibe. Going to nordic practices and races always brightened my day, and I'll be forever grateful for that."

Moving on, Andover hopes to continuing a trend of improvement next season as it fosters new kids into the sport every year.

"We had a lot of new kids step up and learn how to race this year and I expect they will really improve next year with this year under their belt," said Robinson.

GIRLSSWIMMING

Runner-Up at New Englands

By Andreas Tonckens  
PHILLIPIAN SENIOR SPORTS ASSOCIATE

After a 4-3 regular season, and a sixth place finish at Easterns, Andover Girls Swimming capped off its season on a high note, finishing second at the New England Championships.

"We obviously had things that we wish could have gone better, maybe some races we could or should have won, but in the end, we finished up really well and I could not be more proud of this team," said Co-Captain Kait Simpson '14. "It sounds cliché but I wouldn't say it if it wasn't true. This is a young team and the girls have all improved so much since day one. It's been everything that I could've wanted as a captain this year."

After starting off the season on the wrong foot by picking up two losses in a group meet against Suffield and Peddie, the team swam its way four wins in a row before losing to Exeter 81.5-104.5 in its last meet.

Andover rolled through the middle of its season, winning those four meets by a combined 121 points.

On the team's future Simpson said, "After this year, and seeing what we have on the team in terms of young talent, I think the team is really looking good for the future. Coach Murphy has done a great job in terms of setting us up long-term."

Some of the highlights this season, as noted by Co-Captain Amy Zhao, were "the amount of personal bests everyone on the team achieved." Zhao added,



LXUAN/THE PHILLIPIAN

**Lauren Conte '14 was part of the team that set a 1:48.32 200-Medley Relay Easterns Record.**

"All of us swam a best time in at least one event, which is a testament to our incredible team spirit and support for each other."

Notable times on the season include: the 200 Medley Easterns record by Lauren Conte '14, Amy Zhao, Kait Simpson, and Danielle Liu '14 (1:48.32), the 200 Free New England record

by Liu (1:50.03), 100 Backstroke New England record by Kait Simpson (58.97), 100 Breaststroke Easterns record by Danielle Liu (1:06.03), and the 400 Free New England record set by Katherine Sweetser '17, Liu, Simpson, and Zhao (3:29.36).

This year, Andover will graduate ten swimmers: Amy Zhao, Catherine Wan, Corinna Tora-

bi, Kait Simpson, Sabrina Rivers, Mary Catherine Nanda, Danielle Liu, Lauren Conte and Malka Berro.

After a promising year with a strong finish at New Englands and a team full of young talent, Andover Girls Swimming looks poised to build on this year's performance and dominate next year in the pool.

GIRLSHOCKEY

4-0 Victory Over Exeter Ties up Season

By Cam Kerry  
PHILLIPIAN SPORTS WRITER

Andover Girls Hockey, backed by a rowdy home crowd, banged home a 4-0 shutout victory over Exeter to close out its regular season with a 5-14-3 record. Although the record was not the most favorable, it was an improvement from last year, and the season was more than meaningful for the girls on the team.

"One of the greatest sports memories of my life was Andover-Exeter, and I can't describe the feeling at the end of the game in words," said Co-Captain Amy Morin '14. "Sure, maybe our record wasn't a winning one, but we had some awesome games and some that chance just didn't go our way."

"The most memorable game for me was my final Andover-Exeter Ice Hockey game. It was the last time I would be on the ice playing

for Andover," said Hannah Sorkin '14. "I could not have been prouder and happier that we worked hard and played together for the entire game."

Caroline Garrity '15, the team's leading scorer, kicked off Andover's scoring in the first period against Exeter. Morgan Hollowell '14 followed Garrity with a power-play goal in the second period off of nice passing from Anna Fucillo '15 and Sorkin.

Garrity added her second of the game later off a rebound, and Evagelia Toffoloni '15 iced the game with an empty net goal late in the third period.

"I love this team more than anything and I couldn't be happier to end my hockey career on such a satisfying note; satisfying because not only did we beat Exeter, but we also came together as a team both on and off the ice in a way that made me so proud to be a Captain,"

said Co-Captain Renée LaMarche '14.

"This past season was one of the biggest highlights of my whole Andover career. I am so glad to have been a part of such a fantastic year for the program, and being Captain and having the opportunity to work so closely with Coach Weiner made it even more special," she continued.

"The coaching staff did a good job working us hard in practices and getting us physically and mentally prepared for the games," said Nikoletta Toffoloni '15.

Other highlights from the season included on-the-road wins over Brewster Academy and Brooks.

Against Brewster, Andover took home a close 3-2 victory after traveling for hours to the stadium on a Friday afternoon bus. Against Brooks, Ashlyn Aiello '14 had a strong performance at goalie in a 2-1 victory.

"Our road trip up to Brewster was one of the most fun games, too. In general, though, it wasn't the big moments that made me love the season, it was everything in between, with day-to-day practices and all of the other games, too, and the fact that I got to hang out with some of my best friends everyday after school doing something we love," said Morin.

Andover will look to improve on its 5-14-3 record next season under the leadership of rising Seniors Co-Captains Fucillo, Elizabeth Kemp '15 and Eliza Quigley '15.

"It was an amazing season. I could not have asked for a better team to play my last season with, and everyone gave it all they got," said Morin. "I just want to give a big thank you to my coaches, teammates and fans for making this season unforgettable and one of the best teams I've ever been a part of."

BOYSSQUASH

DIII High School National Champions

By Savannah Mastrangelo  
PHILLIPIAN SPORTS WRITER

Putting a 7-8-0 record behind it, dealing with a ladder plagued by injuries and compensating for a lack of returning players, Andover Boys Squash claimed the Division III National Squash Championship title.

"The highlight of not only this season, but of my squash career was the team pulling together at nation-

als and managing to overcome the odds and win. I'll definitely miss playing squash with the team next year," said Jake Rauh '14.

The team credits this season's success to the team's mentality and chemistry. Although the team had no shortage of skill, unparalleled dedication gave it the extra edge to improve upon last season's record.

Coach Hodgson said, "Different people had to come through in dif-

ferent ways during the season and I think the Seniors did a great job of taking advantage of the opportunities to show leadership and to provide the team with the kind of examples and support we needed."

"At practice, coach had us run twice as many reps as we usually do and at first we collectively thought, "this is absurd" and "I'm not going to be able to do this". However, every single individual was miraculously able to finish the workout. It was a special moment because of the determination and effort that was exhibited and I knew from this moment that we had the potential to do big things," said Co-Captain Jack Wain '14.

Coming in as a Post-Graduate, Wain had a huge influence on the team's success and played a big part in motivating the team to push themselves to the absolute limit.

"Jack would get us in the right mindset before matches and he pushed all of us at the right times, especially when we needed to perform. He was the optimist of the team and was always cheering ev-

erybody on," said newcomer Jack Quamme '16.

Seniors Rauh, Wain, Cole Benedict, Kun Woo Kim, Armaan Singh and Remington Rimmel kept the team unified and motivated.

"Rem was the teammate to go to after you lost a tough match as he was considered the counselors of the team. He was super consistent and kept everyone I good spirits. He played a very important role in the mental dynamic of the team. Jake lead the team very similarly and kept us very focused," said Co-Captain Michael Huang '15.

Justin Curtis '15 had an exceptional performance at Nationals, winning four consecutive matches after coming back from a season-long injury. Both Captains also won important matches in the championship match to claim the title.

"This was a fun season because of team unity was very good made the season more fun, and I hope to replicate this unity next season. Although we are losing a few Seniors I will work to rebuild this unity," added Huang.



LLUO/THE PHILLIPIAN

**Co-Captain Jack Wain '14 won his match in the team's Championship match.**



BOYSBASKETBALL

Single Shot Decides Play-Off Bid

By Pranav Tadikonda  
PHILLIPIAN SPORTS WRITER

Andover Boys Basketball enjoyed a rewarding and successful season, improving on 2013's season with a 9-12 record and a playoff appearance. The nine wins reflected a three-game improvement from 2013, and Andover almost advanced to the second round of the playoffs in Head Coach Terrell Ivory's second season.

Andover began the season on a promising note, winning its first three games by an average of 15 points, but quickly hit a snag, losing four of its next six. One of those losses included a 55-47 loss to Exeter.

After that Exeter game, Kene Adigwe '14 said, "We just couldn't get loose balls. We didn't make enough effort plays. It just came down to who wanted it more, and I guess they wanted it more today because they made more effort plays and they made less careless mistakes."

Finding consistent effort from the players this year was some-

times a difficult task for Ivory. The team looked like a title contender for spurts of games, but would often succumb to playing a slow-paced game that did not fit its style.

Andover's inconsistency led to two three-game losing streaks, but also longer stretches of wins.

Late in the season, with a chance to lock its place in the playoffs, Andover took on Exeter for a second time, looking to avenge the midseason loss.

Andover's problems with inconsistency throughout the year seemed to vaporize into thin air, as Andover played with full intensity for the entire game. Andover took a 28-24 half-time lead, and with 15 seconds left in the game, Sam Glazer '15 drew a foul and banked in a tough shot. After making the and-one free throw, Andover led Exeter 55-53 with 10 seconds left.

With one and a half seconds left and Exeter still trailing two points, the Exeter guard missed both foul shots, but another Exeter player on the block snatched the rebound of the second free throw and laid it in to force overtime. In overtime, Exeter outscored Andover 15-6 and

took the 2014 season series.

Despite the heartbreaking loss, this year's Exeter game was one of the most memorable Andover-Exeter contests in recent memory.

"It was so vivid in my mind. It was just one of those games where even now I can still picture almost every play happening in slow motion. It was heartbreaking to lose like that, but it was an incredibly entertaining game," said Greg Devlin '14. "I think the atmosphere and the crowd made us play ten or even 20 times harder. That was an incredible game and one that I'll never forget."

Andover earned a spot in the playoffs with a 9-11 regular season record and played Hotchkiss in the first round of the New England Prep School Athletic Conference (NEPSAC) Class A Tournament.

Andover started slowly and found itself down 12 points, but rallied in the second half and the game came down to the final shot. Andover's valiant comeback came up a few inches short, as a desperate heave from Brandon Michel '14 to tie the game clanked off of the rim.

Despite the disappointing post-



A.JONAS/THE PHILLIPIAN

**Kene Adigwe '14 is a two-year Varsity Basketball Point Guard from Lowell, MA.**

season loss, the players are still taking positives from the season.

"I would hope that [Ivory] brings in more big men next year. Sam [Glazer '15] and Eric [Alperin] '15 are going to be the backbone and scorers of next year's team, but I would like to see [Ivory] bring in more big men so we can be more physical," said Devlin. "My hope is that, over the next few years, we can become a very successful program, and it's definitely in the making." Andover will miss several Se-

niors next season: Captain Jake Howell '14, leading scorer Michel, sharpshooter Devlin, Adigwe, Nate Meehan '14, Robert Rush '14, Matt Ilalio '14, Chris Hohlstein '14 and Andy Hamel '14 will all be departing the team.

"It's really up to [the returners] to step up next year. They need to set out their goals for the season and make it clear that we want to be undefeated, beat Exeter, make the playoffs and win a championship," said Rush.

WRESTLING

Five Wrestlers Qualify for Nationals

By Ryan Simard  
PHILLIPIAN SPORTS WRITER

Led by three-year All-American and Co-Captain Christian Vallis '14, Andover placed fifth at Interschols Class A and qualified five wrestlers for Nationals, finishing with a 7-2 record.

Five Andover Wrestlers in addition to Vallis qualified for Nationals at LeHigh University: Matthew Simon '14, Dan McGurl '14, Bennett Sherr '17 and Co-Captain James Palmer '14.

Andover's best meet came when it blanked Worcester, 69-0.

Four of Andover's Seniors qualified for Nationals. Another two, Sam Block '14 and Charlie Talcott '14, new members to the team, made immediate contributions with a multitude of wins. Chase Gottlich '14 was unable to compete due to injury,

"[The Senior's] support has made wrestling – a sport that gets pretty grueling – an incredibly positive experience," said 2014-2015 Captain-elect Justin Muchnick '16.

"Although I was a one year, Senior wrestler, the team took me in as one of their own, and together, we had an unforgettable season. I will always cherish my Andover grappling days," said Talcott.

Andover Seniors helped young wrestlers adjust to Andover's wrestling culture and eventually earn a spot on the team.

"The seniors were awesome mentors and [it] isn't going to be the same without them," said Sherr.

INDOORTRACK



E.KAUFMANN-LADUC/THE PHILLIPIAN

**Diana Tchadi '14 has earned twelve Varsity letters and captained Girls Soccer, Indoor Track, and Outdoor Track.**

Girls Reign Undefeated; Boys Stay .500

By Fadzi Gambiza  
PHILLIPIAN SPORTS WRITER

With the score tight and the meet on the line, Charlie Jarvis '15 gritted her teeth and raced past an Exeter runner to give Andover Girls Track the 4x400 lead. The Exeter runner elbowed her, elbowing Jarvis as she ran by, almost causing her to trip. Jarvis, however, did not fall and stayed strong, passing on the baton to Co-Captain Diana Tchadi '14, who would anchor Andover's 4x400 meter race en route to an undefeated season. Jarvis scored the most points for Andover during the Indoor Track Season.

Andover Girls Track's undefeated 3-0 season was an improvement on last year's 2-2 record.

Andover Boy's Track finished the season at .500 with a 2-2 record.

Camille Little '16 scored the most points for Andover. Little won every 50-yard dash in which she competed and was named Andover's Most Valuable Player.

Aly Wayne '14 held down the fort in the Girls 1000-yard dash and Girls One-Mile. Shanice Pimentel '14 was Andover's stalwart in the Girls Long Jump. 2013 Girls Cross Country

Captain Graydon Tope '14 lettered with outstanding performances in the Girls One-Mile.

"Just being able to have people who love [running] as much as you do [means] a lot," said Tope.

Tchadi was a strong presence in the Girls Hurdles events.

"Diana is such a committed athlete and such a passionate person. I always try to be like her in the sense of her hard work, dedication and passion towards the team," said Little.

On the Boys side, Co-Captains Fischetti and Jonathan Arone '14 led the way with strong character and results on the track.

"They [the Captains] have all been fantastic. Kids look up to them. They are great role models and have great work ethic," said Head Coach Corbin Lang.

Matt Fischetti said, "I think my favorite part about being Indoor Track Captain was watching each athlete improve as the season progressed. Everyone comes in to the first day of track at different skill levels, but everyone gets better over the course of the season. Even during the cold, short days of winter each person comes to practice ready to work

hard, which I really appreciated."

"As [Captains we] really did try to make the Cage into a home where people could count on being able to go, and the team into a family that everyone could feel accepted into, whether or not they have another safe haven like it on campus," said Arone.

Continued Arone, "I'll never forget how the classes of '11, '12 and '13 gave me long-lasting friendships and a great start to high school. I hope '14 will be remembered just as fondly by our underclassmen."

Scott Diekema '14 was Andover's lead runner in the Boys One-Mile all season long. Tyler Marshall '14 was Andover's go-to man in the Boys 300-yard dash.

Ian Whittall '14 won every Boys Two-Mile race in which he competed. Josiah Legaspi '14 was Andover's leading Shot Put thrower.

"One thing about Winter track is it is a smaller, close knit team. There are fewer events, so you really feel like every event means a lot more. That's definitely something special you don't often get on a lot of teams," said Legaspi.

Jarvis and John Gorton '15 will Co-Captain the team next winter.

GIRLSBASKETBALL

Hard Season Culminates With Enthralling 38-34 Exeter Victory

By Isabella Haegg  
PHILLIPIAN SPORTS WRITER

With four seconds left on the clock, Andover Girls Basketball Co-Captain Katie Kreider '14 sank two free throws to secure Andover's 38-34 victory over Exeter. The victory marked Andover's first against Exeter since 2011 and a strong finish to a rocky 6-9 regular season.

"Winning against Exeter might have been the happiest moment of my life. After a season filled with ups and downs, winning against our rivals proved everything we had worked hard for was worth it. The Seniors deserved to end their high school career with a bang," said Emma Kelley '17.

Kreider and Co-Captain Kasey Hartung '14 scored eight and nine points, respectively, in Andover's win over Exeter. The team avenged its nail-biting 53-49 loss against Exeter from earlier in the season.

"I will never forget how amazing it felt to defeat them on our home

turf and then storm the court with our team and fans. It felt like we won the championship!" said Hartung.

Andover's season, however, did not go quite as well. The team opened its season with its first loss to Choate in over eight years and had significant point deficits in losses to Rivers and Northfield Mount Hermon (NMH).

Andover used the losses to learn from its mistakes.

"We would always focus on what we did right, and try to fix what we did wrong. Even after a tough loss, Kreider would tell me, 'keep your head up.' I think staying positive really helped our evolution as a team," said Kelley.

The team had strong leadership from the Seniors, who had a combined 12 years of experience on the team under their belt, and Head Coach Lani Silversides. Silversides, a member of the New England Basketball Hall of Fame, took last season off while on maternity leave.

"Kreider and Hartung brought a whole other level of intensity,

pumping us up before every game and practices. Kate [Hoeey '14] also motivated everyone and dominated on defense. Meredith [Collins '14] was so encouraging the whole season and helped bring us together," said Sarah Humes '16.

Hannah Guzzi '14, a two-year Varsity Basketball player and The Phillipian 2013-2014 Female Athlete of the Year, was the team's other Senior.

"[Hannah] Guzzi [14] and I were paired as 'buddies,' and I instantly loved her. She was always either laughing, smiling or singing during



L.XUAN/THE PHILLIPIAN

**Hoeey scored the go-ahead three in Andover's 49-43 victory over Holderness.**

our warm ups," said Kelley.

By the time the team faced off against Exeter, Andover had made notable improvements to its game.

"Our commitment to improving and to each other was so evident in our final games by how well we played together, hit our free throws and executed our plays," said Hartung.

Girls Basketball defeated Brewster Academy and BB&N, 50-28 and 62-27, respectively. Against Deerfield, Andover came back from a 7-point gap with just 10 minutes left to win 48-40.

The team also suffered two one-point losses to Winchester and Thayer.

Andover fell in its only playoff game against top-seed NMH, 55-51, in overtime. The loss was by only four points, as opposed to a 33-point loss to NMH earlier in the season.

"Even though losing is tough, it was a good way to go out and really showed our improvement as a team. After coming off of Exeter, it was a nice way to end my basketball career," said Kreider.

"Although it was sad losing to NMH because it meant the season was over, we ended on a high note. It was one of the best games we'd played," said Hoeey.

"I'm really sad that my last season of PA basketball is over, but I couldn't have asked for a better season. Whether we were hitting threes and chucking up our three-point goggles or practicing our pep rally dance, our team had a lot of chemistry and it was so evident whenever we stepped out on the court this winter," said Hartung.



# COACHES OF THE YEAR

## FALL

## Leon Modeste - Football

**By Pranav Tadikonda**  
PHILLIPIAN SPORTS WRITER

Amidst a massive turnout at Phelps Stadium in Exeter, with one roaring crowd in front of him and another behind, Head Coach Leon Modeste steered his team towards a 13-12 victory for Andover Football. Under his leadership, Andover's undefeated streak was kept alive and the five-year losing streak to Exeter was broken. "That was epic: everybody contributed. We did stuff that we hadn't done a lot of, and the kids adjusted," said a beaming Modeste. Leon Modeste, affectionately known as "Coach Mo," had turned around an 0-7 team into a Championship-winning 9-0 team in the span of two years. Modeste's success has earned him The Phillipian's Fall Coach of the Year award. "What everyone has to remember is that we were a team that, two years ago, lost every game. And that at

one point, we were on a 13-game losing streak. It is the character of the Seniors that melded with the character of the new guys, that really created the character of the team. That was what made them such a great team," said Modeste. In addition to going 9-0, Andover Football captured the Jack Etter Bowl in comeback fashion and went undefeated for only the second time in school history. Modeste arrived at Andover in 1986 and started coaching the football team in 1987. His experience and knowledge of the game proved crucial this season, as the team needed to integrate eight Post-Graduate students seamlessly to survive in a tough Division I League. "I found him very understanding of the whole situation. [Post-Graduates] tend to know how most basic offenses and defenses work, and he made it very easy for us to blend into his system,"

said RB/OLB Ryder Stone '14. "I felt like there was a stronger bond between this team than my old team," said SS/FS Matt Ilalio '14. "My Sophomore year, when we were losing every game, Coach Mo was right there fighting with us. He understood the struggles we were going through. We stepped it up, and he kept pushing us," said Co-Captain Tyler Marshall '14. Modeste was quick to deflect the praise he received, attributing part of the team's success to the fortune that smiled upon the team in terms of injuries. "We didn't have any guy miss any significant minutes this season. Ask any coach in the league and they will tell you, if you get injuries, it's really bad in this league," he said. While Andover went undefeated, the team certainly did not cruise to a 9-0 record. Andover's biggest defensive challenge of the year was a

goal-line stand against Cushing. With a 7-0 Andover lead, Cushing's offense had the ball on the Andover five-yard line. "A gap opened up, and I thought [the Running Back] was going to walk in [and tie it up]. But out of nowhere comes Mikey Moore [14], and bam. Goal line stand," said Modeste. With the success of its goal-line stand, Andover would go on to win the game 7-0. Big moments like these kept Andover's season going, and Modeste stressed how this particular team stayed in the moment, a critical factor in addition to the team's lack of injuries. "We had some great leadership on the team. Each game we went into, we didn't worry about what happened the week before or what would happen next week. We stayed in the moment, and it wasn't just about winning or losing, it was sometimes about not getting

beat up," he added. After discussing the season for about ten minutes, Modeste had said very little about his own efforts and very little about his role, instead focusing on the efforts of the team. There is no doubt that this type of selfless leadership was a model for the team. "From day one,

we say, 'It's not about you, it's about Blue,'" said Modeste. True to his word, Modeste was the first and foremost to embrace this philosophy. Modeste will return to the football field next year in search of another Championship with additional duties as Andover's Athletic Director.



Leon Modeste led Andover to a 9-0 Championship run.

## WINTER

## Jennifer Elliott - Girls Squash

**By Victoria Bergeron**  
PHILLIPIAN SPORTS WRITER

Head Coach Jennifer Elliott '94 led Andover Girls Squash to claim the Division II Title at the USA High School Nationals and finish the season with a 12-3 record this year, making her The Phillipian's Winter Coach of the Year. Elliott assumed the role as Head Coach of Girls Squash in 2010 upon her family's arrival on the Andover campus. Elliott's return to campus brought back memories of when she was a student, especially her four years on the squash courts as a part of An-

dover Girls Squash and Team Captain her Senior year for Coach Frank Hannah. "The structure and smell of the squash courts are almost exactly the same as when I was here. Being on the courts brings back very fond memories of being on the team. It was an eclectic group, which was one of the things that I really liked about it. I got to meet a lot of girls that I wouldn't have necessarily met otherwise," said Elliott. Elliott grew up around squash; her father taught her how to play when she was eight years old, both of her brothers were All-American squash players in college, and

one played for the United States National team. "At Dartmouth I found that, despite squash being an individual sport, it has all of the important characteristics of a team that team sports have. Being close with my teammates and coaches drove me to train and compete harder and more effectively," said Elliott. Elliott credits her experiences as a squash player to help in shaping her philosophy as a coach. "I've strongly emphasize to my girls that the team always comes first. However, there are obvious moments when it is hard to uphold this motto, such as when the girls have to compete in challenge matches against each other. It is hard to put the team before yourself when you really want to win," said Elliott. She acknowledges that it can be tough for her players to play selflessly and uses her experiences as a squash player to empathize with them. "I am able to have honest conversations with my girls because I remember those feelings [of frustration] and struggling with those same emotions and situations as a player. I am able to relate to them on that front," said Elliott. As an athlete, Elliott understands the importance of fit-

ness and spreads her understanding to her players. "The game of squash at the highest levels is all about fitness. You have to be a good player with honed skills, but you can't compete unless you're really fit. I tell my girls that we may lose to a player because she has more experience and skills, but we will never lose to a player because we aren't as fit as she is," said Elliott. Since her involvement with the squash program, Elliott has led the team to make steady improvements to its record. Last year the team finished with a record of 7-6, but this year it finished a much-improved 12-3. In each of the four seasons that she has been coaching, Elliott has also guided the team to place higher at the Interscholastic Tournament. In her first year, the team finished 13th, the following year ninth, then eighth and this past season the team finished seventh out of 16 teams in the A Draw. Elliott credits her player's ability to maintain intense focus for the duration of each match as a key component to the team's success this year. "We did much better interscholastically because we were able to win a lot of close matches that we lost last year,

which was a huge goal for us," said Elliott. Elliott commended Co-Captains Adèle Bernhard '14 and Madeleine Mayhew '15 for setting great examples for the rest of their teammates and leading the team to success. The team chemistry was one of the most flourishing elements of the team in Elliott's eyes. "[Bernhard] is really the heart and soul of the team. She works harder than anyone and is super committed to what she is doing. The relationship between [Mayhew] and [Bernhard] has been really important this season. They have learned a lot from one another, which sent great messages to the team. Every player truly brought something to the table this year. The impact and contribution of each of the players made it feel like a magic team, which does not happen every year," said Elliott. Elliott developed a close relationship with each girl on and off the court, which helped her view the girls as both players and people. "The fundamental reason that I love coaching [at Andover] so much is of the incredible group of girls that I have been able to work with the last few years. They are truly the reason why I love it so much," said Elliott.

Bernhard said, "[Elliott] is an amazing role model. Her work ethic is admirable. She puts a lot of love and energy into the team. She treats us like her daughters and makes the team feel like a family. She pushes us to work harder for each other and for her. I have so much respect for her that I will push myself beyond my limits, just for her." "Coach Elliott pushes us, while supporting us. She has the most energy out of anyone I know, and it is infectious," said Mayhew. "I can't describe Coach Elliott [briefly] just because it wouldn't give her justice." Outside of the squash courts, Elliott is very involved on campus. She plays a variety of different roles, including Dean of Abbot Cluster, Faculty Advisor of the Girl's Leadership Project and House Counselor in Stowe House, in which she lives with her husband, four sons and nine female students. On the courts, however, it is squash and only squash; Elliott aspires for an even more successful season next year and is excited for the arrival of the admitted players that will join the team. "We have got this momentum going in a way that everything feels possible," said Elliott.



Jennifer Elliott '94 played squash at Dartmouth.

## SPRING

## Deborah Chase - Girls Tennis

**By Cam Kerry**  
PHILLIPIAN SPORTS WRITER

Nobody understands the connection between an encouraging and competitive environment better than Andover Girls Tennis Coach Deborah Chase, seen through Andover's 9-1 record this season, which has won her the title of The Phillipian's Spring Coach of the Year. Although this year's team has no shortage of skill, the supportive atmosphere created by Chase has been critical to the team's success. "She makes sure that we are not only working our hardest, but working in a cohesive manner and having fun," said Co-Captain Camille Price '15. "She knows that working relentlessly day in and day out is not going to make us win matches or increase our love of the sport; rather, she understands that our love of the team and the work we put in when we are together is really what is go-

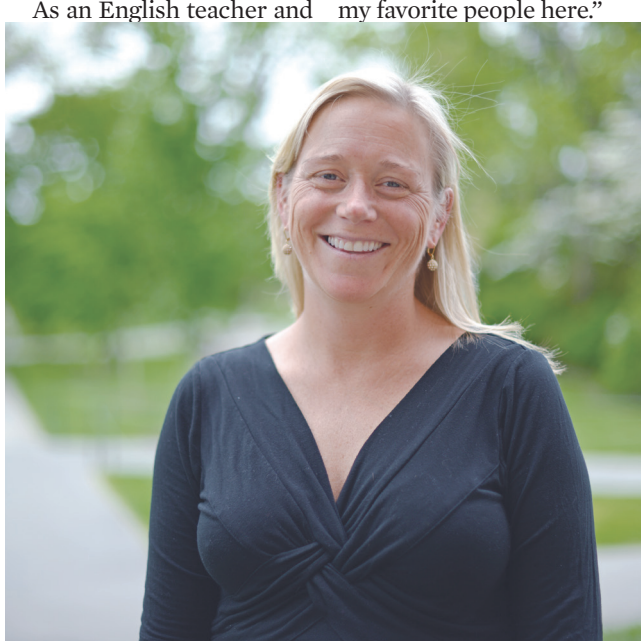
ing to define our season." In a sport like tennis, which is just as mental as physical, the girls benefit greatly from the constant Chase is. She keeps them focused in exhausting matches, never allowing them to beat themselves mentally even in the face of discouraging 6-0, 5-1 scorelines. "Coach Chase has without a doubt helped me become a better tennis player. She's really helped me work on my mental game, reminding me not to get down on myself," said Isabella Haegg '16. Co-Captain Campbell Howe '14 said, "She knows that I respond better to tough love on the courts and shouts [for me] to try harder." Chase's formula for winning is so successful because it does not solely focus on beating other teams and extending undefeated streaks. As Coach, Chase has instilled strong team values into her girls, pushing them to go beyond their limits for

their teammates. "What made us so strong this year was first, the excellence at the top of the ladder and depth through the rest of the ladder," said Chase in an email to the Phillipian. "Second, the remarkable camaraderie and work ethic of the girls. No team had more fun while working hard than ours, which is the greatest success in my book." "Having split sets with an opponent, heading into a third set tie breaker, you are motivated by your coach and teammates who are cheering you on and your drive for the team. You want to win for yourself and the team," said Price. Price continued, "Coach Chase is the type of person [who] ...makes you want to perform at your highest level, because of how much she believes in you both as an individual and as an essential component of the team, regardless of your position on the ladder." Chase has worked hard to

create this unity, going above and beyond for every single one of her players by inviting them to her house, talking to them individually outside of practice and making an effort to know her players. "She's so genuine and loves to laugh with us. She'll let us be silly or inappropriate or play raunchy songs in the car and just roll her eyes and smile. She and I have been so close on and off the courts such a great coach is that she knows me, knows how to keep me fighting and knows exactly what to say at any given moment," said Howe. All of these sentiments are reciprocated by Chase, who has displayed a true passion for coaching. Last season, Chase went on maternity leave after the birth of her first child, and, although the team had a good season, going 6-1, the girls have flourished under her guidance this season. "Though I loved my time with my son Ollie, I real-

ly missed coaching. I was especially excited to come back to this special group of girls this year. We had five returners and three new players, all of whom I knew were going to motivate and complement each other. And they did both of these things and so much more," wrote Chase. As an English teacher and

a new mother, Chase is accustomed to playing more than one role, and she seamlessly makes the transition from coach to companion for her players. "She's more than a coach — she's a friend and a true mentor," continued Howe. "She's the all-in-one person on campus, and she's one of my favorite people here."



Deborah Chase returned from maternity leave this year.



# THE PHILLIPIANSPORTS

# ATHLETES OF THE YEAR

## Hannah Guzzi '14

By Isabella Haegg  
PHILLIPIAN SPORTS WRITER

With a “Boston Globe” Prep Soccer All-Star nomination, a Drake Soccer Award, 10 Varsity letters from her four years at Andover and respect from her coaches and teammates, Hannah Guzzi '14 has earned The Phillipian's 2013-2014 Female Athlete of the Year award.

Guzzi has been a four-year starter for Andover Girls Soccer and has played since she was three years old. After a few Seniors on the Soccer team encouraged her to try out for the Lacrosse team, Guzzi made the team her Freshman year and became a starter her Lower year. On a whim, 5'1" Guzzi tried out for Andover Girls Basketball her Upper year and made the team due to her agility and coordination.

Guzzi has transitioned from season to season seamlessly, taking on different roles with each team. One role, however, has remained constant.

“No matter what season she is in, she is fully commit-

ted. In this way, each coach knows they have Guzzi's 100 percent commitment,” said Girls Soccer Head Coach Elisa Joel in an email to The Phillipian.

Soccer has been at the center of Guzzi's Andover career.

“Soccer is my favorite thing to do, and it is something I can go and play and take my mind off anything else. Coach [Joel] has been a big factor to my success here. She's not just a coach she's also a really good friend and almost a second mom to us. She always says family comes first — your actual family and your soccer family,” said Guzzi.

As a striker, Co-Captain Guzzi has been the team's leading scorer since her Junior year. She is known for her ability to push the ball downfield past opponents and into the net.

“Those who play up front for the Blue do their best to model the way Guzzi plays and competes,” said Joel.

Guzzi poured her heart and soul into practice and games alike.

“Her biggest impact to the team and program is her

relentless work ethic — she embodies our team's motto of ‘whatever it takes.’ She doesn't know less than 100 percent,” said Joel.

Guzzi also set an example as one of the fittest players on the team, never missing a soccer game due to injury throughout her four years at Andover.

“Guzzi refuses to believe in limits. She continuously pushes herself beyond what any of her teammates see as possible, inspiring us all in the process. She never shies away from hard work and leads in a way that is impossible not to follow,” said Co-Captain Diana Tchadi '14.

As Co-Captain, Guzzi took Juniors under her wing, working with them to improve their skills and fit on the team.

“My hope is that each one of our girls take one thing they love most about Guzzi and bring that to our team in the fall. We will miss her, but I suspect her presence will still be felt in this program for some time. Guzzi is an important part of this team's wonderful legacy,” said Joel.

Guzzi demonstrated her versatility as an athlete on the Lacrosse team. She transitioned from an attack-oriented role in Soccer to a defensive role in Lacrosse.

“I love playing defense in Lacrosse, because it's all about toughness and having the will to not let the other team score. You really have to work together as a team,” said Guzzi.

Guzzi showed immense growth, transitioning from a contributor her Freshman year to a remarkable leader by her Senior year.

“She has come up huge in getting to draw controls, to ground balls, and she can outrun almost anyone on the field. She is a strong communicator, and her teammates all admire and look up to her for her energy, dedication and toughness,” said Girls Lacrosse Head Coach Kate Dolan.

As in Soccer, Guzzi is known for her speed and toughness in Lacrosse.

“Guzzi is an invaluable midfielder and defensive player. Her speed and ability to transition the ball down the field is key to our offense. Every day at practice, Guzzi sets an example with the competitive nature and intensity that she brings to everything she does,” said Kelly McCarthy '16.

Guzzi invariably lifted the spirits of those around her, as well.

“She is a great teammate — warm, cheerful and upbeat: the epitome of the teammate you want to have, the teammate you want to be for others,” said Dolan.

Basketball was no different. Guzzi's coaches and teammates all attest to her positive attitude and incredible work ethic. Guzzi's height (or lack thereof) didn't stop her from



O.PICCHIONE/THE PHILLIPIAN

Hannah Guzzi '14 made Varsity in her first year of lacrosse.

showing off her athleticism.

Although she was out sick with mononucleosis for the majority of the season, Guzzi dedicated all she could to her team.

“I mostly cheered from the bench, but that was totally fine with me — I love it. It's a nice change of pace from my other two sports, where I get to watch more and be a supporter on the team. I like having a different role,” said Guzzi.

“Guzzi's great attitude was really shown in the box out drill we would do at practice. Although Guzzi was the smallest girl on the team, she would always get the most rebounds. She inspired us all to work hard,” said Cara Cavanaugh '15.

“She makes others better around her and will keep practices light-hearted and fun. We assign ‘buddies’ each year, and the team commented that Guzzi was the best ‘buddy,’” said Girls Basketball Head Coach Lani Silversides.

As in Lacrosse, Guzzi's speed and defense are her

strongest skills, according to Silversides.

“One of her highest percentage shots was her half-court heave,” noted Assistant Coach Christopher Jones.

Guzzi will play soccer at Division III Amherst College in the fall. Amherst consistently ranks as one of the top Division III soccer programs in the nation and was the 2011 winner of the NESCAC title.

As Guzzi moves on in her athletic career, she will not forget the impact Andover sports has had on her. Likewise, Guzzi's legacy will live on in her Andover teams and teammates long after she graduates.

Guzzi said, “When you're playing for Andover, it's all about playing for your school and your teammates, instead of just being there to improve yourself. We embrace the ‘non sibi’ spirit in athletics. We don't have our names on the back of our shirts, because it's not about that. It's all about what's on the front, and I've been really proud to play for Andover.”



J.SCHMITT/THE PHILLIPIAN

Hannah Guzzi '14 was Andover Girls Varsity Soccer's top scorer.

## Brandon Michel '14

By Pranav Tadikonda  
PHILLIPIAN SPORTS WRITER

51 seconds were all that stood between Exeter's upset football victory over undefeated Andover in the oldest high-school rivalry game in the country. With a fourth down at Exeter's 15-yard line, Andover needed four yards to keep the drive alive for the ages. Quarterback Ian Maag '14 stepped back, clutched and rocketed the football towards the outstretched arms of his most trusted receiver — 2013-14 Male Athlete of the Year Brandon Michel '14.

The ball was thrown slightly above Michel's head — high enough to make his defender celebrate before the play was over. But Michel, who had developed a habit of making big plays at the right time, leaped up and snatched the ball out of the air for a five-yard gain. Two plays later, Ryder Stone '14 busted through the Exeter

defense for the game-winning touchdown.

It was plays like the fourth-down catch that landed Michel the Athlete of the Year Award.

“It was very humbling to be voted Athlete of the Year, especially in my first year. It meant a lot to me, and being accepted on the sports teams I was on meant a lot as well. The transition here went so well for me that I was able to succeed,” said Michel, who entered Andover as a Post-Graduate.

It was no surprise that Michel, who checks in at 5'11" and 160 pounds, was the player who made one of the most crucial plays in a series of plays that Head Coach Leon Modeste affectionately calls “The Drive.” Michel finished the season with 379 receiving yards and four touchdowns on 22 receptions, in addition to 459 kick and punt return yards.

“Offensively, he's a touchdown waiting to happen. He's got great hands and great moves. And he's fast enough that he can outrun people, and he can jump high enough that he can win those jump balls,” said Modeste.

After Stone, Michel had the second-most all-purpose yards on the team. Michel had 973 yards all-purpose yards on the year for an average of 108 yards per game. But Michel didn't just make an impact on the offensive side of the ball — his coverage skills made him the team's best cornerback.

Michel amassed 34 tackles and a team-high five interceptions and 20 passes defended.

“Personally, I look at it from both sides of the ball. I'm always going after the ball. If the ball's in the air, it's up for grabs. I don't just see it as preventing them from catching it: I go after it myself,” said Michel.

“He took away the other team's best receiver. That was the most important thing for our defense. With any team, if you can take away their big weapon, that makes them vulnerable. In the championship game [against Brunswick], he shut down their best receiver when we switched to man coverage, and that's how we were able to get back in the game late,” said Modeste.

The wide receiver and cornerback's knack for big plays shined during the Exeter game — not only did he convert the fourth-and-four, but he also halted an Exeter drive late in the first half when he intercepted an end zone pass to keep Andover ahead 7-6 at halftime.

“[Michel] showed up to practice each and every single day, never slacked off, never found his way to the trainers' room. He just came with a smile on his face, and he loves to play the game. He never got cross or angry during the whole season, and he was a great role model for the younger guys out there. I told guys like [John] Simourian '16 and Jumaane [Ford] '16 that they should try to be like [Michel]. I said, ‘When you become full-time starters and big-time players, be like him,’” said Modeste.

Michel's team-first mentality and leadership abilities helped him translate his freakish athleticism to the basketball court and take over as the eventual starting point guard for Andover.

Michel's energy and enthusiasm stood out as he transitioned from a role player off of the bench into a regular starter.

“Offensively, his style of play was unorthodox. It wasn't always pretty, but he got the job done. Defensively, though, he was one of the best players I've ever coached. His ability to get his hands on the ball was unbelievable,” said Boys Basketball Head Coach Terrell Ivory. “I had him come off of the bench for the first half of the season, and I made a mistake by not starting him at first. The truth is, whether he comes off the bench or not, he brings incredible energy to the game and his play keeps us going.”

Michel steadily improved as the season wore on, eventually establishing himself as the leading scorer and

lockdown defender in the second half. All of his hard work culminated in a heroic performance against Exeter in which he scored floater after floater and stole pass after pass in a nail-biter of a game.

Despite the drama, Michel's cool and collected mindset in that game exemplifies his attitude towards athletics.

“I took the Exeter game as any other game. Obviously, there was more hype and it was cool to play in front of a big crowd, but I was just thinking about how to get the win,” said Michel, who seemed to always balance control with energy during his play.

After being named the unofficial Most Valuable Player on Andover Football and Andover Boys Basketball by his coaches, Michel will be taking his talents to the football field at the University of Pennsylvania next year. After being the most sought-after recruit on the Andover team, at least within the realm of

Ivy League schools, Modeste predicts that Michel will end up playing defense for the Quakers next season.

“[Michel] is humble — he always addresses you with a ‘Sir’ or ‘Ma’am’ and he's very polite. He's always smiling, and he loves to help other people out. He's just a really nice kid. Walking down the path, you wouldn't know that he's Athlete of the Year because he's just such a humble and good kid,” said Modeste. “[Michel] will definitely be missed at Andover.”

Michel said, “I'm going to miss the sense of camaraderie of [Andover Football], getting to build a family and go through the entire season with that family. For the school, I'm going to miss all that just on a bigger scale as well as the sense of pride that comes from being an Andover Blue athlete or an Andover Blue student. I wish I could have been here for more years to take advantage of it. This year was definitely worthwhile.”



D.BHATHENA/THE PHILLIPIAN

Brandon Michel '14 was Andover Basketball's leading scorer.



COURTESY OF PHILLIPS ACADEMY

Brandon Michel '14 will play football at the UPenn.



# ANDOVER ATHLETE REFLECTIONS

## The Opposite of Expectation: Swimming at Andover

Amy Zhao

There must be some reason for people to identify themselves and their Andover journeys by stating, “I am a one- (two-, three-, or four-) year senior.” Does it imply that every additional year at Andover molds their high school experience? When it is my turn to reply, I may add, “I am a four-year senior and a swimmer.”

Four years ago, Mr. Murphy met with me during revisit day, expounding on the hard truth (for which I am thankful): that at Andover, pool time would be limited and that in general, four-year boarding swimmer’s times would be negatively impacted; both cases foreshadowed my top-10 national rank slipping away and my times plateauing. The former situation proved true, especially during recruitment season Upper year. The athlete pool was unbelievably accomplished, and there were simply too many outstanding swimmers who outbalanced those lacking systematic, continuous training with “potential” to succeed in college. While I was the New England Prep School League champion in several events, I was a diminutive figure in the face of national-level competitors. Being contacted by many college coaches was gratifying and humbling, even though it was disappointing to see my name hovering around the thirtieth rank at several of my top schools’ heavily-overlapped recruiting lists.

At that moment, the reality of my decision to attend Andover hit



L.XUAN/THE PHILLIPIAN

Amy Zhao was nationally ranked Top-10 before she came to Andover.

me hard; however, thanks to Mr. Murphy, I felt neither surprise nor regret – I was prepared for this “expected” outcome. When the pressure from recruiting was reaching its zenith, I realized the key quality I had procured from my time at Andover: confidence. Confidence in applying to colleges through either academics or athletics, overcoming hardships while standing my ground and accepting reality and continuing my dream of swimming in college.

Other than my declining national ranking, all of my experiences at Andover were certainly not foreseen several years ago. I would gladly sacrifice systematic training again for my academic and athletic advancement. Also, by attempting to evade the “predictable” trap of non-continuous training at Andover – experimenting with different sports to

maintain physical fitness during the off-season, adding dry-land training, exploring off-campus club swimming, analyzing stroke

I am a four-year senior and a swimmer.

hydrodynamics and modeling sprinting with mathematical models gleaned from the classroom (or in general, taking risks and modifying the results for the good), I have lived life like an active experiment. During training and at meets, I have brainstormed and made on-site decisions. For example, after being perplexed by my slow times in the 50 free during most of last summer and scrutinizing my race at an NCSA meet one week before Junior National Championships, I changed my stroke technique and amaz-

ingly, dropped a second from my time the previous week.

Those spontaneous decisions are what define me. At Andover, this ability to resolve tough conundrums is nourished – due to a massive amount of homework, athletics, and extracurricular activities, everyone’s free time is limited; thus, we must constantly make decisions to arrange our life efficiently and productively. During my last New England Championships, I involuntarily participated in a mental “taper.” The night before preliminaries, I toiled arduously on my term paper and had a disappointing showing during the first day of competition, which forced me to put away academics and relax mentally for the final day of racing. Given the heavy academic loading, by foregoing an extra night of studying, I was imperiling my classroom per-

formance for my championship swims. Another tough choice I had to make was how to approach my swims. I had a relatively better chance of winning the 50 freestyle than I had in the 100 free, which was about ten minutes after the 50. Instead of saving energy for the 100, I chose to expend all my energy in the 50 free and I betted that all my passion for swimming for Andover would carry me through the 100 free. Not only did I win both events, but I also achieved my best times. During these championships, the collective passion we had and have for swimming bound our team together and raised us to second place in the league.

That I would have a “declining” swimming career at Andover was anticipated; however, the opposite prevailed: I broke an individual event school record my freshman year, qualified for Junior National Championships lower year, was recruited by the wonderful Yale University swimming program last year and finished my swimming career at Andover with two personal best times, the prestigious New England Prep School League Robertson Award and the first rank in Connecticut girl swimmer recruitabilities. To be able to reach the opposite of the “expected” swimming as a boarder is a very rewarding experience; that is why I identify as a four-year senior and a swimmer at Andover.

Amy Zhao is a four-year Senior from Guilford, CT. She co-captained Girls Varsity Swimming.

## The Silver Lining

Grant Bitler

During the Fall Term of my first year at Andover, I had the privilege to be a part of Coach Modeste’s Varsity football team. Over winter break, I learned that I could no longer play contact sports because another concussion could result in me having double vision permanently, something I personally have right now. I was an athlete without a sport.

After Winter Break, Peter Washburn found me and spoke to me about Andover’s crew program, inviting me to try my hand at the oar. I did not think I would like it; in fact, I thought the crew guys were a little bizarre. How fortunate it was that I did not listen to my first, very wrong impressions and miss the chance of a lifetime to row with Coach Washburn.

I quickly learned that rowing is hard and demanding. It tears your hands to shreds and leaves your legs and arms sore and exhausted beyond any level you have experienced before. At the same time, it stretches your mental strength and your focus to their limits. But it’s additive.

We work towards one thing: to pass the finish line before our opponents. This seemingly simple, yet infinitely difficult goal, cannot be taken light-heartedly. Rowing is the ultimate team sport. You will only ever be as good as the rest of the guys in your boat. We cannot

make the other teams worse; we can only make ourselves better, and because of this, we sacrifice our hands, our time and our preconceptions of our capacities for the greater good – for the boat.

There is something about the water; there is something about the boat; there is something special about working in unison that cannot be put into words.

I credit Coach Washburn with everything I have found in rowing so far. He has taught me leadership so that I could be a good team Captain. He has taught me to work hard and to trust myself. His lessons have stayed with me and have proved invaluable during my Senior year when I faced adversity both mentally and physically, which challenged my belief in my ability as a rower.

Throughout the season, his words of character provided guideposts to see me forward: work hard, care, keep your head high, lead and most importantly, do not ever allow other people’s perceptions or misperceptions to cloud your view.

I am looking forward to using all of the gifts Coach Washburn and Andover Athletics have given me as I go on throughout my life. I have loved my time at Phillips Academy, and I wish I had more than three short years to sample all of the experiences the school has to offer.

Grant Bitler is a three-year Senior from Roaring Gap, NC. He captained Boys Varsity Crew.



L.XUAN/THE PHILLIPIAN

Grant Bitler ’14 picked up Crew after being told he couldn’t play contact sports.

## Chasing the American Dream



J.BECKWITH/THE PHILLIPIAN

Ryder Stone ’14 ran for 1224 yards on 171 carries.

Ryder Stone

When I was three, playing outside on the ranch, my mom would throw a little Nerf football at my head until I finally learned to catch it. I absolutely loved it. Growing up in Texas, I very quickly gained a love for football, as most boys do there. You always hear how football is a religion in Texas... Well it’s true. Between Friday night football games and yelling “Hook ‘em Horns” or “Gig ‘em Aggies,” depending on where your allegiance lies, I was constantly surrounded by football 24/7 and couldn’t get enough of it.

I guess the indoctrinating nature of the “football culture” in Texas has always stuck with me. I moved to Canada when I was twelve and still had the same love for football that I had always had. While I tried my hand at a few different sports, like hockey and baseball, football was still the sport for me. Throughout my high school career, I saw some success on the field and was getting pretty heavily recruited by Canadian universities for football. While they were all very good schools, my heart wasn’t in them. I still had the same dream I had as a kid in Texas; I wanted

to go play Division I football. I had talked to a couple of colleges in the U.S. about playing there, but I never had any serious offers besides walk-ons, and walking on for a team was just not an option financially.

My dream of going back to the U.S. to play football and go to college looked like it was fading. I was looking for other options when a friend asked me if I had thought about going to prep school for a year. I had never even heard of a prep school before, but I figured I would look into it. After doing a little research, I was somewhat hesitant. Why would I want to go back to high school for a year? I had always done well in school, and to me the only reason people ever did an extra year of school or repeated a year was because they weren’t keeping their grades up. I, however, realized there was a lot more to it, and I saw the available educational opportunity.

I decided to pursue a PG year and was accepted into the two prep schools I applied to, one of them being Andover. I was aware Andover had been struggling for the last couple years on the field, and the other school I had applied to boasted a perennially strong football program. While having a good football season was certainly on the top of my list for

what I was looking for, I also realized that football isn’t all there is in life - as much as I sometimes wish it was. Andover offered a lot more academically than the other school, and ultimately, I was okay with joining a struggling team.

Apparently, I made the right decision. We were certainly anything but struggling this year. Going undefeated and winning the New England Championship wasn’t something I was expecting when I got here, nor was being awarded the Player of the Year, but I guess sometimes things work out better than you initially picture. I had quite a bit of interest from Ivy League schools at the end of the season as well and ended up committing to Dartmouth.

If you had told me a year ago that I would be in prep school and going to an Ivy League school in a year, I probably would’ve laughed. Being the kid that has grown up in rural Texas and Canada, I would’ve never imagined that I would be somewhere on the East coast still playing football and getting what I would call a pretty darn good education.

Ryder Stone is a post-graduate from Calgary, Canada. He was the running back for Varsity Football, earned the Ray Tippet Award and ran for Varsity Track.



# Searching for Stoppage Time

Taylor Chin

Even before I stepped foot onto the Andover Campus as a student, I knew that I needed to play soccer here. I remember coming to watch a game on a beautiful day in September. The game was against Loomis, and I watched from the hill as the two teams battled it out on Smoyer Field. The intensity and the passion that was, and still is, second nature to Andover's soccer program immediately set off a trigger in my brain. I remember thinking to myself, "I have to wear that jersey."

One year later, I was wearing that jersey on the bench of a predominantly Senior team. We had

I remember thinking to myself, "I have to wear that jersey."

an incredible amount of talent; I'd venture to say that it was one of the most talented teams that Andover has put together in a decade. It was a hard team to break into, and while I did not see the playing field much, I learned how to "play with the big boys." I experienced the joys of winning big, and I endured the pain of losing big. After we lost to NMH in the semi-finals, I saw the Senior guys, practically men, crying.

I couldn't believe what was before my eyes; these guys I looked up to in virtually every aspect were crying after losing a soccer game. I had never done that. I didn't understand. I recall one of them putting his arm around me and saying that I was so lucky to have three more seasons ahead of me. For a long time, I wouldn't truly understand how true those words were.

My Lower season was the most exhilarating one I have ever been a part of on any team. Expectations were low not only around the league but also within our team; we had just graduated what was essentially our starting lineup. As Coach Scott never stopped reminding us, we were the underdogs in every game.

Being the underdogs ended up being our biggest strength as a team. We had to fight harder than anyone else to prove that we could run with the "big dogs." When we lost to Exeter 3-1 in our last game of the season, it was heartbreaking. Although we avenged our loss to Exeter with a 3-1 victory in the semi-finals of the New England Tournament, we fell 3-1 to Hotchkiss in the Finals. While I was sad, I still did not feel the same emotions that the Seniors had displayed after

the semifinals loss my Junior year. Maybe it was because no one ever thought we would make it that far,

I recall one of them putting his around me and saying that I was so lucky to have three more seasons ahead of me.

and we were just happy to be in the spotlight for a moment.

My Upper season was disappointing on a few fronts. Not only did I personally have a relatively poor season, but we all came in thinking that we were a little better than we really were; probably because we were in the Finals the year before. We ended up losing in the quarterfinals of the NEP-

SAC Championships after barely squeaking our way into the Top Eight. Since the season was rather disappointing for me personally, the end of the season did not elicit a lot of emotions. I knew I had one more season to make things right. I was so wrong.

Our Senior season came and went. And we went out with a bang. An undefeated season and a loss to a very strong Worcester Academy team in the semifinals left me feeling satisfied with the work we had done. It was the culmination of a very long journey. We had a handful of seniors who had been in the program for a while and were completely invested in creating a memorable season. It was sort of surreal; we just couldn't lose. Scratch that: we wouldn't lose. Every guy just cared way too much to see our undefeated season tainted

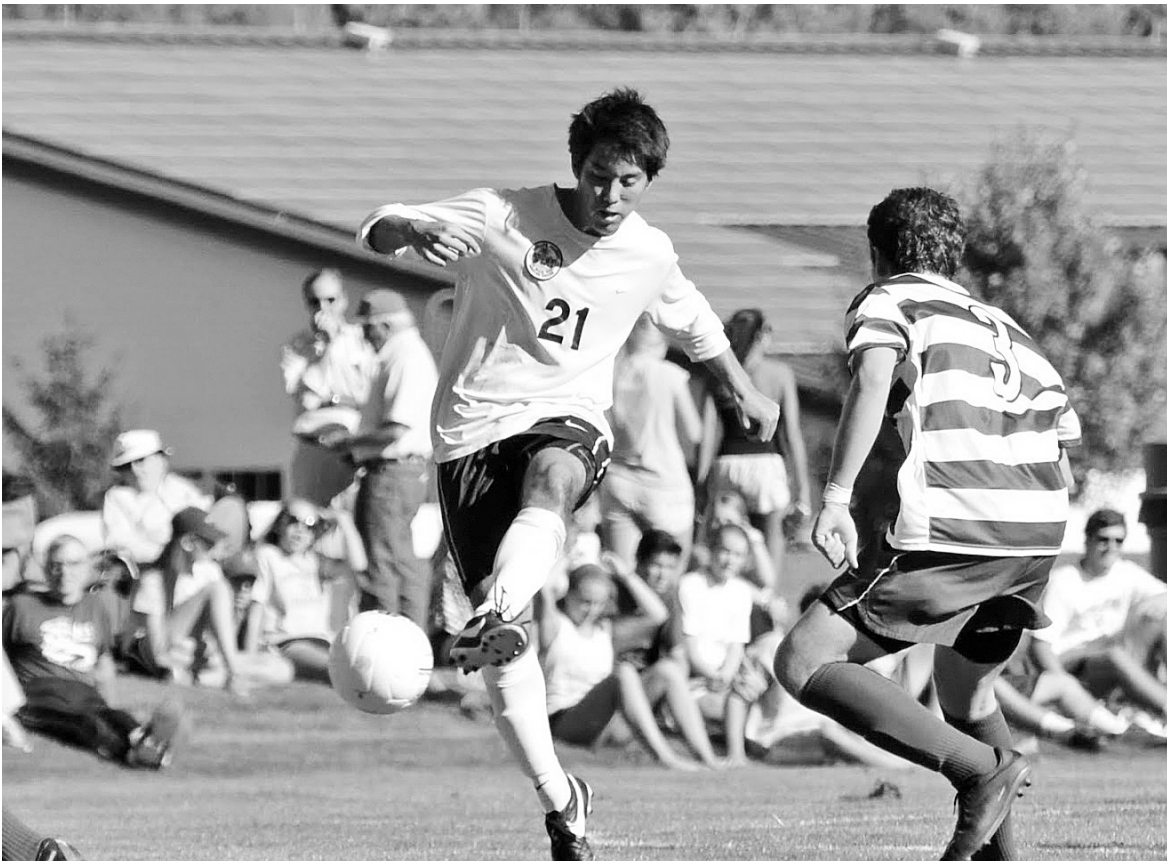
by even one loss. We had learned from past seasons what would work and what wouldn't work, and we leveraged that knowledge to our advantage.

The full circle was completed when we finally lost to Worcester in the semifinals. It just came crashing down on me when the referee blew that final whistle. Through the tears building up in my eyes, I managed to find the rest of the Seniors before we left the field. We cried together on that field, just as we had done everything else together and just as I had seen the Seniors do when I was a Junior. I saw some underclassmen look at us curiously, just as I had looked at the Seniors three years earlier.

It just came crashing down on me when the referee blew the final whistle.

What's incredible about Andover Athletics is that you're a part of something bigger than yourself, something as big as the history, rich traditions, and the thousands of people before you. Seeing everything come full circle at the end of my final season made me realize that this thing, this intricate operation called Andover Athletics, was going on long before we got here. And this intricate operation will continue long after 2014. While that can make you feel infinitely small, it also means you're part of something infinitely large. I prefer the latter view.

Taylor Chin is a four-year Senior from Ipswich, Mass and a Sports Editor on The Phillipian CXXXVI. He co-captained Boys Varsity Soccer and played Boys Varsity Lacrosse.



Taylor Chin '14 will play DIII Soccer at Wesleyan University next year.

COURTESY OF TAYLOR CHIN

# For the Love of the Game

Katie Kreider

I spent the first half of my athletic career at Andover, trying to fulfill expectations that I had for myself, and expectations that I wrongly thought that others had for me as well. I convinced myself that I needed to follow in my brother's footsteps and attend a top division one school, for "my sport," soccer (he plays hockey). Only in my upper year, after many conversations and lessons I finally accepted, did I finally remove that chip from my shoulder and start playing more for the girls standing next to me, for the school and coaches that I was representing, and because of my love for competition and the sports I was playing.

I made the varsity soccer team as a freshman, but the first three years of my soccer career at Andover were plagued by injury. During the scattered moments when I did find myself on the field, I was often drowned in frustration, putting far too putting far too much pressure on myself to perform and unable to meet the goals that I had set for myself.



Katie Kreider '14 won the U17 State Championships with the New England Aztec.

After my first fall, on and off the field for GVS, I went out for the basketball team. After just a few weeks and a sprained ankle, I was cut from varsity. I was incredibly disappointed, and was instantly ready to quit and just focus on soccer. My parents, naturally much wiser than their fourteen-year-old daughter, saw it as an opportunity.

Only in my Upper year did I finally start playing more for the girls standing next to me.

I was the only freshman on the junior varsity team that year. There was no pressure from anyone, including myself. It was solely for fun and to improve my confidence as a basketball player. I excelled and I had a blast doing it, but unfortunately it took me a few more years to put the two together.

My upper fall was especially difficult. As the soccer season went on, I seemed to get less healthy instead of better, my frustration was immense, my commitment to getting better was non-existent, and

my attitude and contribution to the team was lacking. I had lost sight of things.

Only after an incredibly difficult, but necessary, conversation with my coach about my progress, did I get healthy again. I finished off my upper season playing the way I knew I was capable of, leading me into basketball season with just the right mindset. I remained healthy that winter and focused on just having fun being on the team and playing, whether I was on the bench or not.

I spent that spring playing soccer outside of school trying to get recruited, but my expectations and goals for myself had changed drastically since 9th grade. I knew that I wanted to continue to play soccer as competitively as possible, be happy while I did it, and be challenged academically at the same time. I found that balance in Hamilton College, a division three NES-CAC school that I will be attending this fall.

My senior year in basketball and soccer was everything that I wanted it to be. I had the most fun I had had in four years with those two teams, and by the abrupt ending of my athletic career with the conclusion of the basketball season, I decided wanted to be take part in a team sport again in the Spring. So I went out for softball, a sport that I hadn't played in five years. The team welcomed me with open arms, and it's been a good experience to do something athletically a bit more out of my comfort zone.

My experiences with Andover athletics have taught me that the only way to play sports, as cliché as it may sound, is for your love of the game, of the teammates playing next to you, and of the school you are playing for, because that is when you compete to the best of your ability and have the best time doing so.

And a special thank you to every coach, athletic trainer, teacher, and staff member that has taught me that along the way.

Katie Kreider is a four-year Senior from Boxford, Mass. She co-captained the Girls Varsity Basketball and played on Girls Varsity Soccer and Girls Varsity Softball.

# Stepping Up to the Plate

Mark Sullivan

Sports have always been an important part of my life, especially baseball and hockey. As an incoming freshman, I knew I wanted to continue playing sports, but I didn't know a whole lot about Andover's athletic program. I had no idea about cluster sports or PGs or preseason trips, but what I did know was one of the main reasons I applied to Andover in the first place: Andover students were among the nicest people I had met.

An interesting thing about high school sports is the age gap- the largest split most incoming students will have seen is in middle school (6th grade to 8th grade), yet high schools can have up to a 5 year split (freshman to PG). Add this to the fact that schools like Andover often have large incoming groups of students and athletes in all grades, and one could easily foresee fragmented teams. I was lucky enough to be a four-year member of both Var-

Sports have always been an important part of my life.

sity baseball and JV hockey, and as a freshman I quickly found the opposite to be true. From my experiences, I've come to realize that Andover's culture of team veterans year after year reaching out to the younger team members is an integral part of our athletic program.

I was pleasantly surprised and exceptionally grateful for the upperclassmen I met who had tremendous positive impacts on not only my athletic career, but also my Andover career. My Upper and Senior teammates during my Junior and Lower years were wonderful leaders, role models, mentors, and friends, and best of all, great all-around people. I'll never forget how they went out of their way to reach out to me: how Senior baseball captain Chris Cameron '11 would

drive me to campus for weekend workouts or how Senior JV hockey captain Connor Fallon '11 pulled me aside the first day of practice to talk to me. The

Its what you do outside your game performance that has the impact.

seniors on these teams my freshman and lower years, including Zac Elder '11, Ricky Marcotte '11, Brian Hanafin '12, Brian Delaney '12 and Tom Palleschi '12 from Varsity baseball, as well as Chris Kerrigan '11, Connor Fallon '11, Charlwie Budney '12 and Nikhil Dixit '12 from JV hockey, had outstanding leadership qualities and were some of the nicest people I met at Andover.

As an Upper and then a Senior, I made the transition to one of the 'older guys.' I was blessed this year to be an Andover Varsity Baseball Co-Captain and JV Hockey's Captain. I strove to be the kind of leader for the younger guys that Seniors like Cameron and Kerrigan had been for me, and I hope that my underclassmen teammates had remarkable experiences with these teams similar to mine. I've learned how being a leader is more than what you do on the field or on the ice; its what you do outside your game performance that has the most impact.

I've had an incredible time with Andover sports, and I owe much of that to the veterans on those teams that I played with as an underclassman. I hope that the sports culture I've observed and participated in - no doubt also carries over to other non-athletic domains - continues, and I wish Varsity Baseball and JV "Puck" the best of luck in the future.

Mark Sullivan is a four-year Senior from Reading, Mass. He co-captained Boys Varsity Baseball and captained Boys Junior Varsity Hockey.





Hannah Sorkin '14 will play Ice Hockey at Princeton next year.

L.LUO/THE PHILLIPIAN

# Playing To Remember

## Hannah Sorkin

My athletic career at Andover has been filled with both disappointments and successes. After my Lower year, my first year, in which I was a Tri-Varsity athlete in Girls Field Hockey, Girls Ice Hockey, and Girls Lacrosse, disaster struck. During the fall of my Upper Year, I tore my ACL in Field Hockey and was unable to compete in Ice Hockey and Lacrosse. Returning to the field my Senior year, I competed in Field Hockey but was limited playing time in Ice Hockey due to an MCL injury.

Having to recover from multiple injuries was difficult and frustrating, to say the least. When I look back on my time with Andover Athletics, however, the setbacks I endured are only small pixels in the overall image of my Andover athletic experience. I am grateful to have had played with “Andover” written across my jersey for the past three years.

My athletic career at Andover is defined by my experiences: the silly games my teammates and I played on long bus rides and at tournaments, team din-

ners with Kate Dolan and Martha Fenton’s notorious cheesy-pasta, and the time with my teammates and coaches on the field or on the ice working hard, getting better, and having fun, and the times when my teammates elected me captain of both Field Hockey and Ice Hockey.

I will never forget beating Exeter 4-0 in my last Andover/Exeter Ice Hockey game. I will never forget

Andover athletics has helped define the person I am today and I will carry the memories and the lessons of my experiences with me forever.

the sound of the buzzer, the sight of the scoreboard, or the silly string we projected all over our locker room after we won.

I still feel the energy and excitement of our field hockey game against Middlesex in the pouring rain my Lower Year. I think. I think of all the hours my

coaches invested in the team and all the time they spent making me a better player and person.

I think of the best friends I have made through my sports at Andover; friends I have made through a mutual love for the sports and for the commitment to becoming the best athletes we could be.

Andover athletics has done more for me than help me become a better athlete – my coaches and teammates have helped me become a better person. These past three years I have learned what “giving everything I have” really means, what it means to be a great teammate, how to pick both myself and others up after we fall again and again, and what it means to truly love a game with all my heart.

Andover athletics has helped define the person I am today and I will carry the memories and the lessons of my experiences with me forever.

*Hannah Sorkin is a three-year Senior from Melville, NY. She co-captained Girls Varsity Field Hockey and Girls Varsity Ice Hockey and played Girls Varsity Lacrosse.*

## Elana King-Nakaoka

I’ll never forget the way my eyelashes plastered into frosty semi-circles as I trekked to the Andover Nordic room. I arrived at the same time every day in the winter, my toes comfortably numb by the time I opened the door. Skis and poles jutted out of the cramped cubbies lining the walls, and the room smelled like paraffin and stale granola bars.

I won’t forget the way wax dripped from my iron with a therapeutic rhythm as I prepared for my next race, and how the surface of my ski seemed to soak up the stress wound tightly within my ex-hales. The Nordic room was where my coaches and I had contests to see who could come up with the wittiest puns, and where my teammates and I could shake our spandex-clad tail feathers to “Don’t Stop Believing” without facing too much judgement. It was also a place where I could breathe deeply and let go, a refuge where I gathered my strength and honed my focus. I thought of the Nordic room when a half-finished history essay blinked back at me from my computer screen in the

# Glide

small hours of the morning, or when biology class twisted my brain into pretzel-like shapes that I didn’t know existed.

Usually my face was so numb when I crossed a finish line that I couldn’t feel the snot running down my chin; my lungs’ desperate need for oxygen trumped my vanity. Nordic is not glamorous, it is hard. It’s a

Nordic made me comfortable with being uncomfortable.

graceful yet brutal kind of difficult that often made me wonder what kind of nutty life-choices I made to find my feet strapped onto two brightly-colored pieces of fiberglass— my body zipping down some random trail in New Hampshire, or Vermont, or really wherever we could find some snow.

I’ll remember that the roots of my determination are embedded within nordic skiing, in the sport taught me that each pole stroke propels me forward despite the throbbing in my arms, and each crunching glide of my

ski steadies my heartbeat. I never won a race or broke a record, but I developed an ability to push myself. I learned to value not so much gold medals or time splits, but rather to cross any kind of finish line—be it the red tape on a ski course or the final draft of a history paper— knowing that I’d given it my best. Nordic made me comfortable with being uncomfortable, a skill that gave me not only the courage to leave home and come to Andover to begin with, but also the confidence I use to take on each day.

I may say goodbye to nordic ski racing after graduation, but I won’t forget the frost on my lashes or the numbness in my toes, or the throb of my pole strokes or the snot on my chin. I’ll bring along the dance parties and the smell of paraffin, and the echo of my skis crunching against the snow. I’ll remember that I wouldn’t be the athlete, student, or friend I am today without the Andover Nordic team.

*Elana King-Nakaoka is a three-year Senior from Ketchum, ID. She co-captained Nordic Skiing and ran for Varsity Girls Cross Country.*



COURTESY OF ELANA KING-NAKAOKA

Elana King-Nakaoka '14 was a two-year captain for Andover Nordic.

# Assistant Coach of the Year: Jill Kozloff

By Pranav Tadikonda  
PHILLIPIAN SPORTS WRITER

Following a Sasha Newton '16 go-ahead goal late in the fourth quarter, Girls Water Polo Assistant Coach Jill Kozloff '09 rallied her players as the seconds wound down at the end of the NEPSAC Girls Water Polo Championship. Kozloff stood on the sidelines, urging her players to stay focused for a few more seconds. As soon as the horn sounded, signaling the end of the game, Kozloff and Head Coach Daniel O'Shea jumped into the water to celebrate the second NEPSAC Championship in Andover Girls Water Polo history.

Kozloff coaching prowell on the pool deck with Boys

Water Polo Head Coach David Fox and Girls Water Polo Head Coach Dan O'Shea has earned her The Phillipian's 2013-14 Assistant Coach of the Year Award.

Kozloff began her water polo career as a Junior at Andover.

"I had never played water polo before coming to Andover, but my revisit [host] played, and she encouraged me to get involved. I had swam my entire life, so it was an easy transition, and I just fell in love with the sport. All of my friends did it, which was helpful, and I loved the team. It was a really nice way to be involved with athletics for four years," said Kozloff.

Despite an illustrious Andover Water Polo career, Kozloff did not continue

playing Water Polo competitively at Wesleyan College. She did, however, continue the sport recreationally.

At Andover, Kozloff played under Cindy Efinger, the Girls Water Polo Coach from 2005-2011.

"[Efinger] instilled a great work ethic in all of us, and she made sure we got the most out of our practices every day—she wanted us in the pool on time, every single day," said Kozloff. "Most of all, she got us to work hard, especially in practice. She used to say, 'If you're not giving your all during practice, it's going to be that much harder for you and your teammates to succeed in a game setting.'"

She continued, "That drive and work ethic is one thing I took from Coach Efinger, and I tried to make sure that my players were pushing each other in practice every day."

Despite having gone through the water polo program as a student, Kozloff came back to Andover looking at completely different programs run by O'Shea and Fox. The head coaches' tightly run ships, however, helped make Kozloff's return to the program easier.

"[Coach O'Shea] played in high school and college, so he has a really strong background in the sport, and he just runs an outstanding program. And Coach Fox also has deep experience with water polo, and he runs his practices really well," said Kozloff.

Kozloff's biggest impact

on the team may have been her effect on team morale and attitude.

"From my experience, I just remembered how much I looked forward to going to practice every day, so coming back as a coach, I tried to make it worth [the players'] time, and I tried to make sure the players were having fun," said Kozloff.

"Coach Kozloff always had an optimistic outlook on every game we went into, and she was a great support system on the team beside Coach O'Shea," said Alexa Rodriguez-Pagano '16. "It was apparent that Coach Kozloff genuinely cared about the team because she always had our best interest in mind. She got to know each and every player, not only in the water but on a personal level as well."

While Kozloff, a teaching fellow, will leave Andover to work as a research assistant at Brigham and Women's Hospital in the fall, she will miss working with Andover Athletics.

Said Kozloff, "Obviously, the championships were awesome, but I feel like coaching and athletics is where you get Andover kids at their best. They're not worried about grades, and they're with a group of people that they have something intrinsically in common with. I'll definitely miss working with kids at their peak. I think that is when kids are at their happiest, and that's the biggest aspect of coaching that I'll miss."



J.SCHMITT/THE PHILLIPIAN

In addition to coaching, Jill Kozloff '09 teaches Chemistry.

THANK YOU CXXXVI  
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MICHAEL KIM

You guys gave us the skills to make us the writers and editors we are today. Thank you for the time, tears, sweat and blood you put in to make sure that we put out the best High School Sports Section in the nation.

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Good luck to all graduating Seniors and future Collegiate athletes!



# SPRING SPORTS

## BASEBALL

### Pitching Depth and Timely Hitting Carry Andover to 10-9 Finish

By Pranav Tadikonda  
PHILLIPIAN SPORTS WRITER

Eight games into the 2014 season, Andover Baseball's record stood at one win and seven losses. The team averaged just fewer than three runs of offense per game for the first eight games of the year. The pitchers had been stellar, allowing about four runs per game, but the offense couldn't support its pitchers enough to win games. But after a 5-3 loss to Cushing Academy, something changed. The Andover offense exploded for 31 combined runs over the next four games, never looking back at a rough beginning of the season, eventually clinching a spot in the post-season by the season's end.

"At the beginning of the season, we didn't have an offensive identity as a team. When we broke it down to line drives and hard ground balls instead of deep fly balls, we worked on getting on top of the ball, which translated to much more productive innings at the plate," said Co-Captain Chris Hohlstein '14.

At the beginning of the season, players predicted that the pitching staff would bear a great deal of the burden this season.

The pitchers did just that. Headlined by Thomas Lane '15, who sported a 1.54 Earned Run Average, and Andy Hamel '14, with a 0.71 ERA, the staff allowed an average of three runs per game. However, only about half of those runs were earned runs, resulting in a com-



D.BHATHENA/THE PHILLIPIAN

Co-Captain Chris Hohlstein '14 had two hits, scored three runs and knocked in three RBIs against Exeter. bined 1.51 ERA. That dominance on the mound, compounded with the awakening of the offense down the stretch, resulted in a 9-2 record over the team's final 11 games.

"Not many teams could start the season in the way we did and be able to turn it around. Every day at practice, we kept plugging away. [Head Coach Kevin Graber] always said, 'If you take care of the little things, the big things will take care of themselves.' And that's what we did," said Payton Jancsy '16.

Co-Captains Mark Sullivan '14 and Chris Hohlstein '14 were cru-

cial parts in the team's midseason turnaround.

"[Sullivan] is a great player and a great guy, and he led us both on and off the field. He led by example and showed us what it means to play for Andover Baseball," said Jancsy. "In the beginning of the season, when things weren't going right, he always brought a positive attitude to practice and helped us keep our heads up."

While several of the mainstays of the team over the past few years performed well, this team's success was dependent on many new play-

ers to the team.

Jancsy, who moved up from the JV1 team this year, led the team in hits with 19 and posted a .306 batting average. He was a versatile player in the field, starting games in the outfield, at first-base and behind the plate. Post-graduates such as Matt Ilalio '14, Nick Gorski '14, Kevin Superko '14 and Hamel were essential cogs in the team as well.

The highlights of the season included a walk-off win against nationally-ranked DeMatha Catholic (Md.) and a season sweep of Exeter. Late in the season, Andover

found itself scrambling to make the Central New England Prep School Baseball League (CNEPSBL) Tournament, which it had won in 2012 and 2013. Facing elimination from contention, Andover played Deerfield in a doubleheader one week before the tournament, needing two wins to qualify. Andover cruised to a victory in game one behind Hamel's complete game shutout and then dug deep for a tough win behind a three-run, six-inning performance from Tim Salvadore '15 to clinch a spot in the postseason.

Despite a semifinal loss in the tournament, Andover rallied to win its final two games, capped off by a 13-1 drubbing of Exeter to secure a winning season.

Gorski and Hohlstein led the way against Exeter — Gorski had three hits and two runs, while Hohlstein had two hits, scored three runs and plated three more.

It was a fitting send-off for the Seniors. Hohlstein, Gorski, Sullivan, Ilalio, Hamel, Kevin Superko '14 and Kenta Nomoto '14 will never again don an Andover jersey on the diamond outside of the annual alumni game.

"Captaining this team was a privilege and something that I won't ever forget. This team had a great group of guys, and, even though we didn't take the league for the third straight year, I was proud of how we fought when our backs were against the wall, winning nine of our last 11 games. I'll definitely miss the boys," said Hohlstein.

## ULTIMATE

### Team Captures Spirit Award at NEPSUL Tournament

By Ryan Simard  
PHILLIPIAN SPORTS WRITER

Andover Ultimate capped off its season with a fourth-place finish at the NEPSUL tournament and a Spirit of the Game award.

After losing seven Seniors to graduation last year, the team struggled to regain its footing this spring. Although the absence of MASHUL and Co-Captain All-Star Piper Curtis '13 was heavily felt, Co-Captains Alec Tolentino '14 and Rem Rimmel '14 preserved the integrity of the game, leading the team to another Spirit of the Game award at NEPSUL.

In his second year as Captain, Tolentino set the pace for Andover with his skill and unmatched strength. With Rem-

mel injured, Andover relied increasingly on Seniors Graeme Henderson '14, Armaan Singh '14 and Paul Tulungen '14 to provide valuable leadership and put up points, while also giving a new crop of players to show their worth.

"We've really come together as a team over the past few games. We've established an identity on both offense and defense. We play tough man defense, and we are always looking for deep shots and to be aggressive on offense," said Tolentino.

Rimmel added, "In my absence Tolentino did a laudable job leading our team on the field. He always plays with extreme intensity and leads his team with the same ethos. It is unfortunate that we could not

play together in our last games as members of Blue Steel. After all, we have been on the team together since we were wee Freshmen."

"But, if all goes well, we will be playing together in college. I am proud to call him my Co-Captain, my friend and my future roommate," Rimmel continued.

Many of the games were either blowout wins or crushing losses; only two games were won by three or less points. In many respects, the season was like a roller-coaster ride. Numerous injuries — most particularly Rimmel's — crippled the team and left little consistency.

Impressive games such as a 15-2 win over Somerset High School on May 13 would be cancelled out by showings such as 13-1 loss to Chase Collegiate School on May 17.

Despite hardships, the team bonded over the season and never lost its winning mentality.

"I was very proud of my team's perseverance this season. We suffered more injuries this year than in the past three years," said Rimmel, who provided leadership and team morale from the sideline in light of multiple injuries.

"It can never help to have one Captain on the sideline, but my injuries gave younger players the chance to get experience playing in high pressure situations. I like to think I also played an instrumental role on the sideline as the 'eighth player,'" he added.

"We play against some tough teams and often found ourselves behind on the scoreboard, but that didn't stop us from playing our game, and playing it right. I'm proud of our team," said Jack McGovern '15 in an email to The Phillipian.

"We are at our best when we are having fun and just enjoying playing as a team. I love Blue Steel," said Tolentino.

Andover will look to get back to .500 next year, but must replace the absences of five graduating Seniors to do so. With a crop of young players, look for Andover Ultimate to turn it around in 2015.



J.CHEN/THE PHILLIPIAN

Graeme Henderson '14 athleticism was unparalleled in Ultimate and Soccer;

## GIRLS CREW



COURTESY OF ANDOVER CREW

G2 placed fifth at NEIRA's.

### Coach Hurley's First Year Brings Improvement

By Savannah Mastrangelo  
PHILLIPIAN SPORTS WRITER

Andover Girl's Crew made impressive strides this season as the team continued its steady improvement despite the coaching turnover and injuries to both captains, Colby Fagan '14 and Victoria Everett '14. Two years ago, the team placed 11th at NEIRA's, and last season the team placed 9th. This year, the team placed 4th, and both G1 and G2 placed 5th, while G3 boat placed 3rd.

"This race was not a good representation of the vast improvements we have made. We've had many wins and we have improved so much as a boat and a team. We had fun, and we worked really hard. Regardless of the results at NEIRA's, we had a successful season," said Vienna Kuhn '16.

The top two boats placed 2nd in each respective preliminary race as a strategic maneuver to conserve energy for the grand final. Boat one finished 0.9 seconds behind St. Paul's in the preliminary even though Andover had defeated St. Paul's by a wide margin in the regular season.

Although G1 fought hard in the grand final, it finished behind crews of Exeter, Kent, St. Paul's, and Hingham.

"It was not just winning races that made this season good,

my boat became very close as friends which made our time in the boat even better. Although the season came to a disappointing end at NEIRAs, I can't help but feel proud of all the progress we made not only as a singular boat, but also as an entire program," said Lane Unsworth '15.

"Colby and Victoria definitely held the team together, and they were both recovered so that they could row at NEIRAs. Their recoveries helped keep us focused and motivated. In addition to our captains, we also had four seniors on our boat who were also inspiring leaders of whom the entire boat looked up to," said Kuhn.

Compared to results from NEIRA's and regular season wins from the last few years, this year will serve as the benchmark for the coming seasons. With another year under first-year Girls Crew Coach Dale Hurley and hopefully better luck with injuries, the team figures to build off of this strong showing and ramp up the program in the next few years.

"A big part of our team was the two team captains (Colby Fagan and Vic Everett) and all the rest of the seniors. The senior leadership and non-sibi attitude has made this a really special team to coach — I am excited and honored to be their coach," said Hurley.



SOFTBALL

Error Ends Quest for Four-Peat

By Sam Zager  
PHILLIPIAN SPORTS WRITER

It has been quite the run for Softball Co-Captain Kasey Hartung '14. Hartung, who joined the team as a junior, has been an anchor at third base for Andover the last four seasons and for a string of three consecutive Big East Championship titles. As the Andover fans filed out Sunday after a double header vs. Exeter, Hartung looked around, taking in the field one last time.

Coming off an undefeated season that saw Andover lock down its third straight big east title, a very young team this season had big shoes to fill. With the departures of three D1 players in Kayla Maloney '13 (Columbia University), Kristin Mendez '13 (Yale University), and Nikki Pelletier '13 (Cornell University), the Andover team had a complete turnover of its starting battery.

Co-captain Ravenne Nasser '15 became the ace on the mound this season, while Mackenzie Bradford '15 took over behind the dish. Andover's youth was reflected in its play, as the season was marked by inconsistent defense and offensive

droughts intermixed with dominant blowouts and fireworks at the plate. Stumbling out of the gate to a 1-3 record, Andover went on a five-game run that set it up for another appearance in the Big East tournament.

Seeded 5th in a tournament of eight teams, Andover came out firing on all cylinders in game one against BB&N. A home run by Nasser in the third inning, who also threw seven shutout innings, opened the floodgates for Andover. They would go on to score five runs in the fifth and pummel BB&N 10-0.

In game two against the number one seed Nobles, Andover and Nobles dueled for six scoreless innings before Nobles scrapped in the seventh to put a runner on second following two leadoff walks.

A routine ground ball to second was thrown away and Nobles would walk off against Andover at Isham field. Despite not reaching their goal of a fourth straight championship, this season was a productive one. Andover found a new star on the mound, and improved throughout the season, playing their best softball right up to the tournament.



Co-Captain Kasey Hartung '14 is leaving with three consecutive titles.

L.LUO/THE PHILLIPIAN

GIRLS LACROSSE

Seven Seniors Lead Final Win Over Exeter

By Fadzi Gambia  
PHILLIPIAN SPORTS WRITER

After Andover Girls Lacrosse netted just its second win of the season at the midway point of the spring, Co-Captain Nekele McCall '14 said to her team, "Our overall goal as of now is to make sure we play a full 50 minutes. We are prone to go on runs, but then let other teams go on runs. We need to work on our consistency and make all of our possessions count." Her words did not fall on deaf ears. Going 5-3 on the rest of the year, Andover flipped a switch and battled back to finish the season just barely under .500 at 7-8.

In what was something of a theme across campus this past weekend, Andover finished its season on a high note with a win against Exeter.

On Friday afternoon, Andover suited up against Exeter to kick off the Andover/Exeter weekend. Exeter came out strong from the opening whistle, taking an early 3-0 lead. After quickly falling behind, Andover had clawed back into the game by halftime, trimming the deficit to one in a 6-5 game.

In the second half, the tide started to turn. Led by McCall and a core group of Seniors, Andover came out firing against Exeter.

Andover went on an 8-2 run in the second half to complete the comeback. McCall, Meredith Collins '14, Garrity '15, Beth Krikorian '17 and Eliza Quigley '15 all scored in the second half.



Andover Girls Lacrosse had a 6-2 record at home.

J.CHEN/THE PHILLIPIAN

In addition to the talent and grit displayed in this final game for Andover, the seniors showed their poise and leadership in the win.

This June, Andover will say goodbye to seven key members of the team: Olivia Cabral '14, Bridget Higgins '14, Hannah Guzzi '14, McCall, Amy Morin '14, Collins, Ashlyn Aiello '14 and Morgan Hollowell '14.

McCall led the team not just with strong character, but strong results on the field. Hollowell and Collins controlled the midfield with vision and veteran poise. Amy Morin anchored the defense. Cabral and Higgins rounded out the Seniors on attack, Guzzi constantly tested opponents' stamina with her speed. Aiello held strong in goal.

Olivia LaMarche '16 said, "The Seniors worked their hardest in everything they did, whether in practice or in games. They were so supportive of every player and created a great team dynamic. After disappointing losses, they would come out to the next practice ready to shake off the loss and crush the next opponent. Nekele was an amazing Captain on and off the field, leading the team with her hard work, determination and encouragement. The Exeter game was a great way to end the season. They will be missed next year."

Andover has six rising Seniors on the roster to lead next year's team. Next season, Andover will look to count on veteran leadership and build on the strong example set forth by the Class of 2014.

Nasser stepped into the big shoes left behind by last year's team and filled in admirably. She was aggressive on the mound, and managed to keep the team in the games she pitched even when she did not have her best stuff. "This season was a little rocky at times but this team is amazing," Nasser said. "We are all really good friends and know how to pick each other up."

Second-baseman Madi Braford '17 was a welcome addition in the middle infield, consistently showing off her slapping abilities at the plate and making solid plays in the field. She was complemented by short-stop Victoria Bergeron '16, one of Andover's most effective hitters on the year.

In the outfield, right-fielder EJ Kim '15 and left-fielder Jen Kaplan '15 each put up solid numbers, recording many multi-hit performances and spraying the ball to all fields.

On Sunday, in front of hundreds of PA students at Isham field, Andover dedicated their field to head Coach Peter Drench, who will retire from teaching at the end of the year. Said Nasser on Coach Drench, "He is absolutely amazing. He's super patient and a main reason we ended up being competitive this year. He turned a bunch of kids with different talent levels into a real team that worked together. I don't know what we would do without him."

Wearing Abbot Academy-blue in honor of Andover's 40 anniversary of coeducation, Andover left everything on the field Sunday. Two tough losses to rival Exeter, 4-2 and 9-1, dampened the festive atmosphere as Andover's porous defense came back to haunt them. 8 errors were committed in the second game alone. Andover's play was good for a 7-8 record, a record that the team will look to improve on next season. "Overall, we have come a long way this season," said Bergeron. "Each of us have significantly improved and we have really come together as a team. I'm really excited for what's to come [next year]."

GOLF



COURTESY OF BRIAN FAULK

Captain Kavan Canekeratne '14 joined the team as a promising Junior.

Team Defends Witherspoon and Lovell Cups

By Cam Kerry  
PHILLIPIAN SPORTS WRITER

Andover Golf finished its season with a 10-1-1 record, as the team successfully defended the Witherspoon and Lovell Cups over rivals Phillips Exeter Academy and Governor's with a combined score of a 989-1016-1089. Andover also defeated Exeter 7-0 at Hillview earlier in the season.

"The most memorable match was sweeping Exeter at home at the beginning of the season," said Rob Devaney '14. "We always like to beat a rival that badly."

Andover's depth was visible throughout the season, with the team playing 12 different golfers in Varsity matches. The overall individual record stood at 42-18-4, while the team record was 13-5-5. The team was led by Head Coach Brian Faulk '00 and Assistant Coach Chris Odden.

"My favorite memory was our last match of the season [...] against Governor's and Exeter," said Alexa Tsay '17. "By that time, we were truly united, as we had been through thick and thin with each other, and looking around at one another, we knew that our win represented our

strength as a team. It was a memorable way to end season, and it is safe to say that our graduating team members will be missed."

Andover will graduate Seniors Captain Kavan Canekeratne '14, Rob Devaney '14 and Luke Stidham '14. Their combined record on the season stood at 9-8-1.

"I didn't know what to expect this season because we had a lot of new golfers," said Canekeratne. "I'm really happy with the way the team played though, [and] in terms of wins and losses it was the best season I've been part of."

Alexa Tsay won the Mangan Award, awarded to the best player in the Exeter/Governor's match. Alexa Tsay's brother, Tyler Tsay '15, was named the top Andover golfer with the Kazacus Award. Tyler Tsay was also voted as next year's captain.

"Next season is obviously going to be tough, given that we are losing [the Seniors], who are hard to replace," said Tyler Tsay. "However, we grew immensely this season, and I have no doubts that the rising (players) will step up, namely Peter [Hahn '16], Orlando [Figs '16], David [Todd '16] and Billy [Casagrande '15]. They have worked hard this season, and I think we'll be just as strong as this year when we return."

TRACK & FIELD



J.SCHMITT/THE PHILLIPIAN

Matt Fischetti '14 will run, jump and throw for John Hopkins next year.

Girls Take Fourth at Interschols

By Chiraag Gohel  
PHILLIPIAN SPORTS WRITER

Andover Girls Track and Field raced to a fourth place finish at the NEPSTA Championships, only thirteen points off first place finisher Loomis Chaffee. Another first and second place finish would have given the Girls team a victory at its championships. The Girls team finished with a 3-2-1 record.

"On the girls side, I felt we had an incredible season. Returners kept up their awesome performances with a lot of improvement, and we also saw some outstanding performances from new members of the team," said Caroline Shipley, who took first in five Girls 400 Meter races this year. "But results aside, I know this season will be remembered for the incredible group of individuals who made up the team, and all the awesome times we spent together."

Andover Boys Track and Field finished with a 3-3 record at Interschols and a 9th place finish at Interschols. Only two teams placed behind Andover Boys Track. Just four years ago, Andover Boys Track took home the NEPSTA Championship.

"This season was definitely a rebuilding year," said Boys Track Captain Robert Rush '14. "We lost a lot of great track athletes from the class of '13, but I have to say the lowerclassmen really upped their game. I was so impressed by their tenacity and their drive. It inspired

me to be the best because I knew they were looking to me and Diana to lead them. I refused to disappoint them. I enjoyed being captain this year and wouldn't trade my team for the world."

"In the end, the points didn't matter. The entire team gave everything they had [...] left it all on the track. Throughout the entire season, not a single teammate, not even for a moment, believed that success was out of reach. In other words, I would say that our season was successful," said Andrew Wang '16.

Andover Track was led by strong veterans in its rebuilding season.

Indoor Track Captain Matt Fischetti '14 was named MVP of Andover Boys Track. Ryder Stone '14, winner of the Ray Tippet award, consistently placed well for Andover in the Boys 100-meter, Boys Long Jump, and Boys Javelin Throw.

Michael Moore '14 threw a shot put for over forty-eight feet to place third at the NEPSTA Championships in Boys Shot Put. Rush was a member of the Boys 4x100-meter relay, a sprinter in the Boys 100-meter, and a NEPSTA Top 5 Boys Long Jump jumper. Scott Diekema '14 was Andover's fastest runner in the Boys 1500-meter.

Indoor Track Captain Jonathan Arone '14, Josiah Legaspi '14, Patrick Monaghan '14 and Matt Simon '14 were other Seniors on the Boys Track team.

Co-Captain Diana Tchadi '14 was a primary force behind Andover

Track's camaraderie. She also participated in the Girls 100-meter Hurdles at the NEPSTA Championship. Shanice Pimentel '14 set a new NEPSTA record along with Taryn Gangi '16, Charlie Jarvis '16 and Camille Little '16 in the Girls 4x100-meter relay.

Other Seniors on the Girls Track team were Ashley Asare-Bediako '14, Iman Masmoudi '14, Graydon Tope '14 and Aly Wayne '14.

Little was the Andover Girls Track MVP, having scored 117 points over the course of the season, primarily in the Girls 4x100-meter relay, Girls 100-meter, and the Girls 200-meter. Little set the Andover-Exeter Girls 100-meter and 200-meter records. Shipley set the Girls 400-meter Andover-Exeter record, in addition to her five first place finishes during the season. Peyton McGovern '16 placed second in the Girls 1500-meter at the NEPSTA Championships and owns the fastest Girls 800-Meter time in the Merrimack Valley, as of May 27.

"Personally, I was really happy with how I progressed over the course of the season," said Fischetti, "But what really struck me was how much better the underclassmen got as well. This year we relied heavily on our senior leadership, but the young guys were able to have an impact as well. I'm really excited to see what they can do in coming years."

Charlie Jarvis '15 and Nick DiAdamo '15 will captain Andover Girls and Boys Track, respectively, next season.



GIRLS

STENNIS

# New England Finalists

By Noah Belser  
PHILLIPIAN SPORTS WRITER

With the arrival of Freshman phenomenon Regan Posorske '17, Andover Girls Tennis found another formula for success in 2014, finishing 9-1 and taking second place in both the prestigious Kent and NEPSAC Class A Tournaments.

Led by Co-Captains Camille Price '15 and Campbell Howe '14, Andover cruised to a 7-0 start to the season.

The team's first loss came at the hands of Milton, which would later go on to take the title from Andover at New Englands.

Throughout the season, doubles matches played a key role in the team's success.

"This year in particular, our doubles was incredibly strong. I think it was because we played with the same partners for the entire season; it fostered a good chemistry for all of the pairs," said Howe.

"We have a great team chemistry that proves very important in doubles," said Haegg who was Howe's partner at number two doubles.

"The moment I was most proud of was when [Haegg] and I won the Kent doubles tournament. We had teammates cheering for us, and we were absolutely fired up for every single point," said Howe.

The team's abundance of skill continued to shine in the singles arena as well.

Playing at number one singles, Posorske finished the season with

an undefeated singles record in regular season matches.

"Playing number one for Andover was definitely a challenge being so young on the team, but it enhanced my leadership skills at the same time," said Posorskse. "It was an honor to have this position considering this is my first year."

Despite playing a very individualistic sport, the players emphasized the camaraderie they shared together.

"It's been a fantastic four years of singles and doubles," said Katherine Tobeason '14. "But I have to say my favorite part was the car rides and team dinners and all the time I got to spend with these amazing girls."

"As a Captain, I'm most proud of how our team balances the fun and games that tennis consists of and yet the hard work of a Varsity sport," said Howe. "I love that we are all so close, we all chose to have daily team dinners and go on sleepovers. I'll miss that closeness."

At New Englands, the team performed strongly all the way into the finals when it fell to Milton.

"While I would have loved to have taken home the trophy for New England's, I couldn't have been happier with how the team reacted to losing in the finals," said Howe.

The team went on to finish strong after the tournament loss, sweeping Exeter 9-0 for the second time this season.

Andover will graduate two Seniors this year: Howe and Tobeason.



J.SCHMITT/THE PHILLIPIAN  
Katherine Tobeason '14 is one of two Seniors on the team.

BOYS

LACROSSE

# One to Remember: Andover Snaps 3 Year Losing Streak to Exeter to Cap Off Turbulent season

By Peter Hahn  
PHILLIPIAN SPORTS WRITER

Jay Tucker '14 started his attack from just outside the crease, and sliced between two defenders to create space. With defenders collapsing on him from every angle, Tucker somehow found the room to get a shot off that slipped past the Exeter goalie for the improbable goal.

Andover Boys Lacrosse ended its season with a 9-7 record. It outscored its opponents by a 140-123 margin during the sixteen game season, helped along by games such as the 14-0 shutout against Holderness.

After getting off to a slow start, Andover picked it up with a four-game winning streak.

"We got off to a little rocky start but we came together as a team, and by the end of the season we definitely proved ourselves," said Captain Austin Gaiss '14.

Grinding out every game to the end, eight of the team's games were decided by three goals or less, a testament to the tenacity of this year's team.

"We definitely had our ups and downs. There were a few games that we could have had but didn't," said Tim Bulens '15.

With a 12-7 victory against a higher-seeded Exeter squad, Andover ended its season on a high note.

"Before Exeter, you could feel it in the air that we were so close. Our last week of practice everything clicked," said Gaiss, "beating them on our home turf in that kind of game was a perfect way to end a career."

This victory also snapped a three-year losing streak against Exeter. The closest game during that stretch was an overtime loss

for Andover two years ago.

"It was an incredible way to end a season -- a true team win to end things on a high note. It was the first time we've beat Exeter in my four years here and it was a wonderful feeling to beat them at home," said Clark Perkins '14.

Andover was a team full of experience this season, and it helped the team chemistry not just on the



J.SCHMITT/THE PHILLIPIAN  
Austin Gaiss '14 (pictured) will play at Notre Dame with Will Young '14

BOYS

VOLLEYBALL

# Boys Snag Spot in Tournament

By Viraj Kumar  
PHILLIPIAN SPORTS WRITER

Trading wins and losses for the first six games, Andover battled through a transition year, integrating new players into the team and finishing with an overall record of 3-6.

After suffering an injury to anchor David Yoon '14 the team struggled to replace his offensive and defensive contributions. "It was hard for us to come back after taking a hit like that. David was a crucial part of our team just in terms of communication," said teammate Achindra Krishna '15.

After scraping by in the regular season to get into the tournament, Andover headed into a first round matchup with NMH. Andover fell to a talented NMH team 3-2 after dropping the first two sets. Going into the last and final set deciding the finals of the Founding Four Tournament.

As the season progressed, the team grew to be more dynamic. "We always had the talent but had to learn how to make in-game adjustments and learn how to react to different situations," said Ollie Chernyk '15, next year's Co-Captain.

After seeing the team finish with a .333 winning percentage, next year's rendition of the Boys team figures to improve.

"Our season just didn't come together, and it's tough, but we'll turn it around next year," said Achindra Krishna '15.

Six of the fourteen members of the team will be graduating this year, losing both Co-Captians Alex

Tamkin '14 and Ji Tae Park '14. Kade Call '14, Andra Gusman '14, Alex Kwon '14, and David Yoon '14 also finished off their volleyball careers at Andover this year.

"[The team will miss] Tamkin's leadership and skills, as well as his calm and collected attitude; [and] Ji Tae's leadership and passion for the game," said Krishna.

For next year, Oli Chernyk '15 and Thayer Anderson '15 will take over the Co-Captainship, "Oli and Thayer will make great leaders. They are great guys and love the sport," said Krishna.

"I am honored and excited to be a captain for next year. Hopefully I can be someone the team can rely

on from both a playing and leadership perspective," said Chernyk.

Despite the roster turnover, the team figures to be competitive next season.

Alex Becker '15, Manager and member of Girls Volleyball, said, "This team is carrying over a lot of talent from this year and Clyfe does a great job bringing new players up to speed."

Co-Captain-elect Chernyk was even more confident.

"I can see the team competing and, hopefully, winning the Championship next year," said Chernyk.



C.CRUIZ/THE PHILLIPIAN  
David Yoon '14, one of Andover's two central blockers, tips the ball.

CYCLING

# Team Captures Fourth In Standings

By Andreas Tonckens  
PHILLIPIAN SENIOR SPORTS ASSOCIATE

Led by Co-Captains Sean Burkitt '14 and Zoe Chazen '14, Andover Cycling improved on last year's sixth overall finish by two spots and came in fourth in the final standings.

"We had a really strong season, and I think that having a similar team for the past two years was really helpful for our development. We didn't lose anyone from the Boys team last year and only had three girls graduate, so this team was very experienced," said Nick Swenson '15, next year's Boys Captain.

"What that means though is that this year we have quite a few of our good racers graduating."

The team will graduate six Seniors this year: Burkitt, Chazen, Logan Blaine '14, Daniel Lee '14, Mandy Reichenbach '14 and Ian Whittall '14.

On the season, Boys A finished in third place out of eight teams, while Girls A took fifth place in a field of seven. Boys B captured second place, and the Boys and Girls C teams took home sixth and fourth place respectively.

Chazen accumulated the fourth most points in Girls A, and newcomer Paxton Hyde '15 took second in Boys B.

"I think we have some good

depth on this team, especially with our Boys B team this year. Yes, we're graduating most of the team, but I'm confident that next year's team is going to be very strong," said Swenson.

"There is a strong group of returning riders who I know will lead the team to great wins and adventures next season. On the girls side, I was so happy with the performances of our two freshmen, Meg Davis and Leah Adelman, and our lower Helen Simpson and also so proud of next year's captain, Liana Margolese, who started cycling this term and rocked each race. She has such an amazing attitude. Nick Swenson, next year's boys captain, has a lot of experience on the cycling team and will do a great job leading the dynamic group of next year's seniors," Chazen added.

While neither the Girls or the Boys team managed a top-spot finish, Andover got consistent top-end production from Chazen, Burkitt, Swenson, Whittall and Liana Margolese '15.

Swenson said, "I think, from what we have seen this season from our B and C teams, we're set up really well for next year and we'll be in contention for the top spot."

Swenson described the season as an emotional roller-coaster, littered with bumps and bruises but not without its triumphant highs. "One of the highlights for me was just the rally wagon rides that we had as a team. We had races pretty far away, so we spent quite a bit of team bonding," he added.

As for the low points, just weeks earlier, Swenson suffered through one of the poorer races in his time at Andover. "I finished pretty much in dead last, so that was pretty tough," Swenson said.

After his tough outing, he bounced back in a big way in the final race of the season, finishing in ninth place, the highest he has ever finished in his Andover career.

"After everything that happened this year, I'm confident that I'll be able to build on my successes and really improve before captaining this team next season. It's been a great year for Andover Cycling, and there is no doubt in my mind that next year will be one to remember," Swenson concluded.



# SPRING SPORTS

## New England Champions



COURTESY OF ANDOVER CREW  
B1 celebrates its victory at NEIRAs. The Andover boat pulled a 4:26.56 in the finals.



M.MURPHY/THE PHILLIPIAN  
Goalie Jen Powers '14 anchored Andover. All of the team's three losses were by one goal.

### Boys Takes Gold at NEIRAs

**By Victoria Bergeron**  
PHILLIPIAN SPORTS WRITER

Under the leadership of new Head Coach Stewart MacDonald, Andover Boys Crew capped off its regular season by winning the gold Team Trophy at the New England Interscholastic Rowing Association Championship Regatta (NEIRAs) on May 24 for the third time in four years. Andover's first boat claimed first place out of 18 boats, and B2 and B3 each came in second place in their races.

"Andover [found success due to] a simple, but important, combination of commitment to team mentality, instead of individualism; hard work; and an ethos of determination that would astonish outsiders," wrote MacDonald in an email to The Phillippian.

In B1, coxswain Jake Rauh '14, Rome Arnold '14, Nick Faulkner '16, Marc Sevastopoulou '15, Dylan Norris '16, Nico Robertson '15, Rob Irvin '15, Ben Hawley '15 and Chandler Washburn '16 entered NEIRAs as the second seed with a 3-4 regular season record. In the grand final, the boat pulled a 4:26.56 to beat BC High by one and a half seconds to take home the gold medal.

"Right from the start, we could tell that every boat was ready to win. In the first couple of meters, we fell behind by a few seats. But we got into our rhythm like we usually do and walked up inch after inch until we were ahead of the other boats. We were exhausted at the last sprint, but

it was the hardest that we have ever pulled," said Norris. Andover's second boat entered NEIRAs as the second seed with only one loss in its 6-1 regular season. B2 claimed first place in its preliminary heat, but lost to Kent by less than one second in 4:32.10 to claim the silver medal in the finals.

On B2, Jacob Kozol '15 coxed Cooper Hurley '14, Js Dackiw '14, Jake Taylor '16, Captain Grant Bitler '14, Jack Lane '15, Scott Simpson '14, Diego Blandon '15 and Andrew Vallejos '14.

"We had a huge talk before the race, pointing out that five out of our eight rowers were Seniors, and really emphasized how important the race was to all of us no matter what the result was. We all promised each other that we would not walk off of the water unless we had given our all. During the race, it was a huge adrenaline rush and such a good feeling: there was never a moment when I wasn't giving my all," said Bitler.

"We rowed the best possible race that we could have. Kent was just faster than we were when it came down to it. We sprinted at the end and came back from a big deficit," added Taylor.

B3 was slated the first seed at NEIRAs following its undefeated 7-0 regular season record. In the final, B3 fell by just one second to Phillips Exeter Academy in 4:33.84 to take second place.

Overall, Andover was fairly consistent throughout the regular season, battling rough waters and a competitive

schedule. B1 faltered a bit in the beginning of the season, with a string of second-place finishes. However, after lineup alterations, the boat won its last two races of the regular season and finished on a very strong note. B2 and B3 each had consistently successful seasons on the water, credited to strong team camaraderie and leadership from the upperclassmen rowers on each boat.

Andover will graduate six Seniors on the Varsity-level boats, three of whom will continue to be involved with crew in college. Rauh has been recruited to cox at Dartmouth, Bitler will row at Brown and Hurley will row at the University of Delaware.

"Rowing at Andover has taught me how to be patient and allow situations to unfold without getting stressed out over them. I have gained the mentality that 'you may be better than I am today, but I hope you're better than I am tomorrow because I'm going to keep coming at you no matter what,'" said Bitler.

"This season has been great. Everyone on the team is very close. I'll probably miss the camaraderie of this team the most as I move on to college rowing," said Rauh.

Next year, Andover hopes to win its fourth New England Championship in five years.

"We have such a strong, endless supply of Uppers in the Program. They push themselves and their teammates, they love the sport so much, and I can't wait to see what they will accomplish next year," said Bitler.

### Girls Find Redemption

**By Andrew Zheng**  
PHILLIPIAN SPORTS EDITOR

The sharp sound of the final buzzer pierced the chaos of the scrambling players, sending Andover Girls Water Polo streaming into the pool to celebrate its New England Championship win and redemption from a disappointing loss in last year's finals.

Seeded third in the NEPSAC Final Four Tournament, the team overcame a 2-0 deficit to Hopkins in the semifinals to push it into the Championship game. Then with the game tied 7-7 in the finals against Choate, Sasha Newton '16 put the team ahead with 20 seconds left, giving the Andover a perfect ending to a rollercoaster season.

"This victory was one of the highlights of my andover career. It meant a lot to me because I sacrificed a lot to be able to be at the championship and because i knew that every single member of the team played a part in the victory," said Co-Captain Kate Simpson '14.

Andover finished the season with a 9-3 record: the first loss coming from the second game of the season, the second coming from the game after to Exeter and the last coming in the week before the tournament at the hands of semifinals opponent Hopkins.

"We didn't get off to the best start, so no we definitely didn't expect to win at the beginning. We knew every team had really strong skills, but we also knew that when

we played our best we were unbeatable. We knew we had the capability to be the best, and luckily we were able to prove that to everyone," said Eden Livingston '15.

The 10-9 loss to the first seeded Exeter was undoubtedly disappointing, but the team quickly rebounded, shooting to a 6-0 run. Win after win inspired the team and as the tournament drew closer, Andover's title prospects grew.

"Our biggest goal was the same as every other teams: to win New Englands. However, we approached that bigger goal in a lot of small steps. We focused on building a very skilled, deep bench so that we had a lot of good, consistent players," said Livingston.

The team's success can be attributed to three components: an unstoppable offense in leading goal scorer Co-Captain Kait Simpson '14, an unbreakable goalie in Jen Powers '14 and inspiring leadership from Coach Dan O'Shea and four -year team member and Co-Captain Lauren Conte '14.

"Our Coach Dan O' Shea was fantastic. He was an excellent motivator, which is undoubtedly a key attribute of a successful coach. He taught us our skills, came up with our plays, and kept us energetic and driven throughout the whole tournament and we owe everything to him," said Livingston.

The loss to Hopkins did not disturb this game-winning mentality, only making the eventual victory even more meaningful. Over the course of the season, the team's invincible sense of unity held.

"This season the Girls Water Polo team truly functioned as a unit. I think that was one of our strongest attributes as a team. Our entire team – coaches Dan and Jill [Kozloff '09], captains Kait Simpson '14 and Lauren Conte '14, and all players – consistently approached practice and competition with a positive, enthusiastic, and determined attitude. In critical, challenging moments, we kept up our intensity, our will to fight, said Newton.

Newcomer Morgan Rooney '17 said, "We all came together at radically different experience levels and learned and grew together and formed not only a team, but a family that I am so blessed to be apart of."

Following the Final Four Tournament, Simpson was named the league MVP, and Conte and Newton were elected to the All-Star team.

The team will lose five seniors this year as Seniors Simpson, Conte, Powers, Harshita Gaba and Corinna Torabi all graduate.

"This season was more successful than I ever could've imagined. Not because we won New England's, but because we came so far as a team. I couldn't have asked for a better group of girls to share this very special experience with, and I am going to miss playing water polo at Andover more than I can even express," said Conte.

### BOYSTENNIS

## Third Class A New England Championship In Four Years

### Andover Repeats Victory Over Hotchkiss in the Finals

**By Isabella Haegg**  
PHILLIPIAN SPORTS WRITER

Down 1-0 against Hotchkiss in the finals of the Class A New England Championships, Andover Boys Tennis staged a spirited comeback on its way to a 4-1 victory, claiming the title for the second year in a row and providing a fitting bookend to the season.

The victory capped a 10-2 season, including a fourth-place finish at the New England Mid-Atlantic Tournament.

Strong individual performances from Co-Captain James Heaney '14 yielded a second-place finish in the Class A Singles bracket of the New England Individual Championships.

The team started training with a preseason trip to com-

pete in the National High-School All-American Team Tennis Tournament in Newport Beach, California.

Andover took home the Stan Smith Award for team sportsmanship.

"Looking back, we've grown so much since California. We were all nervous and not fully formed as a team, so we were just figuring things out," said Co-Captain Henry Kalb '14.

Andover kicked off the season with a four-game win streak before hitting a two-ame slump, falling to Deerfield and Exeter.

"None of us were really at 100 percent physically or mentally, and we weren't really sure of our goals and expectations, so we had some losses that really didn't reflect our potential. Once us Seniors

started realizing that we could actually have a deep run at New Englands, our practices became much more productive," said Heaney.

The team proceeded to win out the rest of the season, sweeping five teams in a row.

"I've been playing high school tennis for four years, and this has been my favorite

ite year. We've all improved so much individually and as a team. The chemistry of the team was on point," said Kalb who went undefeated in singles.

Newcomer Dan Wang '14 also made an impression on the team.

"Wang was a constant source of team spirit and

closed out his final doubles match against Exeter by playing a scarily good match alongside Will Way '17," said Coach Gregory Wilkin in an email to The Phillippian.

At New Englands, the team dethroned the number one seed Milton 4-0 before avenging its prior loss to Exeter 4-0 and thumping Hotchkiss in the finals 4-1.

"Our depth allowed us to win – we didn't drop one singles match in the whole tournament. It felt as if we really proved ourselves, since we came in unseeded," said Michael Huang '15.

"To win three championships during my four years here means so much and truly is a testament to how much Andover players have incredible desire to win. When we won this year, I truly under-

stood what winning meant, not only for myself and my team, but for the school," said Heaney.

Even though the team will lose three Seniors to graduation, the team will be anchored next year by returners Huang, Christopher Kralik '16, Jonathan Jow '16, Way and Tyler Shen '17.

"Our goals for next year, as always, are to work hard, have fun, improve at the sport and represent the school well. We know that the guys coming up from the Varsity B team and the incoming players all have the right stuff for achieving those goals," said Wilkin.

Heaney said, "I really have a lot of faith in what the returning players can do next year. I have never been more proud to be a member of Andover's tennis team than this year."



J.SCHMITT/THE PHILLIPIAN  
Co-Captain Henry Kalb '14 went undefeated in singles.



# Farewell to the Class of 2014



*Congratulations Anthony  
and the entire Class of 2014!*

*With much love,  
Ava, Andrew, Gabby,  
Mom & Dad*

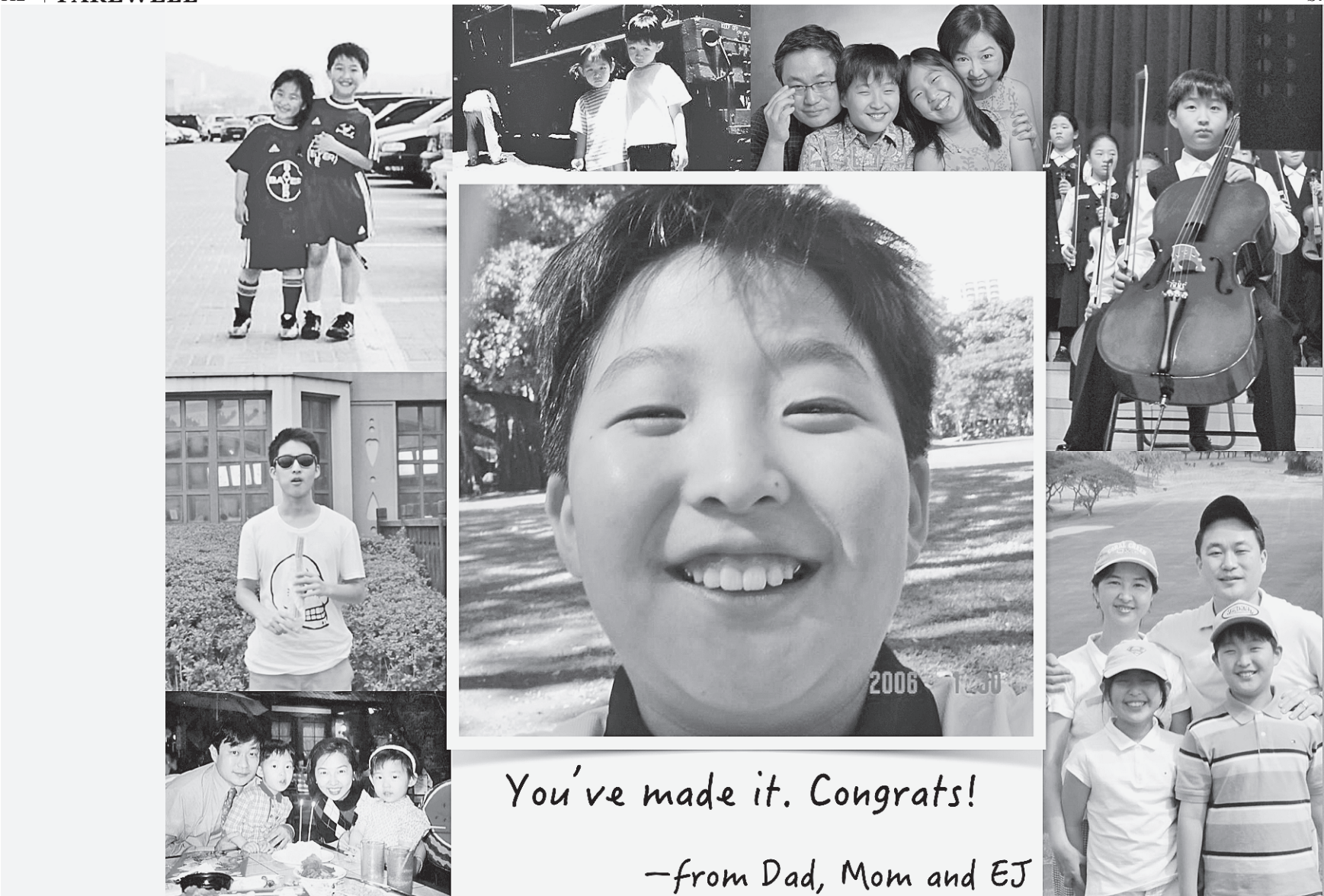


JakeMarrus



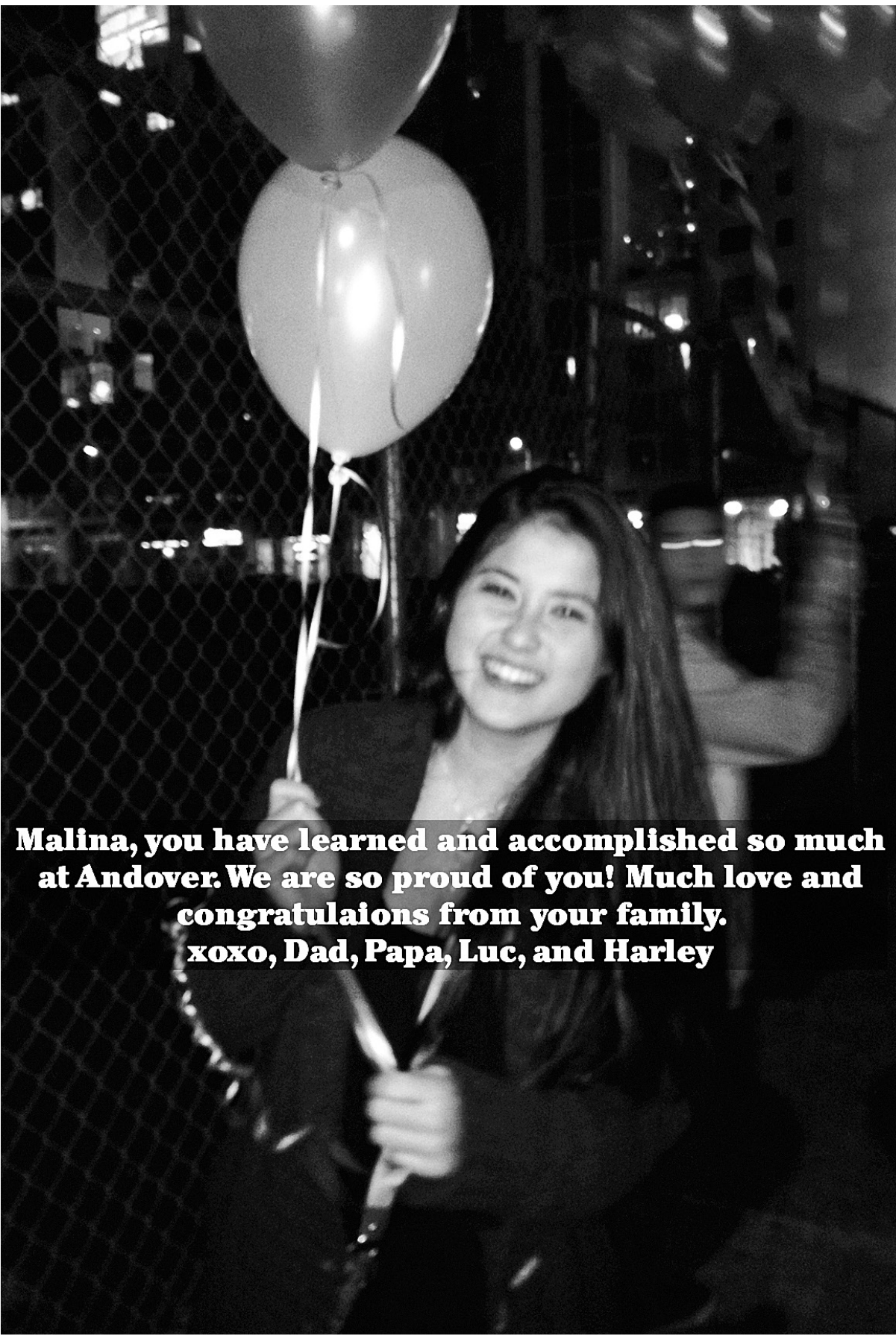
**Congratulations  
on  
Another  
Medal-Winning  
Run!**





*You've made it. Congrats!*

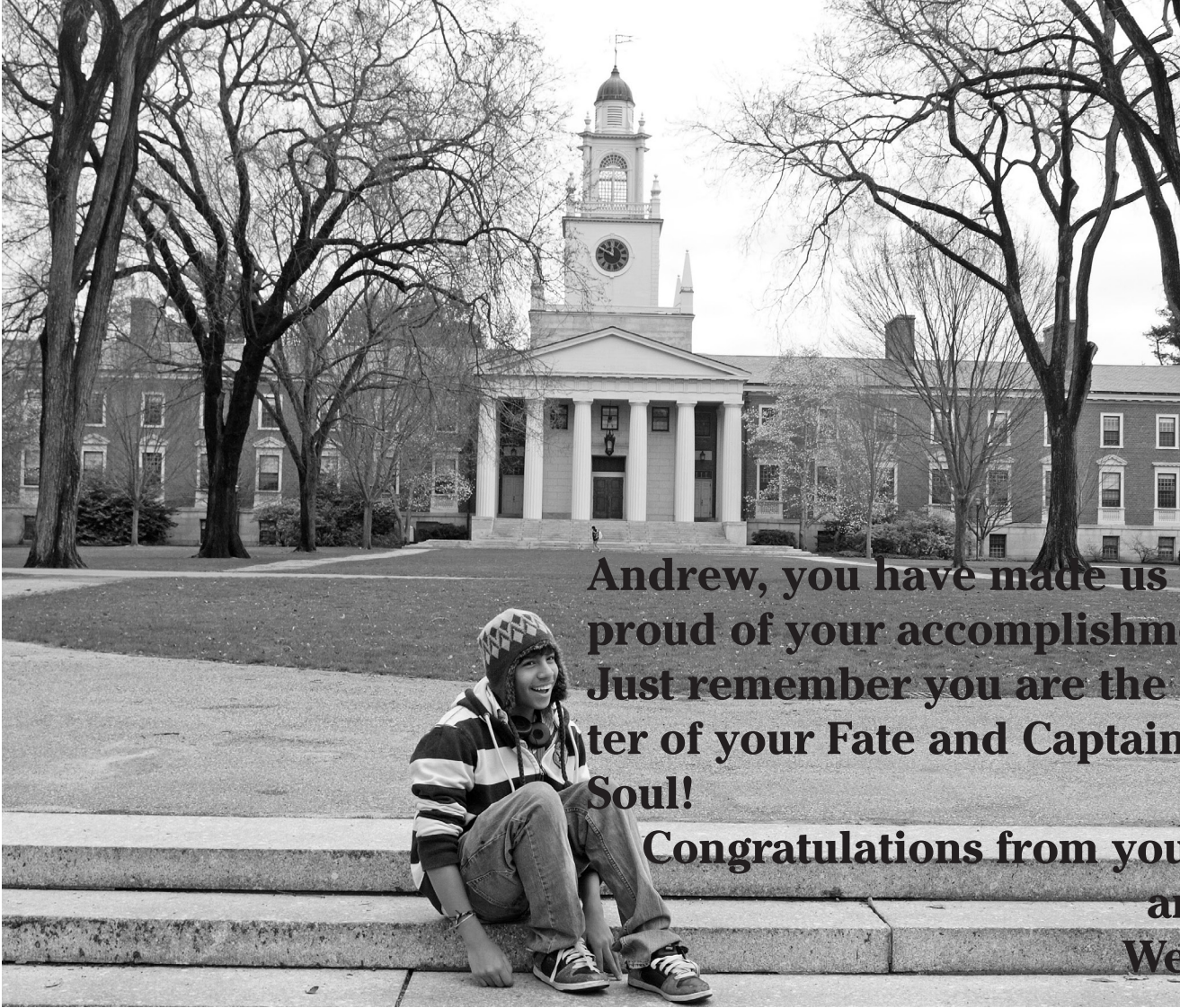
*—from Dad, Mom and EJ*



**Malina, you have learned and accomplished so much at Andover. We are so proud of you! Much love and congratulations from your family. xoxo, Dad, Papa, Luc, and Harley**

**Congratulations,**

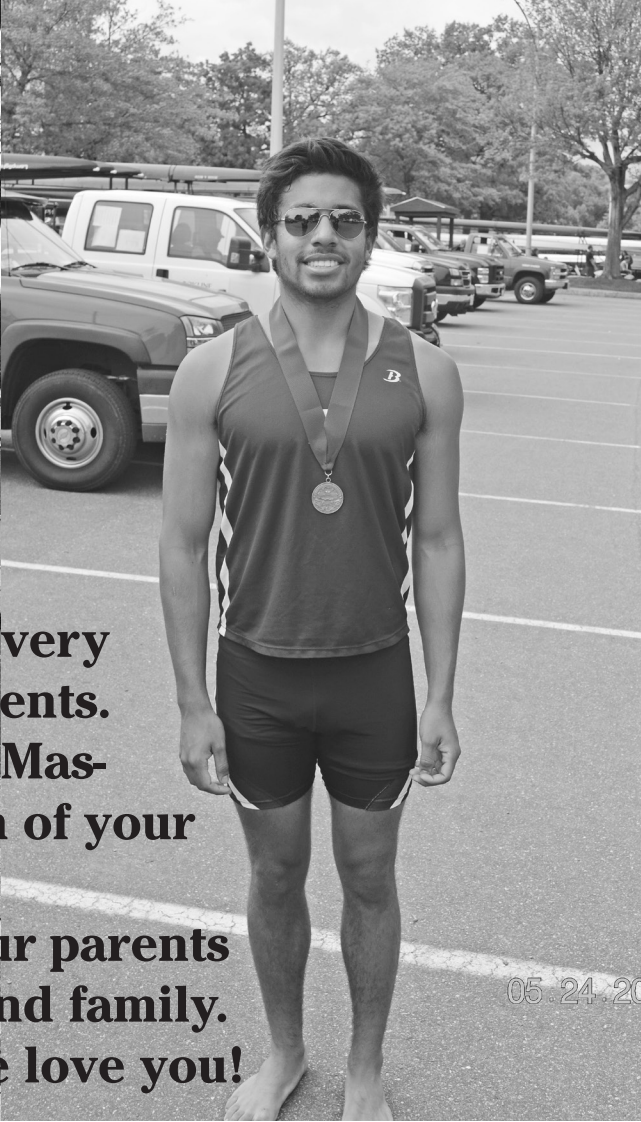
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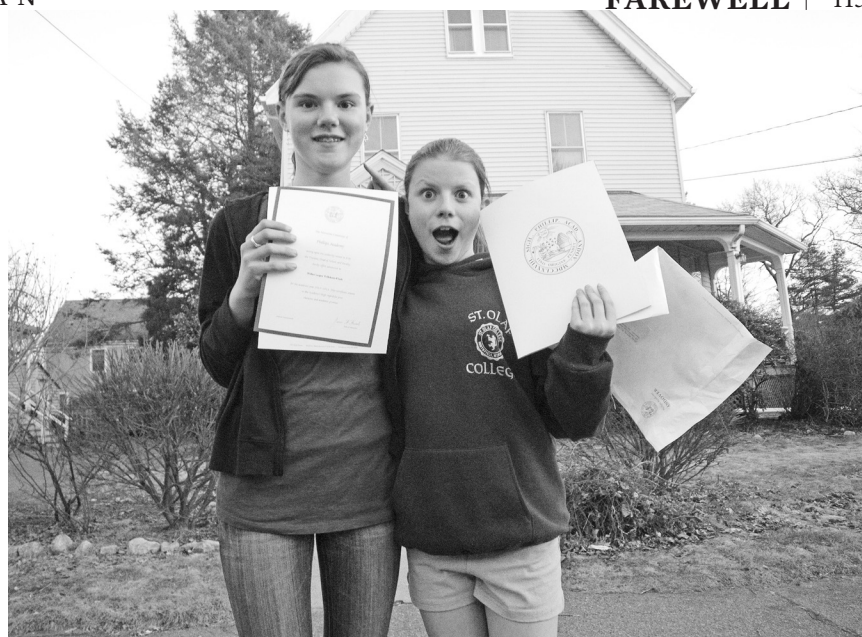
**Andrew, you have made us very proud of your accomplishments. Just remember you are the Master of your Fate and Captain of your Soul!**

**Congratulations from your parents and family.**

**We love you!**







**Congratulations on ALL the new experiences you have had at Andover and in Rennes. We are proud of your intrepid and adventurous spirit and are excited for all that lies ahead for you.**

# Mom, Dad, Claire, & Louie



\*Based on the average score improvement for students using the GreenSATsystem

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# Congratulations Anika!



We will miss your smiling face  
in the newsroom!

Sleep with one eye  
open, Janine...Or  
don't sleep at all!



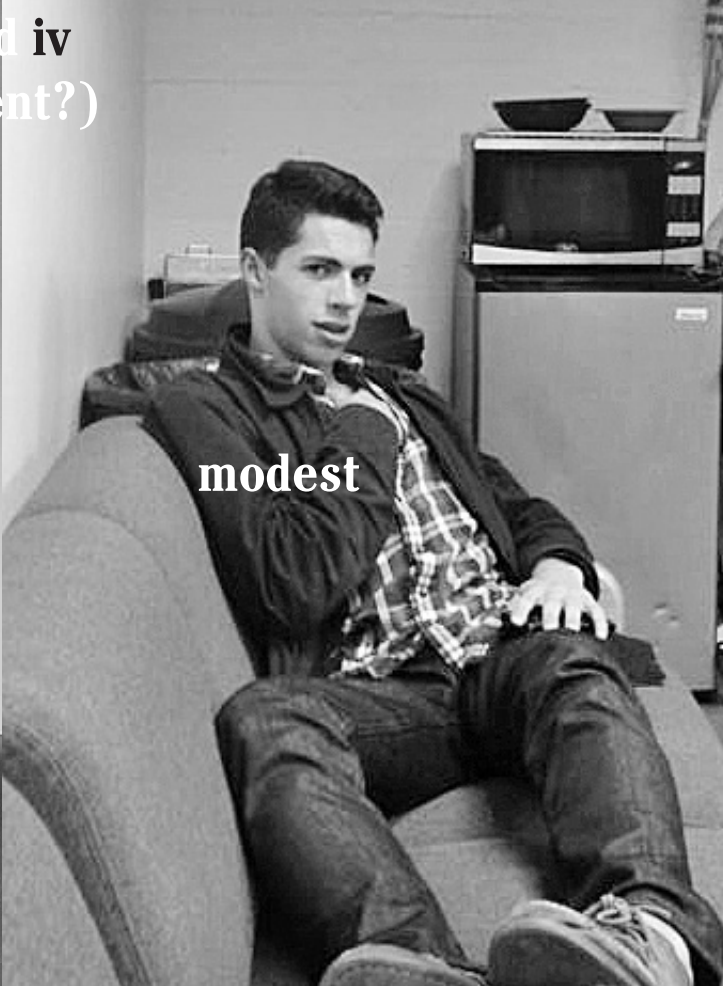
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stephen theodore moreland iv  
editor in chief (not president?)  
cxxxvi



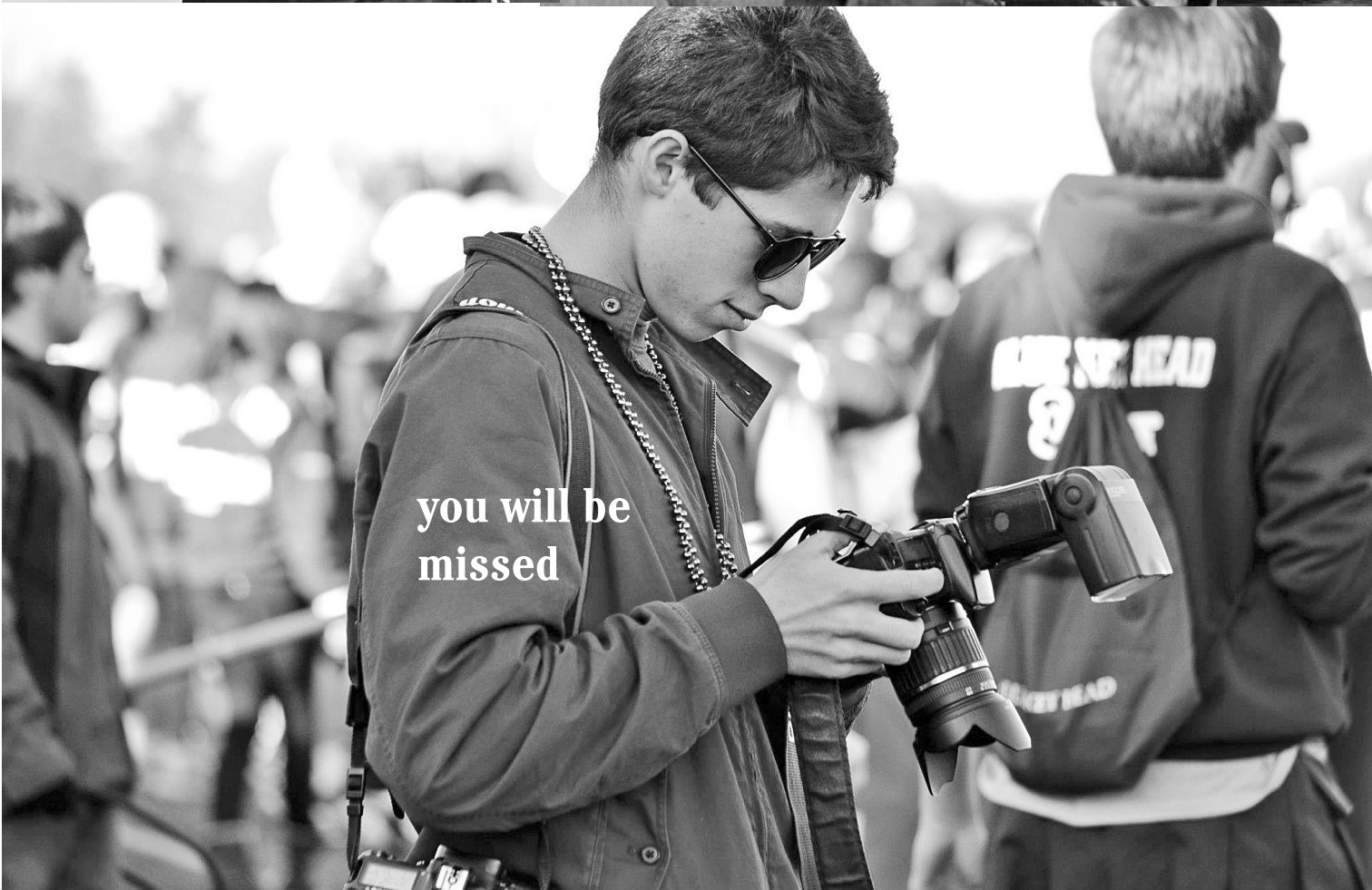
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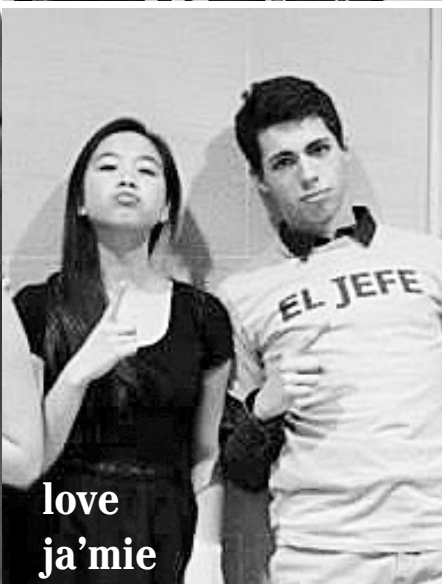
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leader



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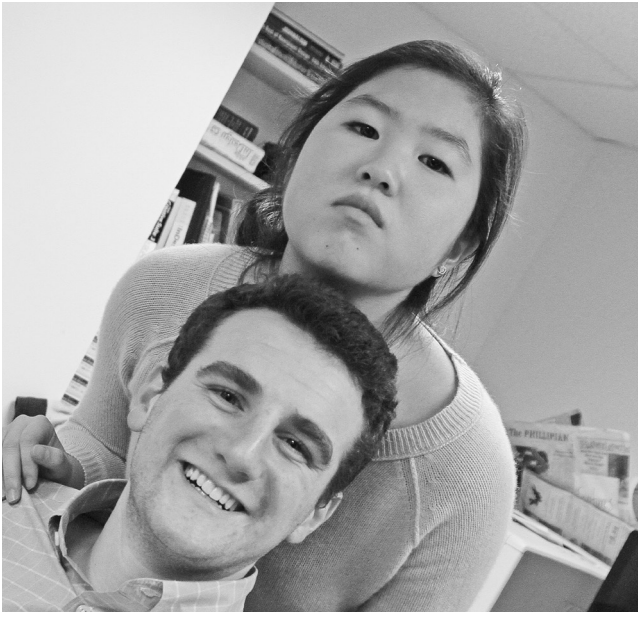


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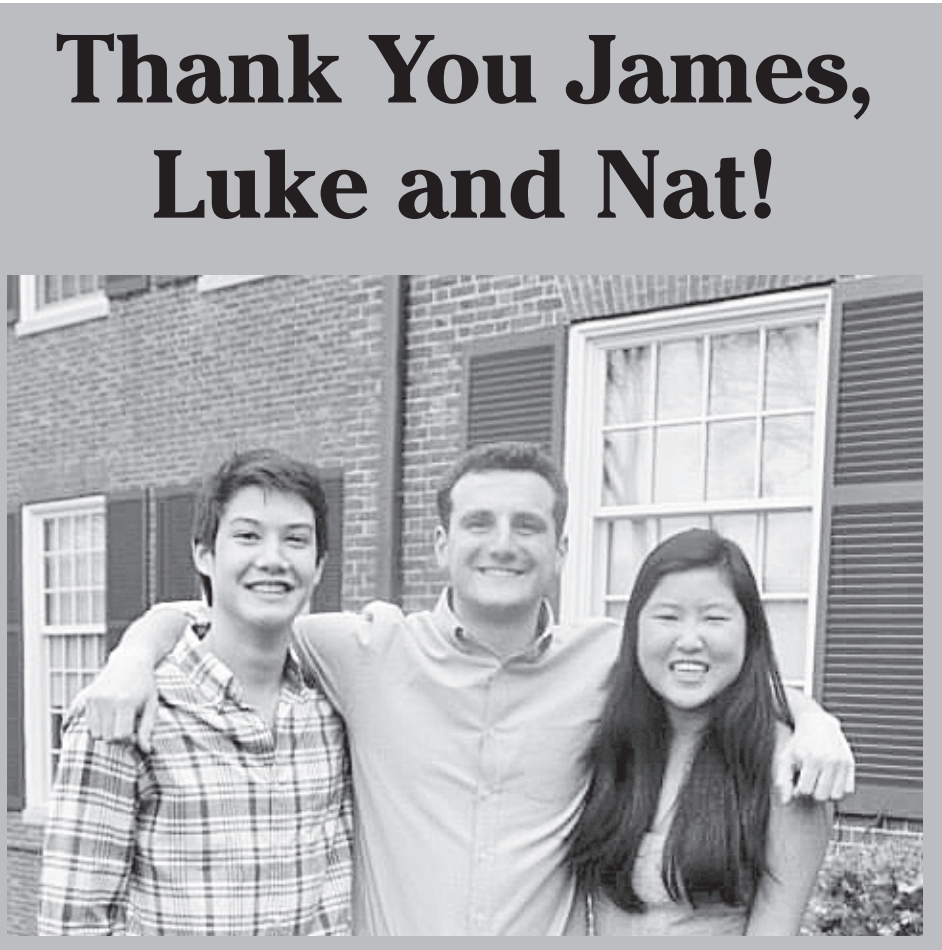
# Thank You, CXXXVI!







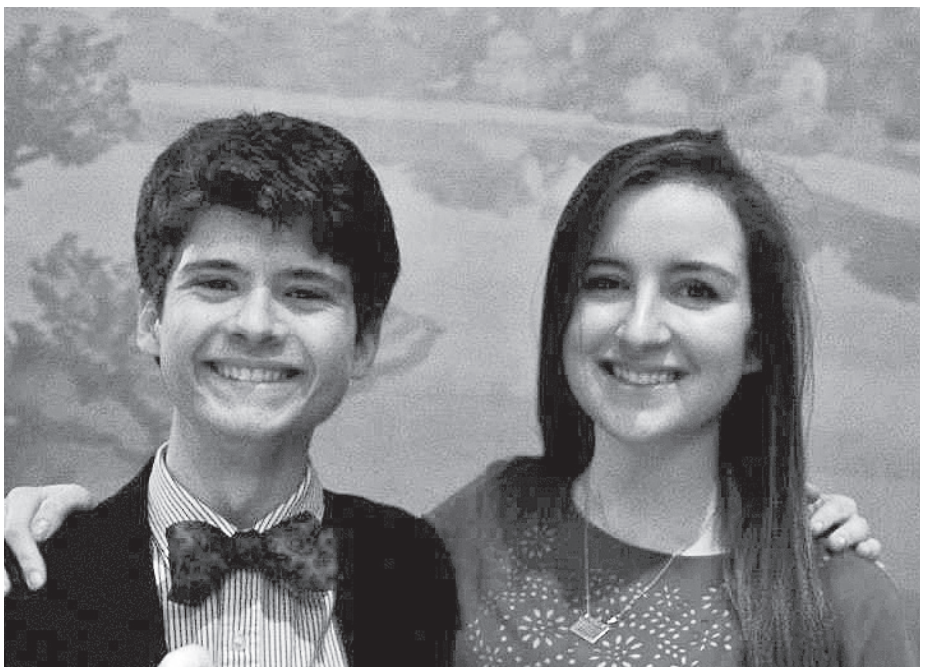
**Thank You Greg and Logan!**



**Thank You James,  
Luke and Nat!**



**Congrats Emmie and Scott!**



**Congrats Joey and  
Katia!**



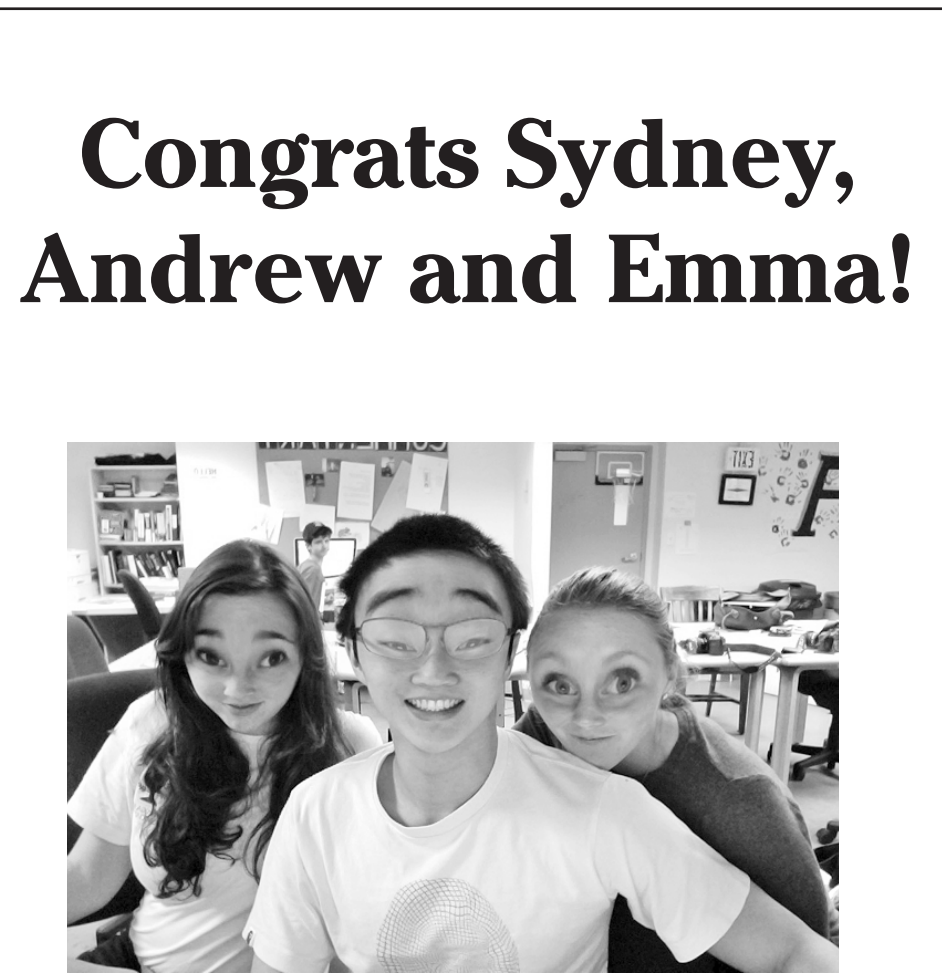
**Thanks James,  
Taylor and Michael!**



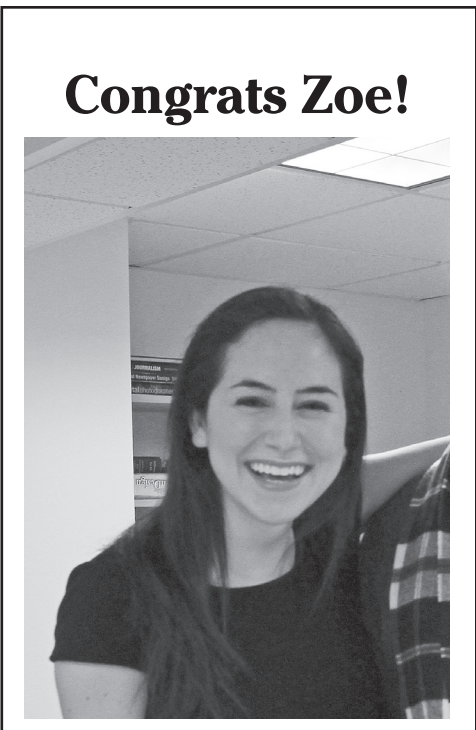
**Thank you Jake  
and Rem!**



**Congrats Jenna and Steph!**



**Congrats Sydney,  
Andrew and Emma!**



**Congrats Zoe!**



**Thank You Sierra!**



Thank You Nina and Neil!

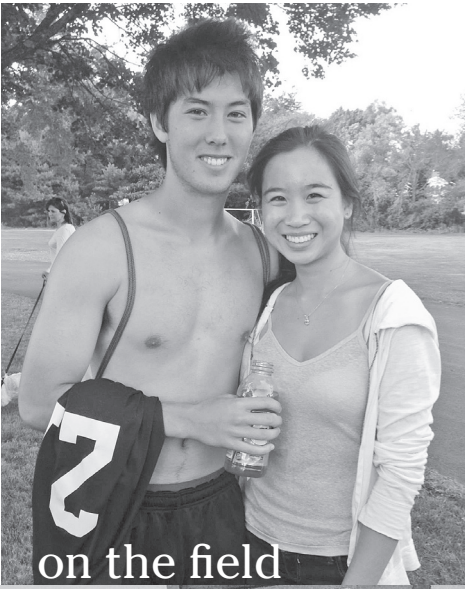


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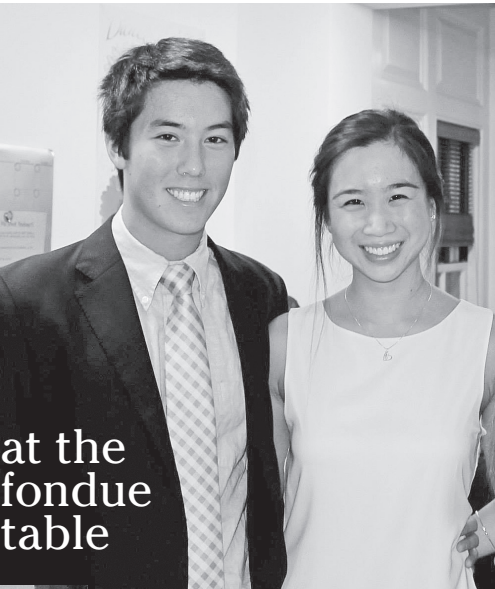
Congratulations  
Zoe and Cat!



thank you for two years



on the field



at the  
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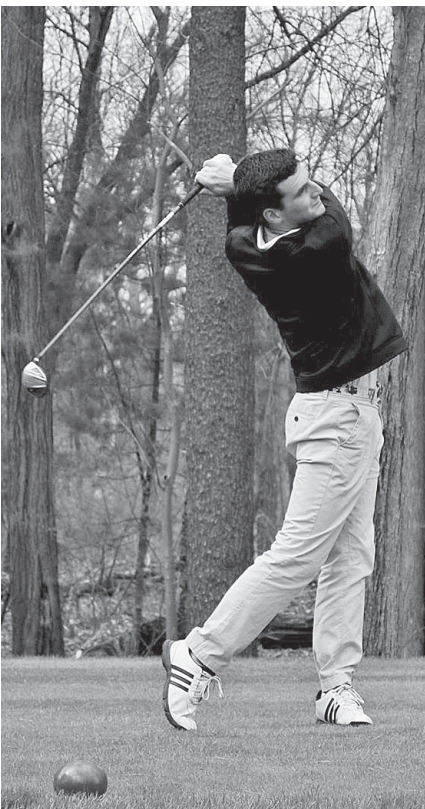
missing you already



Love,  
Phoebe

Thanks for  
everything,  
Luke.

-Brigden



Clean as a whistle



Anything but regular....

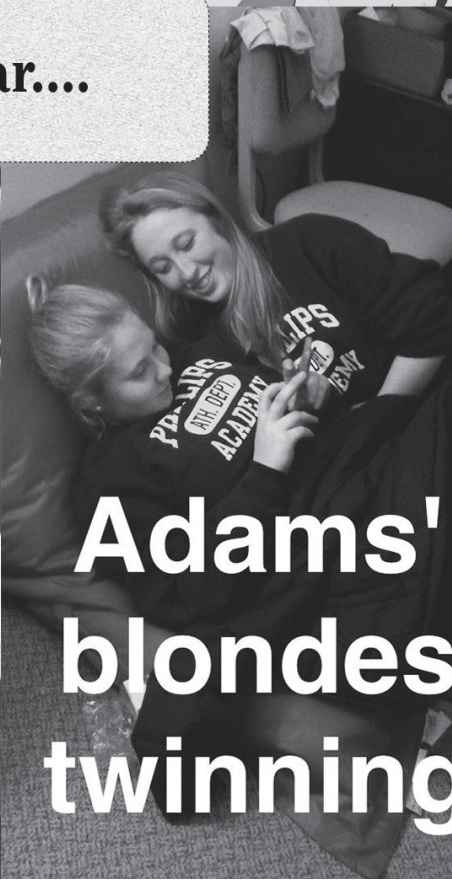


Its already  
morning?!?



It's love

♥ LE



Adams'  
blondes  
twinning


THANK YOU  
OPERATIONS  
TEAM CXXXVI!

Rome, Kenta,  
Marjorie, Alex  
and Grant

hi neil



Well, give it all you got, don't hold back



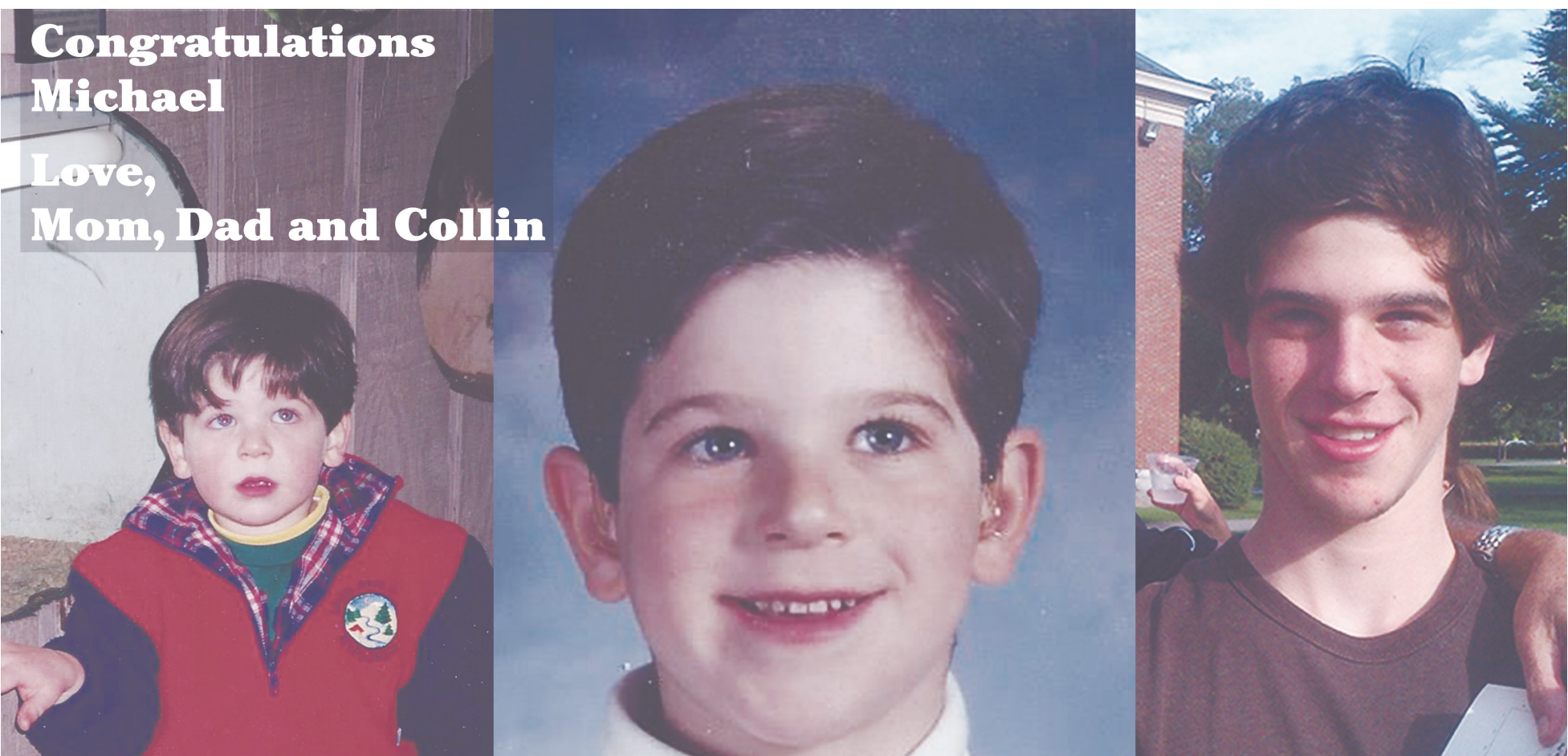
Happy


Graduation!  
Meghana Jayam '14  
Mom & Dad







Congratulations, Will  
You make us so proud!  
Love,  
Mom, Dad & Kelci

Congratulations  
Michael  
Love,  
Mom, Dad and Collin








  
HANNAH, KEEP  
LOOKING AHEAD.  
We love you and are proud of you.  
~ Dad, Mom, Sarah, Tyler, and Carter




# Farewell to the Class of 2014

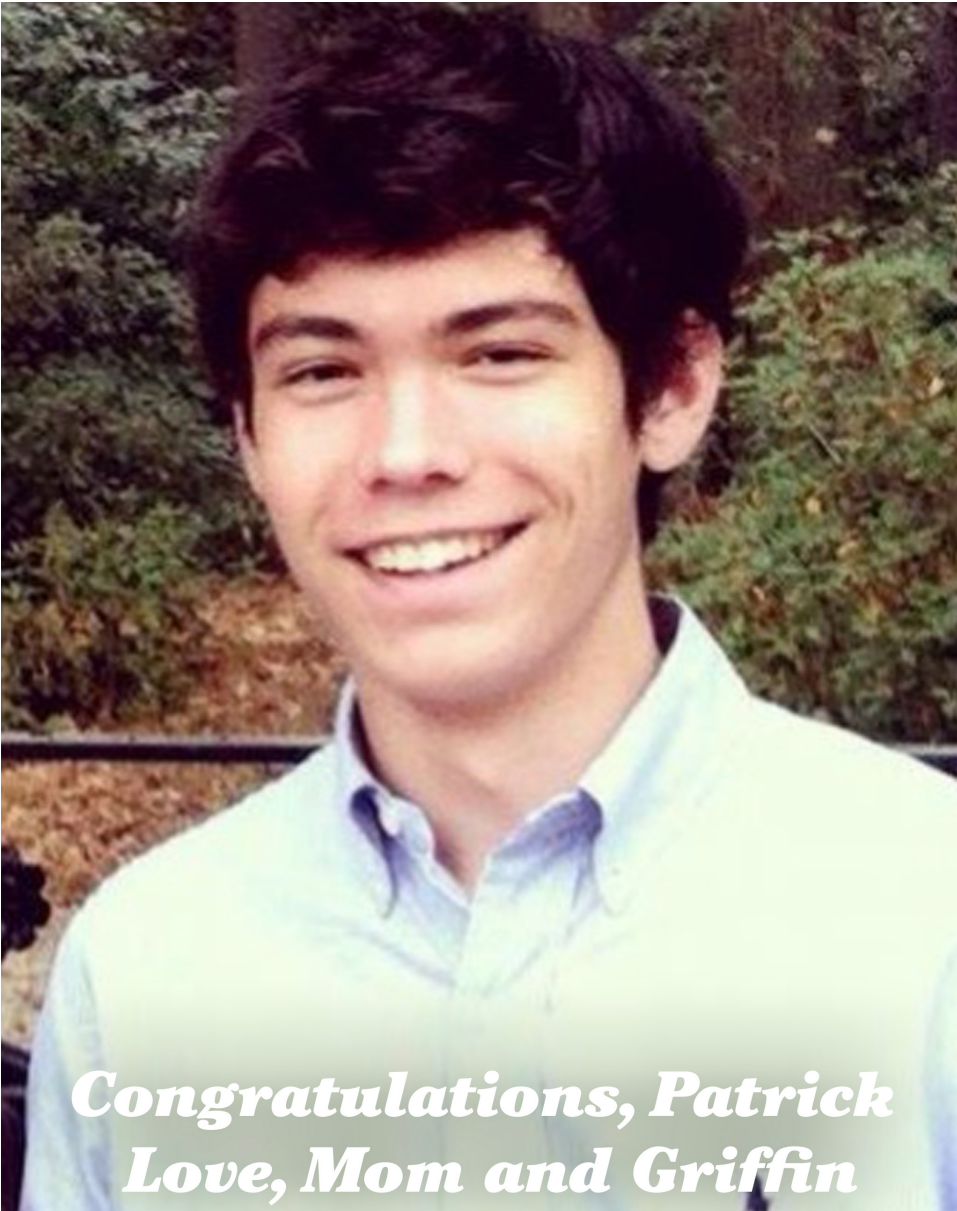


**Thumbs up  
to the Class  
of 2014!!  
Oh, the  
places  
you'll  
go --  
Enjoy  
the  
journey!**

**Kudos and warm wishes  
from the Bensen Family**

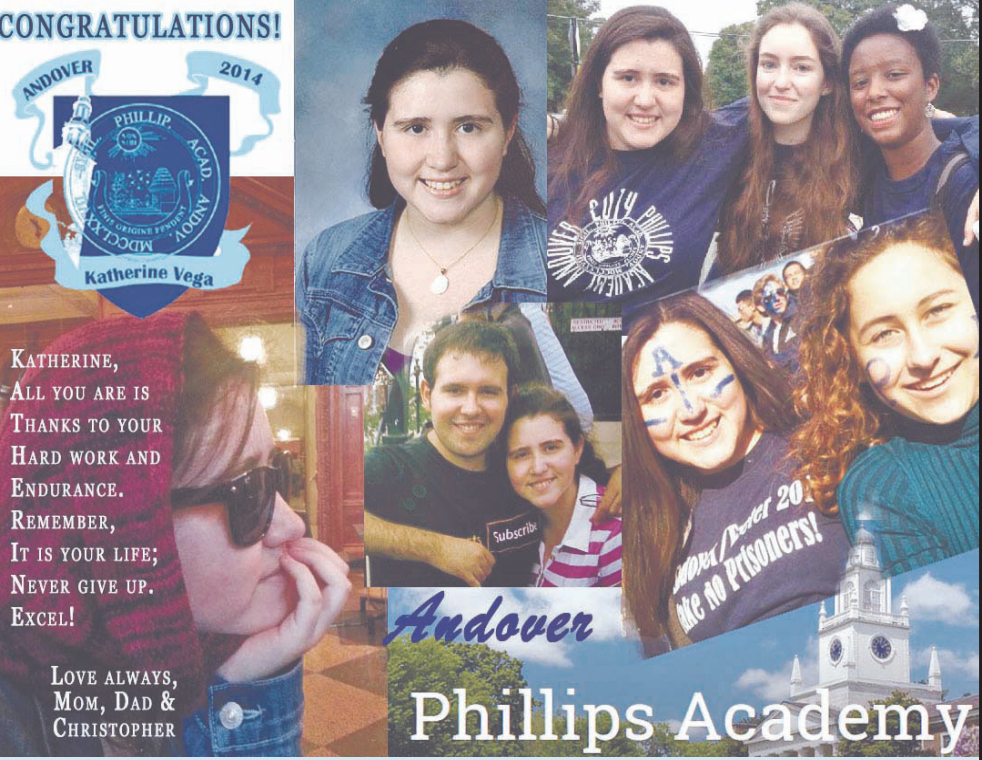


**Congratulations Veronica  
You are our pride and joy.**



**Congratulations, Patrick  
Love, Mom and Griffin**

**Congratulations,  
Katherine!**



**Andover  
Phillips Academy**



**Congratulations Janine!!!  
We are so proud of you!  
-Mom, Dad, and Kalina**

**Mads,**



Congratulations and all our best wishes for  
your next adventure in life!

**Love,  
Mom, Dad & Andrew**





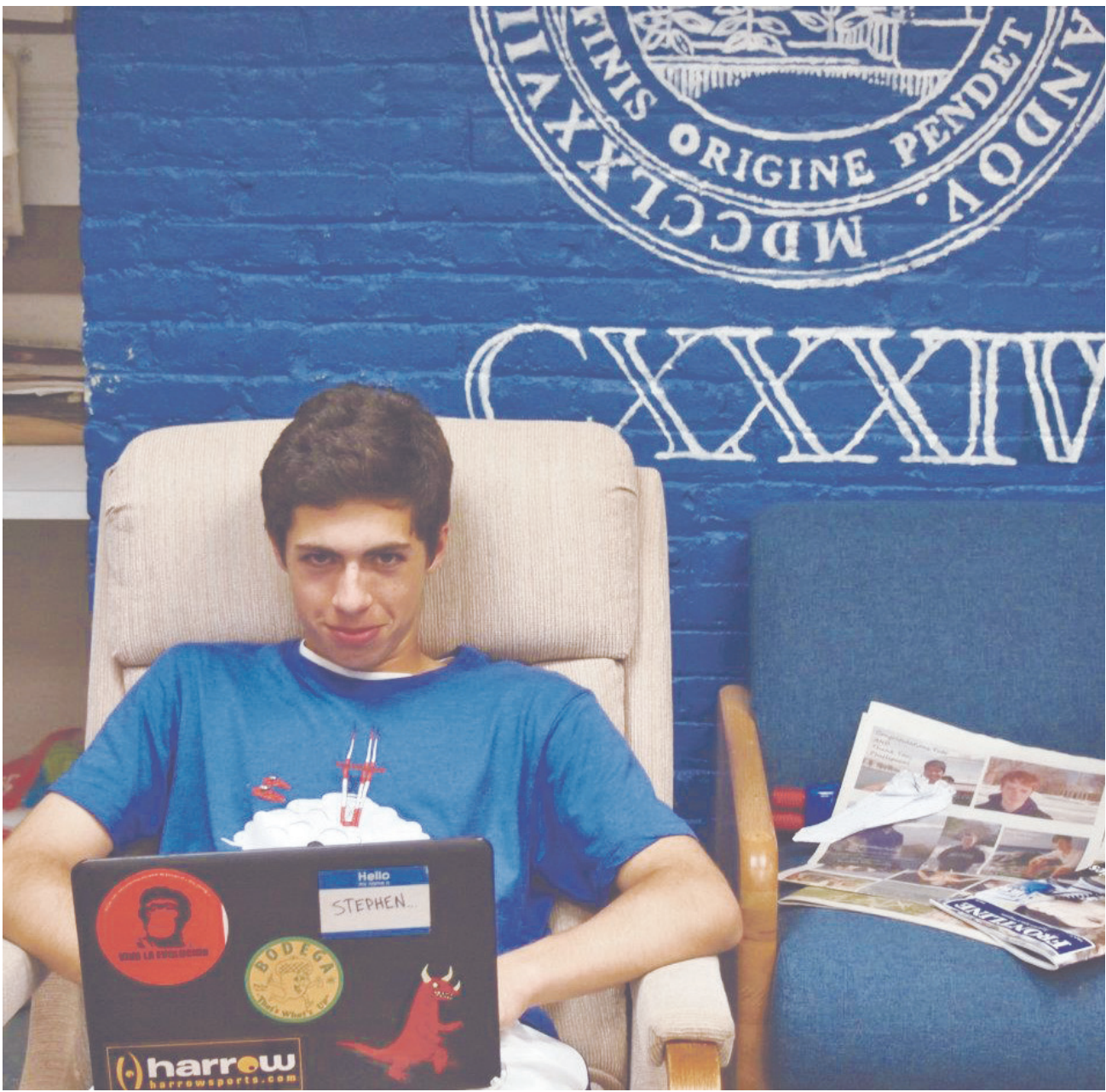
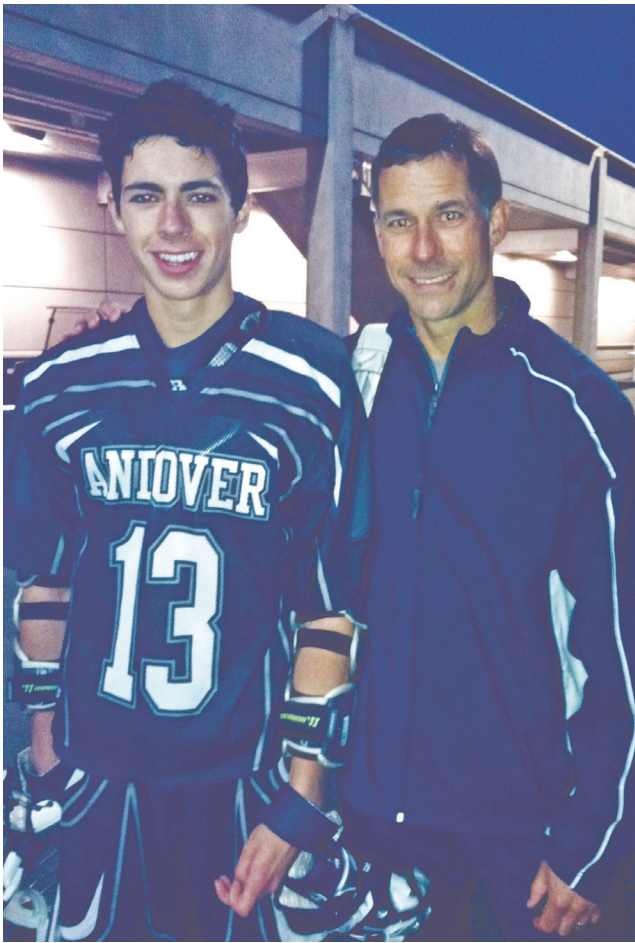
**CONGRATULATIONS  
TO TWO GREAT FRIENDS!**

**WE LOVE YOU  
MOM & DAD X 2**



Way to Go Aly Wayne!  
We love you,  
Your Proud Family  
altiora et meliora





Congratulations  
Stephen!

Love,  
Mom, Dad, John,  
Murphy, Mimi, Bakie, Grammy  
and Gramdad





TimWynter

**Congratulations, Tim!!**

**We are so proud of you.**

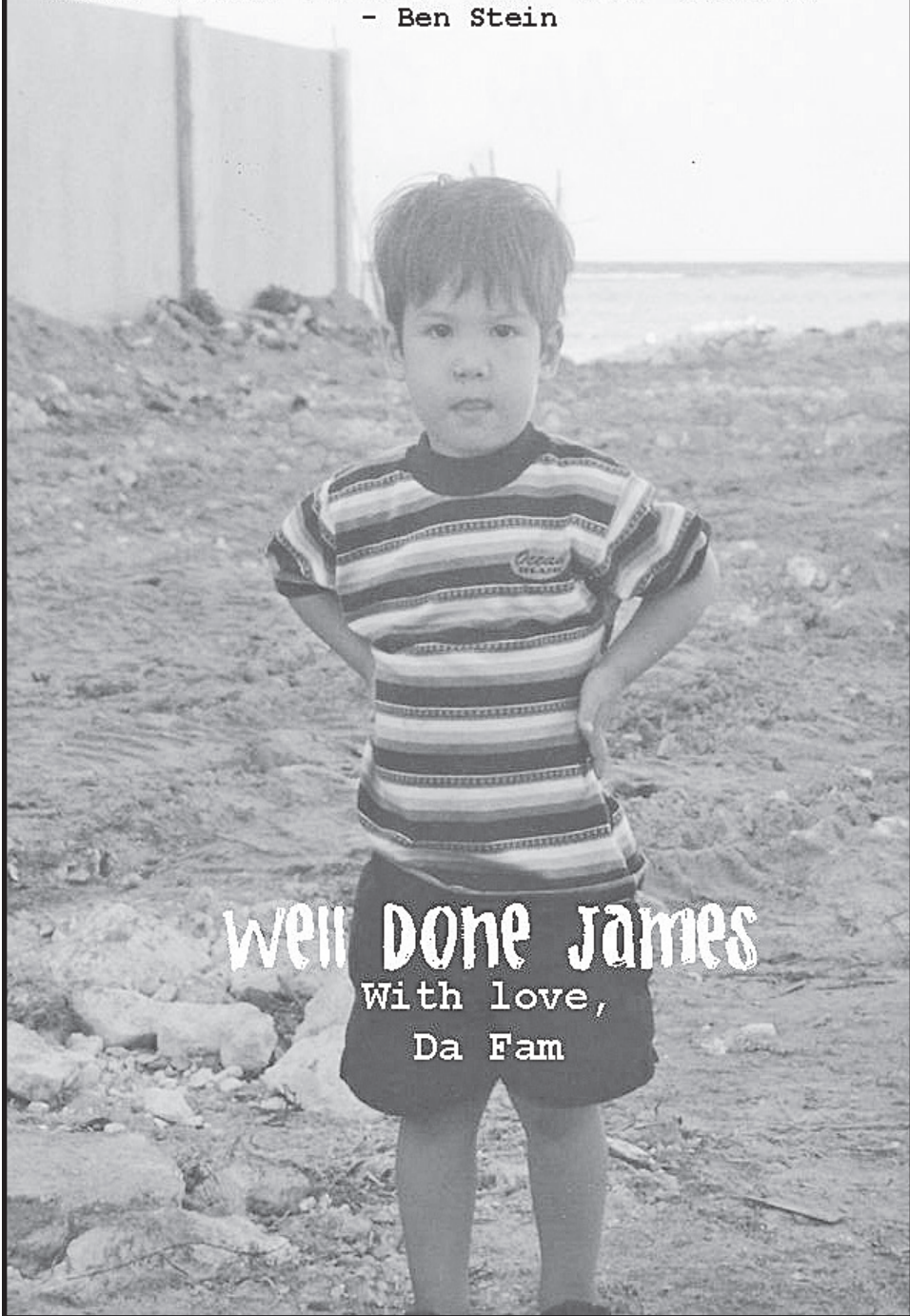
**Love,**  
**Dad, Mom, Chris**  
**and Kim.**

Congratulations, Alec!



**We are so proud of you,**  
**Mom, Dad, J.J. and Izzy.**

**“ Jump into the middle of things,  
get your hands dirty,  
fall flat on your face,  
and then reach for the stars.”**  
- Ben Stein



**Well Done James**  
With love,  
Da Fam

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**Never a moaner  
and always a smile**

**A picture perfect Andover career  
2011-2014**

**All our love and congratulations  
Dad, Mom and Matt**



*Hi Anika,*

It's sort of funny how you were bragging that you had only a year of school left and now you're being shipped off to college. I think I'm suppose to be very optimistic and make you feel happy so I will speak from my heart and how I really feel about this. Happy Hanukah.

*From your brother Andy*



***“Congratulations  
Lizzie, we love you  
and wish you lots  
of happiness in  
your next chap-  
ter.”***

***Love,  
Mom, Dad and Annie***



***Congratulations Brian  
Here's to your next chapter in life!***



***Congratulations David!***

***Wishing you much love  
and success as you fulfill  
your dreams.***

***Love,  
Mom, Dad,  
Ed and Tina***







We enjoy watching you fly. We love you to the moon and back,  
Mommy and Char

# Congratulations to the Class of 2014!



“Don’t Cry because it’s over. Smile because it happened.” - Dr. Seuss

Shop Andover Merchandise at [www.PSPAANDOVER.org](http://www.PSPAANDOVER.org)



PSPA donates 100% of our profits to support student clubs, activities, and scholarships.

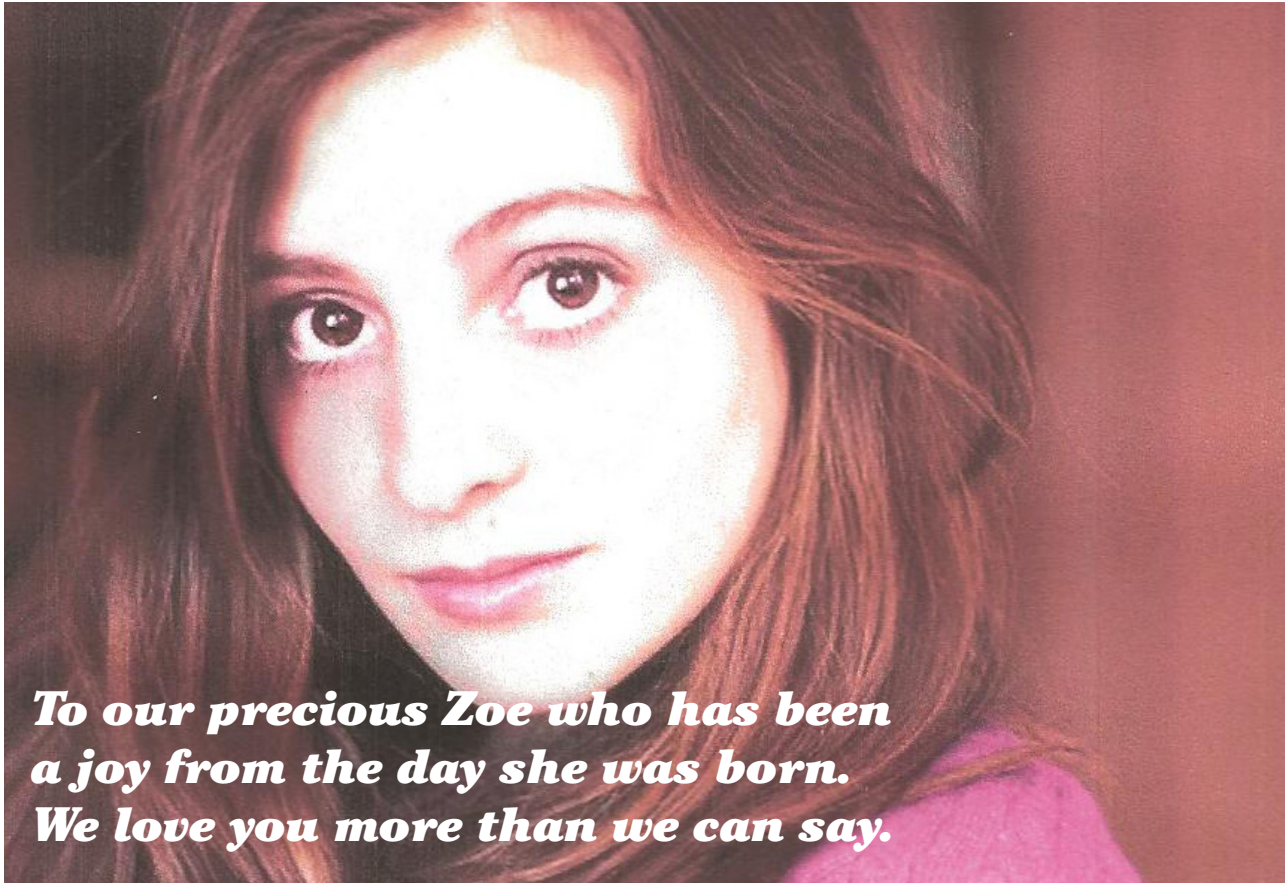
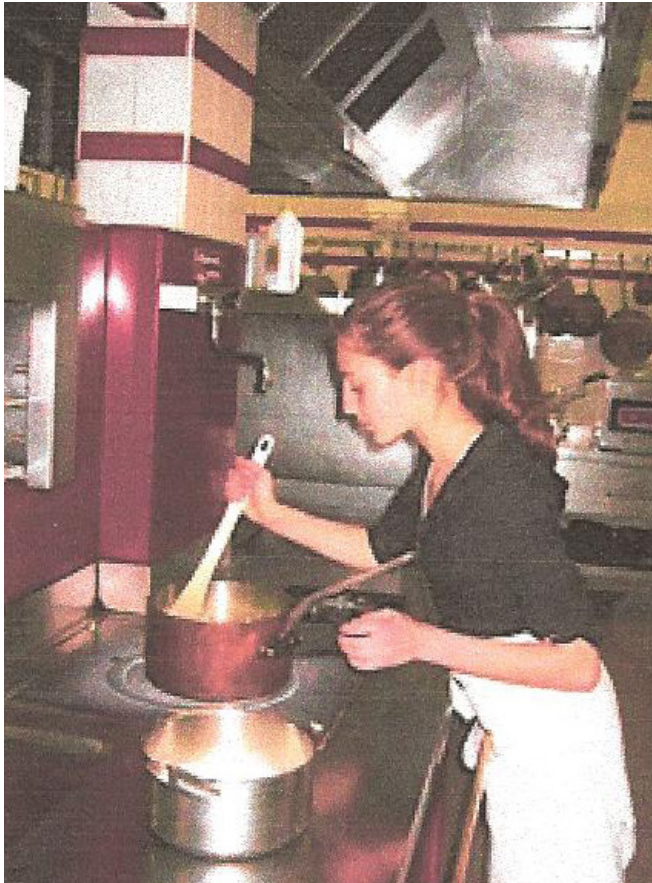




Samantha,

We are so proud of you!!! All of the hard work and effort you put into being a member of the Andover community is now coming to an end. A whole new world awaits you and Andover has prepared you for it. We wish you the best as this new chapter unfolds. We love you so much!!!

-Mom, Dad, Peter, Dustin



*To our precious Zoe who has been a joy from the day she was born. We love you more than we can say.*



*With our heartfelt congratulations,  
Nana, Papa,  
Grandma  
and Norman*





***Congratulations, Jenna!***

***You have grown into such a beautiful young lady, and we are very proud of you.***

***Love always,  
Mom and Dad***



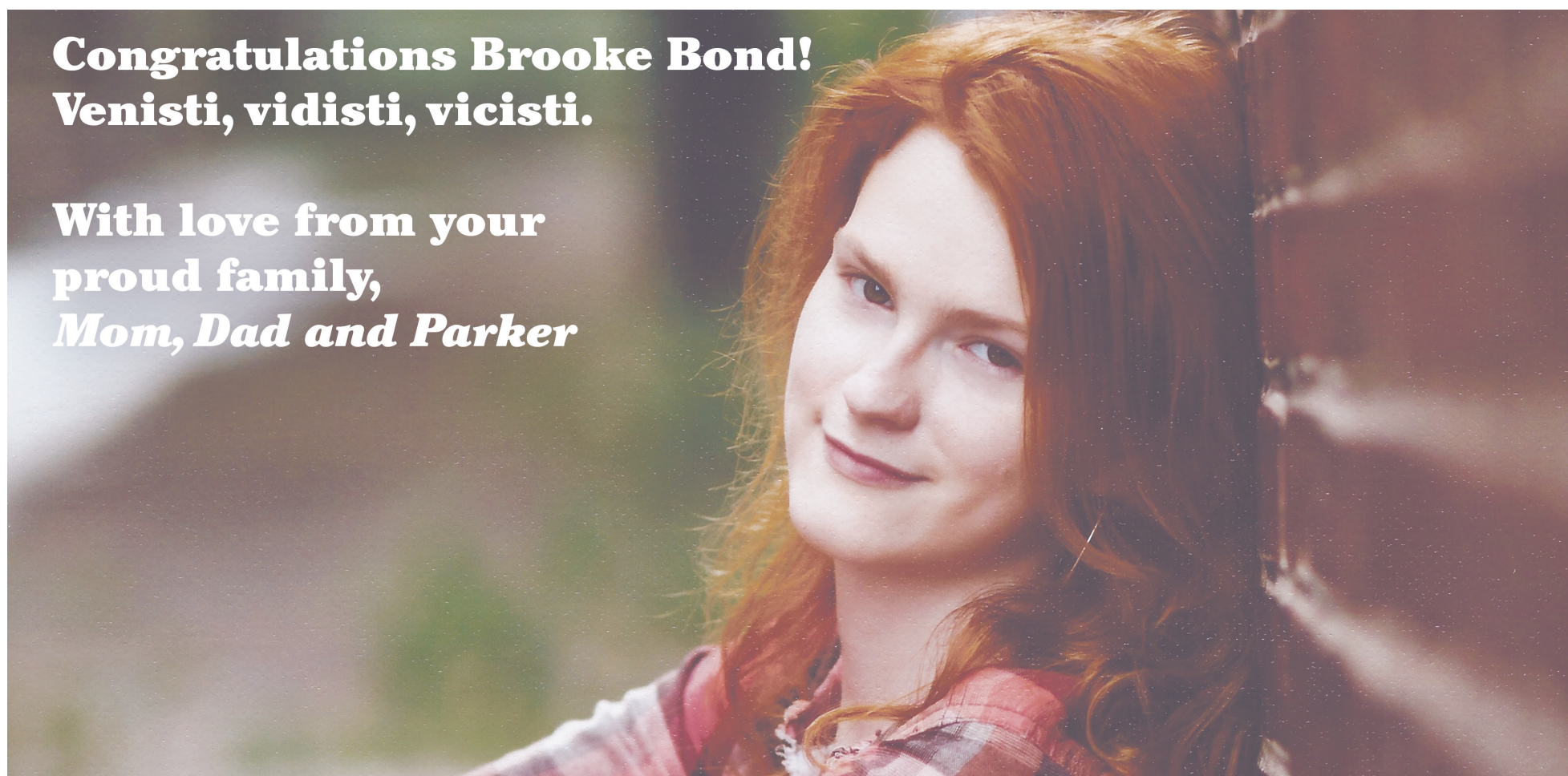
**CONGRATULATIONS TO MAYZE  
AND THE ENTIRE CLASS OF 2014!**



Congratulations Kate, we are so proud of you. Thank you Phillips Academy for Kate's outstanding Post-Graduate year experience! Go BIG BLUE! Love, Mom, Dad '77, Erin '12 and Tommy

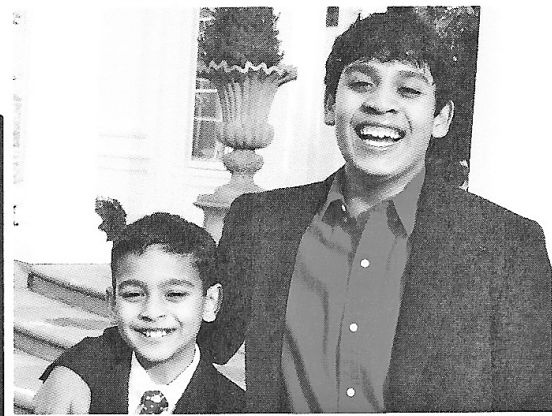
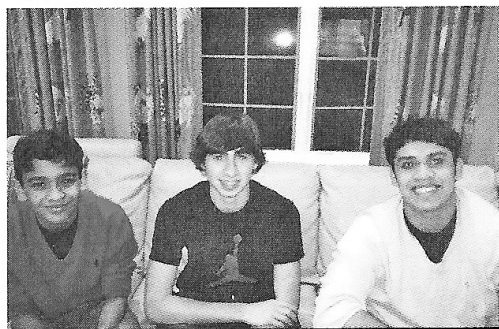
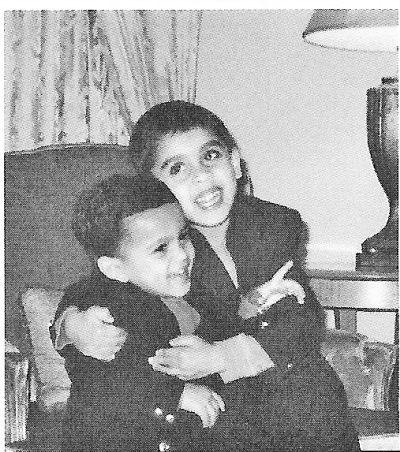
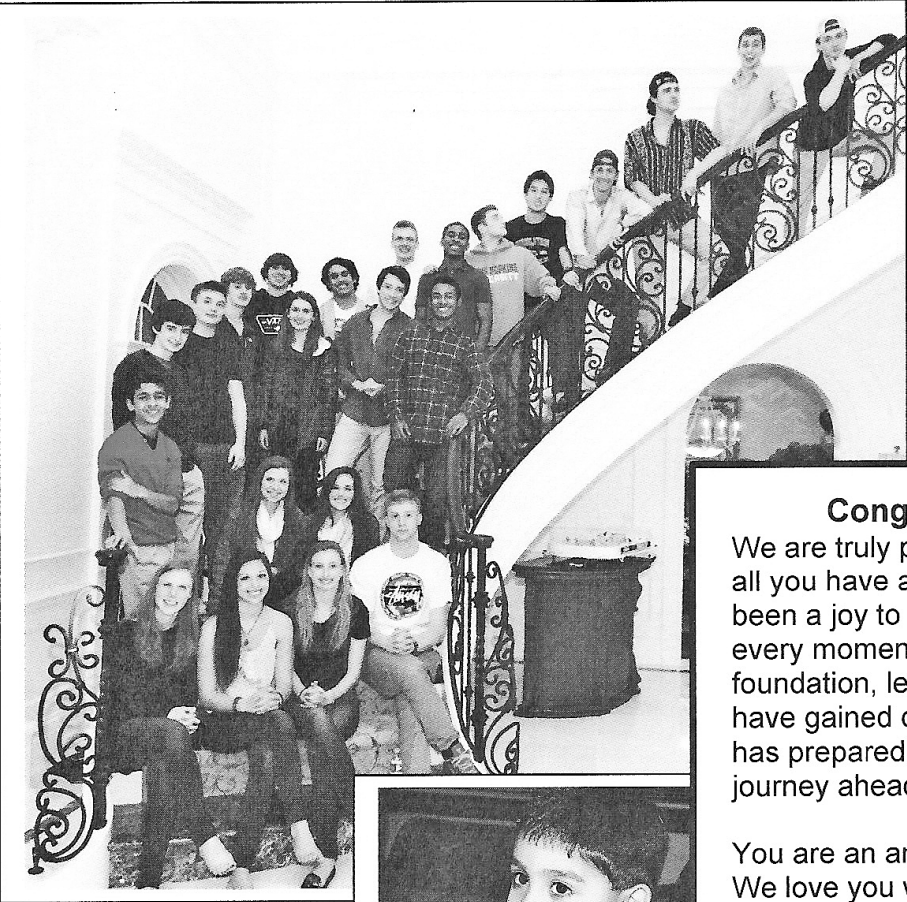
***Congratulations Brooke Bond!  
Venisti, vidisti, vicisti.***

***With love from your proud family,  
Mom, Dad and Parker***



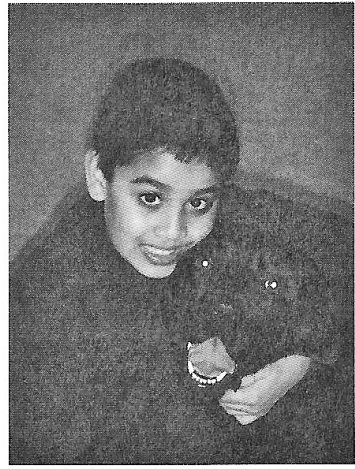
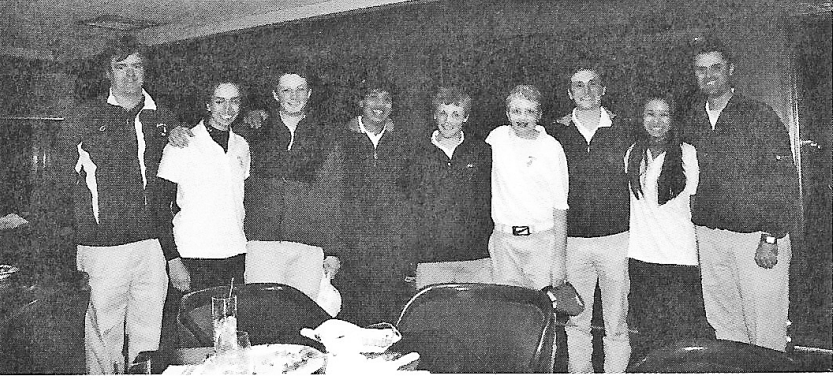
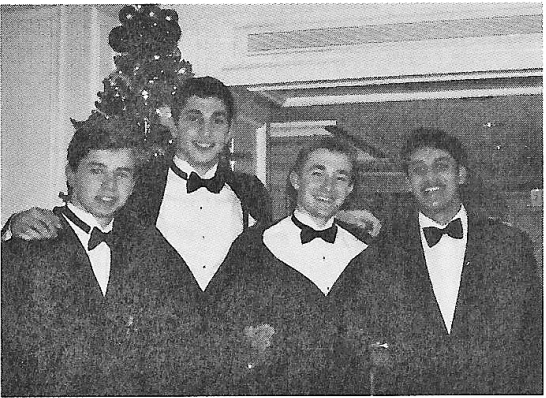
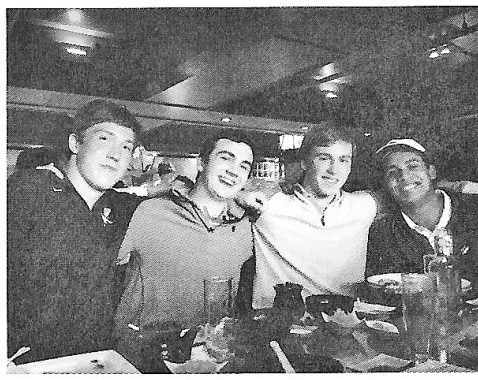
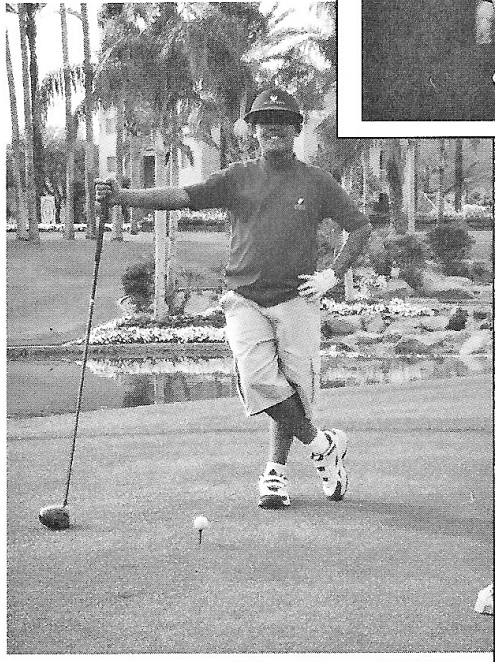
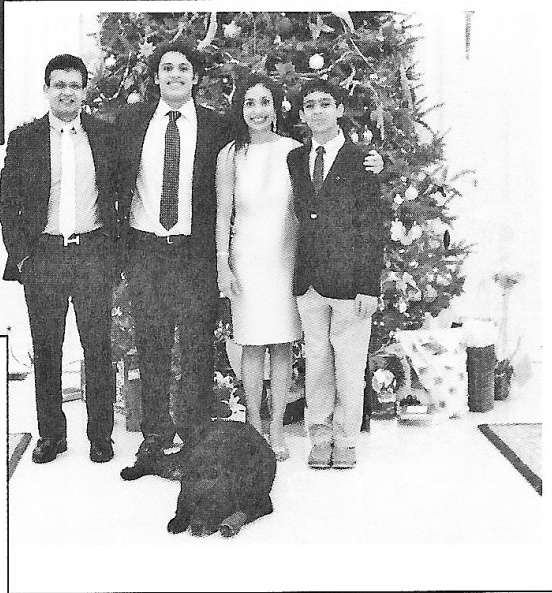
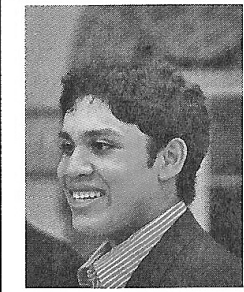
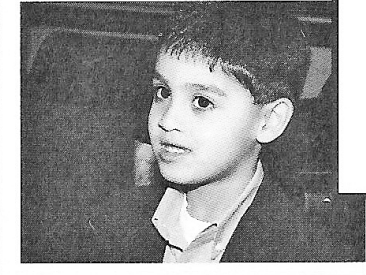


# Congratulations Kavan!



**Congratulations Kavan!**  
We are truly proud of whom you are and all you have accomplished. You have been a joy to us and we have enjoyed every moment of your 18+ years. The foundation, learning's and friendships you have gained during the four years at PA has prepared you well for the exciting journey ahead.

You are an amazing and precious. We love you with all our hearts! Dad, Mom, Shane & Toby







**Congratulations**

***Adèle!***

***With Love,***

***Mom and Dad***

*A woman’s place is  
in the House and  
in the Senate.*

*Love,*  
*Mimi & Daddy*



***Congratulations, Sydney!***  
***Phillips Academy Andover 2014***



**CONGRATULATIONS!**


Well done, we are very  
proud of you!

Love,  
Mom, Dad and Ashley



**Who is that masked woman  
all grown up?**





**CONGRATULATIONS  
TO SCOTT AND THE  
CLASS OF 2014!**

**WITH LOVE, MOM & DAD**



**Congratulations Henry DeRuff and the  
Class of 2014**

**The powerful play goes on  
and you may contribute a verse.  
What will your verse be?**

**Love,  
Mom, Dad, Kat & John**



Celebrating everything  
you've accomplished,  
everything you've become,  
and everything you've yet  
to do.

Congratulations Katie!

With all our love,  
Mom, Dad, Maggie & Max



Taylor:  
We are so proud  
of all you have  
accomplished  
and the excep-  
tional young  
man you  
have  
become.