



www.phillipian.net

# The PHILLIPIAN

thanks for  
the popcorn

VERITAS SUPER OMNIA

VOL. CXXXVIII, No. 17

SEPTEMBER 18, 2015

PHILLIPS ACADEMY

## OWHL's Makerspace To Foster Innovation In Andover Community

By **CANDY CHAN and  
SUSAN YUN**

Lined with glass windows and floored with fresh wooden panels, the new Makerspace, located in the basement of the Oliver Wendell Holmes Library (OWHL), offers an innovative take on the student learning experience.

Built over the summer by members of the Office of the Physical Plant (OPP), the Makerspace is open to the entire Andover community and features a 3-D printer, a sewing machine, a laser cutter and a vinyl cutter.

"[The Makerspace is a] lean, flexible and informal space, bringing together different people of different backgrounds and skill sets to solve problems, discuss ideas and develop skills," said Michael Barker, Director of OWHL, in a Tang Institute presentation on Tuesday.

Barker said that the goal is for students to pioneer the use of the Makerspace on their own. To achieve this, Barker is working with several stu-

dents to promote the use of the Makerspace.

"Success for me would be this: a kid has an idea, they go to the space and with the tools they need, they figure out [a solution] which could help them grow and cultivate that idea... Then they would share it with the world," said Barker.

Darius Lam '17, John Koobatian '17 and Alex Davenport '17 have been helping to publicize the space and sharing their input on the process.

"I am in charge of getting people to come to the Makerspace, [teaching students] how to use [the tools] and just facilitating the activities that go on there," said Lam.

"From my perspective, the mission of the Makerspace is to serve as a way for students to come up with new ideas and as a way for students to complete those ideas," continued Lam.

The Techmasters, a club on campus, has offered to help students

*Continued on A4, Column 1*



**Fredericka Lucas '18, Lizzy Iconomopoulos '17, Emma Murphy '17 and Jihoun Im '17 advertise their clubs during Fall Club Rally.**

E.KAUFMANN-LADUC/THE PHILLIPIAN

## John Palfrey to Join Presidential Search Committee of Boston Public Library

By **ANNIE LEE**

Boston's Mayor, Martin J. Walsh, appointed Head of School John Palfrey as the head of the Boston Public Library's presidential search committee last Wednesday.

"It's a huge honor, and it's one of the most important cultural institutions in the country. I feel like this is a way I could do 'Non Sibi' service while doing good at my day job. It's time-limited, and I am not signing up for a new job; I am just helping to run the process," said Palfrey in an interview with *The Phillipian*.

As the chair of the search committee, Palfrey will be leading his team to narrow

down the possible candidates, before presenting the finalists to the mayor.

The committee will be looking for a replacement for the previous president, Amy E. Ryan, who, according to the "Boston Globe," resigned in July following controversy surrounding the disappearance of two expensive pieces of art.

According to Palfrey, the committee is looking for a president who will be a good manager and keeper of the library's special collections, take advantage of the digital transformation and recognize the library's broad spectrum of needs.

"One of the challenges of running a big institution clearly at this time when the technology and other factors are changing so quickly is to find somebody who has a broad range of skills. But fundamentally, we need somebody who is a very good manager. We

need somebody who is able to build and nurture a team of people who will carry out that work day to day effectively. So that's actually a big part of it, to say, 'Do you have the skills to manage a diverse set of activities?'" said Palfrey.

In addition, Palfrey, having lived around Boston for most of his life, accounts spending a lot of time in the Boston Public Library during his childhood.

Although Palfrey does not have any official experience working in the Boston Public Library, he previously served as the director of the Widener Library at Harvard University and was a member of the library board, supervising the 73 libraries at the University.

Additionally, Palfrey is the founding member of the Digital Public Library, a project looking to create an extensive, public digital library. He also wrote Biblio-

Tech: Why Libraries Matter More Than Ever in the Age of Google, which he wrote while serving on the board of Harvard's library.



COURTESY OF ANDOVER.EDU

**Palfrey will be aiding Mayor Walsh in choosing a new library president.**

**Read "Ballot Box: The Pitfalls of Early Polling" on A7**

## Sexual Assault Case at St. Paul's Sparks Conversation at Andover

By **CANDY CHAN AND  
SUSAN YUN**

According to *The Phillipian's* 2015 State of the Academy, 80 students reported having been sexually assaulted. Of these, 38 people reported having been sexually assaulted on campus. This coming year at Andover, new systems and protocol revisions have been installed to help prevent sexual assault on campus as well as provoke more insightful dialogue around this issue.

Jennifer Elliott '94, Dean of Students, has been

working closely with faculty members and doctors at Isham Health Center and Graham House to create systems that encourage victims of sexual assault on campus to feel comfortable and safe when communicating with adults.

All of the counselors at Graham House and staff at Isham Health Center will have completed "First Responders: Responding to Sexual Assault Disclosures," an online course offered by the Boston Rape Crisis Center, within the coming weeks.

"Victims explain that

those [first] conversations are so essential in their ability to process and in their ability to move forward. We feel particularly adamant that those conversations are safe for our kids. That's really important," said Elliott.

Carol Israel, Director of Graham House, said, "We are always doing professional development. We are always taking classes to keep current. This is something we've always done. This year, our first professional development is going

*Continued on A4, Column 3*

## Former President of the Board Of Trustees David Underwood '54 Passes Away

By **HALEY SUH**

Former President of the Board of Trustees David Underwood '54 passed away August 30 at the age of 78 last month, following a long period of illness. He may be most well known to students as a result of his first major gift to the school, the Underwood Room. His contributions and the legacy that he left behind, however, extend far beyond his donations to the school.

"Mr. Underwood was the President of the Board of Trustees before I became the Head of School, but he has continued to be an active alumnus and one of the great leaders of the school, certainly of the 20th century and into the 21st," said Head of School John Palfrey.

As the President of the Board from 1989 to 2004, Underwood led his team through many decisions, including the appointment of Barbara Landis Chase as the Head of School and the implementation of policy

change allowing same-sex couples to serve as house counselors. The latter was an extraordinarily controversial decision at the time, and both Head of School John Palfrey and Peter Currie, President of the Board of Trustees, recalled his steadfast demeanor in handling this bold, political move.

"I think his leadership on the topic of same sex house counselors which now seems non-controversial was extraordinarily controversial at the time and I think he was very ef-

fective in his handling in that. I think he saw it as a complex decision personally," said Palfrey.

An editorial in *The Phillipian* the following week praised Underwood's keen ability to "navigate our ancient ship" on such a disputed matter and his "morality" and "goodness".

Both Palfrey and Currie recounted Underwood's effective leadership in the Trustees Room.

Currie said, "He led with empathy, care, de-

*Continued on A4, Column 1*



COURTESY OF ANDOVER.EDU

**David Underwood '54.**

### INSIDE THE PHILLIPIAN

#### Commentary / A6-A7

Chaya Holch '17, in "A revised reading list," recommends a change in the readings offered in class.

#### Editorial / A6

**"Finis Origine Pendet"**



COURTESY OF THE TANG INSTITUTE



J.VOLFE/THE PHILLIPIAN

#### News / A2-A4

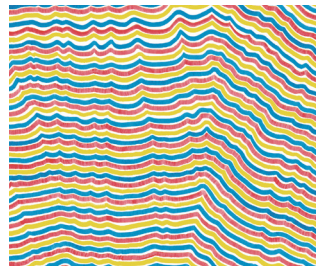
### Summer opportunities

Tang Institute programming takes students around the world.

#### Sports / A8-A9

### Field Hockey

PAFH prevails over Rivers in scrimmage.



COURTESY OF THE ADDISON



COURTESY OF WIKIMEDIA COMMONS

#### Arts / A11-A12

**New Addison exhibit studies friendship between famed artists**

#### Features / A5

**A guide to the club rally**

### STAY CONNECTED

Like us on Facebook!  
Facebook.com/the-phillipian

Follow us on Twitter!  
Twitter.com/phillipian

Follow us on Instagram!  
@ThePhillipian

Email [phillipian@phillipian.net](mailto:phillipian@phillipian.net) for subscription or advertising requests or subscribe online at [phillipian.net/subscribe](http://phillipian.net/subscribe)

# Summer Programs

## American Civil Rights Movement Immersion Program



COURTESY OF THE TANG INSTITUTE

Students and faculty gather at the Southern Poverty Law Center to help learn about the effects of slavery, Jim Crow laws, and court decisions that passed during the Civil Rights movement.

Walking the very roads that civil rights activists like Martin Luther King Jr. had decades before, ten Andover students embarked on a 10-day trip across the South, visiting iconic sites of the Civil Rights Movement. Over the course of ten days, the group traveled from Missouri to Alabama, visiting important locations like Montgomery, Selma, and Memphis.

Faculty chaperones Allen Grimm, instructor in theater; Damany Fisher, instructor in history; and Judith Wombwell, instructor in dance, led the group on an in depth look at the start of an integral movement in American history.

Touring sites such as the Lorraine Motel (the site of the famed activist's assassination), and the Southern Poverty Law Center, students gained a deeper understanding of the lasting effects of slavery, Jim Crow laws, and landmark court decisions that passed during the movement. A surprising stop to some was the Stax Museum of American Soul Music in Memphis, one of the birthplaces of African-American music—most notably soul.

“When you think of civil rights, you don't think of music, but actually, one of the things this trip sort of explained was how different types of media came together

during the movement, and how artists during this movement used what they had in their arsenal in order to talk about what was going on for the rest of their people,” said Zach Ruffin '17.

“I was never big on history, but I know the civil rights era is really important to pretty much everyone. It marks a change in how people from different viewpoints would eventually come to learn that. People fought to make themselves known, which was very important for everyone to realize. Everyone has a place in the world, no matter how corny that sounds,” he added.

## BASK in ASK



COURTESY OF THE TANG INSTITUTE

Andover students paired with Chinese students during their trip to China.

BASK in ASK (Beijing Andover Shanghai Kunming in Andover Summer Kunming) program uses a multidisciplinary and multicultural approach to focus on a pair of environmental issues critical to both China and the U.S: climate change and water issues. Andover students partnered with Chinese students from partner schools to participate in this intensive 3-week program in Kunming, China.

Students in the program learned about water scarcity, quality and quantity. They took classes in economics, social philosophy, language and culture, and visited water filtration facilities, a rose nursery and local lakes to

gain a better understanding of the water issues facing China. Students also bonded through daily activities such as, sports, tai chi, and yoga.

Andover students paired with the Chinese students, with whom they studied and shared their perspectives on topics discussed throughout the program.

“Being able to work through complicated issues in biology, all the subjects that [my partner and I] talked about together, was probably my favorite part of BASK. Working through these issues and seeing it from the two different perspectives that we each brought, one from a Chi-

nese education and one from an American education was a very interesting,” said Joel Peña '16.

For Gherardo Morona '17, the program has helped him become more aware of stereotypical biases in the media.

“I realized that lot of the articles that I read about China [in the United States], about its economy, politics, etc. has a lot of information that could be true but a lot of it could also be said from a stereotypical standpoint, and I think that after going to BASK...has been beneficial in allowing me to look at these articles published in the US with a more critical standpoint.” said Morona '17.

## Berlin History, Culture and Language Week



COURTESY OF THE TANG INSTITUTE

Students on the Berlin trip visited numerous cultural landmarks.

For a week, twelve students transformed the city of Berlin into a classroom, exploring its art, architecture, and historical monuments to gain a better understanding of German culture and history. During the trip, students frequently traversed the city on their bicycles, engaging in conversations with locals along the way and improving their lingual skills.

“It definitely helped me with my German oral skills, because even though you do that during class, it's really different being in Germany, using it on a regular basis and in conversation. I definitely learned the local language, instead of just regular grammati-

cal things,” said Madison Pettaway '17.

“I thoroughly enjoyed the day trips we took as a class; however, the time we spent on our own, whether for ten minutes or for the night, was the most valuable to me. It was special to use what we have been learning for the past two years and finally get a chance to use it with no dictionary or teacher to fall back on,” said Payton Jancsy '16 in an email to *The Phillipian*.

Over the course of the week, the group visited numerous cultural landmarks, including the DDR Museum, Humboldt Forum, and the Topography of Terror Documentation Center. According to Pet-

taway, however, the highlight of the trip was visiting the Memorial to the Murdered Jews of Europe. The somber atmosphere of the monument provided context and perspective about the Holocaust that history books could not replicate.

“Just going there was so heartbreaking. Actually seeing the stelae which represented the ashes of the burned Jewish people, and going into the museum...There were videos streaming, but no one talked. It was amazing to see everyone caught up in it, because in most memorials, you don't really see that. It was really beautiful to see,” said Pettaway.

## Brazil PLACES



COURTESY OF THE PLACES PROGRAM

Students on the Brazil PLACES program plant trees at a coffee farm.

Twelve students on the Brazil PLACES program visited a variety of places in Brazil, including the capital Rio de Janeiro and the Amazon rainforest, and explored the themes of sustainability, arts and indigenous culture. To examine sustainable development in Brazil, they visited a local coffee farm and a rubber tapping factory in Amazon, to name a few locations.

“There is this rubber factory that uses the native rubber and latex, to put power, money and resources back into the community. It was really interesting because they have a whole sustainable project there,” continued Kika Weirich-Freiberg '16.

Students also had the chance to explore the rainforest.

“I met Neilson Mendez- a guy who I never thought I would find there. He lived in the Amazon forest for his whole life, and he knew basically everything about the rainforest. We learned from Mendez to take what we need, and not what we want and I thought that was really interesting,” said Eliot Zaeder '17.

Andover students also worked with students from the SESC high school, a private boarding school in Rio de Janeiro. Each year, eight SESC high school students on the Brazil PLACES program come and visit the

Andover campus, and Andover students on the program visit and live on the SESC campus during the summer.

Zaeder said that he still keeps in touch with the SESC student that he hosted at Andover.

“His name is Guilherme, and we have become really close friends. We talk all the time over facebook, snapchat...etc. basically all the social media that you can think of— I think it's really interesting how a couple days can really make a lasting friendship,” he said.

# Teaching Fellows 2015-2016

Cecelia Vieira and Mae Zhao contributed reporting

## Sally Pollard

Teaching Fellow in French



E.KAUFMANN-LADUC/THE PHILLIPIAN

### What is something you are most looking forward to this year?

I am really looking forward to living in a dorm with a bunch of girls. I am also really excited to be teaching my classes. I am teaching French 100 and 200. I am especially excited for my 100 class, because I will be able to see my students go from not being able to speak French at all to being able to speak in sentences and have small conversations.

### What do you like about French culture?

I studied in Senegal, West Africa. I was there for about five months. I stayed with a host family, and every part of their culture was so interesting to me. They are called the country of hospitality, so everybody was super nice. My host family was amazing. The culture was so different. Experiencing it all was incredible.

## Garrett Richie

Teaching Fellow in English



E.KAUFMANN-LADUC/THE PHILLIPIAN

### What is your favorite food in Paresky Commons?

Those blondie bars! I eat like five of those every time I have them. Also, everything.

### What were your experiences like in your high school English classes, and how did they inspire you?

I liked teachers who were kind of weird. My senior year English teacher would show us strange videos without comment and make us talk about them. I never knew what was coming. That was probably one of my favorite teachers I've had. I wanted to be able to do the same thing. I worked as a journalist for a while, and that was okay, but I missed being in a classroom setting and being able to replicate the experiences I had from the other side of the desk.

## Erin McMahon

Teaching Fellow in French and Spanish



E.KAUFMANN-LADUC/THE PHILLIPIAN

### Why did you choose to teach at Andover?

I went to school in Tennessee in a place very similar to Andover. It was a boarding and day school with a lot of international students. I always knew that if I did end up teaching, I would love to do it at a school like Andover.

### Did you study Spanish and French in high school? If so, what was your experience with Spanish and French like?

I was taking Spanish and French at the same time in high school. They were my favorite classes. I loved my French teacher the most out of anyone. That was when I started realizing why I liked their classes so much and how I would want to teach, and I would want to emulate their teaching style later on.

## Jack O'Leary

Teaching Fellow in Spanish



E.KAUFMANN-LADUC/THE PHILLIPIAN

### What drew you to teach at Andover?

I actually didn't know that I wanted to teach until the December of my senior year in college. Basically I was applying for jobs in banking and finance, and I didn't really like it at all – what I really love is Spanish and Spanish culture. I also had a great experience at prep school; playing against Andover was always a pleasure. I had a tremendous amount of respect for this school growing up, and the Fellowship Program is one of the best in the country. I was fortunate enough to get it.

### What do you like about Spanish culture?

I lived in Spain when I was 16. That was basically my first exposure to it, and I just fell in love with how Spanish people conduct themselves. They seem to be a lot more relaxed with things, and that really appealed to me, but I became an art history nerd while I was there. I loved reading about the history of the country, and the people... I have been back a few times since, and it has become like a second home to me.

## Matthew Osborne

Teaching Fellow in German



E.KAUFMANN-LADUC/THE PHILLIPIAN

### What are you most looking forward to this year and why?

I am looking forward to learning all about the Phillips Academy students, what it is like to be a student here, what it is like to be a teacher here and what it is like to live here.

### What is your role on campus this year?

I am a Teaching Fellow in the German Department. I currently teach first and third year German, and I am a House Counselor in Bishop Hall, and I will be an assistant coach in winter and spring track.

### What is your favorite German word?

I think one of my favorite German words is knirps. It is the German word for toddler. I just think it sounds funny.

## Sofie Tirado

Teaching Fellow in English



E.KAUFMANN-LADUC/THE PHILLIPIAN

### Who is your favorite author and why?

That's a tough question. I think it changes every week, or every day, really, depending on what I'm interested in. Right now, I'm reading a ton of Ta-Nehisi Coates lately. He wrote "Between the World and Me," and I really like his work.

### Why did you decide to teach English?

I think I decided to teach English because it's a field that fits really well with what's going on outside the classroom. What kids are talking and reading about in the world is something that I can bring into the classroom. That's really cool – when they can see that what we're doing in class is happening in the real world.

## John Tortorello

Teaching Fellow in Physics



E.KAUFMANN-LADUC/THE PHILLIPIAN

### What are you most looking forward to this year?

I think getting to know the students in three different ways, because we get to teach them, coach them and [serve as their House Counselors]. It's kind of cool to see how you can know students in different ways and help them out in different ways.

### Which famous physicist would you like to meet and why?

I know Nikola Tesla has a really interesting life story. In the late 18th century he would put on magic shows with electricity. He also didn't really get along with many of the other scientists. He had a nemesis, which I think sounds interesting. It makes me wonder what this guy was like.



H.SUH/THE PHILLIPIAN

The Makerspace is set to launch next Wednesday.

## Makerspace Encourages Students to Think Creatively Using Technology

*Continued from A1 Col. 2*

who are interested in utilizing the Makerspace. Techmasters have also created an app that will allow students using the space to ask for help using the Makerspace equipment.

The planning of the space started in April, after Barker and select students interested in the project did some re-

search. Barker discussed the idea of the Makerspace with the Big Ideas club, the Robotics club and the Makers club, among others.

“We asked a ton of questions about how these spaces worked, how kids particularly use them and learn from them and most importantly, how do you grow this space? What’s really interesting about it?” said Barker during the Tang

Institute presentation.

When constructing the space, Barker focused on preserving simplicity.

“[We installed] simple equipment to get started for now, but I hope that the kids will tell me what they want to build and I will use some of the fund given to start that project,” said Barker.

Barker also said that he hopes the space will prove to be essential when teaching students about design-thinking.

“Design-thinking, in a nutshell, is a highly empathetic process to innovate. It’s built off the idea

that ‘I can’t build a product that you like unless I really know who you are, and I really know how you think and operate,’” said Barker.

The Makerspace can be used for a range of purposes. Barker has planned for the space to be involved in faculty classes, clubs, student independent projects, clubs, organizations, weekend workshops and other outreach events.

“[Some people] don’t think they can be creative with technology because they don’t have the experience. The Makerspace

is supposed to show them that you can be creative; you can do these projects without any past experience,” said Lam.

The Makerspace was funded by the Alexander family, who approached Barker with a fund to go toward any space inside the OWHL.

Though the Makerspace is a recent addition to the Andover campus, there have previously been places on campus designed for use by the entire Andover community and similarly dedicated to design and innovation. Barker said that there is

currently a Makerspace in Tang Theatre that is used for school productions.

“I think [the Makerspace] is a great way for kids to learn. I think it’s a great tool faculty can use to pair what they use... in the classroom. It’s at their disposal, so I think it’s got a lot of benefits [for] teaching and learning,” said Barker.

Barker plans on celebrating the launch of the Makerspace with a party available to the community and led by student-run clubs.

## Subscribe to The Phillipian

Visit [www.phillipian.net/subscribe](http://www.phillipian.net/subscribe)

## Underwood Leaves Behind Lifelong Legacy at Andover

*Continued from A1 Col. 4*

cisiveness and attention to the school’s founding principles. After encouraging debate and dialog from all trustees, David would bring a discussion to a close, with the issues better understood and the direction clear. ‘I think we’ve chewed all the sugar out of that gum,’ he would say, as he brought the matter to a vote,” said Currie in an article on Andover’s website.

Prior to his appointment as President of the Board, Underwood had served as a charter trustee since 1983. In 2003, Underwood earned Andover’s highest honor, the Claude M. Fuess Award, for his service to hospitals and health care systems in the Houston area (he was a Texas native) and for his gifts supporting campus facilities. He supported numerous building and program initiatives as the chair of Campaign Andover, the largest fundraising effort among secondary

schools at the time.

Palfrey said that Underwood’s funding of the expansion of Cochran Chapel in 1997 was transformative because it ensured that the entire student body could gather in the same space at the same time. He felt that it “spoke to the needs of the community”. In addition, Underwood spearheaded the expansion of Oliver Wendell Holmes Library and the overall planning that led to the construction of Gelb Science Center.

In a message to classmates on their 50th reunion in 2004, Underwood said: “I have served on several boards, I have led various organizations, but nothing can ever match the experience I have had working with Andover. Nowhere could I find a more constant source of inspiration for me. I would not have traded it for anything.

Underwood is survived by his wife and four children.

*Continued from A1 Col. 3*

to be focused on responding to sexual assault disclosure. It seemed that that was a good topic to put at the top of our list in terms of what we need to focus on.”

Elliott and her team have also created a flow-chart modeling those found on college campuses that will allow students to identify their options when dealing with sexual assault. These flow-charts will be posted in locations accessible to both students and faculty.

“We’re working from this [flow-chart] angle in terms of how to support our victims, but we’re also doing a lot of work in terms of trying to promote conversation, trying to strategize for means of prevention and trying to work with our kids so that the feel they have the resources before assault or any sort of violence happens,” said Elliott.

Dr. Amy Patel, Medical Director at Isham Health Center, said, “The biggest thing that has changed is that we need to make sure that all students can speak to our sexual assault policies and procedures. Everyone needs to have ready access to these procedures.”

In addition to the sexual assault flow-chart, the new CrisisManager app features an option for students to report a case

of sexual assault. As identified in the protocols on the app, if and when a student reports a case of sexual assault, that student will be admitted to Isham as quickly as possible so that staff members can provide private and safe support.

“From my perspective, when we collect data, whether it’s through *The Phillipian* or the student health survey, we’re never going to be satisfied with a number greater than zero of students who have been the victim of sexual assault on campus. That is not acceptable,” said Elliott.

Following the Strategic Plan of 2014-2015, the school will continue to develop the four-year Empathy and Balance curriculum that focuses on health, wellness and community well-being to encompass more education about sexual assault. This summer was spent developing new courses for the curriculum, such as a ninth grade course in the style of Personal and Community Education (PACE) classes pertaining to sexual assault education, and revising what current courses are offered to align more concretely with these new goals. The Physical Education department has also offered more time for the staff at Isham to expand the sexual education course given when students take its classes..

Patel said, “We’ve

opened the door for anyone to have conversations with us if anything is happening. Actually, as adults, we have a lot that we want to educate and offer. More and more, we’re developing programs that include students as active bystanders. Students play a pivotal role [in] ensuring that the culture changes.”

“We want to not only be supportive of them but also to create a culture on this campus that is actively against a rape culture,” she continued.

The recent St. Paul’s School sexual assault case has ignited conversations around sexual assault on campus. Two All-School Meetings centering around this topics will be held in the next few weeks in order to address these conversation. One will be led by Head of School John Palfrey to outline the school’s sexual assault policies. The other will involve an activity where students divide into groups and engage in faculty-led conversations about healthy relationships.

“The broad term we’re using for these programs is ‘Healthy Relationships and Safe Choices.’ We feel as if having these additional programs where we will hold small group discussions will bring everybody up to speed and help everyone feel more comfortable not just talking about issues, but also changing some behaviors

on campus,” said Rajesh Mundra, Assistant Dean of Students.

Expected to be at the forefront of the creation of this conversations are Prefects and Proctors. This year’s Prefect and Proctor training programs have placed a heavy emphasis on initiating discussions about healthy romantic and sexual relationships.

“It is important for Proctors and Prefects to be able to facilitate discussions with both the House Counselors [and] fellow students. In the training program, we talked about ways in which they can facilitate that type of conversation,” Mundra said. “The Proctors and Prefects themselves have had conversations with each other, not just about the nature of sexual assault but about school codes and traditions, about keeping silence [and] the bystander behavior at this school.”

Elliott said, “These conversations have been going on for years, and I think the [recent] St. Paul’s case no doubt felt like it electrified conversations in all of our boarding schools in thinking about our unique challenges that we face as a residential school. Every time there’s a massive case... I think educators feel a heightened sense of responsibility to our kids.”

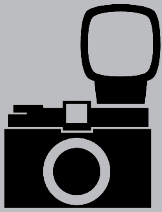
## PHOTO OF THE WEEK



E. KAUFMANN-LADUC/THE PHILLIPIAN

Students gather at the fall carnival during their first weekend back on campus.

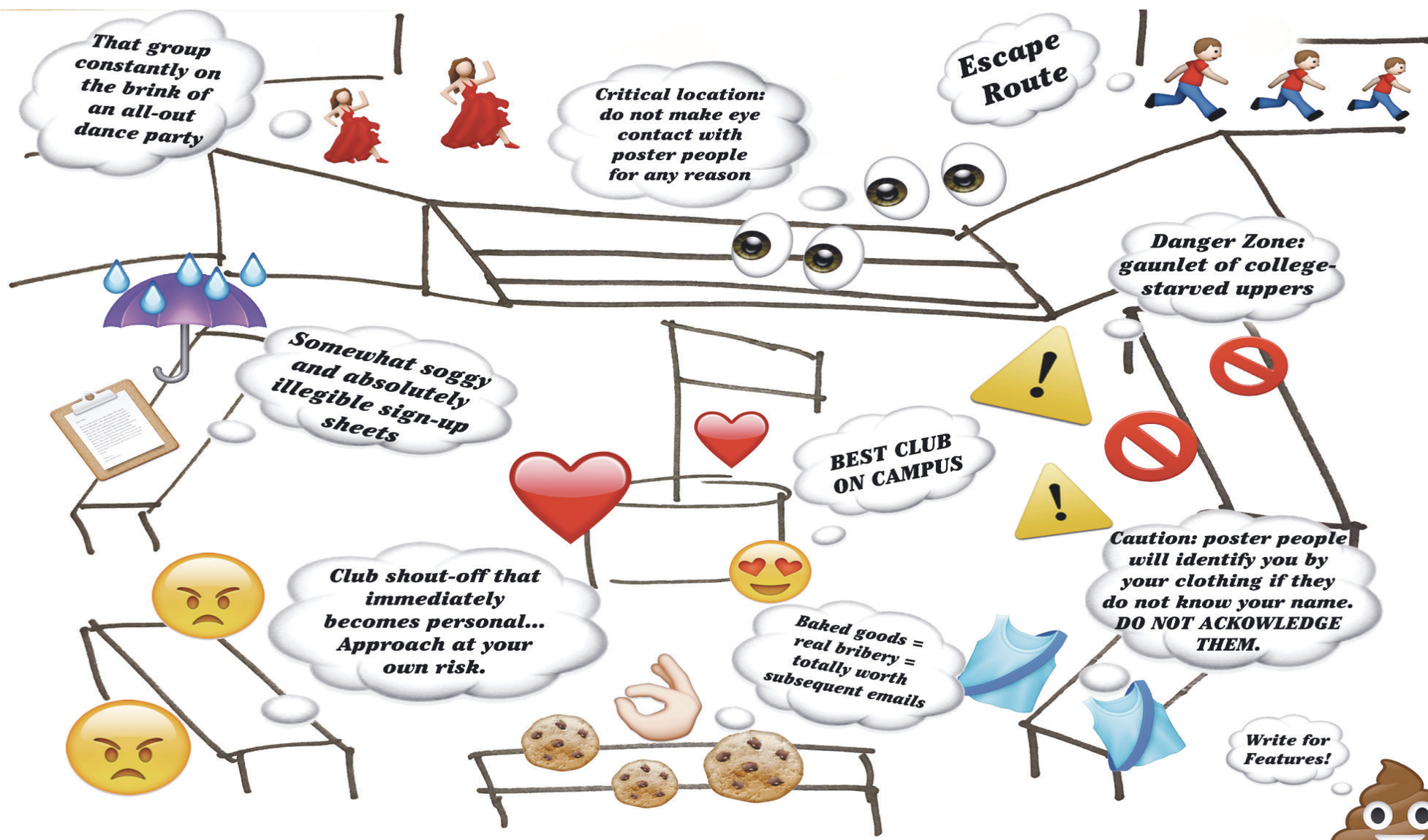
## Shoot for Photo!



Email  
llu and jschmitt



# JUMILY’S GUIDE TO THE CLUB RALLY



## Lament of a Fall Carnival Wrecking Ball

EMMA KELLEY

It is 8:00 on a Saturday night. I could be wrecking clubs, breaking walls, licking hammers – but no. Here I am, nailed into the dirt of some high school called “Andover”. 2000s babies are slithering all over my beautiful, neon-yellow, plastic skin. They screech, clawing at my sides, trying to knock down one another with me. I yell, “There are more than seven things I hate about you!!!!”, bouncing violently in attempt to dismount the frothing freshmen.

An overwhelming cloud of B.O. clings to my appendages. A girl’s sharp lanyard whips my tender skin. A group of boys shove each other, as I lie below in a state of irritation. I feel a puddle of hot cider pooling in my seams... (Is it hot cider????) I don’t think they ever meant to start a war. They think it’s a party in the U.S.A. WELL, IT’S NOT. I am a living, breathing thing, too. I guess they wanted me to let them win. I can’t be tamed. I gotta do my thang. I am not an ordinary girl.

My brother, Inflatable Obstacle Course, is bouncing up and down, shouting, “Haha! I rug-burned you! Haha!”. My sister, Bouncy Slide, is slowly deflating under the devastating weight of prepubescent humans. Is this what the world has come to? I remember a time when I was praised for being Miley’s Wrecking Ball. I was the supreme queen of the inflatable bouncy toys of Christian Party Rental. But no. “Wrecking Ball was so 2013,” I hear everyday. I am just like the pool of rubber duckies at a carnival: irrelevant and forgotten.

Maybe I should invest in some plastic surgery so I can turn into a Trap Queen bouncy house, or maybe a You Can’t Feel Your Face ride. Until then, I will be staked into the ground, hosting a variety of sexual and respiratory diseases, smelling strongly of old fish. Girls just wanna have fun, but as an outdated bouncy toy, I do not remember the last time I was having fun. My life is the climb. I can almost see it. That dream I’m dreaming. My faith is shaken. It’s the climb.

### Your Thoughts During ASM This Week: Junior, Lower, Upper, Senior



Wow, I can’t believe I’m actually here; I even got cat-bonered yesterday. The school really believed those exaggerations and lies on the application! This is so surreal. Are four more years supposed to be a bad thing? Mr. Palfrey’s speech is so inspirational! Everyone else is laughing so I’m going to laugh too. What’s so funny about walking on grass? Hey, where’s my BlueCard lanyard?



Upper Year, what am I going to do? Look at the Seniors – that’s gonna be us next year. Which one of those is my guardian angel again? Eh, doesn’t matter... he clearly doesn’t give a crap about me and my 3.0 grade average. Did they just say seventy- SEVENTEEN!



What’s for lunch today, more Beyond-Meat? I’m so glad that I’m not at the bottom of the totem pole anymore; no more ten o’clock lights out. I’ve never felt so alive. Gotta keep flexing, so many new Lower’s around me to potentially choose from. Here come the teachers. HEY, that’s the one who gave me a 3 last year for Bio 100! Ugh, why is this taking so long?




SIXTEEN! Ugh, our class sign isn’t the one I voted for, but I’m so excited to do one more year and get the hell out o-- SIXTEEN! (Takes out phone to take snapchat video). SIXTEEN! This is getting a little obnoxious. Can we just stay standing up? This is getting old. Why is everyone else so exci- sixteen! This really isn’t as fun as it seems. Yay, sixteen.

FEATURES PRESENTS

## TOP TEN

### Reasons Your Blue Key Senior Left You During Orientation

- 10. GVS pre-preseason pool party.
- 9. Didn’t want to be seen in Upper Right.
- 8. You called Sam Phil “Samuel Phillips Hall” one too many times.
- 7. Chipotle run, and they didn’t want to pay for your extra guac.
- 6. Urgent “Netflix and Chill” with the new PG.
- 5. They suddenly had many commitments when you mentioned your deep love for toenail art.
- 4. Wanted to be at one with the grass in the Cochran Sanctuary.
- 3. Needed to bid for that tiger print carpet on eBay.
- 2. Had to practice throwing a lacrosse ball against the Memorial Bell Tower.
- 1. Went to read Features.

<div><div></div><div><div>The PHILLIPIAN</div><div>Volume CXXXVIII Number 17</div></div></div>			
<div><div>Sara J. Luzuriaga</div><div>Editor in Chief</div></div>			
<div>Skylar-Bree E. Takyi</div> <div>Managing Editor</div>	<div>Erica S. Shin</div> <div>Managing Editor</div>	<div>Avery J. Jonas</div> <div>Managing Editor</div>	<div>Pranav K. Tadikonda</div> <div>Executive Digital Editor</div>
<div><b>News</b></div> <div>Roshan Benefo</div> <div>Bennett Michaels</div> <div>Haley Suh</div>	<div><b>Front Page Editor</b></div> <div>Lincoln Herrington</div> <div><b>Copy</b></div> <div>Sayer Devlin</div> <div>Kyle Kingston</div> <div>Olivia Michaels</div> <div><b>Features</b></div> <div>Emily Anderson</div> <div>Julia Lane</div> <div><b>Layout &amp; Design</b></div> <div>Julia Donovan</div> <div>Jessica Lee</div> <div><b>Illustration</b></div> <div>Nathaniel Redding</div>	<div><b>Head of Video</b></div> <div>Kastan Day</div> <div><b>Video</b></div> <div>Jeffrey Lee</div> <div>Ian Tan</div> <div>Olivia Xiong</div> <div><b>Photography</b></div> <div>Lauren Luo</div> <div>Jessie Schmitt</div> <div><b>Online</b></div> <div>Annette Bell</div> <div>Thomas Cherukuri</div>	
<div><div>Haley A. Avery</div><div>Chief Financial Officer</div></div>			
<div>Larissa A. Danovitch</div> <div>Business Manager</div>	<div>Christopher J. Kralik</div> <div>Business Manager</div>		
<div><b>Advertisements</b></div> <div>Riku Fukumori</div>	<div><b>Customer Relations</b></div> <div>Ryan Simard</div>	<div><b>Subscriptions</b></div> <div>Samuel Kane</div>	
<div>Associate Board CXXXVIII</div>			
<div><b>News</b></div> <div>Candy Chan</div> <div>Annie Lee</div> <div>Susan Yun</div>	<div><b>Copy</b></div> <div>Alice Ballard-Rossiter</div> <div>Jack Twomey</div> <div>Emma Wong</div> <div><b>Features</b></div> <div>Emma Kelley</div> <div>John Wu</div> <div><b>Photography</b></div> <div>Leah Hamann</div> <div>James Wolfe</div> <div><b>Layout &amp; Design</b></div> <div>Ally Klionsky</div> <div>Niko Skrivanos</div> <div><b>Illustration</b></div> <div>Sarah Al-Mayahi</div> <div>Alice Lu</div>	<div><b>Video</b></div> <div>Mika Curran</div> <div>Josh Lee</div> <div>Charlotte Suan</div> <div><b>Online</b></div> <div>Rudd Fawcett</div> <div>Lior Hirschfeld</div> <div>Moe Sunami</div> <div>Jerry Yang</div> <div><b>Business</b></div> <div>Teymour Farman-Farmaian</div> <div>Connor Haugh</div> <div>Kristy Lam</div> <div>Sabrina Lu</div> <div>Max Nassetti</div> <div>John Sandor</div> <div>Wendy Zhang</div>	
<div>Staff Positions</div>			
<div><b>News</b></div> <div>Cecelia Vieira</div> <div>Mae Zhao</div>	<div><b>Arts &amp; Leisure</b></div> <div>Andi Cheng</div>	<div><b>Sports</b></div> <div>Jennifer Lee</div> <div>Stephan Min</div>	<div><b>Photography</b></div> <div>Julia Beckwith</div> <div>Emma Kaufmann-Laduc</div>

## Finis Origine Pendet

Two weeks ago, new students were exposed to the first of many Andover traditions. Rounding the corner onto Chapel Avenue, they were greeted by the roar of Blue Key Orientation Leaders clad in tie-dyed t-shirts and bearing warm smiles. Many returning students remember the culture shock and excitement they felt during their first few days, and even weeks, at Andover. In the then unfamiliar environment, many of us looked to the older students to learn the ropes: a new routine, a new culture and some new slang.

Today, we are those older students. New students look to us to model what is expected of them at Andover. Incoming students do not know what “normal” is at Andover – they learn how to behave from the example that returning students set.

Too often though, Andover does not change when it needs to. We continue to teach potentially dangerous traditions to incoming classes: we tell them of grinding at dances in Susie’s, of an exclusive culture of hookups that largely relies on looks and set-ups and of engaging in intimate relations in places like the Cochran Sanctuary in order to avoid House Counselors. We perpetuate these traditions by teaching them to incoming students before they even have a chance to make their own decisions.

In a 2013 Letter to the Editor signed by 21 male team Captains, Tyler Olkowski ’13 wrote, “[Seniors possess] the ability to positively influence the opinions of their underclassmen teammates... We are looked up to, whether we realize it or not. With seniority, popularity and respect comes a platform that must be used to improve our community.”

While it was written two years ago, we believe that this article still rings true. In light of the recent sexual assault case at St. Paul’s, we as a boarding school community have the opportunity to talk about healthy relationships when more people are listening. Such is human nature – current events spur conversation. Andover itself has increased the level of conversation surrounding such topics within faculty meetings, training for Proctors and Prefects and upcoming All-School Meetings. Isham Health Center and Graham House have begun adopting additional measures to increase support for students who have been sexually assaulted and are making a tremendous effort to educate students about such topics.

In order for such changes to be sustainable, however, we as students must work to change this damaging culture by holding themselves to a higher standard. We must stop perpetuating low standards of respect and, instead, use our influence to jumpstart positive change in the Andover community. As the school year begins, student leaders should take it upon themselves to think about their words and actions so that, when confronted by a harmful “tradition,” they can turn to new students and say, in the words of Jennifer Elliott ’94, Dean of Students, “That’s not how we do things here.”

*This editorial represents the views of The Phillippian Editorial Board CXXXVIII.*

### STAY CONNECTED

Read and Comment online! Visit:



The Phillippian welcomes all letters to the Editor. We try to print all letters, but because of space limitations, we enforce a 500 word limit. We reserve the right to edit all submitted letters. Letters must be responses to articles already published by The Phillippian. We will not publish any anonymous letters. Please submit letters by the Monday of each week to letters@phillipian.net or to our newsroom in the basement of Morse Hall.

To subscribe, email subscribe@phillipian.net, or write to The Phillippian, 180 Main Street, Andover, MA, 01810. All contents of The Phillippian copyright © 2015, The Trustees of Phillips Academy, Inc. Reproduction of any material herein without the expressed written consent of The Trustees of Phillips Academy, Inc. and the Editorial Board of The Phillippian is strictly prohibited.

# Eating Happy, Eating Healthy

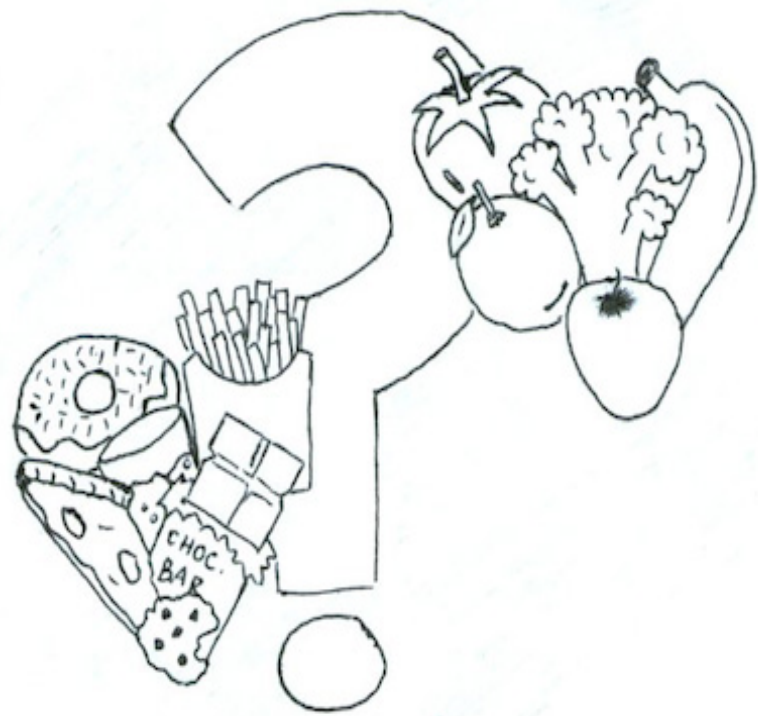
Caroline Yun

THE FIRST DAY I WALKED into Paresky Commons after the menu change, I could immediately see the difference in dining options. Pizza appeared less frequently for lunch and healthy smoothies were available every morning. As a lover of junk food, I was taken aback by the removal of the bulk candy and “den cookies” in Susie’s.

The new menu emphasizes vegetables and healthy proteins. At first, I was against this initiative, because a large portion of my diet was carbs such as pizza, pasta and rice. Without many of these foods available, I was left struggling to decide what to eat for meals. Many of my own peers feel the same way, since we have often relied on foods that are not the most nutritionally balanced.

I, however, quickly started to appreciate the menu change with the grilled veggies at the salad bar and more variation at the Hearth. Even though I was upset at first, I have started to value this change because I noticed how I felt better after meals. The goal of the menu design was to have healthier food options to encourage students to eat better. While many students miss their favorite foods, it is a short-term sacrifice with a long-term advantage that will leave students feeling healthier and happier.

While Commons’ revamped meal options are commendable, the changes should go beyond just food available. This year, my schedule allows me to have sufficient mealtime to eat and enjoy time with my friends. Unfortunately, last year I would run from squash practice to grab a quick 15-minute dinner, only to arrive late to band practice. In these couple of minutes, choosing what to eat was crucial because it would determine how I felt for the rest of the night. There are many other students who simply



have to rush through their meals. Redesigning our menu should be more than making students eat healthier. It is important to know how to choose a well-balanced meal, even with limited time, because students need to have energy for classes and evening activities.

Something to further accommodate busy students would be to offer talks and presentations teaching us how to choose the best, most filling meal when we are in a rush. Changing Commons’ hours would be very hard, but it would be great if Aggie Kip, Andover’s resident nutritionist, could teach us how to maximize the benefits of even our shortest meals. Right now, the only required nutrition courses are done through physical education classes. Many people will forget much of the information they have learned. If possible, Commons could have pamphlets, flyers or posters with reminders on what makes a balanced meal.

Commons could also go further with their new menu by bringing some healthier options to the grill in Susie’s. Even though there are healthier snacks, many of the hot meals prepared in Susie’s are full of grease and fat, and since

S.AL-MAYAH/THE PHILLIPIAN

Susie’s is open later than Commons, these foods end up being very accessible to students late at night. If Susie’s offered healthier foods – grilled chicken instead of fried, for example – it would be beneficial to student health. Students would still have the option to eat a healthy meal even after Commons is closed, which would definitely leave students feeling better than when they eat junk food or skip a meal.

While I now prefer to eat unprocessed as opposed to processed foods, I am not advocating for the removal of all junk food. Sometimes I have cravings for candy. I think having some healthy foods and some unhealthy ones in Susie’s and in Commons will be important to keeping students happy. This menu change goes beyond just having healthier food and removing unhealthy food; it extends to our lives outside of just meal times. I believe this change will leave students feeling better throughout the majority of the day and feeling happier overall.

Caroline Yun is a two-year Lower from New York, NY.

# The Woes of Moving

Adrienne Zhang

LAST year, I was a hesitant and apprehensive Junior. I was wracked with homesickness and unsure about my place at Andover, and moving into my dorm was an exhausting and miserable experience. Faced with an empty room, a dorm full of strangers and absolutely no clue as to how to navigate campus, I was terrified to say the least. I’m sure many of the Juniors this year feel the same way. Most of my homesickness came from sitting on a bare bed and staring at empty walls, suitcases on the floor, clothes, books and food strewn haphazardly across the floor. But once I had unpacked, I felt much more confident and calm. The process of laying out my belongings and personalizing my room brought me to the realization: “I live here. This is my home.”

This year, I returned to campus brimming with excitement and anticipation. I had an idea

of the perfect dorm room set up in my head: walls covered in photos, colorful splashes of decoration, clothes unpacked and tucked away meticulously.

But my excitement soon turned to disappointment when I realized that as a returning Lower who wasn’t returning early for a Varsity sport or community engagement orientation, I would get to school only a day before classes started. I would have just enough time to register, unpack and start to settle in before charging into classes the next day. There would be no perfect dorm room – I’d barely have time to unpack my bed-sheets.

The registration process had the fast-paced feel that is characteristic of Andover life. Students are expected either to finish unpacking in less than a day or start the school year with a room full of boxes and messy, overflowing suitcases. Either way, it’s neither ideal nor comfortable for most students.

This chaotic process was even more exhausting coupled

with the jet lag that many international students are familiar with. I had just flown 16 hours from Hong Kong and faced a 12 hour time difference. Half of the time I was awake I moved groggily and more or less accomplished nothing. Needless to say, for the first day, and even the first week, I was frustrated and stressed. Even with our light, introductory first classes, it was hard to concentrate when I was despairing about the messy state of my room. Even domestic students found it difficult to cope. Friends I’ve talked to who come from places as near as New York still struggled with unpacking midway into the week.

This year’s new schedule – three classes per day for the first two days – is perhaps an attempt to ease the stress of unpacking, and I applaud this effort. Unfortunately, they were little more than a distraction. During class time, I was too preoccupied with my room condition and too exhausted to concentrate much on anything.

Ultimately I think all students – including those without commitments that necessitate them coming to campus earlier – should have the option to return to their dorms two or three days in advance. This choice would be especially helpful for international students, for whom the beginning of school is incredibly harsh. While I am only addressing a few days that may seem insignificant on a larger scale, personally, these few days are extremely important. We spend enough time at Andover hurtling full tilt from place to place, a few days to ease into the rhythm at Andover would be beneficial.



A.LU/THE PHILLIPIAN

Adrienne Zhang is a two-year Lower from Hong Kong.

BALLOT BOX

The Pitfalls of Early Polling

Akhil Rajan  
Columnist

AT THIS TIME FOUR YEARS ago, the Republican race for President was far from close. In the field of eight candidates, Rick Perry had emerged from the pack and taken a commanding lead. Three months later, he was occupying only 6.6 percent of the polls before he officially suspended his campaign. A little more than a month after Perry’s initial rise, Herman Cain also enjoyed a small spike in the polls and then quickly floundered again. In fact, by the end of the election, Mitt Romney had, at one point or another, been surpassed by four of his opponents. He ended up winning the nomination in a landslide.

My point is simple: this early on, polls cannot predict the eventual winner.

Year after year, election after election, frontrunners become also-rans, and vice versa. It is the natural progression of a campaign. Pundits say that a much more secure indicator of elections is the amount of



A.LU/THE PHILLIPIAN

endorsements, which paint a vastly different picture from current polls. Yet for some reason, the media continues to fixate on momentary boosts in polling, rather than the broader message they represent.

The perfect case study for this phenomenon is Mitt Romney. All four of the candidates who surpassed him at one time in 2012 – Gingrich, Perry, Santorum and Cain – were solidly conservative. They all also had scandals, gaffes and baggage that made them completely unelectable. Even Romney was criticized for flip-flopping, when his positions transitioned from moderate to conservative.

Polls do, however, serve as indicators of current trends in the electoral mood.

If there is any takeaway from the recent polling success of candidates such as Donald Trump, Carly Fiorina and Ben Carson, it is that their numbers reflect dissatisfaction with the current political climate. All three candidates represent attempts at the presidency from non-politicians – Trump and Fiorina are businesspeople and Carson is a doctor.

Bernie Sanders is another

candidate, currently surging, but he is not a political outsider. He is one of the longest-serving members of Congress. Like Carson and Fiorina, his campaign is gaining traction not because he is part of the political establishment, but because he speaks as if he is outside of it. In his speeches, like at a recent event at Liberty University, he spoke about the horrible realities of youth unemployment and income inequality in the nation, subtly criticizing the status quo under the current president. He made no mention of his career as a Congressman, opting instead to paint himself as someone who fights against the status quo, rather than one who creates it.

The old adage says that actions speak louder than words. Evidently, in politics it’s the words that have the most impact.

Akhil Rajan is a three-year Upper from Chicago, IL., and a Columnist for The Phillipian. He is also a Campaign Organizing Fellow for the 2016 Hillary Clinton campaign.

A Revised Reading List

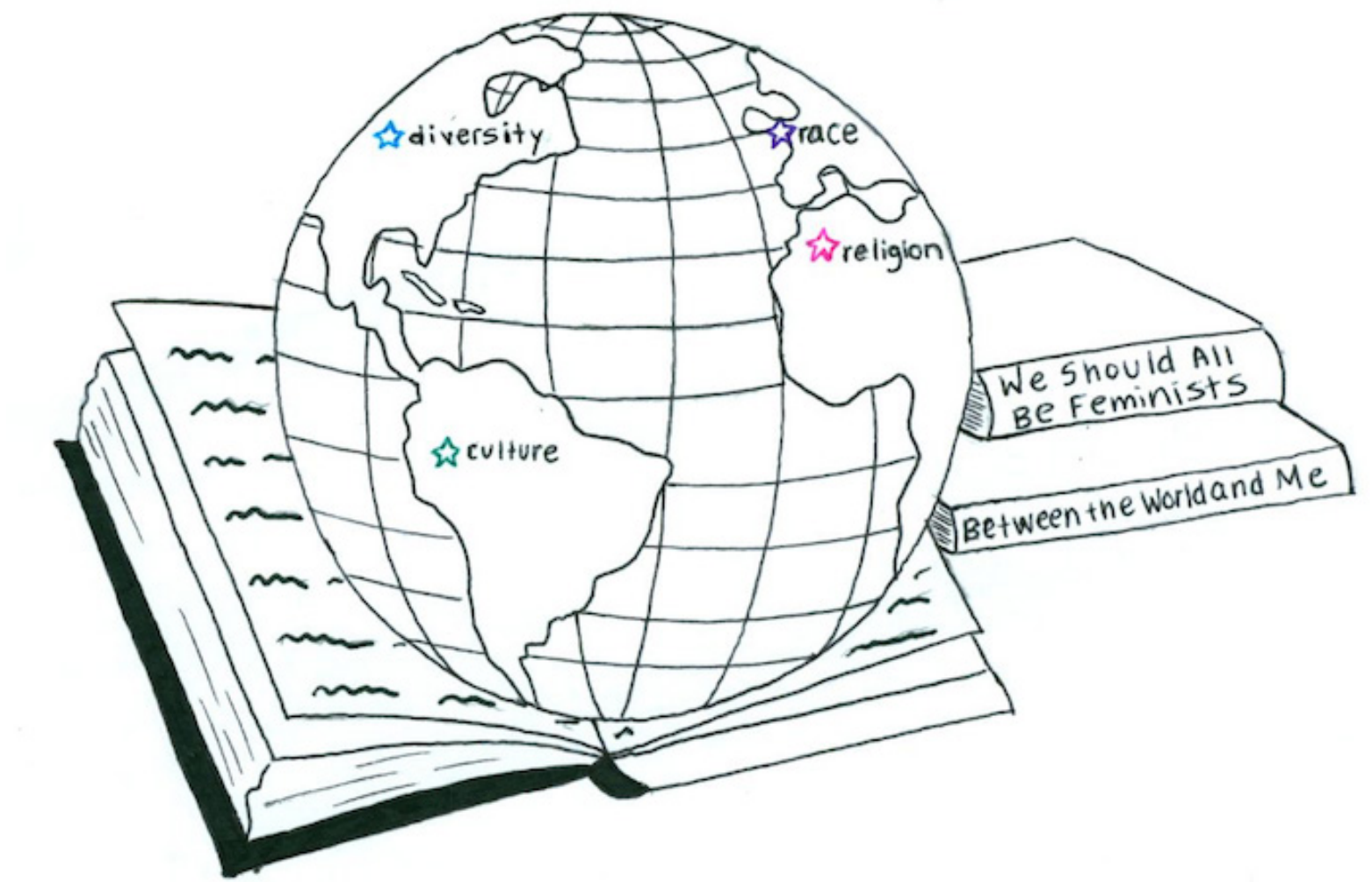
Chaya Holch

LAST SPRING, MY ENGLISH teacher asked my class of Lower how many times we had heard or read stories similar to that of Holden Caulfield, the protagonist of J.D. Salinger’s “The Catcher in the Rye.” She asked how many fiction books we had ever read that were not written by white men – how many books we had heard referred to as “classics” that were not written by that same demographic.

I was shocked to look back and realize that in my time at Andover, less than half of the literature I have been asked to read has been written by women and even fewer by people of color, especially women of color. My teacher’s questions resonated with me. This summer, I committed myself to excluding fiction books written by white men from my summer reading list. So began my months with Isabel Allende, Jhumpa Lahiri, Gabriel García Márquez, Ruth Ozeki, Chimamanda Ngozi Adichie and more.

In the last three months, I did not ride a train with Holden Caulfield, visit Gatsby in West Egg, nor cringe at Humbert Humbert. Instead, I encountered two tsunamis, learned about the Zen rituals that follow a death, mourned the death of a girl with green hair, discovered ice, and visited Lagos – twice. Much of what I read was unfamiliar, varying in almost every facet from the books often regarded as “classics” in the United States.

I stepped out of the homogenous fictional world of privileged, white males that I have been encouraged to inhabit for most of my life and was exposed to a multitude of new cultures, countries, political systems and histories. In diversifying the identities of the authors I read, I diversified the perspectives I encountered and learned much more about the differences between people than I would have



S.AL-MAYAH/THE PHILLIPIAN

had I continued to read the most “seminal” works. As Catherine Tousignant, Instructor in English, would say, in my pursuit of eliminating the familiar, I realized that indeed “the world is wide.”

By pushing past the conventional limits of the Western canon, I learned important truths that would have eluded me had I stayed in the familiar.

By pushing past the conventional limits of the Western canon, I learned important truths

that would have eluded me had I stayed in the familiar. I read Ta-Nehisi Coates’ “Between the World and Me” and had to face the harsh realities of being black in the United States. I read Chimamanda Ngozi Adichie’s “We Should All Be Feminists” and recognized the impact of intersectionality on her words, noticing that Adichie’s feminism differs largely from Sheryl Sandberg’s in “Lean In.”

My endeavor this summer forced me to ask myself questions about who decides what is worthy of acclaim. The answer: centuries of dead white men brought books like “Catcher in the Rye” and “Lolita” to the top.

All this is not to say that “The Great Gatsby” is not a fantastic book. Rather, I aim to point out that there are, indeed, other equally important books that are

not always recognized because they do not follow the rules of white, male literature. My project this summer allowed me to resist the stories of privilege

My endeavor this summer forced me to ask myself questions about who decides what is worthy of acclaim.

that have dominated literature. Allowing what is considered important to be defined by one group of people continues to devalue and ignore all other per-

spectives.

Of course, no single summer or even lifetime would be long enough to absorb all the opinions, ideas and histories in the world. But still, in just a single summer of reading, my views on language and literature as a means of conveying culture and perspective have changed permanently.

The epigraph by John Berger that begins Arundati Roy’s “The God of Small Things” states, “Never again will a single story be told as though it’s the only one.” After this summer, I will certainly never again believe that there could ever be only one.

Chaya Holch is a three-year Upper from Brattleboro, VT., and a Commentary Associate for The Philipian.

JOIN THE DEBATE  
WRITE FOR COMMENTARY  
Email across, tlian



JWOLFE/THEPHILLIPPIAN

Newcomer Bri Fadden '17 will be an offensive force in Andover's midfield this season.

## Girls Shutout Milton in Season Opener

By Jennifer Lee & Howard Johnson	
Andover	2
Milton	0

Just days after a 4-0 scrimmage victory over Andover High School, Andover Girls Soccer continued its winning momentum on Wednesday with a 2-0 victory against Milton Academy in its first official game of the season.

Milton's small playing field detracted from Andover's typical playing style, which relies on its speedy wings at the striker position to race ahead and run around the opposing defense.

Zoe Oasis '17 said. "The field was really small and very narrow. It was hard to put balls in over the top and run which is what me, Cassie Chin '17, [Co-Captain] Caroline Shipley '16 and

Bri Fadden '17 are all very good at. On the bigger fields it will be a lot easier when we have more space."

This shifted the team's playing style to a strategy reliant on strong passing from the midfield.

After a sluggish start, the substitution of Courtney Masotti '17 into Andover's midfield added an offensive and defensive spark. Combined with Fadden, Sarah Humes '16 and Olivia Lamarche '16, the midfielders toyed with Milton's defenders with well-executed through balls.

The excellent midfield play was directed by Natalia Suarez '17 and Co-Captain Jeanine Moreau '16, the two voices at the back of Andover's defense.

Suarez said, "[The] communication was really good, even though we had some injuries both entering and during the game, so the new people such as [Masotti] had to step up and not

be hesitant or scared on the field. [Her] confidence was really big, and all the players communicated and stepped up in a really big way."

Head Coach Lisa Joel said, "The key was our composure and sticking to gameplan of playing simply without lots of touches."

Suarez tallied Andover's first goal on a penalty kick, a strike to the left of the goalkeeper. Shipley drew the foul in the box with her aggressive play. Chin scored the other Andover goal.

Additionally, goalie Antonia Tamarro '17 earned her first shutout of the season.

Shipley said, "The game was definitely a fight. We had a few injuries and a lot of new players stepping in as well as players shifting around the field to new positions. The team played with grit and determination and it was an awesome way to start the season."

Against Andover High, Oasis scored eight minutes into the scrimmage, setting the tone for the rest of the game, as the team went on to win 4-0.

Oasis's first goal was the only goal for either team in the first half, and going into the second half, Andover came out determined to maintain its level of play. Within seven minutes of the second half, Oasis scored again, giving the team a 2-0 lead.

Following Oasis's lead, Shipley and Chin each scored one goal for Andover in the final 15 minutes of the game, giving the team its 4-0 win.

When asked about the team's performance, Chin said, "I think we did a really good job of connecting passes considering it was our first time playing together as a team. We're also really strong on the wings. The outside players generated a lot of attack down the sides and were

able to cross balls into the middle, which was really crucial to our goal scoring opportunists."

Shipley added, "The team really came together. Our returners played as unified as ever, and we had a lot of new girls get minutes on the field and they were all awesome."

Throughout the game, midfielders Humes and Suarez opened up opportunities for the offense to score, while Kaitlin Hoang '17 and Deyana Marsh '17 fortified the team's defense.

Moreau said, "I think the offense did a great job finishing, and the team did a nice job working together for the first time. I hope we improve our communication on the field."

Andover will have the chance to continue its winning ways against Rivers at Saturday in its home opener.

## VOLLEYBALL

## Andover Sets Up Winning Ways

By Jennifer Lee STAFF WRITER	
Andover	3
BB&N	1

Co-Captains Erica Shin '16 and Annette Bell '16 led by example with strong serves consistently throughout Andover Girls Volleyball's season opener against BB&N on Wednesday. The team's strong offensive play and determination propelled the team to win the match in four sets, 3-1.

Supported by kills from Franziska Trautmann '16 and digs from Serena Liu '19, Andover closed out the first set 25-8.

Shin said, "I'm really proud of how we played. We talked to each other, stayed focused, played smart and kept our level of play high. Overall, we came out strong to start off the season."

Trautmann earned 15 service points, while Sydney Baumgardt '16 and Evelyn Mesler '17 each earned 10. Sewon Park '17, Sidney Holder '17, Darcy Burnham '18, and Claudia Leopold '18 also each played a key role in the team's win.

Head Coach Clyfe Beckwith added, "The [team] played very well for our opener. We were able to get every member some playing experience, and most rotations were dominant."

After Andover won the second set 25-12, both teams entered the third set showing grit and deter-

mination. Andover, however, lost some of its momentum and fell 25-21.

When asked about areas of improvement, Shin said, "We can improve on communication, as usual. Picking up balls between people is always tough, but as we learn each other's playing styles, hopefully we'll get better at that."

Janneke Evans '18 added, "I think that we need to talk more and work on our defense."

Beckwith said, "As with every team one week into the season, we need to develop team chemistry so we can read subtle body language and adjust accordingly. [We need to] gain experience while having fun."

After falling short in the third set, the team hit its stride and started working more cohesively. Ultimately, Andover rallied back and captured the fourth set, 25-13.

Evans said, "There were a lot of highlights. [Mesler] had a bunch of great blocks and [Shin] and [Trautmann] served really well."

Coming off the win, Andover Girls Volleyball will look to improve its movement and communication on the court.

Beckwith said, "We need to learn reading each other better, so we can play quicker, or conversely, slow it down. We have the mechanics, now we need to train for minute speed adjustments, take control of tempo, learn different attacks to adjust for a variety of strengths and weaknesses in our opponents."



JWOLFE/THEPHILLIPPIAN

Franziska Trautmann '16 played a crucial role in Andover's season opener.

When asked about the team's goals for the rest of the season, Shin said, "Feeling like a family is always one goal. We want to be more comfortable with each other. The more

we trust each other, the better we'll play."

Evans added, "We had a really great season opener, and I hope that our team will only improve

more."

Andover looks to continue its forward momentum in its games against Taft and Hotchkiss on Saturday.

BOYSSOCCER

Strong Start Ends in 1-1 Tie

By Stephan Min  
STAFF WRITER

In its first live-action of the year, Andover Boys Soccer tied Noble & Greenough 1-1 in a scrimmage at home on Wednesday. Co-Captain Peder Bakken '16 scored the team's lone goal on a penalty kick.

Andover started off strong and controlled the beginning of the match with a fast tempo.

Myles Romm '16 said, "We saw a lot of positive things today. We came out really energetic in the beginning... We saw positive encouragement on both sides of the field, and we played fast."

Throughout the game, Andover showed promising signs of working together on both sides of the pitch.

Left back Darian Bhatena '16 said, "Our offensive coordination was very good at the beginning of the game, and when we kept good spacing we were moving the ball very effectively."

Striker Henry Meyerrose '17 added, "Our first 11 had a good defensive shape, which we were really trying to focus on in this game. We moved the ball around well and held position well."

Nonetheless, the team struggled to maintain its level of play in the latter stages of the game as its communication broke down.

Romm said, "What we need to work on is our communication. We were kind of struggling toward the end of the game when we got tired talking to each other."

Bhatena added, "Our defensive shape is always something we're working on, and closer to the ends of the periods we were getting tired and losing that shape."

The team will also miss the presence of Andover's all-time leading scorer Dylan Mott '15. As a result, it will need to work on taking advantage of chances in front of goal.

The tie reflected a continuation of a trend from last season,

in which Andover failed to capitalize in key moments and compiled draws and losses instead of wins.

"Last season we had a strong team, but we had a lot of ties, so one of our goals for making the playoffs is to not tie so much," said Bhatena. "But we're really just focusing on one thing at a time. Our longest term goal right now is to make the playoffs. Once we get there, we'll focus on going far."

Peter Heckendorn '17 added, "We don't want to lose at home. We have a history of being really strong on [Smokey Field], and we want to maintain that. And of course one of our biggest goals is to beat Exeter."

Romm concluded, "I hope we can go far based on our skill, because we have a chance to really do something special."

Andover's first regular season game is away at St. Paul's on Saturday.



Co-Captain Alex Dziadosz '16 shields the ball from a defender

JWOLFE/THEPHILLIPIAN

FIELDHOCKEY

Girls Face Tough Preseason Competition

By Stephan Min  
PHILLIPPIAN SPORTS STAFF WRITER

In its first scrimmage of the season, Andover Field Hockey turned in a strong defensive performance with a 2-0 win at home against Rivers. Hannah Cregg '16 tallied a goal in the first half, while Brooke Keough '19 added to the score line in the second half.

Andover's victory over Rivers, last season's NEPSAC Class C Champion, exhibited promising signs for the team's upcoming season. Despite losing nine Seniors last year, the team was able to play cohesively on offense from the start of the game.

New Upper Casey Yarborough '17 said, "I think we're definitely getting better with movements and passing, and we're bonding very well as a team. We need to work on talking more and communication but we're all just having a lot of fun."

Lauren Overly '17 added, "We really connected with each other off the bat which is important because we are such a new team. We had a really good energy, and we scored within the first seven minutes of the game."

Throughout the game, however, Andover could not take advantage of open areas to advance the ball up the field.

Overly said, "After the Rivers game, we realized that we weren't utilizing the open space on the field to move the ball, and so that's defi-

nitely something we've been working on."

Following the win, Andover lost 4-1 against St. Mark's in its final scrimmage before the regular season. Meghan Ward '19 scored the team's only goal of the game.

Against St. Mark's, the team struggled to create opportunities on offense due to unbalanced spacing.

"Our spacing between the mid, attacking and defensive lines was off, so we struggled to successfully move the ball onto our attacking end," said Overly. "We also need to be more purposeful with our touches on the ball. We kept on passing into crowded space and into the defense, probably in part because of our poor spacing."

St. Mark's, which was last season's NEPSAC Class B Champion, gave Andover a good opportunity to recognize its weaknesses before the start of the season.

Overly continued, "Playing St. Mark's was a humbling experience, because we experienced what it was like to play an amazing team."

With two scrimmages against defending champions under its belt, Andover will look to repeat its phenomenal success from last year when it finished the season with an undefeated 15-0-1 record.

Yarborough concluded, "We always want to improve every game and stay close as a team and play as a unit and continue improving."

Andover Field Hockey kicks off its regular season this Saturday at home against Thayer.



Beth Krikorian '17 challenges an opponent for the ball.

JWOLFE/THEPHILLIPIAN

FOOTBALL

Passing Game Shows Improvement in Scrimmage

By Stephan Min  
PHILLIPPIAN SPORTS STAFF WRITER

Andover Football furthered its preparation for the fall season this past Saturday with a scrimmage at Brooks. Although no official score was recorded, each team took turns punting and taking snaps on offense and defense.

Led by quarterback Robert Jones '16, a Post-Graduate (PG), Andover excelled on offense and advanced on Brooks' defense using effective passes.

PG tight end Hallvard Lundevall '16 said, "The pass game was really clicking on Saturday. [Jones] was throwing great balls and got the protection he needed."

Despite the strong offensive presence in the air, the team struggled with its running game.

Lundevall added, "We need to get off the ball quicker and lower than our opponents to make up for our size. We have all the weapons we need in the backfield as well as out wide, so if our run scheme works like we expect, defenses will have trouble with us."

After its undefeated 2013 season and a disappointing 2014 season, Andover will be hungry to take home the NEPSAC Championship this year and get return to its winning ways.



Dewitt Burnham '16 will be a key cog for Andover Football this season.

JWOLFE/THE PHILLIPIAN

Returning long-snapper Brandon Barros '17 said, "I expect this team to go into every game and give everything we have. The goal is the same as always: win a championship. That being said, I'm just expecting us to go one game at a time and give 110 percent every day."


Write for Sports!  
@jhahn  
@ihaegg  
@vbergeron

# ADVERTISEMENTS

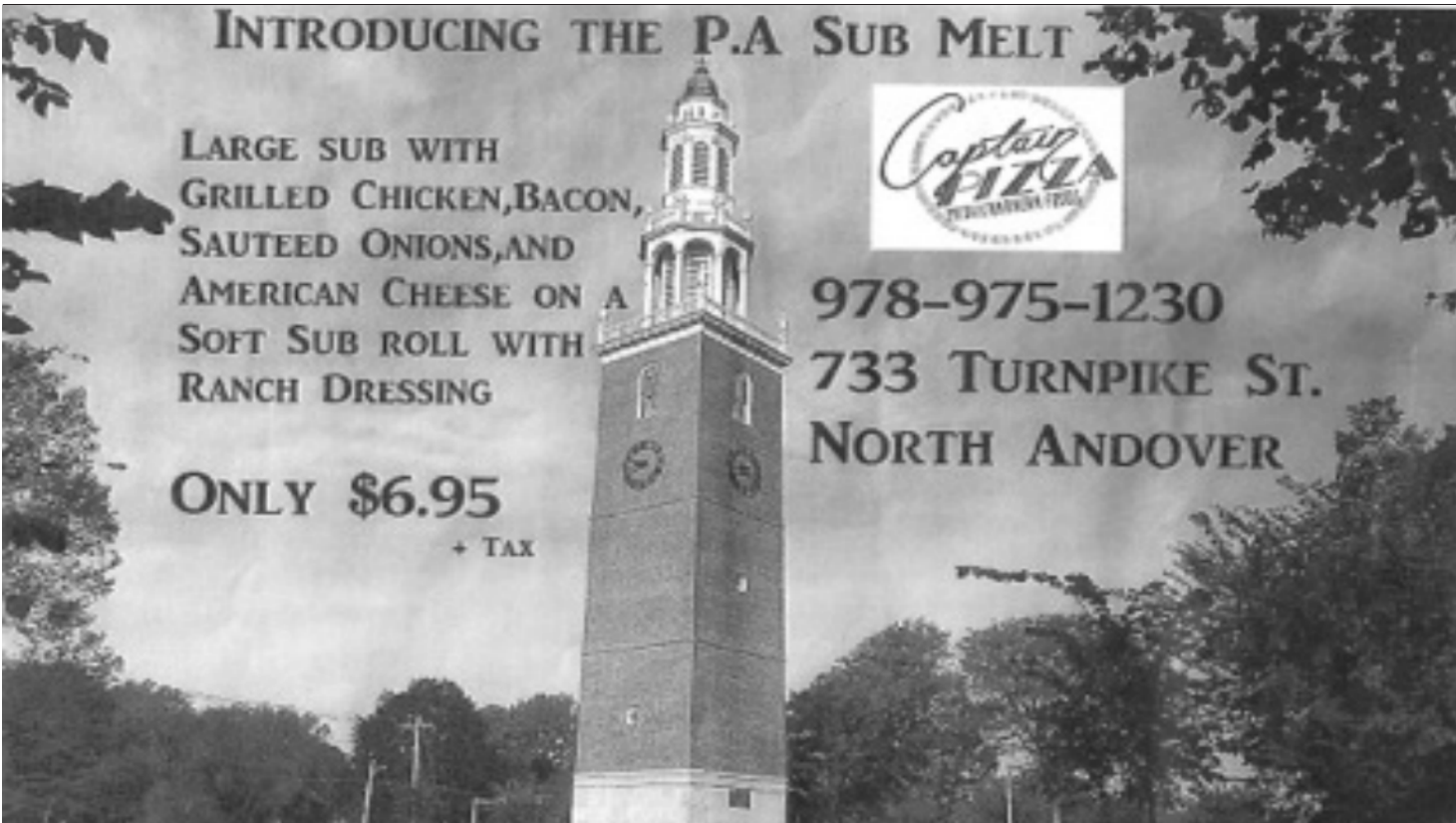
INTRODUCING THE P.A SUB MELT

LARGE SUB WITH  
GRILLED CHICKEN,BACON,  
SAUTEED ONIONS,AND  
AMERICAN CHEESE ON A  
SOFT SUB ROLL WITH  
RANCH DRESSING

ONLY \$6.95  
+ TAX



978-975-1230  
733 TURNPIKE ST.  
NORTH ANDOVER



Shoot for  
Photo!



Email  
lluo and jschmitt

Purchase an  
off-campus  
subscription  
to  
*The Phillipian!*

Visit  
[www.phillipian.net/subscribe](http://www.phillipian.net/subscribe)



We deliver!  
Call 978-474-4111

15% off Any order	Small Cheese \$5.99	Large Cheese \$7.99
----------------------------	---------------------------	---------------------------

\$1 Delivery Charge

Andover House of Pizza  
38 Park Street, Andover, MA  
Phone: 978-474-4111



ONE THONG CHAI  
THAI CUISINE

We deliver!  
Call 978 409 1352

\$ 5 off

Any purchase of \$ 25 or more.  
Dine in only.

Free Thai Ice Tea

One Free Thai Ice Tea  
12 oz with the order of  
\$15 or more



FREE DELIVERY

TUESDAY  
WEDNESDAY

Lunchbox  
Catering

Not valid with other offer  
Limit one coupon per person  
Expire: October 30, 2015

One Thong Chai Thai Cuisine  
12 Post Office ave. Andover, MA 01810  
Tel: 978 4091352  
[www.onethongchai.com](http://www.onethongchai.com)

Love the  
Addison?  
Write for  
Arts!

Email *tbauman* or  
*sgill*

*Please help us  
make on-campus  
circulation a success!*

**RECYCLE YOUR PAPER**

Thank You!

Questions? Email [havery@andover.edu](mailto:havery@andover.edu)



# Q&A: Art Faculty Summer Projects

*From art intensives to local exhibitions, members of Andover's Art Department spent their summers creating their own artwork and perfecting their personal skills. Arts & Leisure asked five art teachers about their summer of artistic endeavors.*

By Andi Cheng



J. BECKWITH/THE PHILLIPIAN

## Thayer Zaeder, Instructor in Art

Q: What kind of personal projects have you worked on in the last year, including your sabbatical?

A: “Right now, my work has been inspired by my participation in the development of a [Tang Institute] Learning in the World Program called PLACES, which is an experiential learning opportunity in Brazil. In the PLACES program, one of the key elements is this idea of how resources flow from one area to another, whether it’s a rural area flowing to more urban areas, and then the influences of culture in urban areas being felt in more rural communities. I have a whole sequence of images in a time-lapse format that I shot in May in Alaska. They’re pictures from a big boat of glacial activity and ice breaking up and things like that. With time lapse, it’s the idea that you take multiple images. In most cases, it’s time that has been sped up; it’s really frantic and kind of crazy. But I’m more interested in slowing it down. And when you project it on the wall, it looks like this giant painting that subtly changes. My idea is to create a more contemplative space for the viewer, so if they pass by, they’re captivated by it, and they’d sit there and look at it subtly change. It leaves options for the viewers to sit and check it out, maybe make other associations.”

Q: Is there a common theme in your work?

A: “Well I usually pick a project and then stick with it for a few years. I’m a person that likes multiple projects. I think of myself as having had my landscape phase, and my portrait phase, and my social documentary phase where I do different documentary projects, and now I’m in my contemplative phase. I want to make beautiful things, but I also want the viewer to be able to bring their own stuff to it, whatever that might be.”



COURTESY OF THERESE ZEMLIN

## Therese Zemlin, Chair in Art

Q: Did you work on any personal projects over the summer?

A: “I was invited to participate in ‘The Books in Extremis,’ an exhibition of work related to book arts that was at the Minneapolis College of Art and Design. That was a lot of fun to go and install the piece “The Nine Dragons” that I had in the faculty show last year and that was based on a scroll from the Museum of Fine Arts. I’ve also been making tetrahedrons out of tree branches. I started out making tetrahedrons out of birch twigs. I spend my [summers] in a little cabin way up in the Northwoods in northern Minnesota. It’s on a little stream and it’s in the middle of a birch grove, and there are birch sticks everywhere on the ground. I’ve used them before, so I started picking them up and making these tetrahedrons out of them with the idea that I was combining these two different systems. I was combining this almost artificial system of the tetrahedrons – where they’re artificial but they’re based on natural molecular structure – with the more nuanced and sophisticated and complex system, in a way, of the branching of tree branches.”

Q: If you had to pick a favorite project from the summer, what would it be?

A: “I think the tetrahedrons were probably the most valuable because it’s the one that’s going to continue beyond now. But getting as far as I did this summer is going to keep the momentum going on this project for the rest of the year, so I’ve got some of my own art making active while I’m also teaching, and for me that is crucial. It is really important for me to be an artist who teaches.”

## Elaine Crivelli, Instructor in Art

Q: Did you work on any personal projects over the summer?

A: “I started a new series of large drawings that incorporate photographs that I’ve taken. So the drawings are mixed media as they start with fragments of those photographs and build from there. They’re definitely in the experimental, exploratory stage, but it’s a direction that I like, so I’ll continue with it.”

Q: What is the focus of these mixed media pieces?

A: “When I was on sabbatical... in 2006, I started a series of light and shadow photographic compositions... I’m now taking those photographs, which I reprinted on rice paper last year in preparation for an exhibit but I never used, to base these drawings. I’m actually just starting with fragments of these shadow images and building it from there. And the drawing is, in a different way, replicating the shadow and light.”

Q: What actually inspired you to start this series?

A: “I wanted to do something other than photography. I’ve never really considered myself a photographer, even though for a long period of time I was using photography. Photography was something I actually started in 1989 when I moved from Philadelphia, P.A., to Savannah, G.A., to accept a position there, and I didn’t want to take a ton of sculpture materials with me, so I brought my camera. And Savannah is just such a photogenic city, so I became really fascinated, and I was discovering the city through my camera, and that just became fascinating to me. After that I went to London for three years. I just kept photographing, because there was so much to photograph. That’s what led to me working on series in the photographic media for ten or more years. So now I just want to explore something other than photography.”



L. HAMANN/THE PHILLIPIAN

## Peg Harrigan, Instructor in Art

Q: Did you work on any personal projects over the summer?

A: “Ceramics is the medium of my choice. I usually head up to my house in Maine with my tools and a couple bags of clay. This year I was really doing some experiments that were influenced by some visiting artists in the spring, pueblo artists from Mexico. They worked with my students and myself in the Spring Term. A lot of what I did this summer was really meant to make some work that continued to conduct experiments based on what they taught us, which is ultimately something I want to be able to replicate with my students. So I was making my own work and my own ideas, but the end result I was envisioning was informed by the way these pueblo potters finished and fired their work.”

Q: Are you working in a similar visual or technical style as the pueblo potters?

A: “Stylistically, they’re my pots. I’m not copying or being terribly influenced by pueblo form or Native American forms, so the shapes and form exploration is coming from my artistic interests, but the materials and the final way of firing are being influenced by the pueblo processes. They fire in a very different manner than I’m used to firing my own work. They fire their work outdoors using natural materials, wood, manure. They have some interesting processes and get some beautiful surfaces.”

Q: Outside of the ceramics you worked on this summer, from where do you often draw inspiration?

A: “Well, sometimes I look at historical pots. If I’m really feeling like I need a kick in the pants, I’ll flip through books about Mycenaean pottery or some of the early Japanese pottery. But when I sit down to make something, I don’t always have a clear idea of what it’s going to become. For instance, this summer I threw a couple standard bottle shapes or vase shapes on the potter’s wheel. The interesting thing for me is to take that blank, anonymous, ‘You’ve seen a million of these’ kinds of shape and see if I can tease out something new from it. So I do a lot of altering of the form, paddling it, cutting away material, adding material, and taking it out of round.”

## Emily Trespas, Instructor in Art

Q: Did you work on any personal projects over the summer?

A: “I participated in two weeklong art workshops through Montserrat College of Art in Beverly, Mass. The first was a ‘Drawing Intensive’ with Barbara Moody and the second “Plein Air Landscape Painting” with George Nick. As I teach drawing at Andover, one might question why I would take a drawing class. My teaching is strengthened when I return to the classroom, revisit skills, practice with peers and experience the teaching style and assignments of another professional. I moved through the workshops harmonizing my engagement as an educator, artist and student. It was refreshing and rewarding to explore limited materials like graphite, charcoal and pastels while honing my observational skills.”

Q: Do you have a favorite piece that you created? Why are you most attached to it?

A: “A favorite piece from my summer focus would be my pastel painting of a still life with grapefruit and cantaloupe slices. The setup was complex, colorful and overwhelming. I doubted I would finish in the five hours allotted, but I did. Also, the last time I worked with color pastels representationally was 20 years ago! This was a difficult project because of the time pressure and the physical roughness of the materials. My fingertips split and were tender the next day from blending the chalk into textured paper. When I stepped back from the pastel I was surprised that I drew it. It’s not a subject I typically choose nor [was it] drawn in a style or medium that’s familiar to my usual way of working; it took me out of my comfort zone. In the days leading up to this drawing, I worked hard to understand every concept taught and then apply them. Also, trusting my creative instincts with color and form led to a surprisingly realistic piece.”

# ARTS&LEISURE

L. LUO/THE PHILLIPIAN

## New Addison Exhibit Studies Friendship Between Famed Artists

Kalina Ko

At the very top of a white wall in the Addison Gallery of American Art, an irregular and uneven black line crosses the surface and begins Sol LeWitt’s “Wall Drawing #797.” Underneath this first line is another, but drawn by a different person and in a different color. Several people continued to copy the undulating line down the wall, alternating between red, yellow and blue lines. Although LeWitt designed the piece’s pattern, “Wall Drawing #797” can be installed anywhere using instructions written by LeWitt. Several staff members at the Addison Gallery of American Art worked together this summer to assemble “Wall Drawing #797” for “Converging Lines: Eva Hesse and Sol LeWitt,” a new exhibit at the Addison.

“I love [‘Wall Drawing #797’]. It’s almost a group portrait in that everybody’s hand made a different mark, and it changed. We thought we were following each other perfectly but we weren’t, and that’s what made this beautiful undulating pattern. So I love the idea that there’s geometry and minimalism, which is supposedly completely objective, but this has such a handmade, human quality,” said Kemmerer.



Eva Hesse, No title, 1963, ink, watercolor, pencil, and crayon on paper, LeWitt Collection, Chester, CT, © The Eva Hesse Estate. Courtesy of Hauser & Wirth



Sol LeWitt, Run I, 1962, oil on canvas and wood, LeWitt Collection, Courtesy Pace Gallery, New York, © 2013 The LeWitt Estate/Artists Right Society (ARS), New York

Organized by the Blanton Museum of Art in Austin, T.X., “Converging Lines: Eva Hesse and Sol LeWitt” is a traveling exhibit that opened last Thursday at the Addison. It features works by the two artists, Eva Hesse and Sol LeWitt, and highlights the ways in which they influence each other’s art.

“We really love the idea [of bringing ‘Converging Lines: Eva Hesse and Sol LeWitt’ to the Addison] because we have a long history with [LeWitt]... He worked closely with [the Addison], and we had already had a lot of his work in our collection... He’s a really important artist for us personally but also just in art history in general. And [Hesse] is someone we’ve long admired, but we have [none of her work] so this was a great way to share with our audiences and ourselves the work of two people that mean a lot to us in very different ways,” said Allison Kemmerer, Curator of

Art after 1950 and of Photography at the Addison.

Hesse and LeWitt met as young artists in the 1960s and became close friends. They were members of a new generation of artists that were shifting away from Abstract Expressionism, a style that emphasized spontaneous, emotion-driven artwork, and into experimentation with art as a tangible object related to the space it occupies. Although their art styles differed greatly – Hesse was more expressive and emotional and LeWitt was more deliberate and focused on precision – the two heavily influenced each other’s work.

“The overall goal [of this exhibit] is for people to walk away with a deeper sense [or] understanding of each of these artists’ work. This exhibition allows viewers to do so by considering both LeWitt and Hesse’s art within the context of their friendship and influence on each other,” said Kemmerer.

Also in the exhibit are Eva Hesse’s untitled graph paper drawings that carry hints of LeWitt’s influence. The four drawings feature series of minute “x”s and “o”s drawn in the small boxes of graph paper. Together, the “x”s and “o”s form squares and rectangles. Hesse drew the “x”s and “o”s with differing amounts of pressure, making certain parts of the rectangles appear darker or lighter.

“[The piece is] very geometric. It’s the grid which [Hesse has] completely taken [from LeWitt], who is all about the grid. She’s taking his motif as a point of departure, but, again, it’s still that hand-drawn quality with these tiny little “x”s and “o”s she fills it with. It still has that crafted feeling. It doesn’t have the objectivity that so much his work seemed to have,” said Kemmerer.

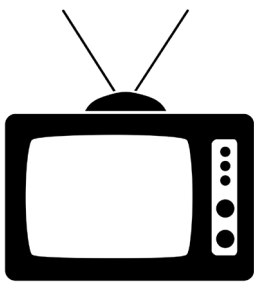
“Converging Lines: Eva Hesse and Sol LeWitt” will be on view until January 3, 2016.

## Fall Term Top Picks

Staff Report

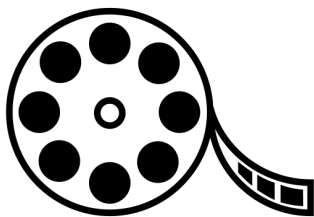
### Favorite Songs

- Claire Glover ’16 – “Into the Mystic” by Van Morrison  
Erica Nork ’16 – “Death with Dignity” by Sufjan Stevens  
Christopher Walter, Instructor in Music – “Danny Boy” Irish Folk Song covered by Londonderry Air  
Harvey Zheng ’19 – “Firestone” by Kygo  
Neysha Ramos, Susie’s Staff – “Fight Song” by Rachel Platten  
Kaylyn Park ’17 – “Pull Me Down” by Mikky Ekko  
Jessica Wang ’18 – “Always Remember You” by Hannah Montana  
Max Davis ’19 – “Primadonna” by Marina and the Diamonds  
Nikki Dlesk ’17 – “Hallelujah” by Leonard Cohen  
Daniel Ulanovsky ’18 – “Kiss the Ring” by My Chemical Romance



### Favorite TV Shows

- Emma Chatson ’18 – “Criminal Minds”  
Sithya Lach ’17 – “Parks and Recreation”  
Abbey Siegfried, Instructor in Music – “Doctor Who”  
Jack Vogel ’16 – “Blackadder”  
Caroline Corwin ’17 – “Bones”  
Jeffrey Du ’19 – “The Office”  
Akhil Rajan ’17 – “30 Rock”  
Carolyn Zhao ’16 – “Sherlock”  
Karen Xia ’16 – “Daredevil”  
Malcolm Essaid ’18 – “Silicon Valley”



### Favorite Movies

- Kelly Sheng ’17 – “How to Train Your Dragon II”  
Sarika Rao ’19 – “Harry Potter and the Deathly Hallows: Part 2”  
Terrence Xiao ’16 – “Wreck it Ralph”  
Linda Spence, Reference and Instructional Librarian – “What Ever Happened to Baby Jane”  
Morgan Rooney ’17 – “Pulp Fiction”  
Andrew Lin ’17 – “Inception”  
Claire Tellekson-Flash ’16 – “Empire Records”  
Connor Devlin ’18 – “American Psycho”  
Diana Ding ’16 – “Tangled”  
Abdu Donka ’18 – “Cars”