

## An Investigative Exploring Grading Disparities at Andover

**AARON CHUNG,  
LAURA OSPINA,  
& WILL YUE**

93 percent of students believe that grading disparities exist between classes of the same department at Andover, according to the 2018-2019 State of the Academy (SOTA). To help combat this issue, the Working Group for Grading and Assessment, a group of 13 faculty members, is pursuing a two-year investigation into testing policy and tangentially, grading disparities. The group aims to ensure that fair and equitable grading is instituted across all academic disciplines, according to Rajesh Mundra, Dean of Studies.

“We have been thinking about grading and assessment and we are going to be thinking about it at lots of different levels. As we gathered data from courses or from transcripts or in other ways, if grading disparities is actually something that is concerning within departments... then I do know that our group would want to look at that in more detail,” said Mundra.

According to Alyssa Muffaletto '21, she feels that although all subjects have grading disparities, the English, Math, and World Language departments are the most susceptible.

“For instance, some English teachers are known for having the hardest grades, and I've been told that they don't grade above a 4, but there are a lot of teachers that will give

you at least a 5 and that's for everyone. That is such a great grading disparity despite it being the same assignment and possibly the same quality of work,” said Muffaletto.

Serena Lee '22 thinks that Andover's competitive atmosphere, based on constant comparisons of worth to each other, magnifies the impact of grading disparities on the mindset of students. Lee believes that a student's grades are affected by their teacher's personality.

“I think that humanities departments have especially large grading disparities because it's all about your teacher's opinion on how they write and each person obviously prefers a different type of [writing style]. Of course, there are base expectations but past that, it's really up to interpretation. It can make someone's life much harder or much easier as they might not be paired up with the right teacher to help them,” said Lee.

According to Elizabeth Meyer, World Languages Department Chair, the lack of enforced standardization of the current grading system's foundational guidelines allows teachers what she feels is too much individual liberty to grade according to their personal education philosophy. This results in contradictory preferences that cause discrepancies in the metric that students are graded by, thus causing confusion among

*Continued on A4, Column 1*

## Fall into Fall!



D.ZHU/THE PHILLIPIAN  
The first signs of fall appeared on campus this week as temperatures cooled and trees began to turn color.

## Blue Book Revision Addresses Anonymous Reporting

**AARON CHUNG, LAURA  
OSPINA & WILL YUE**

A change in the 2019-2020 Blue Book has altered Andover's policy on drug and alcohol response. Now, if a student is anonymously reported for possessing alcohol, drugs, tobacco, or nicotine, he or she may not face disciplinary action. Instead, the school can choose to enact the sanctuary policy, which allows students to seek support for substance use without facing disciplinary action.

According to Jennifer Elliott '94, Assistant Head of School for Residential Life and Dean of Students, the revised policy aims to give the administration more leeway to invoke sanctuary in cases of anonymous reports.

“We added a sentence to the Blue Book that states, ‘Generally, no disciplinary action will be taken solely on anonymous reports regarding alcohol, drugs, tobacco, and/or nicotine use.’ This sentence offers a little bit of flexibility, particularly when we receive anonymous information without any con-

text or details, and it offers us to invoke the Sanctuary policy if there are no other details around a student's decision making behavior,” said Elliott.

Frequent reports of substance abuse on Andover's EthicsPoint, an anonymous reporting website intended to combat sexual misconduct, prompted the administration to create an alternative plan for other reports. In practice, the administration found that utilizing the Sanctuary policy would be

*Continued on A4, Column 3*

## Andover Responds to Climate Change with Activism and Education



A.LEBARON/THE PHILLIPIAN  
Student activists gathered in support of environmental policy to address global climate change.

**AARON CHUNG  
& LAURA OSPINA**

On the steps of Samuel Phillips Hall, students gathered at Andover's first Climate Strike on September 20. There, they exchanged stories of personal experiences that were influenced by the effects of global warming and called for further activist efforts to change domestic and international environmental policy. Later that day, the Oliver Wendell Holmes Library (OWHL) invited David Wallace-Wells to speak during the inaugural Climate Cafe meeting.

The Climate Cafe is the OWHL's year-long informal exploration into climate change, which will encourage students to further their understanding of the scientific reasoning behind the crisis, and to think about solutions that could work on the global scale. Their first speaker, Wallace-Wells, is the Deputy Editor for the New

York Magazine and the author of “The Uninhabitable Earth: Life After Warming,” a book that scrutinizes the philosophical and political ramifications that potentially could result from climate disaster.

“If you care about poverty, inequality, violence, social disarray, famine, hunger, and mental health, there is a relation between these and global warming as effects become real to us. No matter what you want to do for the next 50-100 years, climate will almost inevitably be a part of that. If we do not handle this crisis, we may not be able to deal with all of these other issues. That is how dramatic climate change really is,” said Wallace-Wells during his presentation.

Wallace-Wells emphasized how the environmental justice movement would benefit from acceptance of all forms of resistance, no matter the scale. He hopes that people understand that they are a global citizen and learn to hold responsibility for their actions and

how they impact the environment. He believes that nations should demonstrate stewardship and work together to develop humane crisis-mitigating practices.

“Try to be empathetic and open-hearted as you can be in thinking about the world community as a whole. Do not live in denial. I think a humane response to this crisis is going to require, especially the wealthy nations of the world, a much more warm-hearted perspective on those in need than any other country that is active today. This is because we are responsible for the climate change, we benefited by extorting the environment, and now we are in a position to take more dramatic action than people elsewhere in the world,” said Wallace-Wells.

One example of youth-led advocacy was the climate strike led by 16-year-old Swedish climate activist Greta Thunberg that Andover students participated in. For Claire Brady '20, a Co-Head of EcoAction and Co-Organizer of the Andover chapter of the Climate Strike, her goal was to use the strike to raise awareness of the burgeoning problem and how adolescents can contribute to the climate movement. According to Brady, approximately 30 people attended the Climate Strike.

“There was a lot of traction on a global scale to have climate strikes in your local communities and I felt like being part of the environmental club that I had a duty to help organize it on campus... I think a lot of it was to raise awareness and get a group of students on campus that might not necessarily be super into environmentalism to recognize what's going on and to inform people,” said Brady.

Jessica Scott '20, who helped organize the Climate Strike, believes that advocacy

*Continued on A5, Column 4*

## Andover Offers Robotics as New Athletic Option

**ELIZABETH CHOU**

After classes end, Emily Mae Murtha '22 doesn't follow the herds of students walking to Borden Memorial Gym or the Snyder Center for their sport. Instead, Murtha's sport takes her into the Oliver Wendell Holmes Library (OWHL) and down a flight of stairs to The Nest. There, Murtha joins a group of peers to take part in Andover's competitive robotics team.

For the Fall and Winter Terms, robotics will be offered as an athletic option coached by Robert Hickman, Instructor of Mathematics, Statistics, and Computer Science, along with Benjamin Peters, Makerspace Coordinator of Engineering and Robotics. The sport prepares students for the VEX Robotics Competition, a world-wide tournament in which teams compete using robots they build and code themselves. Andover's team will enter five to six competitions between now and the end of Winter Term, with the goal of

making it to the VEX Regional Championships.

While Murtha was hesitant about joining the robotics team at first, she has since come to enjoy the sport for its dynamic learning opportunities. She looks forward to building upon past robot designs with her team.

“Initially, I was a little nervous because I had no experience with robotics prior to joining the sport, but it is quite fun and I've been learning a lot. We're basically just building the robot that the strategy team has designed, [based on] designs the team has been using for a couple of years, and we're going to innovate them by building a new and improved robot. I really like [robotics], it's probably the highlight of my day,” said Murtha.

Andover's new robotics program was implemented by Michael J. Barker, Director of Academy Research, Information, and Library Services, Clyde Beckwith, Assistant Head of

*Continued on A4, Column 3*



T.WEI/THE PHILLIPIAN  
The team of 19 students hopes to make its way to the VEX Robotics Regional Championships in March 2020.

Commentary, A4

### Summertime Reflections from a New Student

Leila Hardy '22 encourages us to celebrate our individual intelligence

Eighth Page, A8

### Here Yeet, Here Yeet

As if a print paper wasn't archaic enough already, we've gone medieval for the week... or perhaps the fortnight?

Sports, B1

### World Rowing Junior Championships

Jacob Hudgins '19 and Mia Levy '21 compete at the World Rowing Junior Championships

Arts, B8


### Kate McQuade

Kate McQuade reads excerpts from her new short story collection “Tell Me Who You Were.”

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Editorial

Blue Book Bullet Points

To some extent, students are responsible for being aware of the rules; but because there is currently no system in place to call attention to new policies, most changes to the Blue Book fall under the radar. This disconnect between students and policymakers on campus is only deepened by the recent shift away from print copies of the Blue Book, which students can now access only as an eBook.

While it is not reasonable to expect the administration to defend every change to the Blue Book, it would be beneficial for students to have a shortlist of each year’s policy changes. That way, we could be aware of the policy changes and how the new rules will be enforced. Even something as succinct as a bullet-point list of the alterations to the Blue Book would be a valuable resource for students.

Despite the integral role it plays on this campus, students know nearly nothing about the reasoning behind the Blue Book’s policies. While some rules are relatively self-explanatory – banning illegal substances from campus, for example – their respective

consequences have a large range, with responses ranging from the Sanctuary policy to suspension. As a result, there is no shortage of rumors about discrepancies in the enforcement of school rules, which cause confusion in all stages of the disciplinary process.

This fits into a broader context concerning student conversations about discipline—among students, discussions about the strictest clusters, most notorious deans, and least comprehensible disciplinary decisions make up a significant part of the way that we orient ourselves in relationship to the administration. Those assumptions will not go away overnight, but making students aware of Blue Book changes when they occur would create less of a divide. If we are told what’s new in the Blue Book each year, we can better hold ourselves accountable and have a healthier, more communicative campus.

*This editorial represents the views of The Phillippian, vol. CXLII.*

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The Significance of Intelligence

LEILA HARDY



M.SURI / THE PHILLIPIAN

YOU ARE SMART. SAY IT out loud to yourself. It feels good to hear, especially at Andover, where we value ourselves and each other based on our perceived intelligence. But rarely do we stop to interrogate this metric. Many of us who strive for the validation of being considered smart don’t even have a clear understanding of what ‘smart’ means. And we almost never consider whether being smart is a good thing to strive for. We should not base our worth off of how smart we think we are.

Intelligence is extremely difficult to quantify. Flawed tests like the IQ and SAT are better at measuring race and socioeconomic status than actual intelligence. Because these tests measure smarts through concrete skills and knowledge, kids who grow up with educated parents and plentiful resources are always more successful on these tests. According to the Atlantic, “There is no such thing as a direct test of general mental ability. What IQ tests measure directly is the test-taker’s display of particular cognitive skills: size of vocabulary, degree of reading comprehension, facility with analogies, and

so on.” For other forms of intelligence, like emotional, linguistic, and bodily-kinesthetic, the tests don’t even exist.

In many ways, intelligence is meaningless. Smart people are not happier; in fact, in aggregate, they are much sadder. A recent study showed that over 20 percent of Mensa members had been diagnosed with an anxiety disorder. Intelligence doesn’t correlate with monetary success, either. People who are financially successful share traits unre-

lated to having a “high level of intelligence” such as a strong work ethic, the ability to compartmentalize emotions, and a growth mindset. This is because intelligence alone is not enough. It can only lead to success when it is combined with many other traits.

The Andover admissions process selects for several different forms of intelligence. The SSAT scores of new incoming students are, on average, over the ninetyeth percentile. It takes powerful emotional intelligence to thrive in

a dorm. The sports requirement rewards those with bodily-kinesthetic intelligence. Nearly every aspect of life here rewards varying forms of intelligence. This is purposeful—Andover promises to bring together the brightest youth from every corner. However, valuing intelligence, specifically classic intelligence, above all else reinforces a damaging belief system.

Andover spends enormous amounts of money, time,

telligence is rare at Andover. The school’s mission is to support smart students who are looking for a more supportive school environment. But we can find a way to have respect for people with lower intelligence without having them be a major part of the Andover population. At Andover, it’s almost always assumed that smarter is superior and that everyone who is successful is smart.

This belief creates two separate categories of problems. It decreases our capacity to respect and appreciate all people, regardless of intelligence, making us more thoughtless and arrogant. It also reinforces impostor syndrome and low self-confidence surrounding intelligence. When people feel like “smart” is better, their self esteem and feelings of self-worth drop when they don’t feel smart. Our lack of discussion about the insignificance of intelligence encourages superiority complexes and self-aggrandizing.

and effort on having and celebrating diversity in all of its forms. There are programs to celebrate differences in race, gender, sexuality, and class at Andover. Yet we never work on improving our empathy and understanding of the difference in intelligence. It makes sense that diversity of in-

Bias against those who we perceive as having a lower intelligence also reinforces negative stereotypes towards other marginalized groups. Through our years living in a heavily biased society, it is impossible not to internalize false connections between race, gender, socio-economic class, ability, and intelligence. When we believe that lower intelligence is inherently inferior, our internalized biases against other marginalized groups are strengthened.

We need to take action as an institution and a community to combat this unspoken bias on our campus. It should be fought at the institutional level, through clubs, speakers, class discussions, and administrative support. But it also must be fought daily, on an individual level. We must stop celebrating this singular expression of intelligence; instead, we can recognize all forms of intelligence and the varied ways they influence us. We have to be more aware of how our choice of language in daily conversations either reinforces or deconstructs this bias. Most importantly, we must all work to be aware of this bias when it appears within ourselves. We must identify it, whether it is directed towards ourselves or towards others, and recognize it as a detrimental belief.

Leila Hardy is a two-year Lower from Lake Oswego, Ore. Contact the author at lhardy22@andover.edu.

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CORRECTIONS 9/27

Sports misstated a fact. Andover Boys Water Polo lost to Loomis 12-9.

News misstated a fact. Peter Currie ’74 is the President of the Board of Trustees.

Sports misstated a class year. Natasha Muromcew is a member of the class of 2022.

News misstated a class year. Ariana White is a member of the class of 2022.

News misspelled a name. Bennett Pease ’21 went to Russia on a Learning in the World trip.

*The Phillippian* regrets the errors.

# Saudi Arabia Can Handle Iran

LUC BOESCH-POWERS



THE UNITED STATES military is something that finds its way into all of our lives. 15 percent of U.S. tax dollars fund the military and 1.4 million Americans currently serve. Most recently, the military appeared in the news when President Trump deployed additional U.S. troops to Saudi Arabia in response to Iran-backed drone strikes on Saudi oil fields. As these facilities represent half of Saudi Arabian oil output, and five percent of the global supply, crude oil prices surged as much as 20 percent following the attack, according to Business Insider. While it's important to ensure the sustainability of Middle Eastern oil exports—which keep oil and gas prices low for U.S. consumers—putting American lives on the line for this cause was not a good decision. In this equation, it's important to consider, as “The Washington Post” discussed in an editorial, the ethicality of putting U.S. troops’ lives at risk in Saudi Arabia.

First, it's important to zoom out. In 2015, the Obama administration and Iran agreed to what's known as the “Iran Nuclear Deal,” but President Trump has since backed out of it. Now, President Trump has decided to embark on a “maximum pressure” campaign against Iran, with the U.S. and its allies slapping sizable sanctions on Iranian exports. After the recent drone attack, the President announced, in his words, the “highest sanctions ever imposed on a country,” this time targeting Iran's central

bank. In addition to the sanctions, he also announced the deployment of U.S. troops to Saudi Arabia, which according to an earlier Business Insider survey, was an action that just 13 percent of Americans would hypothetically support.

The first problem is where these troops are going: Saudi Arabia. The country has butchered the deeply-held American value of ‘freedom of the press’ by allegedly killing American journalist Jamal Khashoggi, who wrote for “The Post.” To add insult to injury, the kingdom itself has not faced economic punishment (namely, sanctions) since the incident occurred in October 2018.

Furthermore, Saudi Arabia has been a major contributor to the humanitarian disaster in Yemen. According to the UN, Saudi Arabian-led airstrikes have caused 65 percent of the over 7,000 civilian deaths there, in addition to being a partial cause of the over 11,000 civilian injuries. The U.S. House and Senate passed a resolution that would require the U.S. military to end support for Saudi Arabia in the Yemen war, but the measure was vetoed by President Trump. By send-

ing our troops and resources to help Saudi Arabia with the Iran conflict, the U.S. is signifying that it's okay for the Saudis to dedicate their military to this inhumane war in Yemen.

It's also unclear if Saudi Arabia even needs our help in the conflict with Iran. The kingdom

By sending our troops and resources to help Saudi Arabia with the Iran conflict, the U.S. is signifying that it's okay for the Saudis to dedicate most of theirs to this inhumane war in Yemen.

spent 67.6 billion dollars on their military in 2018, while Iran spent 13.2 billion dollars, an almost 10 decrease from 2017, according to the Stockholm International Peace and Research Institute (SIPRI). The SIPRI cited that part of this decrease can be attributed to U.S. sanctions, which have caused the Iranian economy to crater. Most importantly, however, this means that Saudi Arabia spent over five times as much on their military than Iran, which should signify that they are more than equipped to deal with Iranian aggression on their own. The Saudis also own many state-of-the-art American weapons, including fighter jets and missile defense systems. This is a massive leg up against Iran's armament, which is primarily made up of less-advanced, domestically-manufactured weaponry.

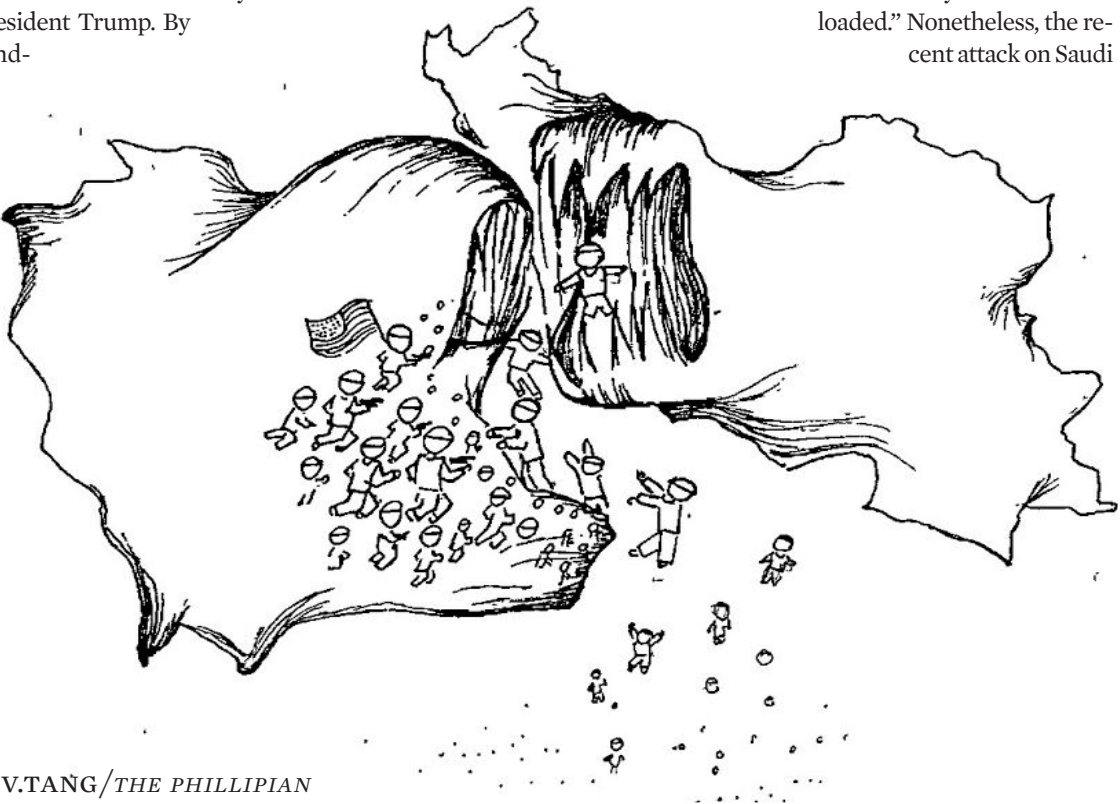
Trump's deployment of troops into Saudi Arabia is also an escalation in the U.S.'s diplomatic conflict with Iran. Iranian General Hossein Salami said that Iranian forces are “ready for any scenario,” which coincided with a tweet by President Trump that said the U.S. military is “locked and loaded.” Nonetheless, the recent attack on Saudi

Arabia's oil facilities was Iran's most audacious attack yet, a move of desperation likely due to the country's cratering economy (IMF has forecasted +40 percent inflation, -7 percent GDP in 2019) under the Trump sanctions. The president's newest sanctions will have an even greater impact on Iran's ability to access food and medicine, which could trigger

The President should not have deployed U.S. troops to Saudi Arabia, and going forward, should look to withdraw and resolve, instead of escalate this situation.

even more audacious attacks. In the past year alone, Saudi Arabia has allegedly assassinated a “The Post” journalist and has continued to worsen a humanitarian crisis in Yemen. While Iran is a serious threat, the kingdom spends exorbitantly more money on military than Iran, and are well-situated to defend themselves or seek cooperation from others. The President should not have deployed U.S. troops to Saudi Arabia, and going forward, should look to withdraw and resolve, instead of escalate this situation. He should do so not only for the sake of the American people and our values, but for the sake of the troops who are endangered by defending this questionable ally.

Luc Boesch-Powers is a two-year Lower from Cambridge, Mass. Contact the author at lboeschpowers22@andover.edu.



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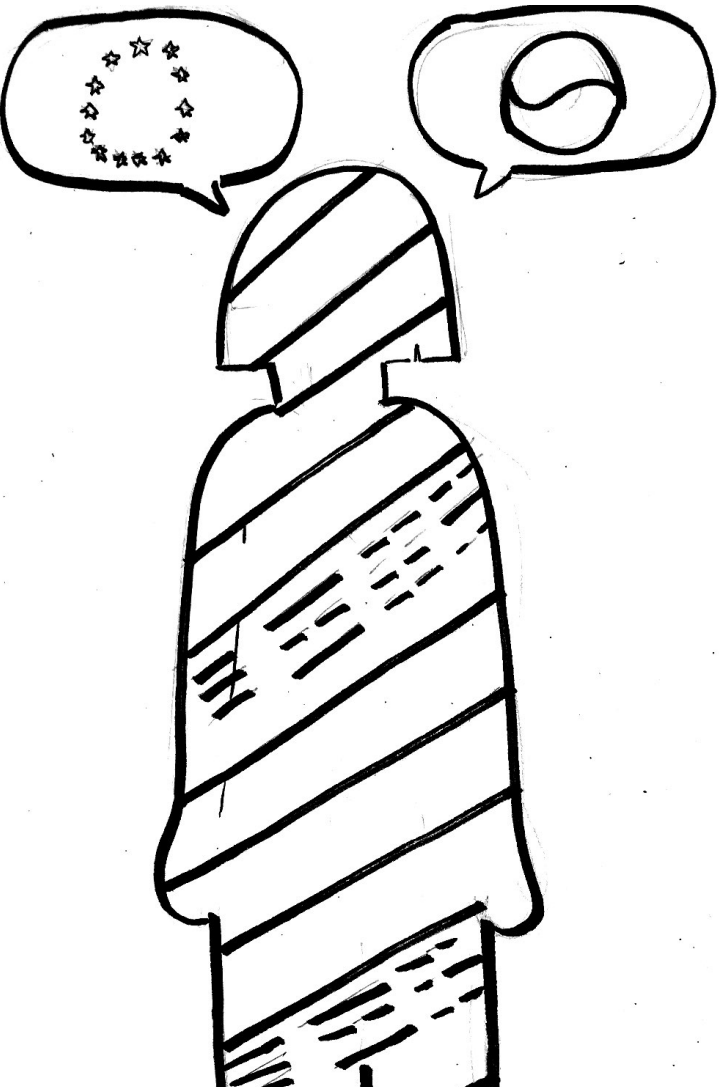
# The Language of Identity

JANE PARK



GROWING UP, I UNDERSTOOD that being able to speak in fluent Korean was the most valuable trait in a second-generation Korean American child. My parents would spend my childhood summers in Korea just so that my siblings and I could fully immerse ourselves in a community that spoke the mother tongue. Slowly, I came to take pride in this fluency, refusing to consider the possibility of losing it. But at the time, I didn't realize that learning to accept my “imperfect” Korean and English would help me embrace the weird, quirky person that I was.

The language we speak—the language of our identity—comes in many forms. We must acknowledge the fact that we are multifaceted, unique human beings. The language that is personal and intimate to ourselves is no exception. Whether it be a mixture of Korean and English, just English, or just Korean, embracing and validating the language we speak is a large part of self-acceptance. As I rejected the idea of having my own “language,” which was using a mix of both Korean and English, I rejected my identity. For more than half of my life, I derived my basis of identity and self-confidence from the approval and validation from



A.VELASQUEZ / THE PHILLIPIAN

others about the language I spoke.

As a result of this complex, I became less confident in my language. I would spend more time using English, whether it was talking with my friends, doing my homework, or even writing in my diary. At some point, I didn't even know if I had the right to consider myself Korean anymore. I felt as if I was slowly losing my “Koreaness” as I was losing my fluency bit by bit. Was I worthy to call myself Korean when my language wasn't perfect?

I desperately wanted to regain my position as a strong Korean speaker who was also

born and raised in New York. And though my Korean did improve and eventually sounded like that of a “natural” Korean speaker, at the time, that feeling of immense insecurity and anxiety flooded through me as the words left my mouth. Every time I spoke, I would concentrate on the pronunciation, diction, and every trivial detail that might have exposed the flaws in my Korean.

While I enjoyed going to Korea in the summers, I would go through internal conflicts and confusion regarding my identity as my insecurities in the language grew. Korea revealed this weird world where only half of

me felt like it belonged. I would look around me, and I would see faces that resembled mine, yet I still felt like a foreigner walking among them. But at the same time, the part of me that was hidden and restricted in the U.S. would yearn for more time in Korea. I truly felt connected to the culture that was drastically different than in New York; it was like catching up with an old friend you haven't seen in a while, feeling a wall of unfamiliarity but also experiencing the familiar pang of happiness. Only this time, I was more hesitant to speak Korean. With native speakers all around me, I put pressure on myself to sound like them, never giving them the impression that I was a foreigner. That was my true fear, being outed as a “foreigner,” as an outsider who simply looking into a world that they could never be a part of.

Growing up as an Asian-American woman, I was born into a very traditional Korean household while also attending school and experiencing American culture. These external influences have all impacted and shaped my identity in one way or another, from the liberal, progressive mindset I hold to the familial respect I have for my elders, and I'm extremely grateful that I even have the chance to experience more than one culture and feel connected to them. But at times, I think there's a certain disconnect that second generation children from immigrant families experience from both of their cultures. I question whether or not I can be Korean-American, and not simply one or the other. These two sides of me are in a constant tug-of-war, fighting for dominance over my identity. I don't

fit in with other Americans because my parents weren't born here and haven't spent their lives in America. Yet, though I speak the language fluently, I have never quite lived in Korea and don't understand parts of their society.

I think, due to the constant desire to be wholly part of a group, I tend to seek validation and acceptance from others than from myself. I didn't approve of my Korean because it wasn't akin to those who were born and raised in Korea. It wasn't “correct” Korean because there were mixes of English in it. But nonetheless, it was the Korean I spoke. It was my Korean. I truly learned to accept that there is no correct way of speaking a language, as it is simply a reflection of your identity.

My occasional slip-ups in Korean and English display the mix and clash of cultures, American and Korean, that make up who I am. I can be both Korean and American, I don't have to choose. As we seek validation from others about the fluency or “authenticity” of language, we are denying our opportunities to discover our own identity. To the children of immigrants, I know that wanting and seeking validation from others is so tempting. Once we have that validation we feel as if we belong, as if we are finally part of something. Yet, with our exceptions and imperfections, we are in our own separate categories: our own unique, personal identities.

Jane Park is a two-year Lower from Roslyn, N.Y. Contact the author at jpark22@andover.edu.

# Academic Departments Conduct Experiments to Research Grading Disparities

Continued from A1, Column 2

students.

In an email to *The Phillippian*, Meyer wrote, “There is a lot of subjectivity in grading policies—too much, I believe. Some teachers boost grades as a reward for effort, while some believe grades should reflect only content knowledge; some give points for test corrections, offer make-ups, extend deadlines, allow extra credit, etc. Some inflate grades as a well-meant response to the anxiety of their students. Other teachers believe that it is in the students’ best interest to assess them strictly on their knowledge and skills, and to hold them accountable to deadlines.”

Phillip Ko ’22 believes that because of all the implicit biases that teachers carry, there is no true way to combat grading disparities.

“We each have our own personal biases, the teachers too, and it really isn’t something they can just shut off and be a grading machine. They are looking for criteria, but there is some more human stuff that goes behind that when it comes to grading,” said Ko.

Despite this concern, numerous departments have begun conducting a variety of experiments to understand grading differences. According to Mundra, some courses attempt a blind grading activity where the name of students are not included on assessments; the teachers then switch papers and explain how they would each grade the paper. The purpose of the dialogue is to encourage

teachers to gain exposure to divergent grading preferences that they may want to consider and manifest in their class. The English Department has undertaken such enterprises since last year, according to Stephaine Curci, English Department Chair.

“Every time we grade essays as a group, we find that we are aligned and only off by 1/3 of a grade or so (the difference between a 4 and a 4+, for instance). Much of that has to do with what that particular class’s recent focus has been,” wrote Curci in an email to *The Phillippian*.

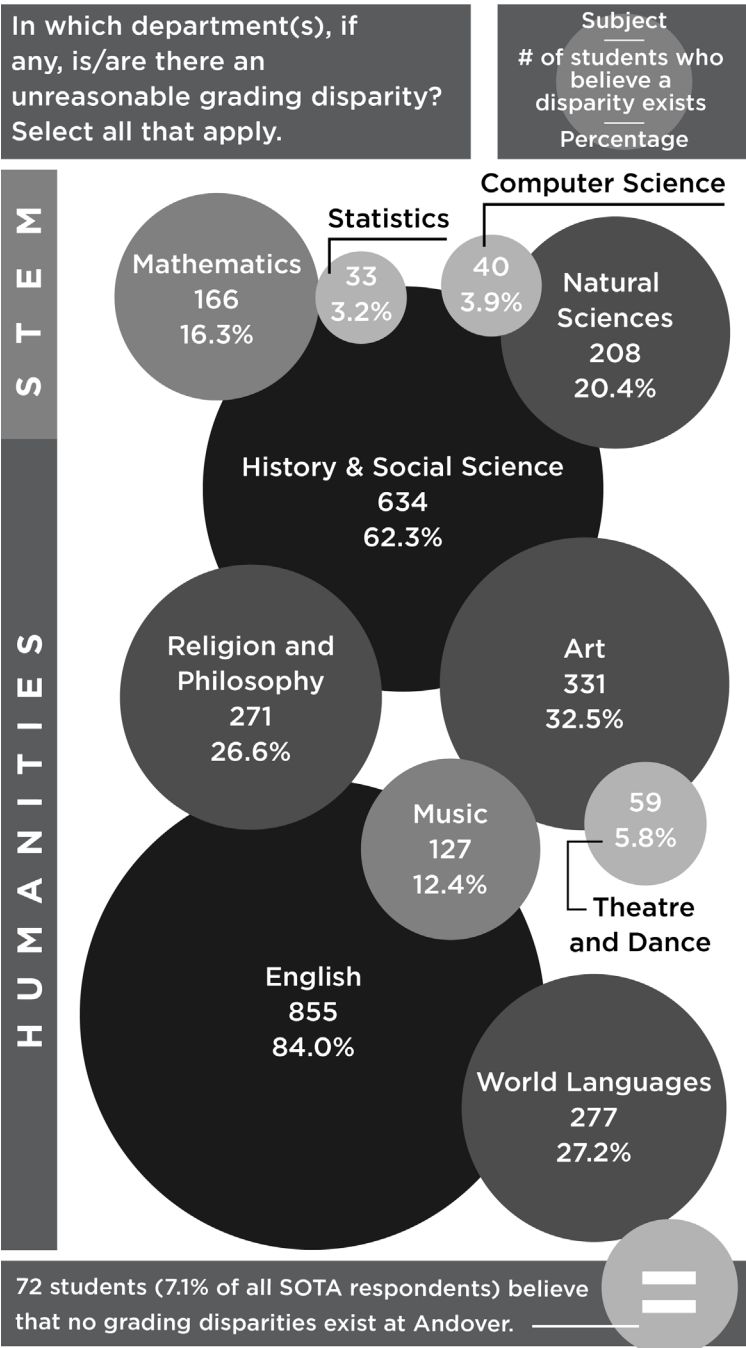
Curci continued, “I’d love to see us more explicitly tie our assessments and grades to standards. Students might find that overall grades drop, however. Students might also be surprised to know that there is less variation in grades across sections than they think.”

According to Mundra, effort or amount of work put in cannot equate to a good grade, despite popular student belief. Instead, Mundra encourages students to use the systems put in place to dispute an unfair grade and advocate a more just assessment policy.

“I would say that sometimes students may have incomplete information about different courses even within the same department. I would say that if they really feel like their work is not represented, is unfairly graded then there are mechanisms for students to have a conversation with the department chair or with the Dean of Studies and bring up their case, like this was not fair,” said Mundra.

## GRADING DISPARITIES AT ANDOVER

This data was derived from the 2019 State of the Academy survey conducted by *The Phillippian*. Approximately 93.6% of the total student population responded to the original survey.



C.NGUYEN/THE PHILLIPPIAN

# Robotics Team Now Qualifies as an Athletic Commitment

Continued from A1, Column 5

School for Teaching and Learning, and Lisa Joel, Director of Athletics. According to Hickman, the decision to offer robotics as a sport was facilitated by the recent renovation of the OWHL.

“Barker had a vision of putting [a robotics area] in the Makerspace. So with the renovation of the OWHL, and of The Nest, there was this opportunity to launch a competitive robotics team in this space and it was just a really natural fit. Our administrators saw that opportunity and were very supportive of it,” Hickman said.

Robotics as a sport begins with the fundamentals of building a robot before splitting off into three teams devoted to building, programming, and strategy. The team consists of 19 people of different experience levels, which CC Song ’21, Co-President of Robotics Club, sees as an advantage for the group.

Song said, “With the club my first and second year, I was for sure one of the least experienced and I was learning from people who were insanely smart, and with the sport I have to be more of the leader figure now, and that’s been really interesting. I think with the different skill level there’s a lot more that we can learn, so here we’re

starting from the beginning and working through the basics and even with someone with a lot more experience that could be really helpful to remember how the actual process works.”

For Hickman, one of the most exciting aspects of the new team is the diversity of students, particularly with respect to gender. This is something Hickman has observed to be rare in robotics teams.

“We have 19 students for the first team, which is a fantastic number, and out of that number is a very good cross sectional representation of all the different nationalities and races and genders we have on campus. We have ten girls and nine boys, a fantastic balance that’s not always found in robotic teams so I’m especially excited by that,” said Hickman.

Song echoed Hickman’s sentiment, recalling her time as the only female member of the robotics team. According to Song, this year’s balance of gender is exciting.

“By the end of last year I was the only girl at robotics, [and] it’s really important to me that women are getting into STEM and engineering. Our team right now is 19 people and there’s one more girl than boy and that’s already so cool to see. There’s so many more girls coming, so that’s really important to me, and I hope that it will keep improving moving forwards,” said Song.

According to Carolina Arta-

cho Guerra, Instructor in Physics, robotics first appeared at Andover about four years ago in the form of a one-term elective and a club. While the club performed well in the competitions, there was a limit as to how far they could go with the time and materials they had. Artacho Guerra explained how the new athletic offering has granted the team more flexibility in their work.

“If you want to get competitive robotics that is sustainable, you need to dedicate time, energy, and resources. It’s not fair to ask students to put their time in academics, sports, extracurriculars, and on top make the commitment to actually be part of the team. We’re hoping for balance and sanity. You don’t have to sacrifice your sleep just to get into robotics,” said Artacho Guerra.

While Hickman hopes that the team will be successful in the upcoming competitions, he is also looking forward to the program’s development as a whole. Hickman expects to see further growth and collaboration in the years to come.

“I hope we go far, but that’s not the absolute goal. The goal is to have a really successful program, and we’re on a good start. After that, we want to just build that cumulative experience year after year after year, where students of different skill levels are sharing with one another and gaining more and more skills,” Hickman said.

# Alterations to Blue Book Policy Aim to Improve Student Protections

Continued from A1, Column 5

most effective for such anonymous reports.

Elliott said, “Students have used our EthicsPoint, which is an online option to offer anonymous reports. It was originally created for behaviors around sexual misconduct, and in the past, students have also used it to report, in ways that we have not expected, instances of substance use. We needed to respond to how we were going to respond to those anonymous reports.”

Elliott continued, “We have always seen the Sanctuary policy as a way to support our students and for them to access support if or when they are worried about themselves or their peers, so we don’t want to complicate that access in any way or make barriers for kids reaching out to adults.”

Cole Walker ’22 noted that the new policy prevents false accusations from being lodged against a student.

“Before, I have witnessed some very messed up situations

where people were submitting fake reports about others due to bad relationships or attempting to earn board positions over one another. I believe that more frequent implications of the Sanctuary system will provide a healthy atmosphere for all,” said Walker.

Piper Drew ’20, a Disciplinary Committee Representative for Pine Knoll Cluster, finds the Sanctuary system to be helpful in improving the mental state of students.

Drew said, “I’m a big fan of the Sanctuary policy just because I think first and foremost, people’s health is the priority, and if you do have an addiction or something, you should be going to rehab or getting actual help for it instead of getting kicked out. That’s not good for your mental state if you first got kicked out of school, and you’re struggling with some form of substance abuse. I think having there be more options or availability to be Sanctuaried is useful.”

Elliott mainly hopes that the school’s new stance on such anonymous reports will foster a more trusting community that provides essential care for all

students under the influence of prohibited materials.

Elliott said, “My hope is that we live in an environment where students are free from drugs, alcohol, and substance use. We want to community to be safe as possible. If students cannot bring reports of others to us, we want to make sure that the reported students get the care that they need. Overall, we want to provide care to all the students who are worried about this, so we do not want to create any sort of barriers.”

In addition to emphasizing the importance of the Sanctuary policy, Elliott also made clear that the possession of drugs, alcohol, or other illicit substances is against community standards.

“I think that it is important to message clearly that students should not have any substances in any location. That is the community expectation. At any point, if they are found to have such things in their possession, they should expect the school to respond. I don’t want there to be any confusion on that part,” said Elliott.

# John Chivers, Andover Teacher for 40 Years, Dies at 85

## ZACH MOYNIHAN & ZAINA QAMAR

When he wasn’t teaching in Samuel Phillips Hall, John Chivers, former Instructor in German, could be found fly fishing, playing banjo, or flying in his prized Cessna 150 across the country. Chivers carried this dynamic presence into his 40-year tenure at Andover before retiring in 2000.

On Tuesday, September 3, Chivers passed away at his home in Wentworth, N.H. He was 85.

During his time at Andover, Chivers helped modernize the Language Learning Center and coached the first Girls Hockey team at Andover.

Robert Kinney ’89 described Chivers as his favorite teacher during his time at Andover. Kinney, who attributes his near mastery of German to Chivers, expressed his admiration for Chivers’ dedication to both the language and his students.

“[Chivers] inspired [me] because he was an excellent speaker of German. I remember in ninth grade, not long after starting at Andover, telling my parents that I am not sure whether he actually spoke English at all. He never spoke English in class. Not once that I recall,” wrote Kinney in an email to *The Phillippian*.

“He carried a big stick, literally. He had this 4 foot long, ¾” wooden dowel he would carry around to point at things

on the chalkboard. If someone got an answer wrong or seemed a little sleepy, he’d slam that stick on a table and give everyone a start. No one ever thought he was angry. He’d be grinning when you looked up from the stick,” Kinney continued.

Martha Fenton ’83, Cluster Dean of West Quad North and Instructor in Athletics, played under Chivers on the hockey team during its first year.

Fenton, who is currently the head coach of Andover Girls Ice Hockey, appreciated Chivers’ dedication to equality in athletics.

“To me, Mr. Chivers was way ahead of his time in terms of equality for females. He just saw us all as athletes, and I loved that. It wasn’t about a girls’ hockey program for him. It was about creating a hockey program and developing athletes, and I thought that he was well ahead of the curve that way,” said Fenton.

Chivers was Fenton’s first hockey coach and helped grow her love for hockey.

“I played with his daughter, Sam, and he took a chance on me as a Senior who had never played ice hockey before and put me on the team. I adored playing for him, and I think he developed my love for the game for sure.”

In 1986, Chivers hired Lisa Svec, Instructor and Chair in German, for a Teaching Fellow position at Andover. In an email to *The Phillippian*, Svec recalled a moment when Chiv-

ers addressed his colleagues on choosing the reading material for language classes. For Svec, Chivers’ response encapsulated the nature of his teaching philosophy.

“I remember his advice to the language division when we were having a serious discussion of which books to teach at which level. John stood up and said, ‘Pick a book you really love, and be sure to have some laughs along the way,’ and sat down. Of course John didn’t just pick a book he liked and walk into the classroom. He knew the language and literature inside out and was thoughtful, thorough and deliberate in his teaching. What he was in essence saying... that good teaching was in some ways, quite simple,” wrote Svec.

Svec also remarked on Chivers’ enthusiasm for his work in and out of the classroom.

Svec wrote, “John demonstrated the same respect for his colleagues whether they were fresh out of college teaching fellows, as I was, or 40-year veterans. He was supremely talented at many different things from music, to fly fishing, to flying small aircraft, yet equally humble. Thoughtful, witty, talented, caring. Both in coaching Girls Hockey and in teaching German, John took the wins and losses, ups and downs in stride. But the kids were onto him and knew how much he cared.”

Write for News!  
Email [rchang20,](mailto:rchang20@andover.edu)  
[snam20,](mailto:snam20@andover.edu)  
[shlavaty21,](mailto:shlavaty21@andover.edu)  
[slee21,](mailto:slee21@andover.edu)  
[zmoynihan21,](mailto:zmoynihan21@andover.edu)  
or [zqamar21](mailto:zqamar21@andover.edu)

NEWS IN BRIEF

REPORTING BY HANNAH JUSTICZ

This Week:

- **Car Permission stickers** were made available in the Dean of Students Office on September 20. The stickers, placed on students’ Blue Cards, indicate if students are allowed to drive locally. The stickers are either green, specifying that a house counselor or cluster dean may give them permission, or yellow, where all faculty members may give the student permission.
- On September 25, the **College Fair** was held by the College Counseling Office in the Snyder Center for Uppers and Seniors at Andover. Representatives from over fifty colleges and universities were available to speak to students from 5:30 to 7:00 p.m.
- The Tang Institute held a **professional development session** for teachers on September 23. The session was led by the Right Question Institute (R.Q.I.), which aims to increase student engagement and self-advocacy in class. A morning session focused on one of the institute’s programs, the Question Formulation Technique, while the afternoon session offered in-depth course planning and development.
- The **Addison Gallery of American Art** will hold September’s **Afternoon Art Break** Tour today from 3:30 to 4:00 p.m. The tour will be of the current exhibit, “A Wildness Distant from Ourselves: Art and Ecology in the 19th Century,” which features paintings, works on paper, sculptures, and photographs.

Looking Ahead:

- **Andover Young Writers Symposium** will be held Saturday, September 28 by the Andover Writer’s Alliance. The day-long event, for local high school students, will be filled with creative writing workshops on fiction, poetry, and spoken word. Registration is required.
- **Fall Abbot Grants proposals** are due on October 21. Staff, faculty, administrators, and students with a faculty sponsor may apply. The grants will be approved in late November.

10 Questions

with Lindsay Randall

Curator of Education at the Robert S. Peabody Institute of Archaeology

Why did you decide to pursue archaeology?

After getting my [Bachelor of Arts] in history, I did not feel like I truly understood history, since we had only been taught to analyze documents. I knew that material culture was an important component and one that I wanted to delve more into, which is why I obtained my Masters in Historical Archaeology.

What is something that archaeology has taught you about life?

That no matter the culture, time period, or location, all humans are inherently lazy!

If you could go back in time to an era you’ve studied, which one would it be and why?

I would probably want to explore Cahokia mound—the largest metropolis north of Mexico [circa 1050-1300 CE]—and see it at its height, when it was larger than London and other well-known European cities.

What is your favorite artifact at the Peabody?

As most History-100 students who come through the Peabody to do the Trade Connections activity can tell you, my favorite artifact is a sandal that we have in our collection. The sandal is from the Southwest and is hundreds of years old. The cool part is that the heel section is worn out – meaning that the person who wore it had the same footwear issue that I have. Very humbling.

What is one of your hobbies?

Kayaking is a big part of my life. On weekends in the summer, I am an ocean guide for Essex River Basin Adventures, and I frequently take out friends and family to paddle around islands and marshes. Remember, the cure for anything is salt water—tears, sweat, or the sea.

What is one thing that most people at Andover don’t know about you?

I have double jointed thumbs and can do some pretty weird things with them.

What is your favorite part about working with students?

I love seeing students learning to “read” objects and realizing all the stories that they have to tell. And often, students see stories that I have not even noticed, and I love it as it demonstrates that everyone has something to contribute to the study of the past.

What is your biggest tip for studying archaeology?

Do not assume that everything is ritual.

What makes you laugh?

Anything that is going horribly. You have to laugh your way through those situations.

What is one thing you couldn’t live without?

My family. Or if we want to be materialistic, my stuffed animal, Littlefoot from Land Before Time.



COURTESY OF LINDSAY RANDALL

10 Questions is a weekly segment that highlights an individual from the Andover community. If you would like to nominate someone to be featured, email [phillipian@phillipian.net](mailto:phillipian@phillipian.net).

Fall Open House Garners Record Number of Prospective Students

HANNAH JUSTICZ

With touring crowds and heavy traffic on Main Street, Andover’s campus swelled with prospective families on Saturday, September 21 for the annual Andover Fall Open House. Hosted by the Office of Admissions and Financial Aid, the day welcomed more than 960 attendees.

The open house aimed to introduce families of the surrounding Andover area to the school with a particular focus on the admissions process. Team Shuman planned a day full of information sessions, panels, and tours. Vivien Valenzuela Mallick, Director of Admission Operations, shared that the schedule was altered slightly in order to accommodate the families as best as possible.

“The sessions were very crowded [last year], so we decided to offer certain sessions more than once so that rooms wouldn’t feel so full. For instance, we had an athletics information session, an arts information session, and an essay writing info session. All three of those were overcrowded last year, so we offered each of those twice to minimize the crowd,” said Mallick.

The event underwent some structural changes. A separate agenda was available for families of students in seventh grade due to their being at a different stage of the application process, in comparison to families of eighth grade and older, according to Jessica

Acosta-Chavez, Associate Director of Admission and Director of Multicultural Outreach.

“This year, we had slightly more attendance from last year. Every year, we ask students and families to send us their feedback after attending our open house. We do our best to incorporate the feedback we receive in order to improve future events. For example, this year we added a separate mini open house for current seventh graders (our fall open house is traditionally designed for current eighth graders or older students),” wrote Acosta-Chavez in an email to *The Phillipian*.

Mallick echoed Acosta-Chavez’s sentiments, and explained a few additional changes to the schedule this year, which included two financial aid information sessions, a Spanish language Q&A, and a tour of the library and The Nest.

The event relied on the help of many members of the Junior class, in part due to their familiarity with the process after just having gone through it the year before. Mallick posted on the @andoveradmissions Instagram looking for Juniors interested in helping in registration and panels at the open house.

Izzy Alvarez ’23 took over the @andoveradmissions story for the day. She observed the many tour groups circulating campus and appreciated Team Shuman’s efforts to familiarize families with the admissions process and Andover experience.

“I think it gives the prospective

students a new kind of refreshing view [of the school] because she does a lot of story takeovers. I think it gives the students a different perspective...It was also the day when the soccer teams and field hockey and football games were playing. So, they also had a chance to look at that. I think it’s really helpful to get a sense of what Andover is like,” said Alvarez.

Mallick explained the role of open houses for secondary schools like Andover. According to Mallick, Team Shuman hoped to give “insider information and destress or demystify the process.”

“It’s very common for private schools to have open houses in the fall to let people explore a little bit. Sometimes families are hesitant to book their tour and interview. They’re not sure if they want to commit to interviewing yet...[The open house] would hopefully encourage you to start the application process and book your tour and interview,” said Mallick.

Acosta-Chavez commended the outcome of the open house, and recognized that its success stemmed from the hard work of many individuals.

“Our Fall Open House has continued to be successful year to year because of the incredible work of so many faculty, staff, and students from our community. We loved welcoming so many students and families to campus for the day so they could experience our Big Blue Nice community!” wrote Acosta-Chavez.

Climate Change Addressed in Campuswide Events

Continued from A1, Column 3

efforts also lie in the small, everyday actions that people can relate to, whether it be using sustainable materials or avoiding littering.

“On a smaller scale, I would say don’t be afraid to do the small things... whenever I see someone with a [Paresky] Commons cup, I’ll always remind them that [they] are bad for the environment. It might seem annoying, but even that means something. It’s the small things like picking up a piece of trash on the path when you see it... Honestly, talk to people about it and get as educated as you can about it because you can be as passionate about something as you want. [But] unless you have facts to back it up, you can’t really get that far. Focus on the small things and do research,” said Scott.

Wallace-Wells underscored that it is important for people to recognize that the contemporary age of climate change has radically evolved from the natural setting that the human species has become accustomed to. He is of the opinion that people have to be ready to develop new practices that can endure the new world that climate degradation will usher in.

“Everything that we know of

as human life developed under temperature conditions that are no longer with us. We’ve evolved as animals under temperature conditions that are no longer here. We’ve developed agriculture and through agriculture, civilization under climate conditions that are no longer here. We’ve developed modern civilizations. Everything we know about ourselves as political actors and cultural actors and emotional beings and all of that is the result of climate conditions that are already gone,” said Wallace-Wells.

Wallace-Wells continued, “We are going to face a number of human obstacles because the global system as it exists today economically, politically, culturally, socially, is just not set up for the kind of transformative change that we need to secure anything that you and I will recognize as an appealing climate future. On top of that, we’re dealing with this crisis when our politics around the world are being deformed by growing nativism and populism and xenophobia and where we’re seeing so many countries retreating from international alliances and international organizations and the sense of shared fate which is really the main lesson of climate change.”



# CAMD Scholars and Brace Fellows 2019-2020

REPORTING BY SOPHIA HLAVATY AND ZACH MOYNIHAN

## Jeffrey Steele '20, CAMD Scholar

### The Digital Mirror: How Minority Focused Casts are Revolutionizing Representation in Television

I worked on a project about how predominantly minority casts are working in the television industry and changing how representation occurs, and in what ways it can help improve representation in television...A lot of my inspiration for this paper is just I as a child focused a lot on television and would watch television all the time at my dad's house. I often struggled [to find] characters that looked like me or finding people that I could relate to because even when there would be a character that looked like me and was a black male I didn't relate to stories that they were telling.



## Karen Sun '20, CAMD Scholar

### A Devil's Advocate to God's Advocates: Religious Language in American Presidential Campaigns

My topic is about religious language in American politics. I analyzed the rights of religious language in comparison to different demographics, so by party, by race, by gender, and then linked that back to American mythology, and the way that we leverage some stories and leverage religion, or religious phenomenon, in order to obtain power in politics. I chose the topic because I absolutely love religion. I think after taking a class with Mr. Prescott called "Religion in America," it changed the way that I viewed my relationship with religion, because as someone who grew up in a very atheist family, I never really realized how much certain religious histories in America affect the way I think and the way I navigate the world.



## Tenzin Sharlung '20, CAMD Scholar

### Children of Refugees: Reclamation and the Courage to Tell Our Stories

My paper is about children of refugees, and specifically about children of refugees in the United States of America. [It's] also about their profiles in terms of economics, education, poverty status and all that, but also about reclaiming the storytelling and oral traditions...I am a child of a refugee, and so part of my lows at Andover was not finding a community where this big, huge part of my identity was being entirely supported or seen. So I wanted to find the terminology and vocabulary needed to sound eloquent and actually be heard on this campus.



## Natalie Shen '20, CAMD Scholar

### The Effects of (Mis)Representation in American Mainstream Visual Media on Asian American Youth

Mine is about the effects of misrepresentation in mainstream American visual media, like graphic novels, movies and cartoons on Asian-American youth, and to clarify, the effects of this is deconstructing racist character tropes and stereotypes and seeing how that affects self-esteem, racial identity and implicit bias...So that was perfect for me, because cartoons are something that kids grow up with, and then I also really love art. It was a personal connection for me.



## Chioma Ugwonalì '20, CAMD Scholar

### Killing Us Softly: The Impact of Stereotypes, Stress, and Diet on the Academic Performance of Low-Income Black and Latinx Students

My paper is focused on environmental justice in low-income black and Latinx communities, but particularly focusing on food and diet. I talk about how stress from [a] home environment and possible work environment, as well as diet, [can affect minorities], and [I talked about] stereotypes...such as advertisements in the community, food offered at local retail food stores and stuff like that, to argue that those factors impact how low-income black and Latinx students perform academically.



## Aissata Bah '20, Barbara Landis Chase Scholar

### Disempowered in Black Power? Black Women's Contributions to Activist Movements

My project...discusses and analyzes women's roles within the Black Power movement, specifically the Black Panther Party...I talked about their participation in community engagement programs and initiatives and also their roles in the artistic creations of the Black Panther Party newspaper....I was drawn towards Black Women within activist movements because I feel like one, a lot of the activism that Black Women have [taken] on has been villainized and criminalized and we don't really know what the Black Panther Party did and what Black Lives Matter does...And two, again they have been erased from these movements...They are present and they get things and we need to learn what they did so we don't follow in this cycle of disregarding them and dismissing their own contributions to our narratives and our stories and our activism.



## Uanne Chang '20, Brace Fellow

### The Body in Ballet: How the Male Gaze Shaped the Ballerina Archetype

I'm a dancer. I have lived through the ballet world, and I've been in it, and I know there is a lot of toxicity surrounding the idea of the ideal ballet body. That was an idea that I always found very problematic, and I couldn't articulate exactly why. I know that there are lots of eating disorders that are very prevalent both in society and especially in the ballet world, and I wanted to dig in deeper. What I found was that the cult of thin, the idea of thin that's very prevalent throughout the ballet world, is one that is deeply rooted in sexual dimorphism or a gender dichotomy, a binary that is very traditional and very constricting for women.



## Junah Jang '20, Brace Fellow

### The "Miss" in "Miss Saigon": Deconstructing a Fantasy of Asian Femininity

Ever since I was really young, I've been obsessed with this musical called "Miss Saigon." It was my earliest favorite musical. I have it completely memorized by heart, but as I listened to it again and again and got older, I was just struck by how problematic it was, what it said about Western fantasies of Asian women. So in this project, I'm really taking the show "Miss Saigon" and deconstructing the main character in it, the men around, the other Asian women around her...Over the course of my research, it became less of a project of trying to understand "Miss Saigon" and more of a project of trying to understand my early role models, what Asian women in media taught me about myself, and who I aspired to be as a kid.



Editor's Note: Junah Jang '20 is a Managing Editor and Aissata Bah '20 is the Chief Financial Officer for The Phillipian.



# HEAR YEET, HEAR YEET!

## WE'RE TAKING A TRIP TO 500 A.D.



### Viary of a Medieval Doctor

LOULOU SLOSS

**P**LAGUE Patient # 4,032: Josefestine Krinkleberry the Flatulent, rat farmer with a terrible immune system. He stumbled into my office, pus oozing from every crevice. "MY LIMBS, MY EYES!", he screamed as teeth fell from his bloody mouth one by one. I calmly observed his state and, taking in his cries of pain, decided that the only way to save this poor man was with leeches. I looked in my cabinet and discovered that I was fresh out. Into my potion cabinet I went. Hog's nipple? Gone. Squire's Testicle? Nope. I had used them all up for the other patients, so I had to think of another method. Using my quick wit, I drained all of the blood from his body and replaced it with the juicy sweat of a virgin child. Without the infected



Josefestine Krinkleberry the Flatulent lying in the hospital bed and being introduced to fluids once again before pulling organs.

blood, his skin started to turn a pale blue color and his lips became black—perfect! My intended result. His cries for help came to a stop. Thank god! That probably means his state is improving. I began to cut off parts of his skin rash. Without the disgusting abnormalities, I could finally begin the healing process, although very little of him was left. I began to panic. I reached for my knife and, praying, started to pull out organs. Weighing whether to

throw him into the mass grave near the entrance of town or to throw him into the mass grave upstream from the water source. Then I thought to myself, "wouldn't it be nice if there were specific potions that were proven to work in situations like these?" No, that would be stupid. That could never happen.

### THE WEEKE'S TOP HEADLINES

- *Prince With Temper Who Killed Eight Peasants Faces Zero Repercussions in This Broken Judicial System of Ours*
- *Catholics Are The Best, Everyone Agrees*
- *Life Imitates Art, And As Such All Babies Suddenly Look Like They Were Sat On and Left to Hang Dry*
- *Sir Hamilton the Ugly is Much Easier to Look At After Being Beheaded*
- *Oldest Living Person Reaches a Whopping 44, Doubling Previous Record*
- *Martin "Pee-Pants" Luther Scheduled to Lose Fistfight Against Leo X Behind the Gym at 3:15*

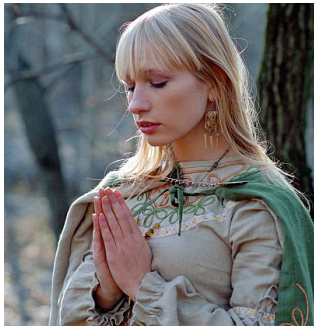
### Eligible BROADS



**Priscilla the Illa**  
Dowry: A stoopid amount of copper  
Hook: Maggots in the front, party in the back



**Joan**  
Dowry: Larynx of a frog  
Hook: Caught the plague first, and lived, so technically immune



**Matilda**  
Dowry: Rabbit's foot  
Hook: Can predict the weather (witch)



**Guinevere**  
Dowry: The rest of the rabbit  
Hook: Mute, but has a great sense of humor



**Adeline Judith**  
Dowry: 5 hens, a gold thread, and a pear  
Hook: Curvy



**Corella**  
Dowry: A single spoonful of nutmeg.  
Hook: Daddy is in India giving the Taino the Common Cold

"I can't go to the feast tonight guys, my Dad's marrying my sister."

"I don't wanna say anything, but she left the house without his permission."

"And I'll call it: the Croc!"

OVERHEARD IN THE TAVERN

"And then she, like, didn't even bid me a good morrow when she saw me after cross-stitch practice. Like, what a witch, right?"

"We all know squire is code for unemployed."

"Sure, they can campaign against the Pope, but they just don't have the Senate votes to remove him from office."

"Go off, King Arthur!"



### Which house are you?



How do you take your mutton?

Maggot-Infested

Mustardde

Catholics

Stupid People

Short Robes

Ballgowns

Monks

Nuns

The King Rocks!

Freedom of Speech

Books

Alliterate

14 Children

Sheepskin, Ribbed for Comfort



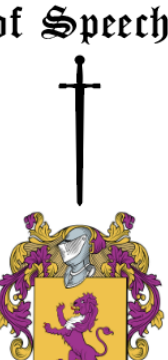
Ashford



Hix



Seymour



Lacy



Calthorpe



Dudley



Somerset



Deboe



# The Phillippian SPORTS

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## CREW

### Jacob Hudgins '19 Wins Silver Medal at World Rowing Junior Championships



COURTESY OF JACOB HUDGINS

#### LUKE BOSCHAR

After leading Andover Boys Crew as Co-Captain his Senior year, Jacob Hudgins '19 qualified for the 2019 World Rowing Junior Championships in Tokyo, Japan. Hudgins' boat placed second in the world in the Junior Men's Eight, falling short to Germany.



COURTESY OF JACOB HUDGINS

Jacob Hudgins '19 prepared for the trials by rowing in a two-person shell with Head Coach Dale Hurley and Coach Andrew Finch.

Although he didn't win gold, Hudgins said that he was grateful to compete in the World Championships and that it provided him with a once-in-a-lifetime experience.

"Competing at the Junior World Championships was pretty crazy. You get to the start line and all of your training over the last two months comes down to one six minute race... You have to keep your head in the game and push through it in the middle of the race," said Hudgins. "It was really cool to race other countries as well. In America, we just race Americans, and that's cool,

According to Head Coach Dale Hurley, preparation was key for Hudgins, as he had never rowed in a two-person boat before.

"[Hudgins] and I got together, about a week and a half before the [trials]... so that he could get ready, because he'd never rowed in a pair before, so he didn't know what that was going to be like," said Hurley. "He was very strong already, but his experience in the small boat was [minimal], so we gave him a little bit of confidence before he got out there."

"Once he got there, he's a strong guy so that's where it came through for him. He did well, and about half the people there got cut and he did not, so he made it through and it was awesome," continued Hurley.

According to Hudgins, to qualify for the event he had to beat out more than seventy other rowers in a strenuous process that consisted of many different events.

"They did a couple of erg tests—which is the rowing machine—that played into the selection. They did a matrix which is where we did races in the eight, the four, the coxswains were in the straight four, and the pair. They tallied all of those things together and then put a few boats together and saw which ones were the fastest based on all the groups of boats... It was definitely difficult, but very rewarding in the end," Hudgins said.

Once he had secured a spot on the team, Hudgins and his crew began training for the

World Rowing Junior Championships.

"It was really fun to be in a boat with eight other people, including the coxswain, who really cared about what they were doing and really were pushing everyday to be the best boat that we possibly could be," said Hudgins. "That was a really special experience during training."

In its first race in Tokyo, the United States faced Germany and Poland. Germany beat U.S.A, who crossed the finish line with a time of 5:46:630, by just over seven seconds. Poland fell short of both teams, trailing seven seconds behind U.S.A.

"Our first race in the heat was an okay race. It definitely wasn't our best race based on our time trials where we trained. We knew where we were at and it wasn't up to par," said Hudgins.

Following the first heat, the U.S. team moved on to the repechage, a race where the losing teams of the different heats competed for a chance to proceed to the finals. Of the five boats in the repechage, four continued to the finals. The U.S. Team won first place in this race, beating out the second finisher by four seconds.

"Our second race, at the repechage, was much better," said Hudgins. "We got first in the repechage and moved on to the final, where we were hoping to beat the Germans."

Hudgins' boat fell to the Germans once again in the finals, trailing by five seconds. Despite the loss in the finals, Hudgins was proud of his team's effort

and knew that the team performed to the best of its ability.

"We came away with a silver medal instead of gold. Our final was definitely our best race that we could have had. In our position, I think we did a really good job during the finals. It's tough coming away with the silver to the Germans, but it was definitely a good race," said Hudgins.

Sam Boschar '19, former Andover rower and teammate of Hudgins, attributed Hudgins' achievement to his constant hard work and perseverance.

Boschar said, "Jacobs attitude is his defining feature in my opinion. He is extremely focused on the water and very coachable. Both of these characteristics contribute to his success. But above all is his mental fortitude. Jacob is able to push himself harder than almost anyone I've met."

According to Hudgins, his success was a direct result of his experience and training with Andover rowing.

"Andover rowing was where I learned to row, that's where I started to love the sport, so definitely my coaching at Andover taught me how to persevere through pain," said Hudgins. "[My coaches] were very influential in my preparation for the camp and were amazing coaches in general. They helped me be a better athlete. They definitely planted in me a desire to win and a desire to compete at the highest level possible."

### Mia Levy '21 Places Fourth at World Rowing Junior Championships

#### NICOLE LEE

As a representative for the United States, Mia Levy '21 traveled to Tokyo, Japan this past August to compete in the World Rowing Junior Championships. Levy's boat placed fourth overall.

The Junior National Team coaches chose Levy from a group of rowers after attending a three-week long selection camp at the beginning of the summer. She was invited to attend the selection camp after participating in an identification camp earlier in the spring.

"While I was [at selection camp], I was competing with about 50 other girls to make one of 20 or so spots on the Junior National Rowing team. I would say that selection camp was very stressful, given that it was a lot of hard work, and there was a lot of pressure all the time. The coaches were watching you at every practice, and you were basically competing with everyone around you, so it was a very weird environment and took a while to get used to," said Levy.

Once selected, Levy's team trained multiple times a day in Princeton, N.J. in preparation for the Championships.

"Once we moved to Princeton, we were still working really hard and pushing ourselves everyday, but the environment was a lot more friendly...Most days were basically just practice, eating, and sleeping, but everyone on the team bonded a lot during that time, so it was a lot of fun," Levy said.

According to Levy, transforming eight individually strong rowers into a cohesive team was the goal of the camp.

"We all got really close and made a lot of fun memories in Princeton [that] we carried with us to Japan. It was a nerve-wracking experience, but we wanted to keep each other calm and confident, so

it was nice to have those close relationships," said Levy.

Levy's team arrived in Tokyo a week before the race to become acquainted with the course.

Levy said, "[Our race] was at a brand new course, and it is where the Olympics are going to be held next year for rowing... We got to train and race there, so it was just a great overall experience."



COURTESY OF MIA LEVY

Mia Levy '21 raced on the brand new course in Japan where rowers will compete in the 2020 Olympic Games.

There were five boats competing in the women's-eight event, and the first race was an exhibition race to determine the lanes. The countries racing were the United States, Italy, China, Russia, and Germany. Levy's boat placed second during the exhibition race with a time of 06:22.630, just 0.640 seconds behind Italy.

"We placed second by a frac-

tion of a second, so it was a really good race for us and we were pretty confident going into the final. Our coach kept telling us we want to go for gold, but any boat on that course could get gold. We could just as easily come first as we could come fifth, so we weren't cocky about it. We didn't think we had it in the bag but we were confident going into the final," Levy said.

Levy said, "Our final went really well, and we had a good race, but in the last 200 meters of the race Italy came from behind and got us by a few seats which put us in fourth. Even though we didn't make the

podium we were all really happy with the race and summer as a whole."

Levy attributes part of her accomplishment to the background she gained from competing on Andover Girls Crew for the past two springs.

Levy said, "If it hadn't been for Andover, I don't think I would have made the team at all because Ando-

dedicated, powerful, and extremely skilled athlete, but she contributes so much to the positive team environment we have. She is always the first one to say that it was a good race or pass a high five down the boat, it is really awesome to be in a boat with her. She is on her way to accomplish so much, and the fact that she went to Junior Worlds is a tiny testament to that and only the beginning of the incredible things she's going to do," said Garcia.

Head Coach of Andover Girls Crew Ellen Minzner believes that Levy was able to accomplish this feat because of her natural talent, hard work throughout the year, and different methods of training.

"Mia is capable of learning from both her wins and her losses, and I think that was likely a key factor in her earning her spot over some other talented and hardworking athletes at the selection camp...She has long-term potential to work her way into some very successful US Women's Olympic teams, and so this for her is only the beginning. She is just getting started," wrote Minzner in an email to *The Phillippian*.

Levy hopes to incorporate the lessons she learned this summer into the Andover Crew program this spring.

"[On the Junior Worlds Team], we really discovered that any anxiety or lack of confidence in the boat can really affect a race or practice, so I really want to bring the idea of confidence in our abilities and training to Andover Crew this spring. We all know how to row, and we have done it before, so I hope that [this season] we can really believe in our boat and training, which will really help the team mentality and team ability," said Levy.

*Editor's Note: Mia Levy '21 is an Associate Copy Editor for The Phillippian.*

"Mia is not only an incredibly

GIRLSVOLLEYBALL

Athlete of the Week

Michelle Brunetti '23 “Never Gets Rattled”



D.ZHU/THE PHILLIPIAN  
Brunetti began playing volleyball because of the example set by her older sister.

KIERA SUH

Joining Andover Girls Volleyball as the team’s only Junior, Michelle Brunetti ’23 has been involved with the sport for six years as a defensive player. Brunetti stands out for her en-

ergy and poise on the court, according to teammate Delaney Arkell ’22.  
Arkell said, “She has such an infectious, bubbly personality when she really gets going and starts to really participate in practice. She’s amazing on the court, she’s a really solid player, and never really gets rattled. She’s one of the really dependable players, and I think she has all of the best qualities as a teammate.”  
For her positive attitude and resilient mindset, Brunetti has received this week’s title of The Phillipian’s Athlete of the Week.

**How did you first get involved with volleyball?**  
I first got started playing volleyball when I was eight because my sister played. Since my sister played, a coach that my sister knew asked my mom if I wanted to try it and I did. Once I tried it, I fell in love with it and kept playing.

**What position do you play and what is your role in the game?**  
I usually play [defensive specialist] or libero, which are both back row defense.  
**How has your experience been as a new member of the team?**  
It’s been different because instead of playing with the same girls I’ve been playing with for the last two to three years, it’s now a whole new group of girls who I don’t know that well. But so far, it really feels like a family and I’ve loved getting to know them. They all make me feel really welcome.  
**Are there any fun team traditions?**  
I haven’t been on the team for that long, but I really enjoy the psychs before every game and I also really like how we have team dinners at the

coach’s house every Friday.  
**What do you like to do to prepare for a game outside of practice?**  
Usually to prepare for games, I just listen to music beforehand [and] that gets me really pumped up for the game and excited to play.  
**Do you have any mentors who have helped you this season?**  
I think one player that really stands out and helped me a lot is [Adaeze Izuegbunam ’20] because she explained to me what the team was like at the very beginning and introduced me to everyone. She’s been really great throughout the whole process of transitioning.  
**Do you ever get nervous when people are watching you play? If so, what do you to shake it off?**  
I do get nervous when peo-

ple are watching, but I usually try to block it out and just focus on the way I’m playing. I keep in mind to just kind of ignore it, and if I ever mess up on a play— for example, if someone serves it and I shank the ball—I just say to myself in my head, “serve it to me again.” So that helps me get in the right mindset and shake off past errors.  
**Have you met any challenges yet this season?**  
One challenge I’ve met this season is being more confident in my playing. Since I’m playing with a new team, I feel like I just need to stay confident in my passing and my ability to play.  
**What are your hopes for the rest of the season?**  
My hopes for the rest of the season are to get to know the girls better, keep our undefeated streak going, and beat [Phillips Exeter Academy].

Volleyball Senior Reflections

REPORTING BY PRESTON WHITEHURST

Mudmee Sereeyothin

The biggest lesson I have learned from Andover Volleyball is how important your mentality is. We win games when we are confident and believe in ourselves and in each other. I have learned that to build a strong mentality we must always support our teammates and collectively dig deep, never give up, and fight for every point. I think this lesson is so important because it can be extended to a variety of situations in life outside of volleyball.



Neena Goldwaithe

Volleyball has taught me to stay confident and never give up; comebacks sprout from the right mindset. I will miss team dinners, psyches and playing with such an amazing team. Love you and thank you [Phillips Academy Volleyball].



Adaeze Izuegbunam

[Phillips Academy Volleyball] has taught me to quickly get over my mistakes! There isn’t really much time in a 25-point game to dwell on an error I may have had 2 points prior, so I’ve learned to be more present in the moment and to use my energy to add to team momentum and keep pushing the team forward... I’ll miss all of our awesome psyches and our weekly team dinners at Coach Clyfe [Beckwith’s] house. I’ll miss our stops at McDonald’s when we won’t make it back to campus in time for dinner, and our Disney sing-alongs on the bus ride back. I’ll miss our messing around and playing Queens of the Court (managers included) at the end of a good practice. But most of all, I’ll miss cheering with the team and screaming my head off when one of us makes a spectacular play.



T.CONRARDY/THE PHILLIPIAN

Volleyball Defeats Defending Champions Loomis Chaffee

LUKE BOSCHAR

Andover	3
Loomis	1
Andover	3
Nobles	0

Down 1-0 against Loomis Chaffee, Sascha Evans ’21 hit a line shot past the block, tying the game for Andover Girls Volleyball. Andover eventually emerged victorious over the defending league champions 3-1 this past Saturday.  
According to Brooklyn Wirt ’21, Loomis’s unique playing

style posed a challenge for Andover.  
“They play more traditional volleyball than a lot of other teams. They know what they’re doing; they’re very intentional with things,” said Wirt. “You can tell that they know what they’re doing and they know where they want to put the ball.”  
According to Ridley Warner ’22 and Wirt, Andover gained a lot of confidence through mounting a comeback to defeat a strong opponent.  
Warner said, “The energy was kind of low at the start when we lost [the first set], but then we pumped it up and were able to come back and win... Loomis has a good reputation for volleyball, and it

gave us a confidence boost to win. So we can take on the rest of the season with new confidence and assurance that we can win.”  
Wirt added, “I think it was a good game and I think that we were all really excited and willing to play hard because we knew that they were a good team.”  
Andover added a win against Noble and Greenough on Wednesday, moving the team’s record to 6-0.  
“[Nobles] wasn’t the strongest and we kind of knew that going into it. so I think we were really focused on working on the little things, staying confident, playing at our level,” said Wirt. “I think that when we play teams that we

don’t consider as strong of competitors we tend to not play as hard because we know we’re going to beat them. And that’s an unhealthy mindset that we have that we’re working on right now,” said Wirt.  
Mudmee Sereeyothin ’20 added, “Our team has been focusing on improving our defense, specifically our serve-serve. I think this is something that we have to continue working on, but I thought there was good improvement during our game against Nobles today.”  
Andover has outscored its opponents 18-3 in its six matches this season. According to Warner, the team is still looking to get better and become closer as the season goes

along.  
“Right now everyone is becoming more comfortable helping out other players on the team, and we are gaining more trust in each other as we build team chemistry,” said Warner.  
Andover hopes to continue its undefeated season against Tabor this Saturday.  
*Editor’s Note: Brooklyn Wirt is an Associate Digital Editor for The Phillipian.*

GIRLSVOLLEYBALL

Captain Feature

Co-Captain Brooke Fleming '20 Brings Energy and Authenticity to Andover Girls Volleyball



Fleming will continue her volleyball career at Union College next fall.

NICOLE LEE

With 10 years of experience under her belt, Andover Girls Volleyball Co-Captain Brooke Fleming '20 leads the team by emphasizing teamwork and positivity.

According to Fleming, vol-

leyball is her outlet to release energy.

"I really like that you are involved with your teammates every step of the way. Volleyball comes with a lot of energy, so for me, I think it's a good way to expend that energy. [I also like] just being able to do something that I really love with people who also love it too," said Fleming.

As a setter, Fleming uses her position and role on the court to lead by example and create a positive learning environment for her teammates.

Fleming said, "[Being a setter involves] a lot of leadership, and it is a tough role because other people feed off of your energy, so if you don't have a smile or aren't excited, then no one else is excited."

Fleming's energy on court and ability to adjust to various situations has impacted all of her teammates, according to Adaee Izuegbunam '20.

Izuegbunam added, "[Brooke] is super loud [and]

communication is really important in a sport like volleyball. [Y]ou know when she's in the room and notice when she is not. She always has a consistent, anchoring presence of enthusiasm and energy. As a setter, her role is critical, as she has to touch the ball every single play and really be good at distributing to know what's working for the team and what isn't so we can play to our strengths."

Fleming attributes her love for the sport to her coaches and past experiences on club teams. She is also grateful for her coaches' encouragement to play volleyball at Andover and to continue competing at the collegiate level.

"The people who taught me to play volleyball when I played on their club for three to four years have continued to be with me throughout my entire journey—they are the people who told me to [play] volleyball [on] Andover's amazing team, so they are my

mentors and have been super important in my ability to get where I am now and continue playing in college," Fleming said.

As captain, Fleming takes it upon herself to do everything possible to improve all aspects of the team. According to Izuegbunam and Ridley Warner '22, she offers constructive criticism and insight during both games and practices.

Izuegbunam said, "[Brooke] is really instrumental in orchestrating every moment of the game and as a captain she is really coming into that role of not only being hype and supportive but also knowing when to be critical. She understands that criticism is necessary aside from praise and even though it might seem hard to hear it is better for everyone and the team so we can all improve as a program."

"She is always helping us and telling us what we can do better, or if someone does something a little wrong she'll

show us by example," added Warner.

Given the team's success early in the season, Fleming looks to capitalize on its momentum and continue to compete at a level higher than in previous years for her final year on the team.

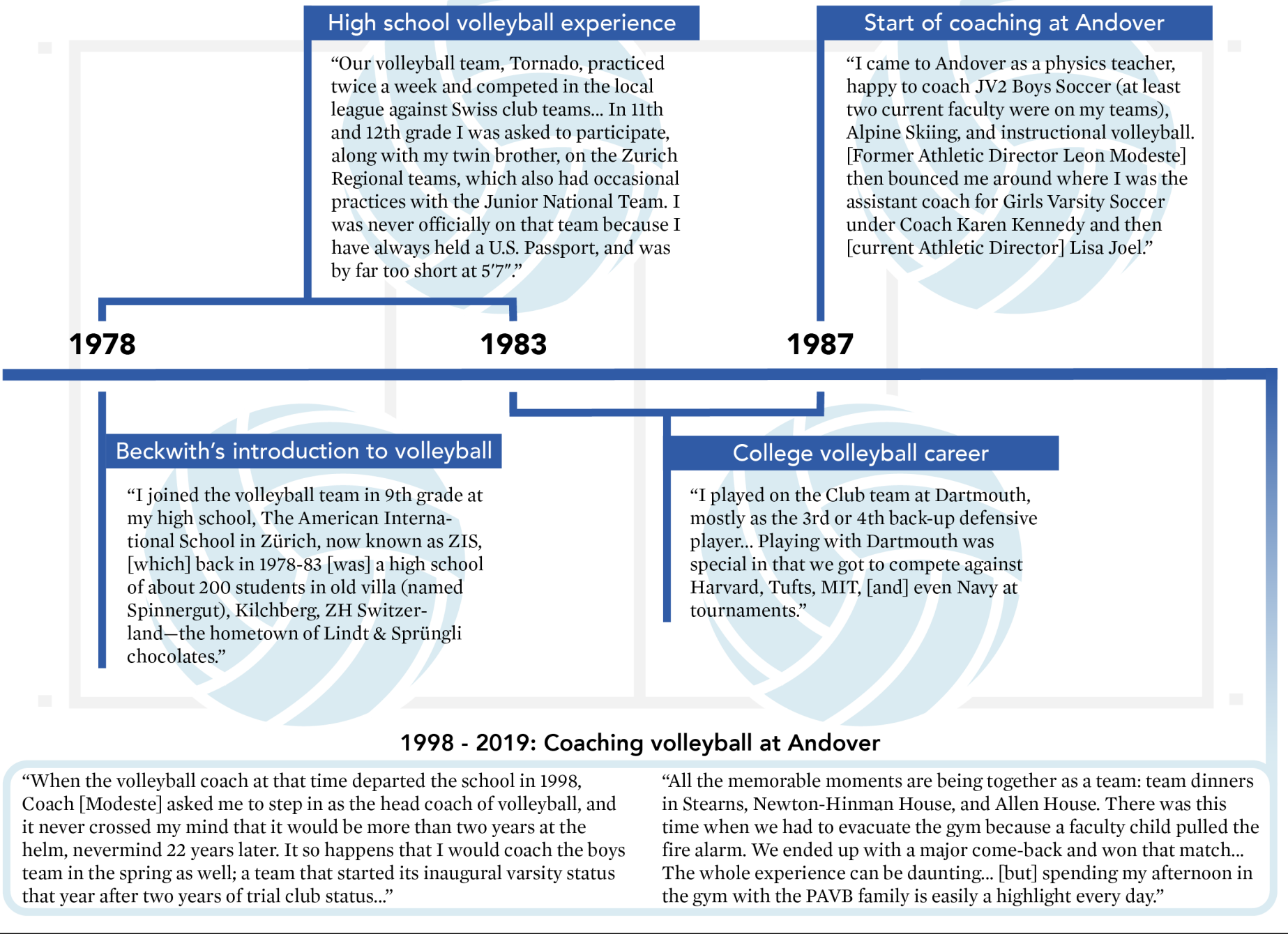
"We've been playing at a level that I have never seen [us] start at... We are currently 5-0, and I've never seen girls play this hard coming into the season, so it is really exciting that we are already starting at a great place. I can't wait to see us get better and up our plays and try new things. I'm obviously excited for Andover/Exeter as it is my Senior year, and just the upcoming tournaments."

In her last year at Andover, Fleming hopes to lead the team to its first Nepsac title since 2011.

REPORTING BY CHRISTINE MICHAEL

Head Coach Clyfe Beckwith's Volleyball Career

Since joining his high school team in ninth grade, volleyball has been a fundamental part of Head Coach Clyfe Beckwith's life. Growing up in Zürich, Switzerland, Beckwith trained with the Swiss National Volleyball Junior Team before playing for Dartmouth's College Club Volleyball Team. Having begun coaching the Andover Girls and Boys Volleyball teams in 1998, this season marks Coach Beckwith's 22nd year.



J.ZHOU/THE PHILLIPIAN

Captain Feature

Co-Captain Chioma Ugwonali '20 Motivates Teammates through Constant Encouragement and Strong Play



COURTESY OF CHIOMA UGWONALI

Ugwonali has been a starting blocker since her Junior year.

SARAH KARLEN

Andover Girls Volleyball Co-Captain Chioma Ugwonali '20 began playing volleyball at her local YMCA in the seventh grade and quickly developed a passion for the sport.

"I started in the 7th grade, and I was a swimmer before I played volleyball, but I was

so sick of going to practices that I would make excuses, so I wanted to do something else. My mother suggested I try volleyball at the YMCA. I did, and then after a year of swimming and playing volleyball, I decided to completely switch over to volleyball. That was a great decision because I actually loved the sport," said Ugwonali.

As Co-Captain this year, Ugwonali hopes to model her previous captain, Serena Liu '19, who Ugwonali had played alongside for three full seasons.

"[Liu] was such an influence to me and has been for every year at this school because she personifies a leader and empathy, balance, and inclusion, which I feel we should bring to each aspect of our life here at Andover," said Ugwonali, "...so I try to inspire 'Sliu' within myself and hopefully be as good of a captain and friend as she was."

According to teammate Warren Clark '21, Ugwonali possesses a contagious energy

on the court that pushes the team and remains consistent regardless of the score.

"Chioma brings so much energy onto the court with her, not only because it's her job as captain, but because that's who she is as a player. Even if we're down a few points and she subs in, the energy is immediately brought back up, which helps us come back score-wise," said Clark.

Ugwonali emphasized her enthusiasm towards her teammates as one of her favorite aspects of the sport. She also cites team bonding outside of the court as an important factor to keeping the team engaged and in tune with one another.

"I really love that feeling when my teammates crush the ball or make an amazing save and we get the point. I just love screaming their names. That gives me so much joy because I can let out my excitement and it's not strange or anything for me to yell out," said Ugwonali, "...I love how we have team bonding— we do

team bonding activities outside and have team dinners at our coach's house pretty much every Friday. Those are just so fun and uplift my spirits. We always keep each other engaged," said Ugwonali.

According to teammate Ridley Warner '22, Ugwonali is not only an admirable captain, but she also serves as a crucial net player.

"Chioma helps the team, and especially me, by blocking and hitting because she helps me set up my block. Then, if we are going for a block together, she will say a count... For me, being [my first year on] varsity and having her as captain, I really want to emulate what she is showing because she is a really, really, nice captain and really tries to pump everyone up on the sidelines," said Warner.

Ugwonali strives to find the right balance between critique and encouragement while the team is still early in the season.

"I consider myself an empathetic person, but I want to

challenge my teammates and have them challenge themselves [...] We established early on in the season that the time is now to critique one another because later in the season, people are [going to] take the critiques personally. So I've been trying to mimic that behavior by offering critiques but also tons of encouragement."

Ugwonali hopes that through encouraging and pushing one another, the team will be able to achieve an undefeated season.

"I have learned that volleyball is more of a mental game than I thought it was over these past three whole seasons... every set, you have to have that winning mindset regardless of the results of the next point... I'm going to continue to remind the team that we have what it takes, and take each game one point at a time. I know we'll make it there," said Ugwonali.

UPCOMING ATHLETIC CONTESTS

Sept 28, 2019

Water Polo vs. Williston  
1:30 – Away

Field Hockey vs. Tabor  
2:15 – Away

Volleyball vs. Tabor  
2:15 – Away

Football vs. Salisbury  
2:30 – Away

Cross Country at N.M.H. Invitational  
3:00 – Away

Oct 2, 2019

Field Hockey vs. Governor’s  
3:00 – Away

Volleyball vs. River  
4:00 – Away

Water Polo vs. St. John’s Prep  
4:45 – Away

Oct 5, 2019

Field Hockey vs. Choate  
4:45 – Away

Volleyball vs. Choate  
4:45 – Home

Water Polo vs. Choate  
4:45 – Home

Girls Soccer vs. Choate  
4:45 – Away

Boys Soccer vs. Choate  
4:45 – Away

Girls Cross Country vs. Choate  
5:00 – Away

Boys Cross Country vs. Choate  
5:30 – Away

Oct 8, 2019

Field Hockey vs. Milton  
3:45 – Home

Girls Soccer vs. Brooks  
4:00 – Brooks

Oct 11, 2019

Volleyball vs. St. Paul’s  
5:30 – Away

Girls Soccer vs. St. Paul’s  
5:30 – Away

Oct 12, 2019

Football vs. Worcester  
1:30 – Away

Field Hockey vs. St. Paul’s  
3:00 – Away

Girls Cross Country vs. St. Paul’s  
3:00 – Away

Boys Soccer vs. St. Paul’s  
3:00 – Away

Boys Cross Country vs. St. Paul’s  
3:30 – Away

Oct 16, 2019

Volleyball vs. Exeter  
3:00 – Home

Girls Soccer vs. Governor’s  
3:15 – Away

Field Hockey vs. Middlesex  
3:15 – Away

Water Polo vs. Suffield  
3:30 – Home

Boys Soccer vs. High Mowing School  
3:45 – Away

FOOTBALL

Football Suffers Second Loss of the Season



D.ZHU/THE PHILLIPIAN

Hunter Lane PG’20 joined the team this year as a tight-end and defensive-end.

CHRISTINE MICHAEL

Andover	18
Loomis	28

Within the first minutes of the second quarter, Kevin Diaz PG’20 scored a touchdown, bringing the score to 7-7 against Loomis Chaffee. By the end of the half, Andover was leading 18-14, with touchdowns from Co-Captain Jake Jordan ’20 and Mark Witt ’20. But despite the team’s initial lead, Andover lost 28-18 to Loomis, putting its record at 0-2.

The team found that keeping its energy and momentum up during the second half was a challenge because of the weather and the team’s mental outlook on the proceedings of the game, according to Wesley Durrett ’20.

Durrett said, “I think part of being mentally defeated during the game was because of the heat; it was really hot. Everyone was feeling worn down, and I feel like we all gave up before it was even over. Since

we weren’t in it mentally, our bodies started giving out. We couldn’t think about what we needed to do, so we made more physical mistakes because we couldn’t think it through properly.”

Although the team felt as if it did not have its best performance, both the defense and offense showed improvement from its previous game against Kent, according to Jake Ross PG’20.

“We’ve been working on a lot more passing and our offense during practice because we think we have a good defense, and if we work hard then our defense will keep the game in check. Our offense, from the first to the second week [of practice] improved a lot, so if we keep it up we’ll be in really good shape,” said Ross.

The numerous injuries which occurred during the game was another significant factor in the team’s loss, according to Baron Abrishami ’21 and Ross.

“I think with a lot of people going down during the game with injuries was a blow to the team morale. But we just have to have the mentality where the next guy has to step up. I

think by the next game we’ll have that [mentality] and we’ll be very good and tough to beat,” said Ross.

Despite the disheartening end to Andover’s game against Loomis, Andover remains optimistic as it seeks to improve its pass coverage, as well as blocking on the offensive line, according to Abrishami and Ross.

“There are still things in the team that’s not clicking, and that’s okay because it’s only week two. As the season goes on we’re gonna progress, we’re gonna get better and better every day, and we’re all taking it one week at a time,” said Abrishami.

“Even though we were upset that we lost we all still support each other and no one blamed anyone. We went in as a team, we lose as a team,” said Ross.

Andover will travel to Salisbury this Saturday.

*Editor’s Note: Jake Jordan is a Live Editor for The Phillipian.*

FIELDHOCKEY

Field Hockey Blanks Loomis

EMILY KELLY

Andover	6
Loomis	0

Smashing the ball off a penalty, Anna Bargman ’21 scored the first goal in Andover Field Hockey’s 6-0 defeat of Loomis Chaffee last Saturday, bringing the team’s record to 3-0.

According to Presley Kmeta-Suarez ’22, the team started off slow due to weak communication on the field. By halftime, Andover led by only a single goal.

Kmeta-Suarez said, “In the first half, I don’t think that we were communicating with each other, and that was leading to us not stepping to balls or not going to open space and not being able to pass the ball because... we didn’t know where other people were on the field.”

According to Rachel Neyman ’22 and Katie Wimmer ’21, the team began to see improvements in its communication and overall energy early in the second half.

“In the second half we moved [the ball] quicker and sent it to other teammates rather than holding on to it, so I think that’s what helped us out. Also, we got more energy, got more energetic as the game went on and in the second half we really picked it up; we picked up the pace and the intensity and communication,” said Neyman.

Wimmer added, “I think we were really good at carrying our momentum because we scored one goal, and then we scored our second, then we scored a bunch of goals in a short period of time.”

According to Kmeta-Suarez,

the team’s play within the defensive circle helped it prevail against Loomis.

“I think that the defensemen had a really good job pressuring the other team out of the circle and into the side-line, and I think we did a good job trying to get the ball upfield. And we didn’t have a lot of shots on goal so that was good,” said Kmeta-Suarez.

Kmeta-Suarez commended Captain Carly Kreytak ’20 and Linda Bibeau ’20 specifically for their especially strong per-

formances on Saturday.

“I think Linda, our person far back, and Carly, our captain, are both really strong players and they both really stood out. Carly always does a great job getting the ball to open space and making good passes. We can always rely on Linda in the backfield to get the ball and get it upfield,” said Kmeta Suarez.

On Saturday, Andover will face Tabor on the road.

*Editor’s Note: Linda Bibeau is a Sports Editor for The Phillipian.*



S.BAHNASY/THE PHILLIPIAN

Captain Carly Kreytak ’20 plays back middle for Andover.

BOYSWATERPOLO

Andover Boys Water Polo Secures Victories Over Deerfield and Westminster

NICOLE LEE

Andover	16
Deerfield	3
Andover	19
Westminster	3

On a fast break, Sean Meng '22 threw the ball past the Deerfield defense to teammate Beckett McKee '22, who tossed the ball into the back of the net, securing the team's 16-3 victory against Deerfield last Saturday. Andover Boys Water Polo defeated Westminster 19-3 on the same day, bringing the team's record to 3-3.

Captain Sam Donchi '20 said, "We knew we needed to win the games on the weekend to maintain a .500 average and have a shot at the playoffs, so everyone was very motivated. I think that the main takeaway was that we can all play well when it matters, and translating that into harder games is important."

The team traveled to Deerfield to compete in its second double-header of the season. According to Hank Yang '22, the team competed well and used the matches to work on new skills.

Yang said, "I think our games went really well, given we won by quite a large margin and we saw a great improvement from our previous games. Everyone did their jobs and knew what positions they were supposed to play, so we were able to execute the drills

we practiced. Going into these games, we knew that Deerfield and Brunswick would not be as strong of opponents compared to the previous week, so it was a good chance to try new things and execute new patterns."

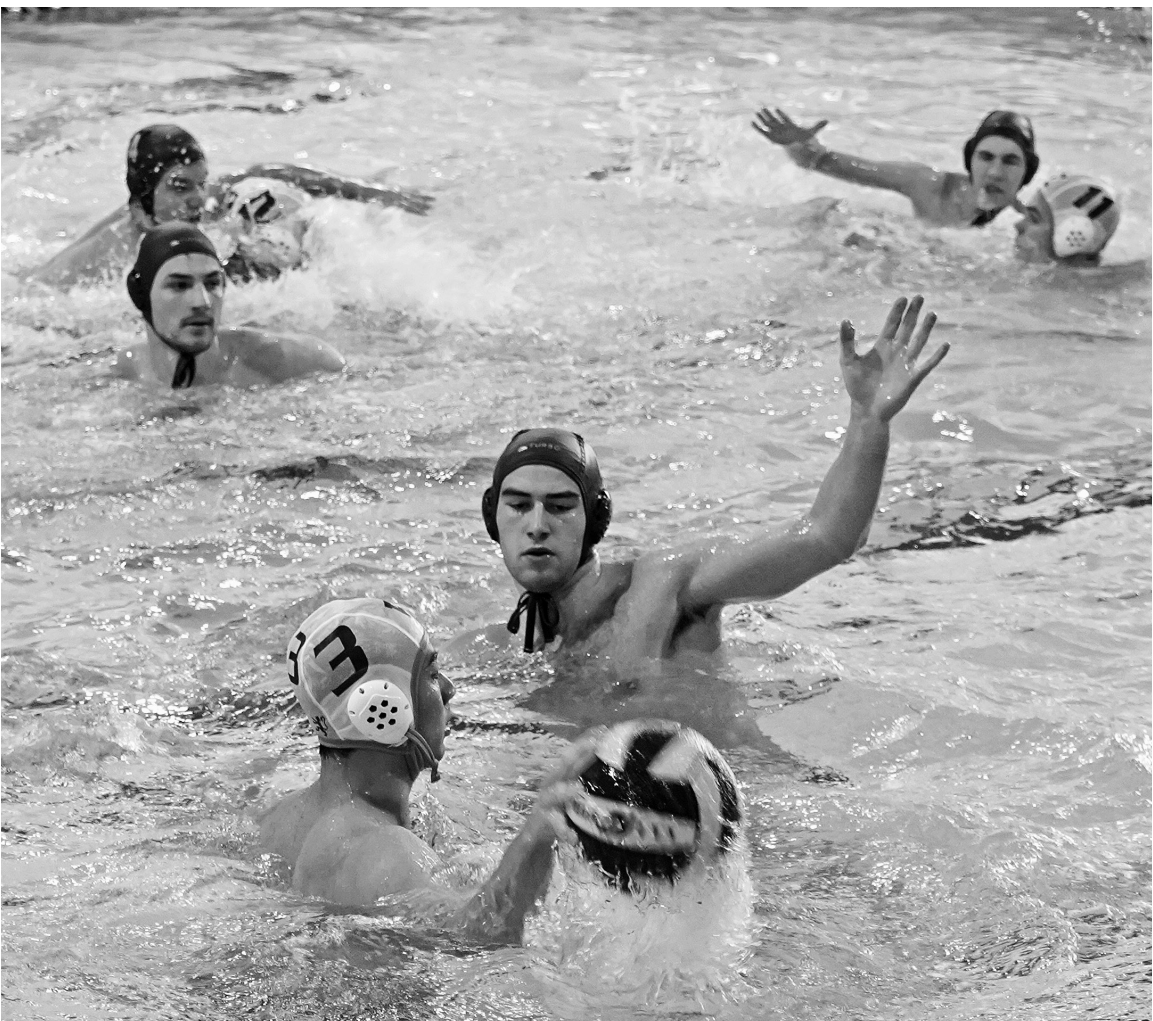
These two victories came after a sudden-death quintuple overtime time loss to Phillips Exeter Academy the previous Wednesday. Because the team has spent more time together at this point in the season, it has been focusing on its cohesiveness and offense, according to McKee.

"I feel like we all got into the pool knowing this was a game, given the level, that we could showcase what we could actually do and not be double-teamed everytime we had the ball, but actually performing. I think that motivated a lot of people to do their best and it really brought out the best side of the team," said McKee.

He continued, "I think we communicated a lot more in the game itself, and now that we are three or four games in, we are a lot more comfortable together and are able to perform as one unit much better than previous games. As our coaches told us, we can shoot a lot more than what we were previously doing, and we definitely shot a lot more in these games, which played to our advantage since we have a lot of strong shooters on the team."

According to McKee and Yang, the team looks to continue its success and improve upon its offense in order to prevent stronger teams from capitalizing off of a fast break opportunity.

"We have also been work-



G.GLOVER/THE PHILLIPIAN

ing on a specific drill where we go on a fast break, then picking the ball and shooting, so we want to continue doing that. These more detailed case studies, where we have tried to emulate scenarios in the game, have been helpful besides the basic fundamentals that we were focused on before because now the team has gotten used to those skills," Yang said.

McKee added, "We hope to keep this train of winning going and of course get better every week, get more conditioned to be able to run up the score against other teams."

According to Donchi, the team is focusing on working together better as a team and integrating younger players on the team to prepare for the end of the season and next year.

Andover Boys Water Polo will compete on Saturday at Williston.

*Editor's Note: Sean Meng is a Business Associate for The Phillipian.*

GIRLSSOCCER

Girls Soccer Remains Undefeated

INDI WAGNER

Andover	3
Loomis	1
Andover	2
Worcester	0

Beating an opponent to the ball, Isobel Glass '21 faked out the recovering defender before sending the ball past the goalkeeper. After this goal, Andover Girls Soccer went on to defeat Worcester Academy 2-0 away on Wednesday. Earlier in the week, Andover defeated Loomis Chaffee 3-1 at home. Andover's record now stands at 5-0-1.

Against Loomis, the team was consistent throughout the field and calculated with its next plays, according to Emily Kelly '22.

"I thought we kept possession well and we were extremely strong in the midfield. The defense was very strong and Emily Hardy ['20] was solid in net. We've been working on our first touch lately and making sure that we know where we're going with our

next pass and everything," Kelly said.

In preparation for its game against Loomis, the team practiced switching fields to maintain offensive pressure, according to Emma Fogg '21.

Fogg said, "We worked on switching the point of attack which can be really helpful for keeping the pressure on them...In practice leading up to that, we did a lot of points of attack and switching that which I think helped contribute to that."

Against an aggressive Worcester team, Andover maintained its stamina and style of play, according to Myra Bhathena '22 and Liberty Stam '22.

"We played a really physically tough team but we held our ground and we played our game, we played Andover's game which [Head Coach Lisa Joel] likes to say," said Bhathena.

Stam added, "Worcester was an aggressive and chippy team. The [referee] let it get out of hand but through discipline and hard work we pulled out a 2-0 win. We played as a team."

Andover had a noticeably enthusiastic bench against Worcester due to several inju-

ries and illnesses, according to Lily Haik '22.

"We were teeming with excitement and support. Even though we weren't playing because we were sick or injured, we still felt like we were playing because of the strong camaraderie and the excitement and entertainment we got from the riveting match," said Haik.

During the first half of the game, Kelly embraced the challenge of switching positions in order to fill in for an injured player, according to Bhathena and Athalia Esty '22.

Bhathena said, "Emily Kelly had to step in at center back for the entire second half and a lot of the first. She played super well, super composed and organized the [defense]."

In preparation for Tabor Academy, Andover looks to work on its goal scoring opportunities, according to Kelly.

Kelly said, "We'll be working on corner kicks and free kicks more since we had them frequently and we haven't seemed to get a head on it or a body on it so we're going to work more on that."

Andover Girls Soccer will travel to Tabor this Saturday.

BOYSSOCCER

Boys Soccer Defeats Holderness Away



C.WAGGONER/THE PHILLIPIAN

Ethan Hong '22 has played right-wing since his Junior year.

TIFFANY LI

Andover	2
Holderness	1

Playing a long ball from behind, Will Godbout '20 set Co-Captain David Wang '20 up to score a top corner goal. Andover Boys Soccer went on to defeat Holderness 2-1 on Wednesday. Its record now stands 2-2.

In preparation for the game, Andover focused on staying positive and confident, according to Ethan Hong '22 and Adam Hassanein '22.

"Before the game, we tried to picture a tougher opponent. Since we are playing Taft on Saturday, which is one of the best teams we will play this year, we tried to envision ourselves playing Taft today, and tried to put ourselves in a better mindset," said Hong.

Hassanein added, "We trained with intensity and made sure to be in the right state of mind for the game. We made sure we were going to play to the highest level possible and be ready for anything."

The team's energy and ball movement proved especially strong against Holderness, according to Jed Heald '20 and Wang.

Heald said, "The team dynamic was definitely strong in [our] match against Holderness. We had to stick together through all of our mistakes and Holderness' crowd to get the dub. One thing that we had

been working on a bunch in practice was playing the ball forward more often."

Wang added, "The team goal was to advance the ball whenever possible, play simple and with as few touches as possible. Something that we did well was move the ball and keeping possession."

According to Hong, Goalkeeper Kion Young '20 stood out in the game, making a crucial save to prevent Holderness from taking the lead off of a penalty shot.

"Today Kion had an amazing penalty save. The score was tied 1-1, and the other team was gaining momentum. There was a hand ball inside our box, and the ref called a penalty. When the ball was kicked, Kion [dove] to the right side and made a superhuman save to keep us in the game and give us the motivation we needed to score that second goal that led to the win we acquired today," said Hong.

According to Hassanein, the team hopes to improve its intensity for future games.

"We need to make sure to play to our level, not that of our opponents. For example, in our game today we were more skilled than our opponent but did not play with the right mindset at first and it cost us at times. However, by the end of the game everyone gave it their all and brought the intensity needed to secure the win," said Hassanein.

Andover will travel to Taft on Saturday.



D.ZHU/THE PHILLIPIAN

Anna Hurley '20 plays on a team of 18-21 year old college and New England Revolution Academy players during the off-season.

ARTS&LEISURE

D.ZHU/THE PHILLIPIAN

# “The Art of Ambition in the Colonial Northeast”: Addison Exhibit Gives Insight to American Colonial Life

EMMA FU

A deranged smirk carves the face of a maniacal, secluded man, permanently frozen in place. Chains and shredded sheets snake around his arms and torso, covering half of his unadulterated body. His eyes glare fiercely, sharp teeth protruding from behind his demonic sneer as he takes a step out from the pitch black darkness imprisoning him.

These are images of a painting titled “Tragic Figure in Chains”—one of the pieces of art in the Addison Gallery of American Art’s “The Art of Ambition in the Colonial Northeast.” Gordon Wilkins, Curator of this exhibition, claims this piece to be one of his favorites.

“I think it conjures a lot of imagery. This man, who’s in bondage and wearing tattered clothes, and his arms are chained. If you think about this, it was done in the 18th century, and then you think about slavery in the United States. It’s a really unusual, disturbing piece...It’s not the

expected, which is what I was going for [in this gallery],” says Wilkins.

When Christy Wei ’21 first walked into the gallery, she noticed the wide variety of mediums on display, ranging from two-dimensional portraits and paintings to three-dimensional statues.

“[The space] is really three-dimensional. You can see drawers and rugs that you can almost feel like you can touch the texture,” said Wei. It’s not just about the portraits, like fancy people... It kind of gives you a more holistic view of that time.”

Standing in a row on a pastel-blue pedestal, five silver teapots shimmer under the museum lights. Belonging to famous historical figures such as Peter Oliver and Paul Revere, these seemingly unimportant accessories actually carry significant meaning to one’s prosperity and social status.

“Silver was a powerful symbol of affluence and wealth, so if you were able to own and possess even one of these objects, it would symbolize much greater wealth. It tells a

lot about your socioeconomic status, your world-view, your personal style, [and] point of view,” said Wilkins.

Wei also interpreted the rugs as a symbol of feminism in early America and the impact women had on people’s everyday lives.

“[The rugs are] actually made by women, which the Addison says is a way to see how feminism played a role in early colonial America. So I think they were really trying to give you different elements and different aspects of colonial life,” said Wei.

Another exhibit in the gallery is a portrait of Abraham Hanson, a barber from Maine. His dark skin against a soft, magenta background complements his luxurious, dark outfit. Though his smile is relatively faint, his chest puffs out proudly. On a wall of portraits filled with white people, Hanson’s image stands out.

“This is one of the most important pieces in our collection from this time period. It’s one of the few non-stereotyped portraits of African Americans from the pre-civil war era,” said Wilkins. “He’s included



COURTESY OF THE ADDISON GALLERY OF AMERICAN ART  
**Washington Allston, “Tragic Figure in Chains,” 1800. Watercolor on paper mounted on panel, museum purchase.**

because I wanted to draw attention... The inclusion of this beautiful, dignified portrait of Abraham Hansen shines the light on what we have to do as a museum to make our collection reflect the realities of America.”

## Addison Exhibit “A Wildness Distant from Ourselves” Dismantles Western Preconceptions of Nature

ALEX PARK

Standing tall with a book in one hand and a cane in the other, the bronze statue of a man adorned in a long, flowing cape looks ready to step off his marble pedestal. Dressed in Puritan garb including a top hat, knee high socks, and a waistcoat, the statue stands eye level with viewers.

The piece, titled “The Puritan,” by Augustus Saint-Gaudens, is featured directly in the lobby of the Addison Gallery of American Art as one of the many pieces from the new exhibit “A Wildness Distance From Ourselves.” Gordon Wilkins, Associate Curator at the Addison, cu-

rated this exhibition after a local community organization reached out to the Addison.

“I started about a year ago, when we had been contacted by the Andover Village Improvement Society because they’re celebrating their hundred and twenty-fifth anniversary this year, and they have been partnering with a lot of local institutions to do some sort of commemorative program or exhibit or talk,” said Wilkins.

In order to incorporate a narrative theme throughout the exhibition, Wilkins began thinking about the relationship between Indigenous Americans, European settlers, and the land itself. Although he does not have a core message in mind, Wilkins aims to deconstruct the dominant Eu-

ropean narrative of American history.

“What we’re doing with all these shows is breaking down the foundational myths of America. I think we still don’t completely recognize the violence that’s been perpetrated on this land, against the land itself, and then the peoples who occupied it for thousands of years. We start our history with the pilgrims landing or English settlement and so the [show’s purpose] is really to break down these dominant narratives, and I think art is a really effective way to do it,” said Wilkins.

According to Wilkins, the relationship that humans in the United States have with nature originates from Christian perspectives. Early settlers viewed nature as sinful and in need of taming.

“[Consequences to the environment made by humans] came from...this puritanical sort of Christian belief...Nature was this irrational force for those who colonized the United States in the 17th century. And in order to fulfill their Christian mission, which was to create a sustainable settlement, you had to tame the wildness,” said Wilkins.

Wilkins believes the show is important because of the present-day consequences of the human relationship with nature.

Wilkins said, “This kind of hierarchy [where] humans are on top is something that I think is hard to shake and something that we still kind of conceptualize and that has, of course, informed all of our contemporary environmental issues with climate change.”

Combining a variety of different works such as landscapes and taxidermied animal specimens, Wilkins wanted the exhibition to include a diversity of mediums in order to strengthen the themes and topics addressed.

Wilkins said, “I also knew I wanted to include natural history specimens, because I like to integrate different media, I don’t just like pure painting shows or pure decorative art shows, and it’s such a complicated topic and so rich that I wanted to have a diverse experience.”

“A Wildness Distance From Ourselves” will remain on display in the Addison until July 31, 2020.



COURTESY OF THE ADDISON GALLERY OF AMERICAN ART  
**Great auk (*Pinguinus impennis*), collected in Iceland, early 19th century. Robert S. Peabody Institute of Archaeology, Phillips Academy, Andover, MA.**

## George Washington Exhibit Draws Together Range of Works



COURTESY OF THE ADDISON GALLERY OF AMERICAN ART  
**William Trost Richards, “Mount Vernon,” 1854. Graphite on wove paper, gift of the National Academy of Design, New York from the Mrs. William T. Brewster Bequest.**

JERRY SHU

Many entities are named after America’s first president: Mount Washington, the George Washington Bridge, Washington, D.C., and so on. Even on Andover’s campus, there is George Washington Hall.

In the Addison Gallery of American Art’s latest exhibit, “George Washington: American Icon,” the Addison pulls together depictions of the first president from a variety of time periods and art styles. The exhibit features works such as Washington Funko Pop and an oil-on-canvas portrait.

According to Gordon Wilkins, Associate Curator at the Addison, the exhibit was inspired by modern heroes.

“We were initially thinking about some show about heroes, and then we were pulling things from our collection that dealt with famous people. [At first], it seemed like a total mishmash. It made no sense. So I was looking at all the heroes that kept popping up, and George Washington was one of them,” said Wilkins.

Located in the Learning Section of the Addison, the exhibit contains three parts: a glass case with various pop culture items related to Washington, a wall of several drawings and lithographs from the Addison’s collection, and an upper level with contemporary artwork focusing on Washington’s modern image.

“[The exhibition] is all drawn from the collection, with the exception of a few things we bought on eBay. In this show, I [didn’t] want to look at Washington’s history, because we don’t have the work to do a whole biographical show on Washington...so I thought I’d focus instead on the image of Washington and looking at how it’s haunted the American consciousness for two hundred

years,” said Wilkins.

According to Wilkins, much of the imagery reveals Washington’s contradictory character in subtle ways. For instance, “Mount Vernon,” a needlework tapestry by Abigail Noyes, depicts Washington’s farmland estate in Virginia on a hill in the distance. As Wilkins points out, the slaves who ran the plantation are somehow absent from the scene.

Wilkins said, “I acknowledged very early on in the wall text that there’s this inherent contradiction that the man who fought for freedom owned hundreds of slaves. [Washington’s] plantation, Mount Vernon, was run on labor produced by African Americans... There’s this kind of erasure of the African American experience at Mount Vernon. It’s by the absence of the explicit references that I get at the inherent contradictions of his legacy.”

The exhibit also looks at other contradictions from Washington’s past, including a more contemporary example in American lore. “Mount Rushmore,” a photograph by Lee Friedlander, depicts several tourists taking pictures of the mountain from behind a window pane. The actual monument is seen reflected from the glass, looming in the distance.

“Mount Rushmore is a sacred indigenous American site that [architect Gutzon Borglum] just carved dead white men into...I love this whole idea of spectatorship and the reflection...This iconic tourist site isn’t being directly photographed, but reflected in this image. It kind of gets at the loss of meaning as people photograph and photograph and photograph, and you see something in ways that are so far removed from the original source,” said Wilkins.

“George Washington: American Icon” is on display until November 15, 2019.

ARTS&LEISURE

D.ZHU/THE PHILLIPIAN

Black Tie Bingo Brings School Community Together in Fun Game

NATALIE CHEN & NOEMI ELLIOTT

Students gathered around tables in Lower Left of Pare-sky Commons, hunched over bingo cards, and nervously waited for their numbers to be called. After the announce-ment of each number, the crowd erupted into a medley of joyous cheers and sighs of disappointment.

The Student Activity Com-mittee (STACT) hosted a Black Tie Bingo night in Lower Left this past Friday evening. Su Huai Chermayeff '21, member of the STACT board, explained why the board de-cided to host the event.

“In previous years, bingo has always been popular and everyone loves a little friend-ly competition to win dorm snacks and free food. We wanted to change bingo up a lit-tle bit and... ‘Black Tie Bingo’ was called out, and everyone agreed that it was the perfect theme. [With] the board [com-posed of] students, we knew that students [love] an excuse to dress up. Taking a game [as] simple as bingo and making it formal both seemed fun and funny,” said Chermayeff.

At the event, the announc-

ers handed out food prizes, such as Skittles, Kraft Mac and Cheese, and chips. Chocolate and vanilla cannolis, among other desserts, were also served. According to attendee Sadie Cheston-Harris '20, the event provided an opportunity to meet new people and have fun.

“Having the bingo night during the beginning of the year was perfect, because it gave both new and return-ing students a chance to meet people they might not know, but also spend time with their friends. Since there was food to eat and also prizes, that also brought a lot of people togeth-er,” said Cheston-Harris.

Dori Rosenstrauch '23 at-tended the event with her pre-fect and friends and managed to make new friends at the event.

“This event [was] a great opportunity to meet new peo-ple. I didn’t know everyone’s name coming in, but one of the girls who won is from Texas, so I went up to her and told her that I’m also from Texas. Turns out we live very near each other, so that was very cool,” said Rosenstrauch.



Although the event was called “Black Tie Bingo,” students came dressed in a variety of outfits ranging from t-shirts to dresses.

Natalie Warren '18 Achieves Spotify's 'New Music Friday' Playlist

NOEMI ELLIOTT

Piano and complementa-ry clicks lead into the upbeat rhythm and harmonizing vocals of the first verse of “comehang-outcuzimagoodtime,” which has been streamed on Spoti-fy over 188,000 times. Natalie Warren '18 co-wrote the song with producer Des Papareillo a few months ago, which was then released in August by the singing group Walkabout.

According to Warren, she and Des wanted the song to emit a sense of relaxation and youth-fulness.

“The idea for [the song] was meant to be a late-night summer driving anthem. It’s about teen-age reckless platonic fun times. No funny business, nothing bad. It’s all, for lack of a better term, meant to be good vibes. We wanted a fun song that people could lightheartedly listen to and enjoy,” said Warren.

Warren worked with Papa-reillo to write the song over the span of just two days. The track itself had already been produced by Papareillo, and Warren explained that he came to her looking for her advice and singing expertise. With the framework already done, they collaborated on the melody and lyrics.

“He had the whole track pro-duced and he had a hook that he wanted to use, ‘Come hang out it’s a good time.’ He didn’t know where to go with it and he knew that I sang and wrote and want-ed my help to finish it. That’s what we did,” said Warren.

According to Warren, “come-hangoutcuzimagoodtime” re-

WALKABOUT

COME HANG OUTCUZIMAGOODTIME

comehangoutcuzimagoodtime

By Walkabout

2019 • 1 SONG

PLAY ON SPOTIFY

1. comehangoutcuzimagoodtime

E

2:39

Warren's single was featured on Spotify's New Music Friday, a playlist with a following of 3 million.

ceived more attention than she had expected going into the project. The song was also fea-tured on Spotify's New Music Friday playlist, which has three million followers.

“I knew he had a big platform because he had a bunch of mu-sic out already... but it’s been so cool seeing a song that I was part of... get so many streams

so quickly. I never would have imagined that,” said Warren.

While a student at Andover, Warren was a member of the a cappella group Keynotes. Her passion for music stemmed from theater performances, which she began to experiment with at a very young age. At the age of 14, she picked up the gui-tar to explore more of the music

world.

“I have been doing theater since I was three years old,” said Warren. “I have always loved to sing. I didn’t do it in a struc-tured capacity until I joined Keynotes, which was really fun and helped me grow a lot as a singer and performer.”

Sofia Garcia '21, a member of Keynotes alongside War-

ren, reflected on the time she spent with Warren as part of the group. She recalled the po-sitive energy and joy that Warren brought to their rehearsals.

“Natalie was a huge role model for all of us, especially the sopranos. She’s super vibrant, creative, and brought a lot of positive energy to the group... She was a very important con-tributor to the group dynamic,” said Garcia.

After listening to the song, Melissa Damasceno '22 de-scribed the nostalgia and joy she experienced from the lyrics. She explained how the lyrics re-minded her of her past, and of something she would have lis-tened to years prior.

“My favorite lyrics are ‘let’s take a drive and listen to ‘Elec-tric Love’ tonight’, because I like the song “Electric Love”, and it also captures the emo-tion [Walkabout was] going for: the emotion being carefree and happy. It makes me feel like I’m in the car in 2012 and I’m listen-ing to the Top 100,” said Dama-sceno.

In the future, Warren hopes to continue pursuing her pas-sion for music as a hobby. As a full-time college student, she balances her schedule around homework and music. Current-ly, she is working with Papareil-lo on new songs.

“Des and I are still working together. I’m helping him with a couple more songs right now that are in development. It’s a really fun hobby, and it’s really cool that people are actually lis-tening to the music that I help make. I’m definitely going to continue doing it,” said Warren.



By Mudmee Sereeyothin

Hello and thank you for checking out this book review column! My name is Mudmee and I love reading. I am super excited to share some book reviews with you over the next few weeks. I hope you’ll find them helpful and maybe even decide to pick up one of these ti-tles. This week, I’ll be reviewing Ken Liu’s col-lection of award-winning short stories, titled “The Paper Menagerie and Other Stories.”

**“The Paper Menagerie and Other Stories” by Ken Liu**

Synopsis

“The Paper Menagerie and Other Stories” is a collection of short stories, most of which are in the genre of fantasy or science fiction. Throughout his stories, Liu explores a multitude of questions and themes, some of which are related to history, humanity, and identity, as well as tech-nology and its ramifications on our lives and culture.

Review

I loved reading this book. The stories are fast-paced and while each one is different, you find yourself drawing connections between the stories. As the stories are rela-tively short, I was never bored while reading. I appreci-ated how Liu creates a full story that evokes a variety of feelings and gets you emotionally attached to his charac-ters in just a few pages.

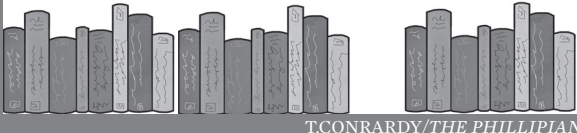
My favorite part of this book was that many of the sci-ence fiction stories felt so relevant and thought-provok-ing that I was left contemplating many questions. For instance, in one of the stories, “The Man Who Ended His-tory: A Documentary,” Liu explores what would happen if science allowed us to revisit moments in history, but only one person could be that witness—once they have

revisited the moment, that moment is gone and no other person can do so. For me, this story called into question the ideas of who should be writing history, what the role of a witness is, how trauma should be recorded, and more. Even after the story ended, I was thinking about these questions over and over again.

Verdict

If you think you’re too busy to free-read a full novel here at Andover, I highly recommend reading some of the short stories in Liu’s book. If you love science fiction or exploring big questions, then this is the book for you.

Rating: 9/10



# ARTS&LEISURE

D.ZHU/THE PHILLIPIAN

## Look of the Week: Harry Chanpaiboonrat '21 Combines Minimalism with Modern Influence

NATALIE CHEN

Harry Chanpaiboonrat '21 donned a dark navy turtleneck and blue jeans with stripes going down the sides. He completed his dark blue monochromatic outfit with black Air Jordan 1s and a rose gold chain hanging around his neck. Ben Fu '21, a friend of Chanpaiboonrat, describes his style as uncomplicated.

"His outfits always look really effortless, and there's this beautiful interweave between athleisure and smartness that's ever-present in his fits. It's only flashy where and when it needs to be," said Fu.

Chanpaiboonrat describes his style as a crossover between minimalism and streetwear with modern influence. He credits his older sister for being a source of inspiration for fashion advice and style.

"[My sister's] a pretty fashionable person, and I get clothing advice from her. She has a variety of clothes, so usually she likes to mix and match the length of her clothes—which is something I take inspiration from. If she wore shorts, she would wear either a tank top of a full long sleeve and she would try to layer her

clothing very well, too," said Chanpaiboonrat.

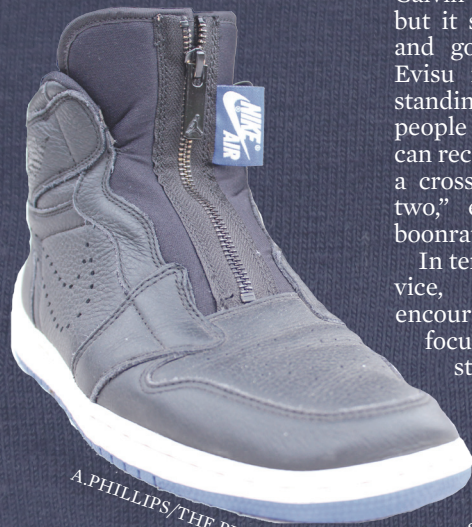
According to Chanpaiboonrat, his style has been constantly evolving throughout his life. At first, his mother picked out his clothes for him, but since coming to Andover, he has become more interested in his personal style. Throughout his time at Andover, Chanpaiboonrat says that his style has become more colorful and incorporates more layers, in contrast to the hot and humid year-round climate in Bangkok, where he's from.

"Once I got more interested in my personal style, I started wearing certain greyscale or monotone cream or beige [colors]. But then I got [to Andover], and I started wearing more flashy colors just because that sometimes helps me with my mood or how confident I feel," said Chanpaiboonrat.

Accessories are also a big part of Chanpaiboonrat's style. One piece of jewelry that he wears almost everyday is a silver necklace with a curvilinear H, which he says reminds him to stick to his own identity. Chanpaiboonrat also listed Calvin Klein, Jordans, and Evisu as some of his favorite clothing brands.

"I just think [those brands] are unique in their own style. Calvin Klein is very low key, but it still has good cutting and good materials, while Evisu is more of an outstanding kind of brand. If people know the brand, they can recognize it and so that's a cross breed between the two," explained Chanpaiboonrat.

In terms of fashion advice, Chanpaiboonrat encourages others to focus on colors, and stick with shades that they like. Personally, he either wears warm tones or cool tones separately, so he would recommend starting with a singular color palette.



A.PHILLIPS/THE PHILLIPIAN



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Know someone with  
good style?

Nominate them for Look of  
the Week using this QR code  
or by emailing  
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## Kate McQuade, Instructor in English, Discusses New Book

NATALIE CHEN &  
NOEMI ELLIOTT

"We were all a little bit in love with her," began author Kate McQuade, Instructor in English, reading aloud the opening line of her new book. The book "Tell Me Who We Were" was published in July of 2019 and consists of multiple short stories chronicling the lives of six girls.

McQuade spoke in the Freeman Room of the Oliver Wendell Holmes Library on Wednesday evening. The talk was part of the Elizabeth Stuart Phelps Dialogue Series, which brings female authors to speak on campus.

Saffron Agrawal '21, organizer of the Elizabeth Stuart Phelps Dialogue Series, said, "It's definitely fascinating to hear about her writing process after having read the book...Hearing her talk about the eight years that it took to form this book and how she revised it over and over again makes sense because the writing is so beautiful and feels so perfectly curated and written."

McQuade wrote the novel over the span of eight years. McQuade explained how one guiding line through her writing was taking inspiration from mythologies about dangerous women.

"In Greek myths and biblical parables, that means women like Helen of Troy, Lilith, Eve, the Sirens – women who want more than they have, and who are seen as destructive because of those desires. I was interested in looking at how similar mythologies play out in the lives of girls and women in contemporary America," wrote McQuade in an email to The Phillipian.

She wanted the stories to be simultaneously mystical and realistic.

"I love stories that operate on both realistic and otherworldly levels. The trick is finding the language that works on both levels simultaneously. Like anything, it comes with practice. You start with metaphors...You move from

there to analogies, which are basically more complex metaphors; you move from there to emotionally charged descriptions that seem to be about one thing, but are really about something else; you move from there to longer narratives that follow the same structure," said McQuade.

Filled with descriptive language, her stories captivated listeners with their imagery, according to audience member Max Gundlach '22.

"The image of the naked man at the bottom of the pond was very eye-opening and very descriptive. She was very strong with her words and powerful, but at the same time, charming and comforting. [She used an] authoritative tone [to capture the scene]," said Gundlach.

Grace Curley '81, Faculty in Office of Academy Resources, also mentioned the effective use of precise language in McQuade's writing.

"I'm intrigued by [the story] revolving around a girl's friendships, and I have already been taken by some of the ways that she phrases things and describes them. She uses the same words that have always existed, but puts them together in new and different ways that make me want to read slowly and carefully because of how well she writes," said Curley.

McQuade explained the difficulty of maintaining a balance between writing and her personal life, attending writers retreats to work on her novel, while also being there for her family.

Sophia Witt '20 commented on how McQuade often brought up the importance of patience when writing.

"I learned a lot about the patience that's required for the writing process and that it's different for everybody. I learned specifically about her process as a writer, how she keeps it interesting, and what muses she uses in her storytelling, such as her students and how teaching contributed to her as a writer," said Witt.



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Kate MacQuade, Instructor in English, speaks to audience members in the Freeman Room on her writing process and the importance of patience.



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