

COMMENCEMENT
COMMENCEMENT
COMMENCEMENT

2020

News

A1

Arts

C1

Sports

E1

Commentary

F5

Eighth Page

F9

Farewells

G1

Multilingual

B7

Crosswords

D11

Senior SOTA

D12

Editorial

Committed to Doing Better

As the nation faces the ongoing COVID-19 pandemic, recent acts of violence in the Black community at the hands of the police continue to expose underlying issues of racism in the United States. These events are not isolated, and it is pitiful that sufficient progress has not been made in realms of racial justice, police brutality, equality, and systematic oppression. Enough is enough, and it has been this way for far too long.

As members of a privileged institution, we have a responsibility to use our platforms to speak out against the destructive and racist systems that have existed in our country and continue to exist today. Now is not the time for convoluted discussion—it is time to be direct. Our country was built on the genocide of Indigenous peoples. Our country was built on the enslavement of Black people. Our country has enabled white supremacy and racism, too often giving them priority over human lives. We have a responsibility to support members of our community, particularly Black and Indigenous People of Color (BIPOC), whom these systems have oppressed for centuries.

There is no doubt that much progress has to be made and the only way this will happen is if we, as a community, actively embody effective allyship. Many people in our nation's history have stood up to oppose inequity and forge a better direction for others and we must remember the power of unity in the fight for change. There is a responsibility—and many times the power—to challenge the inequity that persists today.

This is allyship in its most basic form: finding all the different ways to support afflicted communities. The path to change does not end after one singular action but rather consists of continuous engagement and challenging of the issues. Therefore, it is time to expand the meaning of allyship and strive to embrace it to its fullest extent.

Let us find the drive to combat systems actively each and every day, not just when we see it on social media. It will take time and continuous effort, but as a whole we can dig deeper. It's time to go beyond temporary actions and take more meaningful efforts against the oppressive and racist systems that exist. We must pressure those in power to take a stance.

Make sure that when you stand up now, you stand up always. Solidarity and allyship mean engaging with issues, spreading awareness, self-educating, recognizing privilege where it exists, and listening to the communities being afflicted. No matter your background or resources, there is always a way to be an active and committed ally.

Another major component of effective allyship is being willing to learn. It means owning up to your mistakes and trying to educate yourself on ways to be better. Understand that what you thought worked yesterday may not actually be the best path forward today. Let us collectively make this the time when we unite to challenge the systems that beset our society.

We stand in solidarity with the BIPOC community. We aim to be effective allies, meaning that we are committed to learning more about our own privileges and backgrounds, educating ourselves, and listening to those that are often silenced by our society's systems of racism and oppression. We are committed to being allies in challenging systemic racism and white supremacy. We acknowledge that some of us have been silent in the past and we want to change that.

Black Lives Matter. We can't stop fighting until every individual gets the justice and equality that they deserve as human beings. This fight for justice and equality is not political, so don't make it out to be as such. Use your voice. Don't be silent. Be an ally. Not just for today, but for tomorrow and beyond.

This editorial represents the views of The Phillipian, vol. CXLIII.

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Fall Term in Review

LAURA OSPINA

Cheering and waving signs reading “Honk if you love Big Blue,” the Blue Keys welcomed new and returning students to campus for Andover’s 242nd academic year. With classes officially beginning on Friday, September 6, autumn once again returned to Andover.

However, the bustle of Andover life did not return to normal as students began classes. A press release sent to the Andover community in August shared that there were four confirmed cases of Eastern Equine Encephalitis (EEE), a neurological virus spread predominantly by mosquitos, in Massachusetts. As the Town of Andover was rated “high risk” for the virus, students were encouraged to wear long-sleeved clothing, apply bug spray often, and avoid lingering outside. Although the administration assured that students were at low risk of contracting EEE, outside gatherings were moved inside or postponed, including annual events like Quad Day and Night on the Knoll.

The newly renovated Oliver Wendell Holmes Library (OWHL) opened its door to the Andover community on

Wednesday, September 4, after being under construction since July 2018. The new library offers a large variety of study spaces, including group study rooms, full-coverage air conditioning, and an expanded Nest. Temporary study spaces from last year returned to their original state, such as Lower Left in Paresky Commons, which functioned as Silent Study.

The new academic year ushered in changes for students regarding dormitory life and Blue Book policies. In response to over-enrollment, ninth/tenth grade housing was introduced, leading to mixed reactions among students. Additionally, the administration altered the Blue Book policies on anonymous reporting and substances. Now, if a student reports another student for the possession of drugs or alcohol, the accused student will automatically be sanctuaried. Moreover, if any illegal materials or substances are found in a student’s room, that student will be held responsible for it.

Sunday, September 15, marked the beginning of Andover’s first official Latinx Heritage Month. Prior to 2019, the national Latinx Heritage Month was recognized by the school in the form of Latin

Arts Weekend. Alianza Latina, Andover’s affinity group for Latinx students, hosted events such as Salsa Night and an open house for Viva, Andover’s first Latinx dance group, from mid-September through October 15.

Gathering on the steps of Samuel Phillips Hall, students organized Andover’s first Climate Strike on Friday, September 30. Holding signs saying “The Time is Now,” students advocated for global environmental reform to combat climate change. The Climate Cafe initiative, the OWHL’s year-long exploration into climate change, hosted its first speaker later that day.

During All-School Meeting (ASM) on Friday, September 27, Andover hosted Megan Phelps-Roper, a former member of the Westboro Baptist Church, which has been labeled a hate group by the Anti-Defamation League. Phelps-Roper shared that after having respectful conversations with people on Twitter, she decided to leave the church. Citing this experience, she encouraged Andover students to reach out to others across difference. Throughout ASM, Phelps-Roper used the f-slur multiple times, and

although she claimed to use the slur only to show the unvarnished nature of the Westboro Baptist Church, her use of the word caused controversy among the student body.

By Friday, October 11, the search committee for the 16th Head of School had narrowed the candidate pool to 20 finalists. Following the announcement of former Head of School John Palfrey’s departure, the search committee, chaired by Amy Falls ’82 P’19, ’21, President-elect of the Board of Trustees, began their search in June of 2019. Jim Ventre ’79, Dean of Admissions and Financial Aid, served as Interim Head of School for the 2019-2020 school year.

On Indigenous People’s Day, phrases such as “Columbus is a murderer” and “Whose land are you on?” were written in chalk in front of buildings across campus. Organized by Native Americans at Phillips Academy (NAPA), an affinity group for Indigenous students, the chalk writings aimed to raise awareness of Andover’s position on the traditional land of the Wabanaki and Naumkeag peoples. NAPA also advocated for land acknowledgements and for Andover to treat Indigenous People’s Day

as a “day on,” with educational programming similar to that of Martin Luther King Jr. Day.

During ASM on Friday, October 25, former White House Photographer Samantha Appleton ’93, international affairs expert and journalist Sarah Chayes ’80, structural engineer Guy Nordenson ’73, and Nobel Laureate William Nordhaus ’59, P’85, ’87, ’91 received the Alumni Award of Distinction. Singer and performer Kevin Olusola ’06 was also awarded but could not attend the ceremony. Chosen by the Andover Alumni Council from over 20,000 alumni worldwide, recipients of the Alumni Award of Distinction have been awarded for their outstanding work in various professional fields since 2013.

Hosted by the Blue Key Heads, Spirit Week aimed to raise school spirit and pride before facing rival Phillips Exeter Academy during Andover/Exeter Weekend. As Fall Term drew to a close, students dressed according to each day’s theme: Look-Alike Day on Monday, Beach Day on Tuesday, Throwback Day on Wednesday, Exeter Geek Day on Thursday, and Big Blue Day on Friday.

Error in New Schedule Program Causes Temporary Open Access to All Student Information

AARON CHUNG

For the first 15 minutes after schedules were released at 11:30 a.m. last Thursday, community members with PANet accounts were able to access all private student information including schedule, attendance record, and transcript. The incident was soon resolved, as the technology office immediately determined the technological errors.

According to Clyfe Beckwith, Assistant Head of School for Teaching and Learning, higher level permissions within the computer program inadvertently remained activated when schedules were launched, allowing the students to access private information.

Beckwith said, “When we tried the technical aspects of releasing the new schedule, a permission was overrode. This means that students were able to see that when they went on to the “My Schedule” tab, they could actually search for names, which is not a function that students typically should have. As a result, students could in fact access other stu-

dents’ schedules. In that practice, what happened was that you could also see other peers’ transcripts.”

A community-wide apology email was sent to all parents by Beckwith soon after the conclusion of the incident, stating that no private information was spread beyond school boundaries due to the quick removal of the error.

Beckwith wrote, “Within minutes of being made aware of the error, IT staff were able to remove those permissions and quickly determine how the error occurred... and at no time was any student’s information visible beyond our internal campus portal.”

In spite of sending a community-wide apology email to all parents, Beckwith found the incident to be more serious than expected due to many students who were eager to see their schedules immediately after the launch.

“Although the option of overriding the permission was only available for 15 minutes, since students were eager to see their schedules, a lot of people were hammering at their schedules. Therefore the overlap of the mistake, even for

a very brief time, allowed quite a few students to be able to see others’ private information,” said Beckwith.

Students such as Uanne Chang ’20 and Alex Mitchell ’22 shared similar sentiments with Beckwith, as they also witnessed peers who accessed private information throughout the duration of the incident.

Chang said, “I know that there were definitely people who attempted to abuse that kind error into looking at other people’s private information, and I hope that no one had the opportunity to do that because it lasted 10-15 minutes. This information is definitely not something that a lot of people would feel comfortable as being out and available for everyone to see.”

Mitchell added, “I do not think that the incident had too much of a very specific effect on me, but I came to realize that someone I know pretty well searched up my grades as a joke. But from this experience, I can clearly see that people who are sensitive about their grades and information will definitely be hurt by it.”

While noting that many Andover students continue

to be concerned by the incident, Beckwith understood why such incident would have caused reactions of fear and worry among any given student body.

Beckwith said, “I do not know whether the huge concern is any different in Andover than it is at other schools if it happened there as well, because grades and schedules are not information that schools typically should share. Although nothing was ever beyond PANet, I get that students would have been worried and confused due to such unconventionality.”

Beckwith also believes that the administration’s error in handling the system was partly because of its decision to use an unfamiliar scheduling program for the 2019-20 school year. In order to prevent the accident from occurring, the administration plans on having strict precautions in the future.

“The way that the schedule was presented was a whole new computer program, and because of that, the tech and scheduling office wanted to test it. And while testing it, the permissions got overwritten by mistake, just because we are all

so unfamiliar with this new setup,” said Beckwith.

He continued, “What we will never do in the future is to test a new system the day that students are checking for their new schedules, and we will never intentionally override a permission system.”

Despite the aftermath of the incident, students like Jake Zummo ’21 were impressed by the maturity of students in dealing with the incident. Though Zummo believes that the incident could have been prevented, he also thinks that the results would have been worse without most students’ respect towards privacy.

“It seemed like a lot of people were pretty mature about the situation. At least the people I knew who were there in the dining hall did not abuse the system and access others’ grades. Overall, I thought it was an interesting error to the system, but when thinking about the important, long term consequences, I feel like it could have been a lot worse,” said Zummo.

Editor’s Note: This article originally ran on September 13, 2019.

Administration Takes Precautions for Eastern Equine Encephalitis (EEE) Risk on Campus

SOPHIA LEE

Four cases of Eastern Equine Encephalitis (EEE) were reported in the state of Massachusetts this summer, according to a press release sent to Andover community members in late August. With school back in session, the administration has urged students and faculty “do everything they can to mitigate risk and to make sure that they’re staying safe,” according to Jennifer Elliott ’94, Assistant Head of School for Residential Life and Dean of Students.

EEE is a neurological virus transmitted primarily through mosquitoes. At the time of publication, the town of Andover was rated “high risk” on a scale weighing remote, low, moderate, high, and critical risk, according to Mass.gov Executive Office for Health and Human Services.

In an interview with *The Phillipian*, Elliott explained how safety precautions are being taken and expressed across campus in order to ensure the community’s safety.

“The chances of a student contracting EEE are very low, but... we’ve been communicating to our community the very same advice that local officials have been giving us in terms of trying to avoid peak hours of mosquitoes, which are usually dawn and dusk. So we’ve been encouraging kids not to linger outside, providing students with bug spray, and recommending that students bring their own bug spray so that they can feel safe that way. We’ve also moved evening activities inside,” said Elliott.

When the EEE virus was discovered in Andover, members of the Office of Physical Plant (OPP) worked with local law enforcement and community members to determine the best course of action. As a preventative measure against the mosquitoes, OPP has also applied barrier spray to high risk zones for the virus, according to an email from Bronwyn Boyle, Manager of Environmental Health and Safety for the Office of the Physical Plant.

“Members of the OPP Department attended [an Andover] town meeting to gather more information. We have worked with the town of Andover to spray areas on campus, specifically, athletic fields and play areas. Signs have been posted notifying people that barrier spray has been used... We recommend that students follow the protocols, staying indoors during peak mosquito to activity hours (dusk ‘till dawn), wearing long sleeve shirts and long pants to minimize skin exposure and using bug spray. OPP will continue to work with the town to keep our community safe,” wrote Boyle.

According to Boyle, the spraying will continue until the first frost, when the mosquitoes are killed by the cold. As an additional protective measure, the Cochran Bird Sanctuary was closed during the opening of school and its open hours are limited.

Prior to this year, the last report of EEE near Andover was in 2006, when EEE-infected mosquitoes were reported in the Methuen-Haverhill area, according to Mass.gov. In 2006, Andover had planned to use similar sprays to lessen the risk of EEE-infected mosquitoes, but received some backlash from faculty and community members for what they felt was the excessive use of harmful toxins, according to *The Phillipian* archives. However, unlike in 2006, the Andover area is now at a high risk infection level for the virus.

The closing of the Sanctuary for the first week of school conflicted with Andover’s Cross Country teams, who normally practice on the Sanctuary trails and hills. However, this change opened up new opportunities for the team to explore the surrounding area and branch out of their conventional spaces.

“Normally, we’ll do our first preseason workout on the hills in the Sanctuary, so it was a little thrown off that routine... But we did do something fun, which we don’t usually do, which was that the boys and girls teams bussed on Monday morning to Lexington and Concord, I believe, on Battle

Road. And so we got to run a section of that, which was really cool because it is kind of off campus, and we got to learn a little bit of the history of the area a little bit more...we did miss having the sanctuary for that first week. We’re happy to be back in the sanctuary,” said Posie Millett ’20, captain of the Girls Cross Country team.

Elliott noted how the presence of the virus on campus could be a worrying scenario for many students and families, but was impressed by the energy shown by the Andover community in mobilizing and implementing safety features. She also expressed gratitude to administrators and others who have been creating spaces for students to get to know each other inside.

“I’m aware that for some kids and families this has provided or created a fair amount of stress and nervousness, and I totally get that. And that’s a crummy way to start school, particularly for our new kids. And for kids and families for whom mosquitoes are really new things. I’ve been amazed by everyone’s willingness to just adapt and wear bug spray and come inside and move more quickly...I’m grateful to my many colleagues who have just adjusted and created events inside and for students to have been responsive and made those things fun,” said Elliott.

Prior to students’ arrival on campus, faculty met with a mosquito expert that laid out the dangers of EEE and further educated staff about mosquitoes. One surprising outcome of their meeting was the discovery that Rabbit Pond in Pine Knoll is actually a low risk area for EEE-infected mosquitoes.

“One thing we did learn was that, for whatever reason, the species of mosquitoes that carry EEE don’t like our Rabbit Pond, so for Pine Knoll kids who live near there to realize that the chances of a mosquito to there being one that carries EEE are smaller,” said Elliott.

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Jim Ventre ’79 Begins Position as Interim Head of School



ETHAN ELLSWEIG/THE PHILLIPIAN
Jim Ventre ’79 has been a student, teaching fellow, and admissions officer at Andover.

WILLIAM YUE

Following the departure of Former Head of School John Palfrey, the Board of Trustees appointed Jim Ventre ’79 as the Interim Head of School for the 2019-2020 school year. The search for Andover’s next Head of School will be lead by Amy Falls ’82, P’19, P’21, President-elect of the Board, who will be assisted by many faculty members, administrators, and trustees.

Ventre has several main responsibilities as Interim Head of School: keeping the school running, helping fundraise for the continuation of the need-blind admissions process, and continuing to support the students in all aspects, according to Jennifer Elliott ’94, Assistant Head of School for Residential Life and Dean of Students. During his tenure, Ventre has started the first ever all-faculty opening of school meeting.

Ventre said, “What I’m most excited for is the inspiration that I find with our students,

faculty, administrators, and staff. The people of Andover, that’s always been a part of my life that I’ve gravitated towards. And the example I would give you is the grand opening of the Oliver Wendell Holmes Library...I teared up because I was so happy for the students who recognized that Andover made this investment for them.”

Elliott said, “I feel like [Ventre] is such an ideal person to do this because he really knows our new students. He played such an active role in bringing in our newest classes and he knows those kids and those families really well, so I feel like that’s helpful for them to transition to a new school.”

Tracy Sweet, Director of Academy Communications, has worked with Ventre for many years, and echoed Elliott’s support of him as Interim Head of School.

Sweet wrote in an email to *The Phillipian*, “Mr. Ventre is a thoughtful leader, a dedicated team player, and a visionary, always thinking of ways to make Andover even stronger. He also has a deep history with the school, which will be a huge advantage when faced with important choices and difficult decisions as interim head.”

Many students, like Mike Gallagher ’20, recognized the importance of the Head of School position that Ventre has to fill. Gallagher expressed how he originally had concerns about how Palfrey’s role would be replaced.

“At first I was pretty worried, because I think everybody would understand how much of an impact Mr. Palfrey has had on Andover and on the students as well. But when I saw how active Mr. Ventre was in really trying to integrate into the Andover community as not a separate Head of School but someone who is part of the community, I was sort of relieved to see that we had someone who could fill the position very well.”

Along with Palfrey, Peter

Currie ’74 also left his position as President of the Board of Trustees this year. Falls was elected unanimously to be his successor and will become the first woman to ever lead the Board of Trustees. Ventre is excited for this transition of leadership, and views it as the next step for the school to take.

“It’s a wonderful new beginning for the school, it’s the next generation of leaders. The part that’s exciting is that Amy has a great sense of what is good for Andover. So do I. And we exchange on ideas and direction, and I am confident in her leadership to establish this relationship with the next head. Even in her role as leading the search, she doesn’t get to decide alone. She decides with the group, but I’m so pleased she has that opportunity,” said Ventre.

Ventre plans to continue the traditions of the Head of School from past years, including Head of School Day.

He said, “There will be a Head of School Day. I haven’t yet decided how I’m going to work that out...I’m open to feedback, but I do have some impressions of what I think it might look like when we get there.”

Ventre says that another question he often gets asked is if he is moving into Phelps House. According to Ventre, Phelps house is being renovated and getting new electricity and heating facilities.

Ventre said, “There will be certain changes here and there, but essentially, I have been saying publicly and privately that my mission is the mission of Andover, my values are the values of Andover, and my strategic plan is the strategic plan of Andover. That hasn’t changed. That was true when Mr. Palfrey was here and that’s true today.”

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OWHL Re-Opening: Year-Long Renovation Incorporates Student Suggestions



MELINDA ZHANG/THE PHILLIPIAN

While the renovation brought many changes to the interior of the OWHL, several areas, like the Garver Room, were left largely intact.

ZACH MOYNIHAN

Swarms of students gathered outside the Oliver Wendell Holmes Library just before 6:00 p.m. on September 4. Within minutes, the doors of the library swung open to welcome in students for the first time since the 2017-18 school year, marking the completion of the OWHL’s first full renovation in over thirty years.

The construction on the library began in July 2018, after Andover undertook a design process that sought to incorporate student opinion. Michael Barker, Director of Academy Research, Information, and Library Services, emphasized the importance of keeping these voices in mind.

“Every building project, I believe, starts with a concept plan. It goes to the Trustees for approval, and really nothing gets built without their support. But once that support is granted, it goes into a design phase where we’re talking to students about what they need in a library or what they need in any building. That’s what we tried to do here—really listen to what students want and then build it to what they need. This was built for them, for you. I mean that full-heartedly,” said Barker.

Derek Curtis, Programming and Digital Content Producer, is excited for the new collaborative opportunities that the renovated OWHL will provide.

“I think the old library served a lot of good needs. We were able to do a lot of things there. Students liked it for a number of different reasons, but it was kind of tapped out as a space. It was limited as a space for students to get together to do group studying, to make some more dynamic collaborations happen between students and between faculty, staff, and students. This space provides a lot more opportunities for that,” said Curtis.

Sima Shmuylovich ’21 looks forward to the social aspects of the OWHL. Shmuylovich recalls its centrality in helping her make new friends as a Junior.

“I’m not a day student, so I can’t really speak on behalf of them, but I have friends who are..., and I think it’s definitely going to be a lot more comfortable for them this year because I know last year a lot of them would go to [Paresky Commons] and sit there, and it wasn’t the best or the most comfortable because they would get kicked out late at night. I also think it’s easier because people won’t go back to their dorms where not everyone can get into. I think it will improve friendships,” said Shmuylovich.

While Barker acknowledged the social component of the library, he also highlighted the abundance of new study spaces to enhance productivity.

“I think the social part is important, and it’s part of student life, and it’s part of the identity of the building. We didn’t want to lose any of that with this, but we did want to create some spaces where work could get done alongside that social [life],” said Barker.

When Robert Perry, Library Proctor, stepped foot in the newly renovated library, his first destination was the Garver Room. Perry expressed his admiration for both the preserved and brand new aspects of the OWHL.

“I went immediately to the Garver Room to make sure it was intact, and in fact, it was even more beautiful than it used to be. That was my first look... [The library is] magnificent. I loved the old one, but it did need tons of work. Of course, the big improvement is downstairs: [The Nest] and carpentry shop,” said Perry.

Melanie Cheung ’20 echoed Perry’s sentiments about the preservation of the internal structure and the finer details of the Freeman and Garver Rooms.

“I really enjoy how it still feels like the old library. I was really worried that all of it was going to be changed and it was going to be like, literally, glass walls everywhere. But, all of the back rooms with all the really, really gorgeous wood carvings and ceilings and stuff... I love how those have stayed the same,” said Cheung.

During his first days on campus, Trevor Moss ’23 spent a lot of his time in The Nest. Moss is excited to take further advantage of the library’s new facilities.

“I think The [Nest] is a great opportunity for students to be able to make whatever they want. There’s classes that you can take to train you in laser cutting, 3-D-printing, and using the [computer numerical control] machine, and it’s truly incredible. I’ve never been in a facility like this, and it’s just a great opportunity, and I love it. I come down here a lot,” said Moss.

Barker sees the new library as an outlet for the collective ingenuity of campus. He hopes that each student will find some aspect of the library that makes it feel like their own.

“I think of this whole project as an investment in student creativity and the imagination and being able to do things well beyond the curriculum, so I’m really excited for a space like this. But I’m also excited to have Garver back and not be in [Paresky Commons], and have the kids that really loved Garver be able to find their home there. I think the library now has space for every type of kid. Hopefully it does. It’s pretty dynamic in that way,” said Barker.

As part of the grand re-opening, the OWHL staff invited students to donate a copy of their favorite book to become part of the “Finis Origine Pendet” collection. Curtis described the two-fold purpose of the initiative.

“A broader goal this year is to encourage leisure reading. There’s been studies finding that leisure reading—fiction reading, is good for human beings. And I think we’re wanting to jumpstart it in a number of different ways. It’s also a sign that you’re involved in reading and want to contribute to the community. I’d say those are the two main gains that we’re hoping for,” said Curtis.

As the Andover community acclimates to the new library, Perry’s hope for the students is simple.

“I hope you come here and feel like it’s home. That’s our goal,” said Perry.

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Nicholas Kip '60 Breaks Andover Teaching Record with 51-Year Tenure

ZACH MOYNIHAN



ETHAN ELLSWEIG/THE PHILLIPIAN
Nicholas Kip surpassed the teaching record of Tom Cone, Instructor in Biology.

Nicholas Kip '60, Instructor in Classics, has worn a distinctive orange toga for the department's Declamation Contest each spring. Though it appears only once per year, this classical garb has become a staple of Kip's teaching career at Andover.

This year marks the fifty-first year of Kip's tenure, breaking the record for the longest tenure at Andover. The record was formerly held by Tom Cone, Instructor in Biology, who retired in 2017.

According to Bryce Shufro '22, Kip managed to create a dynamic classroom environment through his unique per-

sonality and wealth of personal anecdotes.

"I think it's really cool that he broke the record, that he stayed teaching here for this long. Having him as a teacher was always exciting, never a dull moment. He's definitely very eccentric, loves to tell stories and incorporate his personal experiences into teaching, so it was a lot of fun having him in class," said Shufro.

Throughout his years at Andover, Kip has often considered the challenge of catering to a diverse array of learning styles. Kip emphasized the need for creativity in addressing this issue.

"When you're solving problems in math or, God help us, translating Latin, there's usually a pretty distinct routine that you follow, and if you follow the routine, then you get the results. But that isn't necessarily the case anymore, and we've been spending a lot more time paying attention to learning styles and things like that. So it's the challenges. You can be creative about doing this stuff," said Kip.

One of Kip's former students, Yuping Zhu '21, appreciated his efforts to teach Latin from several different perspectives. Zhu also remarked on Kip's ability to intertwine class material with real-life experiences.

"Mr. Kip definitely has a lot of experience over the years and has taught us a lot.

I was in his Latin-200 class, and he had unique ways of teaching us material, but the information we learned stuck with us. I think it's cool that he has a different perspective, and it allows us to look at Latin through a different lens. Also, he tells really memorable stories about Latin in the real world and about his experiences in teaching Latin over time," said Zhu.

Kip advises new teachers to value the experience of the more tenured faculty. According to Kip, it is essential for fellow educators to learn from one another.

"Listen to the old guys and girls. Experience really counts, and it's particularly true in teaching. I'm convinced...You need to learn from your own experience as well as other people's experience. I guess that's the best thing I can say. Of all my time doing this, that's probably the biggest quickie," said Kip.

Catherine Carter, Instructor in Classics, drew parallels between Kip's area of study and his role as an experienced faculty member on campus. Carter believes that Kip's influence among faculty extends beyond the Classics Department.

"He teaches etymology..., and just like he knows the word roots for everything, he also kind of knows the roots for everything that's happening in the school and has happened over now 51 years

because he was here when so much of it started. It's a tremendous resource for his colleagues, I think, faculty-wide," said Carter.

In her nearly 20 years working alongside Kip, Carter has come to appreciate not only Kip's knowledge of Latin, but also his distinctive style of teaching.

"I think it's a real testament to Mr. Kip, to his students, and to the school that he would be here starting his fifty-first year, not counting the years he was here as a student, and I think he's a gem. I've learned from him lots about Latin, and I've also learned a lot from him about teaching. I appreciate his moments of irreverence in class. I appreciate his perspectives, his wisdom, his experience," said Carter.

Elizabeth Meyer, Instructor in Classics and Head of the Division of World Languages, met Kip while interviewing for a teaching position at Andover in 1998. Meyer recalled a fond memory of Kip's eagerness to help fix a windshield wiper that had come loose on her way to the interview.

"When we got to my car and he saw the broken windshield wiper, he went right over and started fixing it, as if it were the most normal thing in the world. He was chatting with me and getting his hands all muddy fixing my car, and then, when it was fixed, he waved and was off. I just

love remembering that about him," said Meyer.

Carter's time with Kip is defined less by one particular moment and more by a general sense of stability that Kip has provided over the years.

Carter said, "As I try to think about specific incidents, I'm sure I'll think of some, but what really comes to mind is the steady presence he's been in my life here and then add 30 years to that for his colleagues and his students in 51 years."

Editor's Note: This article originally ran on September 20, 2019.



COURTESY OF POT POURRI
Pictured above: Nicholas Kip as a Senior in 1960.

Andover Celebrates First Latinx Heritage Month

LAURA OSPINA

Andover will celebrate its first official Latinx Heritage Month from September 15 to October 15 with the help of Alianza Latina, Andover's affinity club for Latinx students. Events range from an open house for Viva, Andover's first Latinx dance group which is in its premier year, Salsa Night, an event that originated during Latin Arts Weekend, and a meeting for Alianza Latina that is open to the public.

Since her freshman year, Ashley Alvarez '20, Co-President of Alianza Latina, has dreamed of having the chance to extend the traditional Latin Arts Weekend to a full month of celebrating Latinx heritage. She hopes to use the time to dive beyond the traditional stereotypes and instead share with the Andover community the multitude of nuanced complexities that her culture holds.

"I feel that at Andover a lot of my identify I have had to stifle in pursuit of academics or other extracurriculars versus in my month, which I can say is my month as a Latina, I want to celebrate myself and I want to celebrate all my other peers who are Latinos and I want to share that culture with my friends who don't identify as Latinx and the general campus and the faculty [and] whoever wants to partake in that," said Alvarez.

According to Daniel Dominguez '21, Co-President of Alianza Latina, the club wanted to honor affinity values and continue to build and engage with the Andover Latinx community. The club also wanted to share the pride they hold with the rest of the school through all inclusive programming during the Latinx Heritage Month events.

"We want to have fun but also educational and attractive events that would garner the campus's attention and also things that are new. For example, the regional [dance], which will include local high schools, isn't really something that has been done before. We tend to reach out to the same boarding schools, and we figured, 'why not try schools like Lawrence High and Methuen High?' Bringing those schools in will definitely be something that will make Latinx Heritage Month stand out for us," said Dominguez.

One of those new events includes a panel on October 4 of Latinx Andover alumni from a range of different professions and ethnicities that Alvarez will moderate. Alvarez explained how focusing on Latinx professionals was crucial in breaking down what she felt were perceptions of monolith-

ic Latinx identity.

"Our goal on having a panel that's so diverse professionally and culturally is to emphasize that Latinidad is not this one stereotypical thing. It's so many cultures and so many countries and so many things we do with our lives and not just this idea that's perpetrated by the media. It will be an inspiration for Latinx students on campus to go through Andover and follow in these footsteps and also for the general public to see how Andover alumni are successful," said Alvarez.

According to Jineyda Tapia, Instructor in English and Faculty Advisor to Alianza Latina, providing a window into life after Andover can be beneficial for Latinx students both in the short and long term. Tapia also explained how the panel aims to empower the next generation of youth by providing them with examples of how to be successful as a representative of the Latinx demographic.

"It is critical to build these networks as there's research that demonstrates when a youth see themselves reflected in a position (whether that's occupational, in entertainment, or various academic fields) they have greater success in attaining their goals. The month allows us to explore the possibilities of our students' futures both in [Andover] and consequently in the real world, and most importantly, how they come back to campus and help build the next generation. That's the true spirit of Non Sibi," Tapia wrote in an email to *The Phillipian*.

According to Dominguez, Latinx Heritage Month provides much needed representation of Latinx students at Andover. Dominguez believes that it helps Latinx students and faculty on campus unite in celebration, despite coming from varied backgrounds and holding different perspectives on their identity.

Dominguez said, "Personally, I think it's a massive step for Latinx students on campus. We're like what, eight percent of the entire student body, we're not well-represented, not really much talked about in [All-School Meetings]. Obviously, race is a big topic that is discussed at this school but when we get to ethnicity, Latino and all that concerning that identity, it gets a bit ambiguous. Definitely having something for Latinx students to look forward and celebrate what will be and is great for all of us. It's something for all of us to look forward to."

Editor's Note: This article originally ran on September 20, 2019.

Andover Responds to Climate Change with Activism and Education

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



ALEXANDRA LEBARON/THE PHILLIPIAN
Student activists gathered on the steps of Samuel Phillips Hall for Andover's first Climate Strike on September 20, 2019.

recognize what's going on and to inform people," said Brady.

Jessica Scott '20, who attended the Climate Strike, believes that advocacy 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 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."

Editor's Note: This article originally ran on September 27, 2019.

Administration Revises Stance on Anonymous Reports of Contraband Material

AARON CHUNG,
LAURA OSPINA,
& WILLIAM 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 context 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 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 the communi-

ty to be as 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.

Editor’s Note: This article originally ran on September 27, 2019.

16th Head of School Search Narrows to 20 Finalists

KAREN WANG &
WILLIAM YUE

Following the departure of Former Head of School John Palfrey this July, the search committee for the 16th Head of School, chaired by Amy Falls ’82, P’19, ’21, has worked into a “finalist phase,” according to Andover.edu.

The search committee for the 16th Head of School works in conjunction with leadership and executive consulting firm Spencer Stuart, which nominated around 300 potential candidates for the position. This number was independent from the roughly 80 candidates nominated through Andover alumni, parents, and connections. In a letter to faculty, staff, and administrators, Falls communicated her awe with both the character and diversity of candidates they have been reviewing.

“I believe I speak for the committee that we are deeply impressed by the caliber of the candidates advancing toward our final round, as well as the depth of their interest in Andover. They represent

both rising talent and established leadership; the pool is diverse in terms of gender, race, life experiences, and professional pathways,” wrote Falls.

Falls continued, “Andover’s values, vision, and reputation for excellence have resonated with a broad and powerful group of educators.... The committee remains focused on presenting to the Board of Trustees those finalists who are best positioned to lead Andover effectively at this moment in its history.”

According to the “Position and Candidate Specification” document from Spencer Stuart, Andover is “seeking an inspiring leader who is both an educator at heart and an innovative and strategic thinker to serve as its 16th Head of School.” The 16th Head of School would inherit many of Palfrey’s old initiatives and ideals for the school, such as Palfrey’s emphasis on Equity & Inclusion; Creativity & Innovation, and Empathy & Balance, according to the document. These themes were exemplified in the currently running 400 million dollar Knowledge and Goodness Campaign,

started and spearheaded by Palfrey.

“The next Head of School has a singular opportunity to advance these themes and further enrich the Academy through academic excellence, a shared commitment to equity and inclusion and the enlightened education of the whole child. The 16th Head of School will inherit an institution in tremendous shape—deeply rooted in its core values and extraordinarily ambitious for its future,” stated the document.

While the committee continues to look for potential replacements for Palfrey, Jim Ventre ’79 has stepped up in leading the school as Interim Head. Linda Carter-Griffith, Associate Head of School for Equity, Inclusion, and Wellness, has worked closely with Ventre for the duration of their time at Andover and expressed her confidence in Ventre’s ability to lead the school for the 2019-2020 school year.

Carter-Griffith said, “Mr. Ventre is a kind, generous, and thoughtful man, and he leads in that manner. He has also made it very clear that Mr. Palfrey’s leadership was outstanding as a visionary,

especially given his ability to do and see so much. Mr. Ventre is coming in to hold the ship steady for this year while we look for a new head of school. I am very much enjoying working closely with him.”

Carter-Griffith noted that Ventre has displayed initiative within the first few months of school, especially by creating a weekly meeting for the Office of the Head of School.

“He has implemented a weekly staff meeting for the entire office, and that gives each of us here, five of us total, an opportunity to assist each other with the biggest challenges for the upcoming week,” said Carter-Griffith.

One major difference in Palfrey and Ventre’s leadership styles is how they interact with the student body. Carter-Griffith explained how, unlike Palfrey’s leadership during All-School Meeting (ASM) in past years, Ventre has delegated that job to Carter-Griffith in anticipation of his potential conflicts with traveling.

“Another shift in leadership is that Mr. Palfrey led All-School Meeting; he was always there. Mr. Ventre has

asked me to take on that role for this year because he is traveling extensively on behalf of the Academy. This helps in creating visibility and clarity about what my role is in the school and representing him when he is on the road so much this given year,” said Carter-Griffith.

Additionally, many other members of the faculty, such as Jennifer Elliott ’94, Assistant Head of School for Residential Life and Dean of Students, feel comfortable talking to him about concerns they might have from the trust and history they share.

“I admire Mr. Ventre’s level of commitment to this place. I think his service right now as Interim chair is tremendously generous, and he is infectiously positive and really optimistic, and I’m grateful for those qualities, particularly in a time of transition. He’s served to reassure everyone that Andover is in an excellent place, so I’m grateful for his stewardship and leadership,” said Elliott.

Editor’s Note: This article originally ran on October 11, 2019.

Coordination of Schedule and Religious Holidays Not Planned for Future Academic Calendars

LAURA OSPINA

The month of October only contains four-day weeks this school year. Two of these weeks give days off for two major Jewish holidays, the beginning of Rosh Hashanah on September 30 and Yom Kippur on October 9. However, according to Clyfe Beckwith, former Dean of Studies for the 2018-2019 school year, while the coordination of the schedule and the holidays happened to work out this year, it is not planned for future academic calendars.

“This year, Fall of 2019 has an extra week between Labor Day and Thanksgiving which gave rise to the opportunity for two days of rest. We do not expect to have similar days of rest in the coming calendars. The fact that these two days this term fell on Jewish Holidays is a joint effort from multiple offices,” wrote Clyfe Beckwith in an email to *The Phillipian*.

According to Sima Shmuylovich ’21, Board Member of the Jewish Student Union (JSU), Andover students had Rosh Hashanah and Yom Kippur off in the 2017-18 school year, but not during the 2018-19 school year due to a new rule that said no religious holidays wouldn’t necessarily merit a day off from school.

Shmuylovich explained how this rule placed students in a difficult situation where they would neglect their personal wellbeing in favor of

their academic pursuits.

“I know a lot of students from JSU and [Rabbi Michael Swartz, Jewish Chaplain] complained about it because it was really hard for students, especially on Yom Kippur, to fast. A lot of them felt a lot of pressure to go to school because especially at a school like Andover, if you miss a day you’re really far behind. Or some students had tests and they didn’t want to miss [them], so they would either break fast to do well on the test or they would fast and still go to school, which can be dangerous,” said Shmuylovich.

As a student that fasts during Yom Kippur, Sophie Glaser ’22, Board Member of JSU, recalled having school last year during Yom Kippur was especially difficult for her. Glaser expressed how her experience during Yom Kippur was marked by difficulty, something she hopes could be remedied by religious accommodations being made more readily available.

“I’d say that [having school during a religious holiday] can be really difficult, especially if it’s a holiday where someone is fasting or has to be praying during certain parts of the day. Last year it was a little hard for me to focus while I wasn’t eating so I think if they could strive to make accommodations for students and make it easier to get those accommodations and have [the day off] would definitely be beneficial,” said Glaser.

Swartz echoed Glaser, explaining how although the

school makes accommodations for religious observances, some students may feel cultural or academic pressure around missing classes and will therefore not make use of the policy.

“It is certainly helpful for Jewish students if there are no classes or activities on certain holidays, particularly on Yom Kippur, our Day of Atonement, which is the holiest day on the Jewish calendar. While Andover has a policy that allows for students to miss class or activities for religious observance, some students feel pressured about missing out if they take off and having to make up what they’ve missed. Having the day off eliminates this tension,” wrote Swartz in an email to *The Phillipian*.

According to Shmuylovich, having advocated for the reinstatement of days off during religious holidays, students had hoped that their action had caused the free days to correspond with the Jewish holidays. Students were still happy, however, after learning that the days off were simply coincidental.

“This year when we heard that we had days off we thought it was because the administration had listened to us and our concerns and they had done something about it. But our Rabbi told us that it wasn’t actually because of that. He said that it was just a happy coincidence,” said Shmuylovich.

Swartz explained how when he arrived at Andover, he was impressed with the school giving Jewish students

the day off for Yom Kippur. However, as the school schedule and holiday policy has changed, Swartz expressed how although he understands the school’s scholastic need, he still feels it’s unfortunate for religious students.

“I was pleasantly surprised when I began my position at Andover to learn that there were no classes on Yom Kippur. This was a welcome accommodation to Jewish students’ religious needs. I was disappointed when this policy was changed a year or so ago, and I would have preferred that it had not been changed. Still, I can appreciate the challenges of creating an academic schedule, finding enough class days to cover our very full curricula, and meeting the religious needs of a very diverse student population,” wrote Swartz in an email to *The Phillipian*.

In a similar sentiment, Glaser expressed hope for students who practice other religions on campus to also be able to get time off.

“There are also other holidays for other religions that [students] don’t have off. This was sort of a very happy coincidence that we were able to go to synagogue and practice those days, so I guess in the future it would be nice to make that a recurring thing,” said Glaser.

According to Reverend Anne Gardner, Director of Spiritual and Religious Life, Andover has historically provided accommodations to students of various faiths during religious holidays, such ex-

cused absences.

“Many offices have worked over countless years to build an academic calendar that allows students, staff, and faculty of faith to observe important religious holidays. This includes Eid, Yom Kippur, Christmas, and the like. In addition, students can always avail themselves of excused absences from both classes and athletic commitments as they see fit (for religious observances),” wrote Reverend Gardner in an email to *The Phillipian*.

As these days off were due to a one-time scheduling gap, Shmuylovich believes that the JSU will continue to advocate for not having school on religious holidays. As multiple religious groups on campus similarly don’t have days off during their holidays, Shmuylovich hopes to act as one united front.

“I definitely think [JSU] will be advocating for [no school on religious holidays] if it isn’t a continuing thing. Mainly, it’s just talking to the Rabbi and other religious groups because it’s not just JSU. Last year, they said all religious groups don’t get the day off for anything, so maybe working with [the administration] and coming as a stronger force rather than just one group of religious students. Just going to the administration, talking with them, voicing our concerns and troubles we have,” said Shmuylovich.

Editor’s Note: This article originally ran on October 11, 2019.

“Whose Land Are You On?”: Chalk Writings Bring Awareness to Indigenous People’s Day



ALEXANDRA LEBARON/THE PHILLIPIAN

WILLIAM YUE

Written in chalk, phrases like “Columbus is a murderer,” and “Whose land are you on?” appeared across campus on the morning of Indigenous People’s Day. Students walking to class saw these messages in front of buildings like Paresky Commons, Morse Hall, and George Washington Hall.

Emma Slibeck ’20 and Tomafa Ticeahkie ’21, Co-Heads of the affinity group Native Americans at Phillips Academy, organized these messages to raise awareness about the celebration of Columbus Day and the fact that Andover is built on the traditional land of the Wabanaki and Naumkeag peoples.

Slibeck believes that the

erasure of Indigenous communities from history still permeate modern society. She explained that two of the phrases, “Whose land are you on?” and “Know their name: Naumkeag and Wabanaki,” aimed to show Andover’s complacency and silence on Indigenous issues.

“We [wanted] to really draw attention to whose land [Andover] was built on. [Andover] was built on the unceded land of the Wabanaki and Naumkeag peoples, and I don’t think anybody could tell me that. I couldn’t even tell you that until a week ago or so. I think the ‘Whose land are you on?’ was the big thing that we had around, because people don’t really think about it,” said Slibeck.

While Slibeck appreciates that the chalk has sparked con-

versation on campus, she was frustrated by some negative responses. One of the “Columbus is a murderer” messages outside GW was defaced; the word “murderer” had been anonymously wiped and washed away.

“Someone had smudged out the word murderer and poured water on it, which is [definitely] frustrating... It doesn’t take away from what [Columbus] did or the legacy that he left behind, and it was really disheartening to see that on our campus, someone actively smudged it out. That was the most negative response I got,” said Slibeck.

The chalk reminded Ariel Wang ’21 of Dr. Adrienne Keene’s talk, “Native Representations, Pop Culture, & Cultural Resistance in Cyberspace,”

which happened on October 10. Wang expressed disappointment that she hadn’t known about the Wabanaki and Naumkeag land before, despite having been an Andover student for three years.

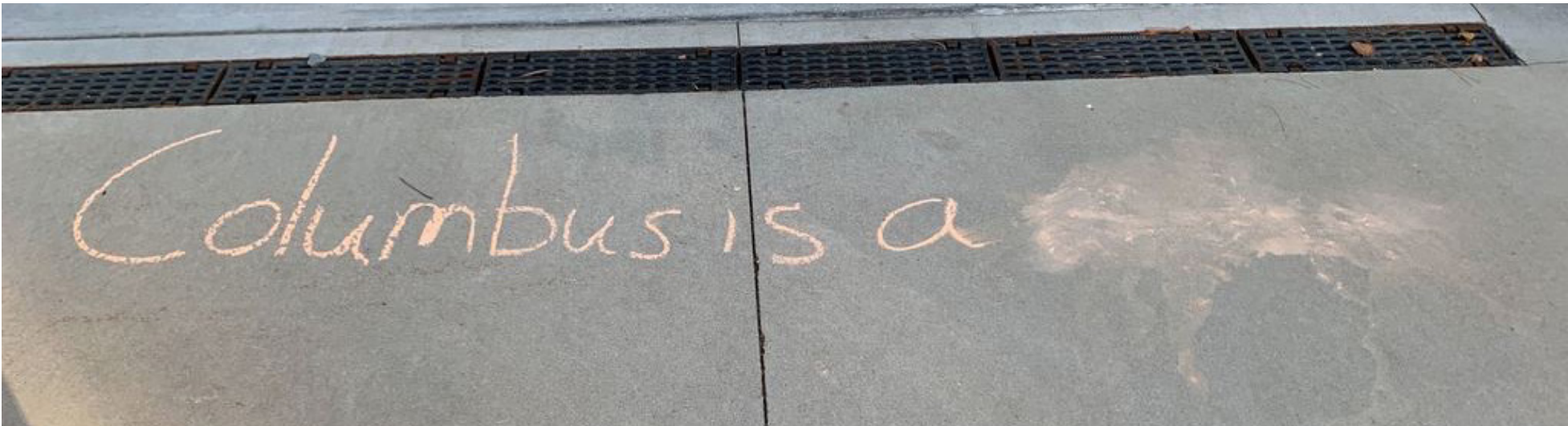
“That was the first time I heard someone do a land acknowledgement. [Ticeahkie] and [Slibeck talked about it] before the presentation, and I feel like I should have known about that a long time ago. I should have known whose land I was on a long time before three years after being here, so that was a reminder in a way,” said Wang.

In her talk, Keene noted that students play a role in bringing awareness to historical omission. She also emphasized the responsibility that people have in being aware of the history of

land in America, as well as the contemporary contributions and representations of Indigenous people.

“Students are in classes, learning American history, environmental science, and all different areas of studies. These are areas where Indigenous people made contributions, continue to make contributions, where our knowledge is important and matters in those spaces. Students should ask their teachers for more representation of more contemporary native people. Everywhere you walk in is Indigenous land. They should think more about these topics and be aware of those topics,” said Keene.

Editor’s Note: This article originally ran on October 18, 2019.



DAVID OWYANG/THE PHILLIPIAN

The message in front of George Washington Hall, “Columbus is a murderer,” was blurred out sometime during the day on October 14, 2019.

Recipients of Alumni Award of Distinction Share Life Lessons

AMBER TING & KAREN WANG

Four alumni were given the Alumni Award of Distinction (AAD) at All-School Meeting (ASM) last Friday, October 25. The recipients included former White House Photographer Samantha Appleton ’93, international affairs expert and journalist Sarah Chayes ’80, structural engineer Guy Nordenson ’73, and 2018 Nobel Laureate William Nordhaus ’59, P’85, ’87, ’91. Singer and performer Kevin Olusola ’06 also received the AAD but was not on campus for the presentation ceremony.

Beginning in 2012, the Andover Alumni Council has given the AAD to graduates of Andover or Abbot Academy to acknowledge outstanding alumni in their respective professional fields. Michael Schmertzler ’70, Chair of the Andover AAD Committee, explained that the AAD allows the Andover community, recipients, and the current student body alike to recognize the extent and impact of alumni actions.

Schmertzler said, “The original reason [this award] was conceived was actually for [the students]. It’s to show what can happen. It’s to give [students] an extraordinary opportunity to interact with these people outside of the classroom and a chance to hear their stories so [they] can recognize [their] own experiences’ commonality with [those of the alumni].”

Appleton explained that her experiences at Andover helped to shape her worldview and were “crucial” in informing her future professional and personal decisions. In particular, she mentioned a pilot interdisciplinary course that has allowed her to be a successful photojournalist today.

In addition, Appleton noted how Andover’s current institutional policies continue to

affect her, and emphasized her personal goal to diversify the profession of journalism and photojournalism.

“At Andover, I was told a lot of really accomplished people walked the same steps we walked. It’s true, but it started as a pretty narrow place. I’m proud of Andover because at some point this institution made a transition to remembering the future,” said Appleton.

Appleton continued, “The future is the right side of history. When I first started covering war, I was one out of a tiny group of female conflict photojournalists. Even a smaller group were of color. So, the future today now is to foster a new generation of photojournalists. This is my new commitment, but the pathways were formed when I first stepped onto this now beautiful, diverse campus years ago.”

Andover taught Nordhaus the values of knowledge and morality. When daily religious services were in place at Andover, Nordhaus was influenced by one of Andover’s Cochran Chapel reverends.

In his talk, Nordhaus said, “I learned the moral structure of the universe in [the Cochran Chapel]... For two of the years I was here, [compulsory chapel] was a horrible experience. For one of the years, we had one of the most extraordinary people of the time as a Chapel reverend. He was a fabulous worldly individual at Andover where he confronted cliques and taught about larger global issues. What he told us was that ‘you need to have knowledge and morality.’ He said that ‘knowledge without morality is sterile. Morality without knowledge is useless. What you need to do is put things together.’”

Ananya Madduri ’23 felt inspired by the alumni and their respective careers. According to Madduri, Nordhaus’s emphasis on his time at Andover encouraged Madduri to focus more on hers.



COURTESY OF JESSIE WALLNER

From left to right: Samantha Appleton ’93, William Nordhaus ’59, P’85, ’87, ’91, Sarah Chayes ’80, and Guy Nordenson ’73.

“I really enjoyed listening to Mr. Nordhaus’s speech because he had a lot of humor in his speech. It was a really well articulated presentation and that got me thinking about what I want to do at my time here at Andover,” said Madduri.

Madduri continued, “I thought it was so interesting that people just like us started out as little [Juniors] and they all did great things in life. It shows that if you put your mind to it and you follow what you truly love, then you can achieve anything and that sets a really good tone for the next...generations of Andover’s classes to really reach for their limits.”

By giving anecdotes about Midas and the 9/11 terrorist attacks, Chayes, foreign correspondent and international affairs expert, explored corruption and emphasized core values over money.

Chayes said, “So that brings us to the general education that we get at Andover. It’s about money that gets you a place like Andover. It’s about money which some of us, un-

fortunately, see as objective in leaving a place like Andover. It’s about the struggles with money that many of us have to contend with in order to be at a place like Andover. And in thinking about money, it took me right back to some of the aspects of the type of general education that you all are getting, that maybe you wonder what core value it has.”

Charles Yoon ’20 noted how the alumni returning provided him with unlikely and interesting perspectives, especially on their diverse careers and individual times at Andover.

“Some of the people really brought interesting anecdotes and came from such different parts of the world that hearing their stories itself was a very interesting thing. I think that one that was particularly resonating was a guy who graduated a long time ago, almost 60 years ago, and he was talking about how [Andover] was different in his time and how it’s changed and seeing that change and listening to him talk about all these different things was really cool. It seemed like we were peek-

ing into the history of our school, especially when he talked about how there were no girls at the time on campus and how they had mandatory chapel. I thought that was all really interesting,” said Yoon.

Nordenson, an architect and engineer, also reflected on his time at Andover, especially with everything that was going on during that time period.

“It has been fifty years this fall since I came to Andover in 1969. It was about eight months after Richard Nixon was sworn in as president and one month after Woodstock. And on the 25 of July, Neil Armstrong had walked on the moon... It was a time of harsh change... Andover was the only [prep school] that gave me a full scholarship, so I went, though I was fearful of the size. Through my stay here I generally felt out of place though I did make some friends who I have kept to this day,” said Nordenson.

Editor’s Note: This article originally ran on November 1, 2019.

\$450,000 Axe Returned to Peabody Following Decades-Long F.B.I. Investigation

HANNAH JUSTICZ & LAURA OSPINA

A monolithic axe worth over 450,000 dollars was returned to the Robert S. Peabody Institute of Archaeology in June after being missing for almost three decades, according to Marla Taylor, Curator of Collections at the Peabody. The Federal Bureau of Investigation (F.B.I.) Art Crimes unit in Boston was involved in the investigation, and the axe is the third artifact to have been returned. The artifact was stolen from the Peabody sometime between 1976 and 1990.

According to Ryan Wheeler, Director of the Peabody, returning the artifact was a long process involving the F.B.I., Andover, and the owner of the axe, John Morgan. Morgan had purchased the axe from an artifact dealer, neither party knowing that it had been stolen. Once the F.B.I.

and the Peabody got in contact with Morgan, they were able to negotiate the axe's return.

"[Getting back the] axe was a little more complicated. [The F.B.I.] tracked it down, they told us who had it, and we maintained contact with the F.B.I., but we really went through a process of negotiating the return of the axe with the person who had bought it, the collector, as well as the dealer that he had bought it from. There was a three-way agreement between the school, Mr. Morgan, who is the person that had the axe, and then the person that he had bought it from. [Morgan] had paid a lot of money for it," said Wheeler.

According to Taylor, the Peabody will only release drawings of the axe because the descending tribal communities asked them not to show any pictures or display the axe to the public. Additionally, the axe is classified as an unassociated funerary object, which the Peabody

has the policy of not displaying under the Native American Grave Protection and Repatriation Act (Nagpra).

"[The axe is] not something where we are going to pull it out for a class. It's not something we're going to show on a tour. It falls into a category that has a legal definition of an unassociated funerary object. That means that it was found in the presence of a grave but there's no particular person that it is associated with. For legal reasons that follow under a law called the Native American Grave Protection Repatriation Act...we won't show objects that fall into that funerary object category," said Taylor.

Amara Neal '22, who does work duty in the Peabody, said that she feels the uniqueness of the artifact enriches the Peabody's collections.

"[The axe is] definitely beneficial to the Peabody's collection, because each collection that they have from different locations tells a story. Since this sounds like such a big deal, and usually they don't find weapons other than like arrows or like knives that are very archaic, this will probably be like a big breakthrough for one of their collections," said Neal.

Other artifacts that have been recently returned to the Peabody are a spatulate stone celt from the Etowah Indian Mounds in Georgia, recovered in March of 2018, and an engraved Citico style shell gorget from the Little Egypt site, recovered in November of 2018. The Andover Police Department and the F.B.I. have been working with Wheeler to recover these artifacts after an initial contact with Thomas Rachels, who had purchased the spatulate stone celt. Rachels recognized his artifact in Warren

K. Moorehead, the Peabody's first curator and second director, "The Etowah Papers," and contacted Wheeler in January 2018.

"[Rachels] was pretty sure that he had purchased the object pictured in this book, so he contacted us, and what he was interested in was really seeing if there was any paperwork that confirmed that it had left here legally," said Wheeler.

There was no documentation of a legal transfer or sale of the artifacts in possession by Rachels, so he cooperated in a return of the spatulate celt to the Peabody.

"One of the things that we got, along with this piece, were the names of other people, the person he had purchased it from, so we passed that name onto the F.B.I. and, along with a list of other things that we knew were missing, they went and talked to that person. Then, they had found out who he had bought things from, who he had sold things to, and so they were able to track down two more pieces that we knew were missing," said Wheeler.

With these names, the F.B.I. was able to track down an engraved Citico style shell gorget and the monolithic axe. The investigation also involved Wheeler and Taylor searching through the archives at the Peabody.

"As part of this kind of negotiation and trying to understand what happened, Ryan and I spent a lot of time going through pictures of exhibitions and trying to find the axe in the picture so that we can document the last for sure time that we know it was here in the Peabody," said Taylor.

According to Wheeler, the Peabody will continue looking for pieces that are missing. Due to their

value, he believes that the artifacts are not destroyed. In order to fully account for every missing piece, the Peabody is currently undergoing a full inventory of the collection.

"We're touching everything and recording everything that's in the building currently. The flip side of that is looking through those old records and seeing all the things that are supposed to be here, and then we're going to match those two things up and see where the old records say they should be present but we did not physically find when we did the inventory. That's going to reveal something," said Taylor.

Tiffany Tang '22, who does work duty in the Peabody, is currently cataloging the Peabody's inventory. Tang is currently working to update the system to digital format, since physical labels can rub off.

"I think it's really cool and exciting that the F.B.I. has been working with Andover. I didn't know about this until now, and the Peabody does have a lot of really cool stuff...I think that's cool that they found [the axe]. It's kind of wild that someone took it and they haven't been able to find it until now," said Tang.

According to Taylor, the Peabody will continue to look out for potential hints to missing artifacts, including at auctions.

"You'd be surprised at what's out there on eBay and things like that. We're keeping our eyes peeled and we would notify the F.B.I. if we see anything. They would be involved in any of that. Whoever has [the artifacts] does not have a clear legal title to them and so there are potential consequences," said Taylor.

Editor's Note: This article originally ran on November 1, 2019.



COURTESY OF THE ROBERT S. PEABODY INSTITUTE OF ARCHAEOLOGY

Pictured above are drawings of the axe rather than images, in accordance with a request from the descending tribal communities and restrictions from the Native American Grave Protection and Repatriation Act (Nagpra).

Staff Member's Laptop Stolen from Sykes

HANNAH JUSTICZ & LAURA OSPINA

A laptop belonging to one of the staff members at the Rebecca M. Sykes Wellness Center was stolen from a Sykes office on Monday, October 21.

According to Mark Leonard, the Director of Campus Safety, the computer was taken by someone who is not affiliated with Andover.

"We believe that somebody may have looked through a window on the ground level, saw the computer on someone's desk, and then walked in, took it, and then walked out. That's basically, in a nutshell, what we believe happened," said Leonard.

Although Sykes does require BlueCard access for students to enter, that morning, the door was unlocked, according to Leonard.

"It was in the morning during the week so the door was open. It wasn't a breaking and entering type of situation. Some folks were in meetings, so nobody really saw the person come in...but I think in this particular case, the timing of things was such that, [these] kinds of people [can walk] in and come out unnoticed. They were in and out of the building very quickly," said Leonard.

According to Danny Ferris '22, the recent theft of the laptop makes him feel unsafe on campus.

"I feel unsafe because of the fact that people are stealing computers on campus... I will keep an eye on my computer and make sure I don't leave it anywhere for people to steal it," said Ferris.

Leonard explained that Phillips Academy Public Safety (PAPS) has partnered with the Andover Police Department (A.P.D.) to investigate,

and they have found a person of interest.

"I know the Andover Police has the identify of the person. We have been getting out photos and then some video that was pretty helpful and a possible vehicle as well... I know the Andover police department is also actively working on this and they've had officers in the area as well," said Leonard.

Leonard believes that the person of interest had some familiarity with the Andover campus, which allowed the suspect to fit in and go unnoticed in Sykes.

"We think [this person] had a history of this type of activity... It appears as though they may have also done something similar at some other schools. It [seems] as though somebody... made this plan and walked around, as... it's not a gated campus," said Leonard.

Claire de Saint Phalle '21 believes that the circumstance of a laptop being stolen was out of the ordinary.

"If something was stolen from Sykes of all places that's kind of concerning. I don't know, it's very surprising... I hope that person gets their computer back," said de Saint Phalle.

According to Leonard, PAPS will continue to work with the Andover Police Department to ensure the safety of students after this incident.

"I sent the message out to all the community members on campus who work in offices and things like that just to be aware of the fact that this occurred...[The Andover police officers] are getting the information out [and] they are certainly making extra efforts to be vigilant and keep their eyes open," said Leonard.

Editor's Note: This article originally ran on November 8, 2019.



MELINDA ZHANG/THE PHILLIPIAN

Phillips Academy Public Safety (PAPS) partnered with the Andover Police Department (A.P.D.) to investigate the theft.

Terrell Ivory '00 Returns to Campus Following Medical Leave

ELIZABETH CHOU & ERIN KIM

After sustaining serious injuries from a car crash this past summer, Terrell "T.I." Ivory '00, Assistant Director of Admission, officially returned to work in the Shuman Admissions Center this Monday, November 11. Ivory had been on medical leave since July 27, 2019, after falling into a coma. In addition to being on the admissions team, Ivory is Head Coach of Andover Boys Basketball, an advisor, and a former Equity, Balance, and Inclusion (E.B.I.) teacher. Ivory has returned to his job as a coach and admission officer full-time.

Just one day before the accident, Ivory had returned to Andover from a trip to China. Despite his exhaustion from the trip, Ivory went to work, and while he was driving home, Ivory fell asleep at the wheel and crashed. He was taken to a hospital in Lawrence, and emergency services later transferred Ivory to Tufts Medical Center, where he received surgery.

"I was in China. I was traveling there and I got back. It's a long trip. I went for the first time last year, and then this year I felt like I was a superhuman. I went to work the next day and I didn't rest enough. I was driving back home, and I woke up in the hospital. I fell asleep driving, and hit a tree out here on [Route] 28... I clearly have learned a lesson, the hard way... I made a mistake and tried to do too much too soon after a really long trip," said Ivory.

Ivory suffered brain swelling and bleeding, and as a result, part of his skull was removed for nearly six weeks. He received surgery and now has titanium inside part of his skull. Additionally, Ivory suffered a broken ankle and injured shoulder.

According to Ivory, during his stay at the hospital, many friends and coworkers visited to show their concern and support. Ivory expressed gratitude for the supportive response of the Andover community.

"This community stepped up when I did get into the accident... People reached out to me on Facebook, messaged me, [and] talked about me being in their thoughts and prayers. When I was in the hospital, the first day, I think it was a group of six or seven people from this community showed up. I wasn't aware, I was unconscious, but they were just there in the hospital just to be there for me, because my mom couldn't get up there. My mom flew from Charlotte, N.C., where I grew up, as soon as she found out," said Ivory.

Ivory continued, "During that transition I think three or four people from the office showed up. I think Elisa Joel [Director of Athletics and former Director of Enrollment Management], she just held my hand and just was there for me... Being able to have visitors meant the world to me. People coming and just spending time with me and just bringing food



TYLER WEI/THE PHILLIPIAN

Terrell Ivory '00, Assistant Director of Admission, and Kevin Graber, Senior Associate Director of Admission, performed a rendition of "Shallow" from "A Star is Born" at last year's All-School Meeting Community Talent Show.

from my mom and talking to me that mattered so much. It helped my recovery."

Kevin Graber, Senior Associate Director of Admission, expressed the worry that he had felt when he first heard the news of Ivory's accident, and the helplessness that he felt upon first visiting Ivory only a few days after the accident.

"He had been brought to Tufts Medical Center. I was in Boston, so I just dropped what I was doing and my wife and I drove over to Tufts Medical Center and we were by his bedside that day when we first arrived. And it was an emotional time, when you see someone you're so close to, and at that point there's a lot of questions. What is the extent of his injuries? Is he gonna be okay? Is he gonna live? Basically, I saw my friend there in a coma and felt pretty helpless. There's nothing I could do to help him," said Graber.

Graber said that Ivory is one of his closest friends and that Ivory's leave had a large impact on him emotionally. During Ivory's medical leave, Graber explained that he missed him not only because of his work ethic and humility, but also because of his bright personality and positive energy.

"[It was] lonely. Really lonely. Not to say I don't love working with all my other amazing colleagues, but he left a pretty significant hole in my heart. Him not being in the office, but just not in my life—it's pretty tough. Compound that with the fact that concern about his health and well-being it doubles the effect. I think we're lucky, not only to have him back, but to have him back in the condition he's in," said Graber.

Ivory returned to campus the same day as Andover Boys Basketball team tryouts began. Ivory will be coaching full time this Winter in addition to his work in admissions. According to Joel, Ivory is passionate about the sport and has managed to connect with many of the Varsity team players.

"T.I. loves basketball. He loves it, he loves watching it and we are thrilled he is here at the start of the season, because it's allowing T.I. to do the thing he loves most. And I know he makes a big impact on the team. The guys are excited to have their coach with them this season as well. They've become [more of] a family than a team. [T.I.] really creates that atmo-

sphere," said Joel.

Joel continued, "I think it really speaks to his love of the boys on that team, it speaks to his love of the game, it also speaks to the love that he found surrounding him over a really tough number of months."

According to Ray Shoemaker '20, Andover Boys Basketball team member, Ivory has become a mentor and friend in addition to a coach. Shoemaker explained that Andover's campus felt empty without Ivory.

"[Without Ivory, it's been] just really gloomy, really sad. He's a really uplifting character, he's just really needed on campus. When things get tough, he's always there for me and I feel like people really need that right now... He's taught me to always keep my head up. I never forgot the game last year where we played Hotchkiss at Brooklyn Net Stadium, and we lost the game. He came into the room and said, 'Keep your heads up,' and that just always stuck with me," said Shoemaker.

Marianne Bautista '20 expressed her appreciation of Ivory, especially in how he works to be supportive and kind to the student body.

"He has always been a very positive force in the community. Even though he worked in Admissions he's always been very supportive of students. I know whenever I pass him he always says hi to me and he remembers my name. He's always just been super kind to everybody. He's an adult on campus who's very approachable, someone who students can talk to," Bautista.

Despite the incident leaving behind lifelong scars, Ivory now sees the accident as an opportunity to grow as a person and member of the community.

"Taking care of yourself matters so much. One of the reasons why I work here is because I feel like I can help kids and develop relationships with these amazing kids, but in order to give, you have to take care of yourself. If you don't take care of yourself it's hard to think about helping other people. I have a reminder every day: the scar. I'm embracing the scar though. The scar is not gonna go away, it's a part of my story," said Ivory.

Editor's Note: This article originally ran on November 15, 2019.

Winter Term in Review

WILLIAM YUE

A relatively snow-free winter and some cheerful holiday decorations greeted students as they returned from Thanksgiving break. On December 5, the day of students' arrival back to campus, the Board of Trustees announced that Dr. Raynard S. Kington, the current president of Grinnell College, will become Andover's 16th Head of School beginning in the 2020–2021 school year.

After 12 years at Andover, Reverend Anne Gardner, Protestant Chaplain and Director of Spiritual and Religious Life, will leave for a new position as all-school Chaplain at Harvard-Westlake School in Los Angeles, beginning in the summer of 2020.

On December 15, Jennifer Elliott '94, Assistant Head of School for Residential Life and Dean of Students, announced that Uppers and non-Andover students will no longer be allowed at Prom. The deans hope to counter unhealthy power dynamics between grades, make Prom more inclusive and less heteronormative, and allow greater flexibility in Prom venue. Student Body and Cluster

Co-Presidents hosted a forum on December 16 in response to the change in policy, and students circulated a Change.org petition.

Midway through January, Andover held special programming in honor of Martin Luther King Jr. Day with Nikki Giovanni, poet, writer, and activist, as the keynote speaker. Through a series of anecdotes, Giovanni spoke openly about a variety of topics including bullying, equal representation, love, and suicide. Following the meeting, students attended grade-specific programming. Juniors and Lower participated in predetermined activities, while Uppers and Seniors chose from a selection of nineteen different workshops held by their peers.

Following Giovanni's talk, Emma Slibeck '20, founder of Native Americans at Phillips Academy, organized a protest outside of Cochran Chapel, holding posters advocating for land acknowledgements, short speeches before community gatherings that acknowledge and respect Indigenous people and their lands, before All-School Meeting (ASM). Though Slibeck had drafted a land acknowledgement before ASM, she was denied time to speak.

Salvador Gómez-Cólon '21 was selected as one of 10 Youth

Changemakers, a group that included climate activist Greta Thunberg, to speak at the World Economic Forum lasting from January 21 to January 24. Gómez-Cólon was invited due to his climate activism and his previous humanitarian work in Puerto Rico, where he helped deliver thousands of lamps and washing machines after Hurricane Maria.

Tyren Bynum, Instructor in English, was named to replace Sheena Hilton '05 as Flagstaff Cluster Dean for the 2020–2021 school year, following Hilton's three-year tenure. Hilton will be leaving Andover to attend law school. In addition, Marisela Ramos, Instructor in History and Social Science and LGBTQIA+ Adult Coordinator, will serve as the History Department Chair next year, replacing Christopher Jones, Instructor and Chair in History and Social Science.

Seventeen Andover students at the 46th Yale Model United Nations returned home early after the final day of events was canceled due to a report of a student from China exhibiting flu-like symptoms and having a potential case of the novel COVID-19. At the time, only six cases had been confirmed in the U.S., and talk of the coronavirus remained lightheart-

ed between students.

Susan Esty, Director of Wellness Education, will replace Theodore Parker, Instructor in History and Social Science, as the Abbot Cluster Dean next year. Keith Robinson, Instructor in Biology and Chemistry, will also replace Leon Holley, Instructor in Biology, as Biology Department Chair next fall.

After returning from a 25-0 sweep against Exeter on February 5th, five members of Andover Boys Squash—Brandon Chung '22, Shep Hearle '22, Matt Ottenbreit '22, Jack Palfrey '21, and Brooks Robinson '22—discovered that their laptops were missing from bags left unattended in the locker room. Despite an investigation by the police of Exeter, N.H., no thief was identified, and the laptops could not be returned.

"Democracy and Disinformation: Digital Media in the 2020 Presidential Election," featuring panelists Claire Wardle, Dipayan Ghosh, Jonathan Zittrain, and former Head of School John Palfrey P'21, 23, was hosted by The Philomathean Society in Kemper Auditorium on February 8. The panel discussed the influence of social media on modern-day elections and the threat that disinformation poses to the general public.

For Andover's Youth From Every Quarter ASM, Connecticut Attorney General and first Chinese-American Attorney General in the history of the United States William Tong '91 was invited back to campus on February 14 to speak on his experience fighting for the rights of underprivileged communities.

Interim Head of School Jim Ventre '79 announced the annual Head of School Day (HOSD) the morning of Sunday, February 16 by sending a video to the Andover community entitled "What Would Gunga Do?" marking Monday, February 17 as Andover's 29th HOSD. According to tradition, HOSD is typically announced by the Head of School the night before, in the lobby of Paresky Commons.

On February 21, Mary Margaret Scharf P'21 spoke about her own experience with domestic abuse from her former husband, as the keynote speaker for the first-ever Love Better Week, co-sponsored by the Brace Board, Mentors in Violence Prevention (MVP), and Youth Educators for Sex Positivity (YES+). She outlined the signs of toxic relationships and urged people to get out of them as early as possible.

Dr. Raynard S. Kington Named 16th Head of School

STAFF REPORT

The Board of Trustees announced December 5 that Dr. Raynard S. Kington, current President of Grinnell College, will become the 16th Head of School in August 2020.

After graduating from high school at the age of 16, Kington completed his B.S. by the age of 19 and his M.D. by the age of 21 at the University of Michigan, according to Grinnell Magazine. He then completed a Ph.D. in health policy and an M.B.A. at The Wharton School at University of Pennsylvania. He also received an honorary law degree from the University of Michigan.

Kington explained that he has never abided by the structures of conventional academia. When asked about his future transition from a college to a high school, Kington said that his decision to come to Andover was informed by Andover's similar commitment to pushing academic boundaries rather than the fact it is a high school.

"I have never paid a lot of attention to the arbitrary lines dividing types of knowledge or dividing educational institutions...[Andover] has blurred [academic] lines in lots of ways. I was blown away by the array of different courses offered at the school—just the range of different areas of knowledge that are pursued," said Kington.

"Those are the things I find stimulating—the institutions that are already committed to this idea of embracing a range of different types of knowledge, dif-

ferent types of people, different parts of the world—that's what creates an exciting intellectual environment," he continued.

According to Kington, one of the factors that cemented his interest in Andover was the school's lasting impact on its students.

"Almost everyone that I interacted with who had attended the school at some point said something along the lines of, 'My connection with this school changed who I was. It changed me, it had this transformative impact on me'... That really struck me as being an indication of a remarkable institution," said Kington.

Before working in education, Kington served as the Principal Deputy Director and Acting Director of the National Institutes of Health (N.I.H.). He was also a Division Director at the Centers for Disease Control and Prevention and a member of the Governing Council at the National Academy of Medicine, according to the N.I.H.

Kington explained how his background in the medical field will inform his tenure as Head of School.

"I think I have a particular sensitivity to this notion of wellness and how important wellness is in a learning community... As [students are] learning and thinking and doing the usual student-type things, [we have to think about] how to help students develop habits and perspectives and orientations that allow them to be both healthy and to learn how to take care of themselves as humans at the same time that they're responding to the demanding roles they

are in in various ways—I'm particularly aware of and sensitive to that way of thinking."

Kington also mentioned how his medical career has impacted his leadership by exposing him to complex scientific and philosophical decision-making while he was still young.

"I had to, at a relatively early age, make really complicated decisions that, on the surface, were medical and scientific decisions, but right beneath that was a layer of moral decision making and ethical decision making. The experience of having to help patients make these decisions really had a big influence on me—I got used to dealing with complicated decisions, in which there weren't these stark black and white tradeoffs," said Kington.

Since the beginning of Kington's tenure in 2010, Grinnell has invested 140 million dollars in campus renewal, promoted experimentation and entrepreneurship, and started the Innovation Fund, according to a campus-wide email from Amy Falls '82, President-elect of the Board of Trustees and Chair of the Head of School Search Committee.

Kington will be both the first person of color and the first openly gay person to serve as Head of School at Andover; a distinction he also achieved when appointed President of Grinnell.

"[After being hired at Grinnell,] a young, African American, gay professor wrote me an email and said, 'I always thought that I might want to be a college president, and I didn't think it was possible, but when I see what you've done, I now think it's pos-



COURTESY OF THE OFFICE OF COMMUNICATIONS
Grinnell College President Dr. Raynard S. Kington on December 2, 2019.
(Photo by Justin Hayworth/Grinnell College)

sible'...That's the best thing that can happen in acknowledging my identity—it can open up the minds of other people in ways that I think we will all benefit from in the future," said Kington.

Kington continued, "There's something about the ability of good institutions to adapt and respond to a changing world. In the not-so-distant past, as a person of color or as an openly gay per-

son, it would've been unthinkable that I would be in this room. The fact that I'm here reflects the sacrifices and commitments of so many people who decided not to accept a flawed world as fixed... I think I'm an indication of the evolution of this institution."

Editor's Note: This article originally ran on December 13, 2019.

Reverend Anne Gardner to Leave Andover for New Position at Harvard-Westlake School

MAX GUAN & WILLIAM YUE



MAYA LAI/THE PHILLIPIAN
Rev. Anne Gardner attributes the start of her Andover career to her wife, Beth O'Connor P'95.

After 12 years at Andover, Reverend Anne Gardner, Protestant Chaplain and Director of Spiritual and Religious Life, will be leaving her post next year. She will go on to serve as all-school Chaplain at the Harvard-Westlake School in Los Angeles beginning in the summer of 2020, according to The Chronicle. In her new position, Gardner will carry on her commitment to serving students of all faiths and religious backgrounds.

When Gardner arrived at Andover in 2008, she became Ando-

ver's first Director of Spiritual and Religious Life. Gardner's appointment marked the first adjustment in the Cochran Chapel's staffing structure since the early 1970s.

"I began as the inaugural Director of Spiritual and Religious Life at Andover in August of 2008. My position was created after a lengthy discernment process, led by then Associate Head of School Rebecca Sykes. The staffing format of the Chapel not been changed since the early 1970's prior to the creation of the position I now hold. As such, I view it as a significant marker in the history of the Chapel. I also serve as the Protestant Chaplain," wrote Gardner in an email to *The Phillipian*.

During her tenure at Andover, two of Gardner's favorite memories include the time spent with her wife, who persuaded Gardner to come to Andover, and her attempt to break a Guinness World Record for Veteran's Day in 2013. According to the Winter 2014 issue of the Andover Magazine, Gardner brought together 728 students, faculty, and staff to attempt to break the world record for the most amount of people simultaneously doing pushups for one minute.

"Programmatically, the Guinness Book of World Records attempt I organized, in part, to recognize Veterans Day (2013) was incredibly fun. And secondly, I will always be grateful to my wife Beth [O'Connor P'95] for convinc-

ing me to come to [Andover]. This community welcomed both of us with open arms and she has been my ministerial partner every step of the way. Her impact on this community has been deeply felt by countless students and colleagues. I wouldn't be the minister I am without her," wrote Gardner.

Mudmee Sereeyothin '20 first met Gardner when she moved into Stevens House as a Lower. Sereeyothin will miss Gardner's warm personality and her tradition of M.M.M., or Monday Mini Munch, where Gardner provides weekly Monday snacks for the dorm.

Sereeyothin said, "My favorite memories with Rev are just moments when we were just sitting in her apartment late at night and we were just talking about life. Like the other day, we were sitting with her and another friend, and we were talking about everything from personality types to why she decided to move, and I think it is just in those moments I really feel heard and she cares what I have to say."

Sereeyothin continued, "I am going to miss seeing her around campus, seeing her in the dorm, even though I am a senior and I am going to leave next year. Just having an adult who's there who you know cares about you and who cares for everyone else in the dorm... I am going to miss seeing her a lot."

Karen Sun '20 also met Gard-

ner when she moved into Stevens. Gardner was her academic advisor her Lower Year.

Sun said, "Rev is like a giant bundle of joy. She is just so thoughtful, so considerate, and she will tell you exactly, not necessarily what you want to hear, but what you need to hear. And she's just a wonderful soul and wonderful presence to be around, and I truly believe that every single person that she's met, she has made a positive impact on because she just has so much room in her heart for everyone, and I am absolutely devastated to see her leave."

Sun continued, "Rev has truly become like a second mother to me at Andover. She is always there when I need her and she will go out of her way to make sure that we're doing well, to check in on us. And also, she remembers the small things, which matters a lot, because I think things can get really, really hectic at this school."

Gardner is excited for the new opportunities at Harvard-Westlake School as she restarts their chaplaincy program after a two-year vacancy, according to the Harvard-Westlake Chronicle.

Gardner wrote, "When I was initially contacted by [Harvard-Westlake], it was both a pleasant and unexpected surprise. Professionally, I was curious about their interest in re-creating their ministerial program. And personally, I was excited at the prospect of living in a new place, meeting

new people, and learning new things."

According to the Harvard-Westlake Chronicle, Gardner will take a position previously run by two Chaplains: one for their Middle School and one for their Upper School.

"I am going to figure out what works best so that I can really maintain a presence at both campuses. I want to make sure people don't feel that just because the role has been now relegated to one person, that that will be the only religious perspective that the school has. I will work hard to ensure that everyone who belongs to whatever religious tradition they have is suited and served by the chaplaincy at Harvard-Westlake," said Gardner in an interview with the Harvard-Westlake Chronicle.

While she is looking forward to serving the Harvard-Westlake community, Gardner says she will miss the experiences she has had with Andover students throughout her time at the school.

Gardner wrote, "I suspect, like many of my colleagues, my favorite part of Andover is the students. All of you have been such a creative, intellectual, soulful and exuberant force in my life over these past twelve years. I will miss being part of this particular beehive activity."

Editor's Note: This article originally ran on December 13, 2019.

OWHL Becomes First Library in U.S. to Digitize Full Collection

LAURA OSPINA

The Oliver Wendell Holmes Library (OWHL) is the first library in the country to begin digitizing its entire collection, according to Michael Barker, the Director of the OWHL. Partnering with the Internet Archive, a non-profit online library, the OWHL has sent approximately 55,000 low-circulation titles to a digitization center in the Philippines to be scanned.

Barker said, “About three quarters of the way through the renovation, we had this idea to digitize the entire library. This isn’t to replace the print at all. It’s part of a new way to think about lending books called ‘control digital lending’...if we hold the print book on the shelf, we can circulate this digital copy, instead of the print, just to make it a little easier for you, you don’t have to walk all the way to the library from your dorm or, if you’re a day student, even farther, you just get the book from home. So the only kind of gist or catch is you can’t do both at the same time, you can’t do simultaneous print and digital lending.”

According to Barker, the OWHL’s collection will be available to those with an Internet Archive account, which is free and accessible to anyone with an internet connection. This includes those outside the Andover community. Barker explained that by digitizing the books, the OWHL’s vast collection of resources can be shared on an immensely larger scale and with students that are in need of them.

“I think [the digitization] lines up with Andover’s value of private school for public purpose. We’ve been very fortunate to have a library, number one. A lot of schools don’t have them. Number two, our books have been collected for 100 years, which is a long time to be thinking about what high school kids need to read. What if we were able to kind of share that collection with all those schools that are closing school libraries?...Every student, regardless of their background and their financial standing or what country they’re from, should have the right to access information as freely as anyone [else],” said Barker.

Consulting with the OWHL

team, Barker also worked with the Business Office, the legal team, the Head of School, and the Board of Trustees to approve the digitization, planning on keeping it a secret to unveil with the whole library. There was no formal meeting for faculty or students to express their input about this decision. However, after being interviewed by *The Phillipian*, Barker sent an email to the faculty on November 15, explaining the digitization and providing an opportunity for faculty to meet with him to answer any questions. Barker clarified that he expects there to be few issues with the system as a whole and that the OWHL is not alone in its digitization endeavour.

Barker said, “Any kind of pain that this might cause is likely to be short term. Just recently, all 50 state librarians—those are the librarians that oversee all the 50 state library consortiums and networks—they all signed on to do this as well. Our collection, where it’s duplicated, there will become more and more copies available through our digital system which makes this less and less of an issue on our print side.”

Marcelle Doheny, Instructor in History and Social Sciences, believes that her research projects are well-supported by the OWHL. She expressed her confidence in any wrinkles being ironed out, as they are inevitable in any transition of this nature.

“I’m not sure I see digitization as either positive or negative. I think I see it as just the way the world is now, including the world of libraries and how we all access materials. As a history teacher, I find that my students are already able to do almost all of what they want to do through online sources these days,” said Doheny.

Due to copyright laws, the library can only loan out one digital copy per print copy of a source, and, similarly, cannot loan out a physical copy of a source if the digital copy has already been checked out. Since anyone, in addition to Andover students, can have access to the OWHL’s resources, students run the risk of not having access to a source for one of their classes because someone else in the world is using it. Barker believes that by looking at data and patterns, the OWHL staff can anticipate what sources An-



ARIANA WHITE/THE PHILLIPIAN

The digitization initiative will provide greater access to the OWHL’s collection for people outside of the Andover community.

dover students will need beforehand and remove those sources from Internet Archive for a period of time.

“Just using data, I can kind of guess what books you’re going to use at any one time. If I found there was a title that we had digitized with the Internet Archive that every Andover student kept needing, I can just pull it out and kill the link. And then that book becomes one less digital copy. And now I can make it available to Andover students,” said Barker.

He continued, “We’ve spent a lot of time thinking about those concerns from a mathematical perspective and how likely it would be that a student would need a title and it would also be checked out online is actually not very high and the window where that is high or could be high will shrink overtime if more libraries pile into the system. Time is on our side, not against us.”

According to Barker, the OWHL has other methods to access books—using the resources of the North of Boston Library Exchange, a 25-library consortium, or even buying a title on Amazon are other options if the title isn’t available in print or online.

Although many books were overseas, those that currently reside in the OWHL will be also sent to be digitized in the future, according to Barker. The titles with the highest circulation, the History and Social Sciences collection, were not digitized, although Barker hopes to digitize these titles in the coming years.

“[The History and Social Sciences Collection is] withheld for a reason because they are so important to what kids do here. That would be a process that may be done in unison or in collaboration with the history department or with teachers that teach with our librarians frequently,” said Barker.

According to Bryan Jimenez ’21, Andover is being generous in sharing its resources with others that don’t have access to such a diverse and vast collection of sources.

“I think that going online and having the ability to do that would

be really meaningful for people that, let’s say, come from a lower income background and don’t have access to this massive library funded by a billion dollar endowment,” said Jimenez.

According to Jeannette Zhang ’21, the digitization of the OWHL’s resources could be slightly inconvenient at times, citing students not being aware a title is checked out until arriving at the library or not being able to find the student who is currently using the title. However, Zhang believes that it is overall something positive.

“I think it’s overall something positive. I think it can make a lot of students’ lives easier, students and teachers, and I think it’s helpful to digitize files just in case something happened where we suddenly don’t have access to the physical books. I think it would be helpful to just have everything online,” said Zhang.

Editor’s Note: This article originally ran on December 13, 2019.

Brace Student Fellowship Endowed by Family of Former Fellow

LEXIE MARIANO

The Brace Student Fellowship was recently endowed by the parents of Susan Lee ’19, one of the three Brace Student Fellows from last year. Since the founding of the Brace Center for Gender Studies in 1996, the Brace Student Fellowship has provided select students the opportunity to conduct research on topics of gender and present their findings to the Andover community.

Coreen Martin, Instructor in English & Interdisciplinary Studies, served as one of Lee’s advisors for her research project. Martin explained that the endowment will help ensure the continuation of the fellowship.

“[The Brace student fellows] are mentored by a faculty member over the summer, and both faculty and students receive a modest stipend to support their time spent on the project. The endowment will ensure that funds are available annually to cover faculty and student stipends and all costs as-

sociated with the program,” wrote Martin in an email to *The Phillipian*.

According to Flavia Vidal, Director of the Brace Center, the Lee family’s donation is the first donation specifically in support of the Brace Student Fellowship. The endowment guarantees that the fellowship will continue regardless of the Brace Center’s regular budget.

Vidal said, “We’ve been really lucky that for all of these years we’ve been able to have [the Brace Student Fellowship] and have the funds come out of the regular budget. But if anything ever happened at some point and the Brace Center didn’t have a regular budget on any given year, or had a much reduced regular budget, then the program wouldn’t be able to exist. With this endowed gift, we now have the funds to make sure that the Brace Student Fellowship happens no matter what happens to the rest of the budget.”

Currently, the Brace Center’s annual operating budget is used to finance all of its programs and events. The donation will allow

the Brace Center to redirect more funds from the operating budget towards other projects, according to Vidal.

“In securing the funding for the Brace Student Fellowship, [the Lee family’s donation] allows us to use the funds that would normally come from our budget for the fellowship for other projects and programs,” said Vidal.

Lee presented her project in the winter of 2019. She described her project, “The Asian Female ‘Subaltern’ in Porn: Theorizing and Interfacing the Consumption of Asian Porn Through 2.0 Search Engines” as a turning point in her personal growth.

“The privilege to conduct socially-minded scholarship, or activism through study, dramatically broadened the way I view the world and the possibilities for creating change in it. I was an Asian female doing research on racist porn sites, and while I couldn’t sue them, it was equally empowering and important, I think, to “flip the lens” and make subjects out of organizations that are traditionally “spectators” of Asian women.

Even as an alumna, this idea that you can problematize, and then diagnose more effective solutions to social issues via critical scholarship informs my future plans,” wrote Lee in an email to *The Phillipian*.

Current Brace Student Fellow Uanne Chang ’20 attended Lee’s presentation last year. Chang, who gave a presentation titled “The Body in Ballet: How the Male Gaze Shaped the Ballerina Archetype” in December, reiterated Lee’s sentiment on how the research process offered new perspectives on her identity.

“I really loved [my Brace project]. I learned a lot of things about myself and how I identify as a ballet dancer. I think the most growth I experienced within this process was just a lot of self-realization, realizing the roles of gender and gender stereotypes play within the world of dance,” Chang said.

Junah Jang ’20, a current Brace Student Fellow, remarked on how her research inspired some of her subsequent work. Jang will give her presentation, titled “The ‘Miss’ in Miss Saigon: Decon-

structing a Fantasy of Asian Femininity,” on February 10.

Jang said, “Over the summer, while I was working on my Brace project, I was also preparing for my THD-901 project in the fall. Originally, I didn’t really have a planned direction for [the theater project], but in doing my research for my Brace paper, I decided I wanted to do a story about an Asian-American woman. I ended up doing a play on this Korean comfort woman and American military intervention in Korea, which was kind of a cool reflection of the research.”

Former Brace Student Fellow Trevor Lazar ’17 studied sex trafficking, and how it affects underprivileged and marginalized young women in the U.S. According to Lazar, his work for the fellowship continues to impact his global outlook.

“[My research] certainly had a huge impact on my worldview, one that I find myself regularly upholding but also challenging. At least in college, the conversations I’ve had about sex work largely revolve around situations where a worker is in complete control of their life, and choosing to do so on their own volition... I remember reading numerous stories from trafficking victims that stick with me to this day. From this project, especially, I came to believe that storytelling is the best way to develop empathy and encourage systemic change,” said Lazar.

With their donation, Lee’s parents hope to open the way for the Brace Center to become even more involved at Andover by supporting more projects on gender equity.

Lee wrote, “When [my parents] started looking for ways they could help the school, it was an obvious choice to support the fellowship to foster more gender-related scholarship. The work of the [Brace] Center is already steeped in the majority of gender equity work at Andover and unmistakably makes waves on student culture. It’s our hope that it comes even more to the forefront in the future.”

Editor’s Note: Junah Jang was a Managing Editor for The Phillipian, vol. CXLII.

Editor’s Note: This article originally ran on January 17, 2020.



ARIANA WHITE/ THE PHILLIPIAN

Past and current Brace Student Fellows have cited the program as an important step in their personal growth.

Class of 2020 Second-Smallest Senior Class Since Andover-Abbot Merger

LAURA OSPINA & WILLIAM YUE

With 303 students including Post-graduates (PGs) and one-year Seniors, the Class of 2020 is the second-smallest Senior class since Andover merged with Abbot Academy in 1973. At the release of the 2019-2020 Directory, there were 305 students in the Class of 2020, but two more students have since left the Class of 2020. The Class of 2010 was the smallest since the merger at 296 students, also including PGs and one-year Seniors.

Beginning with 220 students in their Junior year, the Class of 2020 grew to 292 in their Lower year. Despite gaining 14 new Uppers, the class stayed at 292 because 14 students had left. Another 13 students left the following year: the class grew to a net total of 305, even with the addition of 26 PGs and one-year Seniors.

Since its Junior year, the Class of 2020 has grown by only 85 students. By comparison, the Class of 2010 started with 203 students and grew by 93 students by its Senior year, according to the Directory population and the Registrar.

Rajesh Mundra, Dean of Studies, believes that the small class size of the current Seniors is an anomaly. According to Mundra, he attributed the size of the Senior class to admissions reasons and

the school “cap” on a student body of 1,150 students.

“I just want to emphasize that I believe this to be an anomaly. I think it’s an interesting story that the Senior class is smaller, and I am not sure that there is much more to the size of the Senior class beyond admissions and how we have over-admitted students in lower grades and we have a cap a number of 1,150 students, and so that has put a squeeze on this Senior class,” said Mundra.

According to Jill Thompson, Interim Head of Admissions and Financial Aid, over-enrollment is a factor when considering admission to new students.

However, Jennifer Elliott ’94, Assistant Head of School for Residential Life and Dean of Students, attributes the small class size to a rise in students and their families opting to go on leave, sometimes entering a different class when they return. According to Elliott, this “reclassifying” process began around the 2016-2017 school year, when the Class of 2020 was in its Junior year.

“I think more and more students are electing to go and leave when they don’t feel well. I think that that is true and families are electing to take that option. In some cases, they are reclassifying. I don’t think there’s been any shift in terms of our discipline policies that is suggesting more and more students are leaving because of discipline,” said Elliott.

According to Elliott, Andover’s awareness about mental well-being and mental health has increased over the years. She emphasized that, despite efforts by the school to destigmatize mental illness, attending Andover while struggling with mental illness can be extremely difficult to cope with.

“I hope we are destigmatizing help-seeking and acknowledging to students and families that Andover is [a] really hard place to be when you don’t feel [mentally] well. And then it’s a really hard place to be what you need to do some work on your health and wellness. And so taking some time to step away and really concentrate on those efforts and coming back has been a path that many of our kids and families have elected to take too, and we don’t want to ever stand in the way of a student’s health and well-being,” said Elliott.

Ash Cohan ’20, one of three class representatives for 2020, believes that the Class of 2020 is smaller because many students have struggled with mental health, and some have elected to leave. In the 2019 State of the Academy (SOTA), 17.39 percent of students in the Class of 2020 reported having been diagnosed with depression, 21.62 percent with anxiety, and 16.37 percent with an eating disorder. 25.56 percent of the Class of 2020 consider themselves unhappy at Andover.

“Andover provides a lot of really intense stressors, and I think that it just so happened that the students of 2020 were, for whatever reason, prior to Andover or by coming to Andover, really sort of mentally ill. And I think that for all of its benefits and faults, [the Rebecca M. Sykes Wellness Center] treats the symptoms, not the problem. A lot of my friends have left due to mental health reasons, and if not for mental health reasons, sort of from acting out as the result of mental health problems,” said Cohan.

“I think that there are a lot of people who I’m currently friends with who are exhibiting very clear signs that they’re really struggling. And every time I try and talk to them, it becomes overwhelmingly clear that no matter who they reach out to, they’re not going to get the help that they need,” said Cohan.

According to a study published in the Journal of Abnormal Psychology, the number of 12-17 year olds suffering from major depression between 2005 and 2017 rose from 8.7 percent to 13.2 percent, or a total increase of nearly 52 percent. This national trend of students struggling with mental health problems contributed to Andover’s increased focus on developing skills and providing resources in order to help students, according to Elliott. Although the faculty sense they are giving the same amount of work, the growth

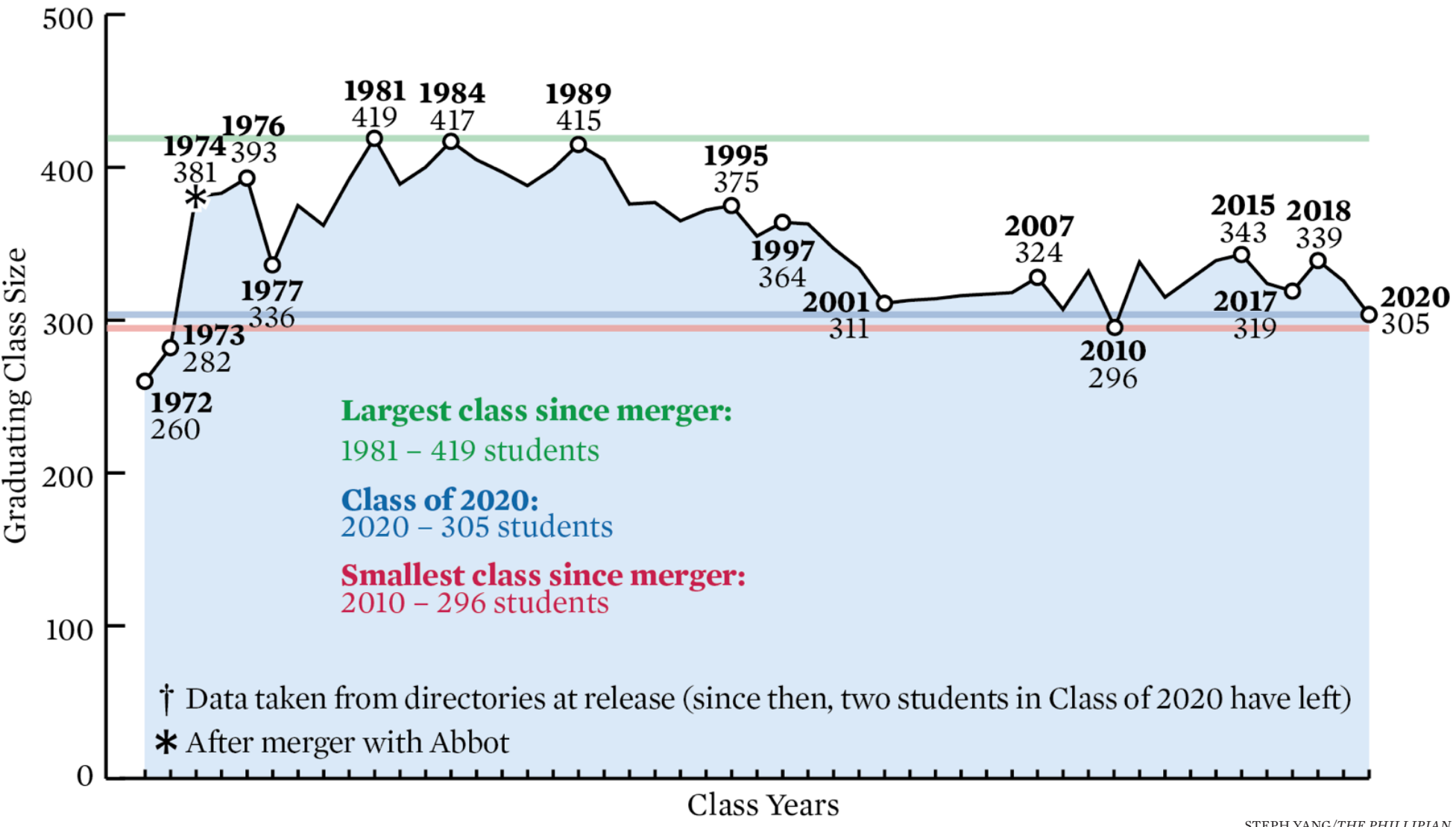
of social media and external pressures, such as the increasingly competitive college admissions process, could have an effect on students, according to Elliott.

“[We are] trying to understand why it is that adolescents are struggling as a cohort more right now. There’s lots of speculation around social media, around the smartphone and how that impacts students’ well-being, their ability to mono task, their ability to really focus and pay attention, their ability to shut off the rest of the world and take care of themselves,” said Elliott.

According to Hanna Wu ’20, Co-President of Flagstaff Cluster, many students from the Class of 2020 have left for a variety of reasons, including being asked to withdraw from the school and personal health. Wu also believes that there is a stigma around taking a leave or withdrawing from Andover.

“For kids who leave the school, there’s a little bit of a stigma around it. My French teacher was telling me about how when people leave, a lot of people talk about them in the past tense. For example, my French teacher was saying, ‘Oh, he was so smart. He’s such a good kid.’ But he used the past tense, even though he’s still alive,” said Wu.

Editor’s Note: This article originally ran on January 17, 2020.



Senior class sizes over the years, including post-graduates (PGs) and one-year Seniors.

STEPH YANG/THE PHILLIPIAN

Uppers No Longer Allowed to Attend Prom

LAURA OSPINA & WILLIAM YUE

Uppers and non-Andover students will no longer be allowed to attend both Prom and the Promenade, according to Jennifer Elliott ’94, Assistant Head of School for Residential Life and Dean of Students. On December 16, the Student Body and Cluster Co-Presidents organized a forum to discuss these changes.

This is the first major change regarding Prom attendance since 2007. Juniors were barred from participating in 2006, and Lovers in 2007. Although the initial plan outlined that Uppers would not be allowed to attend starting in 2008, only now are Uppers prevented from going to Prom.

Sadie Cheston-Harris ’20, Co-President of West Quad North, said that the Cluster Co-Presidents met with Elliott and the Cluster Deans before the decision was released, but had no input on the change. According to the Co-Presidents, the deans hope to combat unhealthy inter-grade power dynamics, avoid scheduling difficulties, and make Commencement Weekend Senior-only.

There is an expectation to ask someone privately to Prom before performing any public gesture, known as a Promposal, but some students have not followed this standard, according to Student Body Co-President Shahinda Bahnasy ’20.

“In the past, there have been several situations, even before

we were here as Seniors, where this thing happens, the routine disrespectful dynamic between Seniors and Uppers. It’s a trend at this point. This is what the Deans and Ms. Elliott recognize because they’ve been here for so long... After time and time again, if [students] aren’t following [standards], [the administration] has to do something about it and that something has turned into banishing everyone who’s not a Senior,” said Bahnasy.

Elliott hopes that these changes will make Prom more inclusive, less heteronormative, take social pressure off Uppers and Seniors trying to find dates, and generally allow Prom to act as a “celebration of Seniors.”

The administration was also motivated by logistics, which prompted the change from holding Prom on Thursday night to Friday night of Commencement weekend. According to Elliott, this will hopefully ensure more parents will be able to attend Prom, as well as allowing for a greater flexibility in the Prom venue.

“I think for kids to feel like they could just go with their friends or with their roommate or by themselves, that should socially and culturally be accepted and embraced. That would feel a lot better. We have heard students who have offered feedback on all sorts of really traditional notions about this evening. In a community that wants to continue to push to be more thoughtful, more inclusive, that felt more consistent with those efforts,” said Elliott.

Jessica Scott ’20 and Jackie Rossi ’20 highlighted how current Uppers are now able to

look forward to their own Senior prom.

“I’m not that upset about it because I know no matter what, Seniors are going to have a really fun time and Uppers will have their time to shine,” said Scott.

“I’m a little upset about it just because I think Uppers are a really big part of my life here, but I also think that they will get their time next year. And it’s unfortunate that this happened this year but [eventually] it will be fine,” said Rossi.

However, not all students are on board with the new changes to Prom. According to Violet Enes ’21, the Prom rule change limits the amount of time she can spend with her Senior friends at Andover. Because of this, Enes believes that Andover’s values don’t seem to correspond with this new policy.

“[The removal of Uppers] kind of implies that we are all separate from each other. If Andover preaches so much about how we’re a community and how much grades should be able to communicate and be really open with each other, none of this is lining up with what the school supposedly believes,” said Enes during the forum.

Following the announcement, many students were frustrated by the lack of input from the student body for these changes, despite their intent to improve student experience. Raines Seeley ’21 believes this decision highlights a disconnect between the administration and student body.

“I know a lot of people are really upset, mostly about the fact that Uppers won’t be able to go to Prom, but I think that

I’m more taken aback by the disconnect it shows between the administration and the student body, and what the student body seems to want,” said Seeley.

While Elliott acknowledges the negative feelings that Uppers and all students may have about the policy decisions, she hopes the community will adapt and recognize how the administration feels the change better aligns Prom culture to the school’s values. She emphasized that “[the change was] not meant to be personal at all.”

Grace Hitchcock ’20, Co-President of Abbot Cluster, believes that this decision can provide a jumping off point to enacting change on campus.

Hitchcock said, “I think that perhaps if we look at it a bit differently and don’t look at this as an exclusive solution to the problem and instead look at it as a very public jumping off point, this is something that the Uppers in the room can run with and use as a starting point to facilitate actual and tangible change on consent and power dynamics on campus.”

Elliott has spoken to some students who, like Enes, have voiced the opinion that Prom is an important time for Uppers and Seniors to honor their friendships and say goodbye. She says the administration will continue to look into the possibility of creating such opportunities in the last days of school, in lieu of a combined Prom.

“I won’t diminish or minimize how sad [the exclusion of Uppers at Prom] feels and that there are a number of really close friendships between 11th and 12th graders. It’s really

hard when the Seniors graduate that feels like a breaking of sorts that’s emotional, that it’s hard, kids feel like the Prom is an opportunity for them to have one last time together,” continued Elliott.

Elliott hopes that Prom can help bring the Senior class together one last time. Recalling prior Prom experiences, Elliott’s favorite moment at Prom is seeing the Seniors engage with each other on the dance floor.

“It’s rare that at a place like [Andover] where our kids push each other and push themselves... that they let go and they really feel this lightness about them, their academic responsibilities are completed, they are really looking forward to this special weekend that they have been looking forward to for so long. You just get the chills. They’re just there together,” said Elliott.

While Elliott noted that Andover students will continue to feel strongly about the decision, she hopes that students will still be excited about Prom.

“That’s the aim, to take care of [the students], and do something for them. It’s not to penalize anyone. My one solace when I hear all the criticism is we will make next year’s Prom for the current Uppers, we’ll try to make next year’s Prom really special for them,” said Elliott.

Editor’s Note: Shahinda Bahnasy was a Photo Editor for The Phillipian, vol. CXLII.

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Salvador Gómez-Colón '21 Invited to Attend World Economic Forum



COURTESY OF THE WORLD ECONOMIC FORUM
Salvador Gómez-Colón '21, pictured center above, spoke on a panel of young people concerned about climate change, including (L to R) Natasha Mang Mwansa, women's rights activist; Swedish climate activist Greta Thunberg; and Canadian Indigenous Rights activist Autumn Peltier.

LAURA OSPINA &
WILLIAM YUE

Salvador Gómez-Colón '21, along with climate activist Greta Thunberg, was selected to attend this year's World Economic Forum (WEF) as one of the 10 Youth Changemakers representing youth voices from across the world. This is the first year that teenagers have been invited to speak at the WEF, according to the BBC. Gómez-Colón and Thunberg spoke together on a panel entitled "Forging a Path to a Sustainable Future," alongside women's rights activist Natasha Wang Mwansa and Canadian Indigenous Rights activist Autumn Peltier.

Gómez-Colón emphasized the importance of youth perspectives and voices in discussions surrounding global politics and change.

"I've staked the claim that leaders around the world must be more active in seeking out youth perspectives. The fact that the WEF invited us, 10 teenage changemakers, to the Annual Meeting this year shows that the tide is shifting. Youth perspectives are being heard to higher degrees, and our vision for the future is resonating. As such, I find it very important that youth around the world who want to take action are encouraged to do so, as well as get the opportunities and tools to develop their ideas," said Gómez-Colón.

According to Gómez-Colón, he was invited due to his humanitarian efforts and climate advocacy. In 2017, Gómez-Colón launched the "Light and Hope for

Puerto Rico" campaign and worked to distribute more than 5,000 solar lamps and 3,000 hand-operated washing machines to over 3,500 households in the most-affected communities in Puerto Rico after Hurricane Maria.

Recently, Gómez-Colón and his team have been working to distribute lamps to over 500 households in Grand Bahama after the wake of Hurricane Dorian in 2019, as well as providing humanitarian efforts to the victims of the recent earthquakes in Puerto Rico.

"It's my social and humanitarian work [that caught their attention], but it is also the activism I have been doing. I have been invited to speak pretty often in conferences about youth resilience, climate advocacy, sustainability. My messaging is a lot about how we can adapt to natural disasters with the increasing frequency and reality of climate change is how we can adapt our society to make it more adaptable and resilient to climate change," said Gómez-Colón.

Lasting from January 21-24, the WEF Annual Meeting in Davos-Klosters, Switzerland, invites the world's top leaders to participate in discussions on how to improve the state of the world. World leaders such as President Donald Trump, Chancellor Angela Merkel, and Secretary-General of the United Nations Antonio Guterres, are also attending the WEF, which has the theme "Stakeholders for a Cohesive and Sustainable World." Gómez-Colón was able to have dinner with world leaders including former Vice President Al Gore, renowned scientist Jane Goodall, and

Prince Daniel of Sweden.

"My favorite part has most definitely been the closer, more personal interactions with world and business leaders. I had dinner the other night with Al Gore, Jane Goodall, Prince Daniel of Sweden, where I was super inspired and encouraged by their message. Dr. Goodall's ideas and points were particularly remarkable, as she emanates a wonderful positive energy of pure goodness," said Gómez-Colón.

He continued, "It's the 50th anniversary, so it's not a coincidence that they bring the ten of us, the Ten Youth Changemakers to the Forum. It's the year they are talking about sustainability. It's really important that we start looking at the future in a more concrete way. I am really excited to be a part of these meetings and discussions to find tangible ways that we can make the world a better place."

Leila Hardy '22 believes that Gómez-Colón's work in Puerto Rico and the Bahamas deserves to be commended. According to Hardy, the WEF's decision to include younger people in the discussions demonstrates a change in the organization.

"Like Greta Thunberg, it's really neat to see younger people being able to make a significant change in the world. Also, it's really cool that [Gómez-Colón] got to speak at the World Economic Forum because traditionally, they have been leaning to more traditional people and values. In recent years, they have had a shift to more progressive voices and goals, so the fact that they had this panel of young people and Sal got to be on it is a good representation of that," said Hardy.

The forum was divided into two basic levels of participation: public meetings, such as panels and speeches, and private meetings where a group of no more than 20 people discuss concrete solutions to sustainability issues.

According to Gómez-Colón, he participated in private meetings with Former Vice President Al Gore, Goodall, Margot Wallstrom, Minister of Foreign Affairs of Sweden; and other business and government leaders.

"I'm doing two panels and a lot of the community meetings, which are really fun, because you don't only get an understanding of the public aspect, but also the tangible work. In a lot of cases, there is a lot of talking that happens, but not enough that gets done. That's the idea behind the forum: having these meetings, especially after we have these public conversations like the panels. We work together in

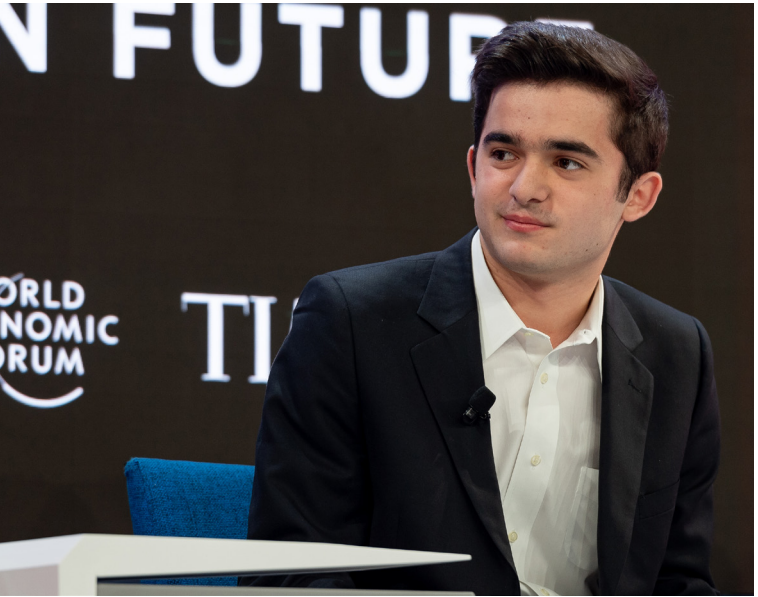
close[d] room sessions to improve the state of our world," said Gómez-Colón.

On the panel titled "Forging a Sustainable Path towards a Common Future" on Tuesday, Gomez spoke to how he had noticed consistent inaction after meetings like the World Economic Forum, according to "The New York Times".

This inaction has led youth climate activists like Gómez-Colón to take charge and call for change in their communities.

Gómez-Colón said in an interview with "The Hill," "We're [youth climate activists] not waiting five, ten, twenty years to take the action we want to see...we're not the future of the world, we're the present. We're acting now, we're not waiting any longer."

Editor's Note: This article originally ran on January 24, 2020.



COURTESY OF SALVADOR GOMEZ-COLON
Salvador Gómez-Colón was named in TIME's 30 Most Influential Teens of 2017 for his work raising money for Puerto Rico after Hurricane Maria.

Nikki Giovanni Brings Candor and Reflection to MLK Day ASM

CHRISTINE LEE &
WILLIAM YUE

Editor's Note: This article contains mentions of suicide.

On the 30th Anniversary of Andover's first observation of Martin Luther King Jr. Day, guest speaker Nikki Giovanni addressed the student body at All-School Meeting (ASM). Giovanni is a poet, writer, activist, and commentator, whose early work was largely influenced by the Civil Rights Movement and Black Power Movement.

Springer worked with the Community and Multicultural Department (CAMD) team to bring Giovanni to campus. The team aimed to bring an individual who would speak on relevant issues surrounding the themes of MLK Day.

"The prevailing narrative around civil rights often forgets the womyn [sic] of the movement. Nikki Giovanni is a national treasure whose poetry and voice has oft times been a mirror for our nation and a balm for our souls. That was made clear to me during her talk. She has a way of telling stories, painting a picture, weaving words together that make you laugh but also challenge your assumptions and ask you to stop, think, then act," wrote Springer in an email to *The Phillipian*.

In Springer's introduction of Giovanni at ASM, she reflected on modern-day issues around the world. She also prompted the audience to consider their roles in addressing these prob-

lems as a way of continuing the legacy of King.

"We've seen series of bonfires across Australia, threats of war followed by intense missile strikes, rashes of anti-Semitic attacks, members of the House voting to impeach the president, and so much more...When the world is on fire, we need to listen, and that's what King so poignantly taught us," said Springer at ASM.

Giovanni's talk consisted of an array of anecdotes. She began by sharing the story of 'Rudolph the Red Nosed Reindeer' and connected the popular tale to a deeper issue of bullying.

"One of the things I wanted to mention is why I hate Rudolph the Red Nosed Reindeer. It's the dumbest book. People think it's so great, but it's about laughing about somebody who is different... Rudolph the Red Nosed Reindeer teaches you to be a bully, and nobody don't want to have anything to do with Rudolph until they need him," said Giovanni.

Giovanni continued with a series of sometimes humorous stories about equal representation in colleges, as well as her own experience with lung and breast cancer. The nature of her talk kept students like Fred Javier '23 engaged.

Javier said, "I really liked it. It was definitely something different. It was really funny, but it also didn't really match a lot of the topics that we were supposed to cover. A lot of the topics that she was talking about were really all over the place. They were pretty funny, but it seemed like she was

going off on tangents."

While Kareena Dua '23 believed that certain parts of the talk were out of place, she shared an appreciation for Giovanni's speech as a whole.

"I thought that Nikki Giovanni said some really wise things and I think she was really funny. She also was really bold; she didn't really stay within the boundaries of what she was expected to say," said Dua.

One of Giovanni's points was for students to recognize the extent of the love parents have for their children, and to consider this as a recommendation against suicide.

Giovanni said "Sometimes when you think life is hard, life is hard. But there are responsibilities. But there is something, as [Martin Luther King Jr.] pointed out, called love. Can you imagine the sorrow in his mother when she had to bury her son?... Some of you are sitting in this room thinking you aren't going to make it, that life is too hard, that nobody loves you and you have no friends. But those people who love you are out there, you just need to find them."

Springer also commented on Giovanni's words.

Springer said, "Students have told me that this has opened up some space for us to talk about suicide, a topic that they feel we've been hesitant to talk about, but of course we never want to be in a position to have this conversation in reaction to a moment that triggered members of our community. I hope that in this moment we will practice holding space for each—offer-

ing unconditional support with open hearts."

Jake Zummo '21 found Giovanni to be a "engaging and eloquent speaker," and appreciated her contributions to Andover's recognition of Martin Luther King Jr. Day.

Zummo said, "I think Giovanni's main message was that in addition to looking forward, we should look to the past as well

to see how much has changed because of leaders, especially young people, who took a stand against injustice and have brought us to where we are today, and to continue their legacy of activism and social justice today."

Editor's Note: This article originally ran on January 24, 2020.



TYLER WEI/THE PHILLIPIAN
Giovanni's speech addressed topics ranging from earthquakes in Puerto Rico to her desire to one day travel to space.

Students Protest for Indigenous Land Acknowledgements

AARON CHUNG

After the Martin Luther King Day Jr. All-School Meeting (ASM) on Monday, January 20, a group of students and faculty members stood across from Cochran Chapel with posters advocating for an Indigenous land acknowledgement before ASMs. Some members of the Andover community joined the protest as they exited the chapel, forming a line across the steps opposite the Chapel.

According to organizer Emma Slibeck '20, founder of Native Americans at Phillips Academy (NAPA), land acknowledgments are short speeches before community gatherings that acknowledge and respect the presence of Indigenous people and their lands. Slibeck had devoted almost six months to writing her own land acknowledgment speech for ASM. Despite Slibeck's having drafted the speech, Interim Head of School Jim Ventre '79 told her that she could not read a land acknowledgement at ASM, according to Slibeck.

"Basically, land acknowledgements acknowledge that there were Indigenous people on this land before colonization, there are Indigenous people in this land now, and there will be Indigenous people in the future, and really understanding how this institution benefitted from settler colonialism and the removal of Indigenous people...Often before big events or community gatherings, you take a moment and recognize which specific tribes and nations were on this land, as well as all Indigenous folks," said Slibeck.



ARIANA WHITE/THE PHILLIPIAN

Emma Slibeck '20 (sixth from the left) organized a student protest following the denial of her request for an Indigenous land acknowledgement at All-School Meeting.

She continued, "One of the things that we wanted to do as an affinity group was start having land acknowledgments during ASM. That's a longer process, and we were hoping for that to start this year. And so on MLK Day, which was going to be the first time we're going to do it, I was just going to read a simple acknowledgement that we have been preparing for a long time. And then I was informed that I wasn't allowed to, so I had a meeting with [Interim Head of School Jim Ventre '79] about it and outlined the reasons behind it."

According to Slibeck, one of the reasons that the land acknowledgement may have received pushback was because it is ambiguous which specific groups inhabited Andover's campus. The town of Andover and the Robert S. Peabody Institute of Archaeology recognize different Indigenous groups that lived in the Andover area.

Slibeck argued that the forced removal and genocide of Indigenous people inevitably raises difficulty in determining the exact residents of the area.

"One [reason for the refusal could be] that the town of Andover and the Peabody were recognizing different tribes, and so there was kind of a discrepancy there. So that made it more complicated, which is why I've also been reaching out to both those people and doing more research on my own. Two was that [the administration and Board of Trustees]...[might not have] want[ed] it to just be this statement that happens and then there's nothing else already happening," said Slibeck.

Slibeck continued, "But to both of those things, I think there can be an acknowledgement of Indigenous land and that you can acknowledge all of the people that were here and in the area... It's hard to determine exactly who was in this specific area be-

cause...Indigenous land is fluid. And the point about saying that land acknowledgments are empty is basically saying that land acknowledgements are meaningless by themselves, which is not true."

Angie Collado '21, who attended the protest, noted that the land acknowledgement would have aligned with Andover's commemoration of Martin Luther King Jr. Day.

"In my personal opinion there is no such thing as an empty acknowledgment, so I think she should have been able to do one, especially on MLK day, because he fought and proclaimed that there should be justice for everyone. This protest embodied his legacy," said Collado.

After the protest, Slibeck noted that she was able to have a conversation regarding Indigenous land acknowledgements with Ventre and Linda Carter Griffith, Associate Head of School for Equity, Inclusion, and

Wellness. Going forward, Slibeck hopes to continue the discussion with faculty members at the Peabody and the Addison Gallery of American Art, as well as the town of Andover.

"From there, I've actually been working with Mr. Ventre and will talk to Linda Carter Griffith as well. And I've reached out to people at the Peabody and Addison, and even the town of Andover, on making more serious proposals. I think there needs to be a huge call to action to the Board of Trustees and the administration. And that's where ultimately this is going to end. But I think the more that students and faculty and other Andover community members support this issue, the more it's going to be harder for the administration and Board of Trustees to ignore it," said Slibeck.

Carter Griffith acknowledged the peaceful nature of the protest, but said that the Office of the Head of School had not received a formal proposal regarding a land acknowledgement at ASM.

Carter Griffith wrote in an email to *The Phillipian*, "In the spirit of Dr. Martin Luther King Jr., and all that he stood for, I want to thank those who took part in Monday's demonstration for approaching their cause in a civil, thoughtful manner. The Head of School's Office has not yet received a proposal on the topic of land acknowledgement. While we believe this is an important conversation, we want to address it with accuracy, collaboration, and respect for the process."

Editor's Note: This article originally ran on January 24, 2020.

Bynum to Succeed Hilton as Flagstaff Cluster Dean



ETHAN ELLSWEIG/THE PHILLIPIAN

Tyren Bynum teaches in the English Department and is a coach for the Track & Field team.

STAFF REPORT

Tyren Bynum, Instructor in English, will replace Sheena Hilton '05, Instructor in Chemistry, as Flagstaff Cluster Dean. His tenure will begin fall of 2020. According to Hilton, she will be leaving Andover to attend law school and learn more about process and policy development, as well as hone her critical thinking skills.

Bynum hopes to become more involved in the Andover community by connecting with his students outside of his role as a teacher and a coach. Before coming to Andover in 2018, Bynum was the Assistant Dean of Students at the Middlesex School, where he says he had a larger role in being connected with students.

"I missed a lot of the work that I did as Assistant Dean of Students at Middlesex School, in which I was able to connect with students beyond the ones in my classroom and whom I coached and who were in my dorm, [so] that I could have a far larger reaching connection with more students. And it gives me a larger, more significant purpose in doing so and intentionality, as opposed to just being a guy who wants to know more members in the community," said Bynum.

Bynum is also a House Counselor in Foxcroft Hall and a coach of Andover Football and Boys Indoor and Outdoor Track & Field. Bryce Shufro '22 lives in Foxcroft and runs Indoor Track & Field. Shufro spoke to Bynum's openness and friendliness with Foxcroft residents and the students he coaches, particularly speaking to Bynum's "good attitude." Shufro also appreciates Bynum's homemade monkey bread.

"Whenever you see [Bynum] talking to kids, it is always with a good attitude. He is always friendly to all the athletes, whether or not he knows their names. In the dorm, he is always around on weekends, and my friends and I cherish our long conversations in his house and especially his famous monkey bread," said Shufro.

Bynum said that he draws in-

spiration from Hilton's almost three-year tenure as Flagstaff Cluster Dean. He hopes to follow her example as Cluster Dean in terms of her treatment of students and adults in the Andover community.

"Ms. Hilton is phenomenal. I have admired her from afar for a year and a half now, and I've seen the ways in which she was just and fair and compassionate with how she talked about students [and] worked with adults, and I just hope that I can continue that tradition that I observed within her three years as cluster dean here," said Bynum.

According to Hilton, some students join Flagstaff out of its convenience and centrality to campus. Because of this, Hilton encourages Bynum to foster a spirited and close-knit environment.

"In an email last year or my first year [as Cluster Dean], I said that Flagstaff is a cluster of convenience, not of community. It's been challenging to build that cluster pride. I think we have it to some degree, but my guess is that people choose to live in Flagstaff because of the location, so I would love for it to also be about the culture and spirit that the cluster has. I don't know if we've made any progress in that area, but I would hope that Mr. Bynum would take that up and try to increase the sense of community within the cluster," said Hilton.

Violet Enes '21 is a two-year Day Hall resident and has played on Andover Girls Volleyball for three years, where Hilton is an Assistant Coach. Enes expressed gratitude towards Hilton, who she feels has guided her throughout her time at Andover.

"I'm really happy for Ms. Hilton. I think she has done a lot for Andover, especially me. I feel like with my friends and with me, she's helped me through my best and worst times here at Andover, both as my coach and as my Cluster Dean. I think she has so much potential, and she is just going to shine wherever she lands next in life," said Enes.

According to Hilton, her experience as a dean prompted her to think about process and policy, especially in terms of equity. She hopes that law school will help her develop the critical thinking and analytical reasoning skills to tackle those problems better.

While Hilton does not have a set plan, it is possible that she will return to Andover.

"I've been through new faculty orientation three times. I might have the record. I don't have a plan right now for coming back in the immediate future, but it's hard to stay away from Andover, so I think it's definitely a possibility that I could be back in the future," said Hilton.

Editor's Note: This article originally ran on January 24, 2020.

HANNAH JUSTICZ

To celebrate the 100th anniversary of the 19th Amendment, the Brace Center for Gender Studies student and adult advisory boards organized a presentation for All-School Meeting (ASM) last Friday, January 17, in conjunction with the History Department. Organizers Flavia Vidal, Instructor in English and Director of the Brace Center for Gender Studies, and Miriam Villanueva, Instructor in History, researched and presented the history of the 19th Amendment at ASM alongside colleagues Midori Ishizuka and Alexandra Booth, both Instructors in History.

Several of the ASM presenters spoke on the limitations of the 19th Amendment in regards to its accessibility. Villanueva acknowledged, for example, that while white women were granted the right to vote in 1920, Indigenous women were not given the right to vote until 1962, despite having held positions of political power within their communities prior to European colonization.

"We have been working on this for a very long time. Our purpose today is to celebrate the major milestones that many United States women made in the 1920s to earn the right to vote. At the same time, we want to complicate the narrative and honor the women in the U.S. and abroad who did not attain the right to vote until much later," said Villanueva during the ASM.

According to Vidal, the presentation was meant to kick off the Brace Center's "100 Ways to Celebrate the 100th Anniversary of the 19th Amendment" project. The "100 Ways" project will include several events over the course of 2020 celebrating the ratification of the 19th Amendment.

Emma Slibeck '20, member of the Brace Center Student Advisory Board, was responsible for the original idea behind the "100 Ways" project, which will include events such as a "transcribathon,"—where members of the community will digitize all the documents from Abbot Academy, tea in the McKeen Room on Abbot Campus with former Abbot graduates, as well as a potential, though not yet confirmed, masquerade ball featuring the faces of prominent women and contributors to voter rights movements. Several other events will reference Abbot Academy, the 19th Amendment, and feminism at large,

including the flying of the Abbot Academy flag in Flagstaff Courtyard.

Noting a need for more intersectional representation in the narrative of the 19th Amendment, Slibeck decided to bring the idea of the "100 Ways" project to the Brace Center Student Advisory Board. According to Slibeck, her goal was to both highlight lost perspectives in the conversation about voter rights and also to celebrate the milestone of the 19th Amendment's centennial.

"There are so many pitfalls and narratives in the 19th Amendment that get lost because voter representation is still under attack today for a lot of minority groups. I really wanted to call attention to that, but also celebrate women and feminism ...I kind of had this crazy idea to do 100 moments celebrating 100 years of the 19th Amendment, so I went to Dr. Vidal with this and I was like, 'Hey, what if we did this for the 19th Amendment [anniversary]?' It was one of those things I love about being on the Brace board and working with Dr. Vidal—she was like, 'Absolutely, let's do it,'" said Slibeck.

Vidal hopes that the ASM and the "100 Ways" project will be an opportunity to put the history of the 19th Amendment in the spotlight. By teaching students about the history of the struggle for female voting rights in the United States, the ASM will set the stage for future events in the rest of 2020, according to Vidal.

"I really hope that this is an opportunity ... for [people] to learn more about the history. It is such an important history and even here when we do so much good work, I think bringing perspectives that embrace equity and inclusion [is important]. It's hard to have that kind of time to engage with this topic. I hear from my colleagues and students that, even in history classes sometimes, there's not enough time to go into depth into these topics," said Vidal in an interview with *The Phillipian*.

Niya Harris '21, a member of the Brace Center Student Advisory Board, felt empowered by seeing more representation of women at ASM. Harris read Sojourner Truth's famed "Ain't I a Woman?" speech as a part of the programming during ASM, and hopes to talk more about the role that gender and bias plays on Andover's campus in the future.

"I think there's kind of a stigma [towards talking about gender]. In my English class-

es, I feel like we get it very often, people are like, 'Ah, I don't wanna talk about that,' and they kind of keep [the conversation] surface level. I hope that these events get people to kind of think about it in the deeper nuances of things, and how maybe they can analyze if they have any prejudices towards women or how they contribute to sexism in their own way," said Harris.

During the ASM, Vidal shared her experience as an immigrant to the United States and how she wasn't able to vote, despite paying taxes and being an active participant in her community. Although she is now able to vote, the feeling of disenfranchisement that she experienced during that period made last Friday's ASM particularly special to her.

"When I moved to the US, I spent many years on a student visa, and then as a permanent resident. I couldn't vote here either. Not even in local elections for school boards in my own town, even though I paid my federal, state, and local taxes and my children attend the local schools. Being able to vote and have my voice included in the political process was actually a big part of why I made the decision to [apply] for my [United States] citizenship. So, this ASM is really special for the feminist in me and for the voter in me," said Vidal during her speech.

Co-Presidents Sebastian Romero '20 and Shahinda Bahnasy '20 shared the history of Abbot Academy and Phillips Academy's involvement with the 19th Amendment. Morgan Davis '22 noted how this portion of the ASM "confronted how neither of the schools... ever talked about [women's suffrage] that much," and hoped that future generations would be proud of what they feel is an act of investment in positivity and current events.

"[I feel like] our reflection of 100 years in the past gives us a perspective of when we are the people who are being looked [back] on [in the future]. We would want those people to see us being active and ... spreading messages of positivity and not just ignoring a lot of the problems that are happening. I think it's gonna be great to encourage some people to get more invested in current events and start conversations," said Davis.

Editor's Note: Shahinda Bahnasy was a Photo Editor for The Phillipian, vol. CXLII.

Editor's Note: This article originally ran on January 24, 2020.

Y MUN Conference Canceled after Coronavirus Scare

MELISSA DAMASCENO

An Andover student at the 46th annual Yale Model United Nations (Y MUN) reported a delegate from a school in China for exhibiting flu-like symptoms and having a potential case of novel coronavirus, or 2019-nCoV. As a precaution, the conference organizers cancelled the final day of events, which included the last committee session and awards ceremony. The student in question has since been tested for coronavirus, but the test results have not yet been released, according to the New Haven Register.

In total, 17 Andover students participated in the event, which hosted over 2,500 students and faculty advisors from 40 different countries, with delegates in different committees focused on several global issues.

Memo Canales '21, a delegate from Andover, wishes the situation was handled with greater transparency.

"I think [the organizers] made the right decision, as the person who was sick was from a city in China that was not far from the area of the outbreak, but I don't think [the organizers] did it in the best way possible. They were not being clear about the whole situation initially and kept sending out almost cryptic messages to advisors and students. We were all immediately suspicious that it was something related to coronavirus, but it was all just rumors. Eventually, when they finally revealed the reason behind the cancellation, it caused a lot of unnecessary panic," said Canales.

Teruyo Shimazu, Instructor in Japanese and faculty advisor to the Andover Model United Nations club, believes that Yale made the right decision. Even before arriving at the conference, she was concerned about the health risks of participating at Y MUN with delegates from a Chinese school close to Wuhan.

"As a matter of fact, I was not really happy when I arrived at Y MUN. I checked all the participating schools, and I noticed that one of the schools from China was only

200 miles away from Wuhuan. So, naturally, I was kind of suspicious. If I were a teacher from that school, I probably would not have traveled to the conference in consideration for other people that could potentially get contaminated," said Shimazu.

Shimazu continued, "I had been telling the students throughout the week and [at] nightly meetings to not take any unnecessary risks. Don't go to the party, don't go to the dance, just go back to your room. That was the only thing I was really able to do. The most important thing to me was not [the students'] performance, the most important thing is safety and health."

Students who attended the conference have been the subject of numerous jokes and comments regarding the Coronavirus, according to Canales. While Canales recognizes that there is an element of humor to the situation, she believes that making fun of the virus risks trivializing the issue. Canales also didn't appreciate how the school communicated the risk of coronavirus to the Andover community.

"Today in my first-period class, a kid was wearing a face-mask. I think he was wearing mostly as a joke or as a fashion thing. But then when he learned that I went to Y MUN, he started asking me to 'get away' and stuff like that. It was funny, but jokes of that sort definitely undermine and trivialize an issue that is threatening thousands of people's lives. I will say that the school didn't have to write out a mass email about the students [who] went to Y MUN and all of the concerns regarding the coronavirus, because everybody immediately knew who we were," said Canales.

Andover students will not participate in the annual Harvard Model United Nations (HMUN) conference this year, which is scheduled to take place through the end of January and the beginning of February. Andover MUN has been attending HMUN for the past couple of years. Though HMUN has made it explicit that no students from China will be attending HMUN, Shimazu agrees with Andover's decision to act with caution.

"I prefer it this way because, considering the location, it's not Yale. Yale was contained. The only people who [we] would probably be exposed would be the Y MUN participants. But the hotel we would be staying at for HMUN is in the middle [of] downtown Boston. I've been participating in HMUN for decades, and there won't only be students from China, but also tourists and other populations there.... So considering all those facts, imagine how crowded the area would be, the risk is higher. Even if it's a tough decision to make, I always want to make sure not to take any possible risks. What if someone really got sick? How could we justify that?" said Shimazu.

Despite all of the concerns surrounding coronavirus, Andover students brought home multiple titles from Y MUN. Irene Kwon '21, Alana Yang '21, Lasal Mapiitigama '21, Melissa Damasceno '22, Amara Neal '22, and Amber Ting '23 were awarded Outstanding Delegate in their respective committees, and Sophia Hlavaty '21, Jason Huang '21, and Yeetang Kwok '20 received Honorable Mentions.

Karsten Rynearson '22, who received Best Delegate, ultimately enjoyed the conference and took inspiration from the other delegates.

"While the coronavirus concerns were definitely scary and led to a lot of craziness, I think our delegation ultimately stayed calm under both the pressure of [the surrounding delegates] and the whole [coronavirus] situation that arose toward the end. I think that our ability to [stay calm] has led to many successes in our delegation. In New Haven, I had an amazing time getting to the people who I'd always admired and found so inspiring, and I think the community we built was another piece in how we all did well, we were able to support each other throughout the process," said Rynearson.

Editor's Note: Sophia Hlavaty '21 is a News Editor for The Phillipian.

Editor's Note: This article originally ran on January 31, 2020.

Susan Esty Appointed as New Abbot Cluster Dean

ESTEE DABBOUS & MAX GUAN

Susan Esty, Director of Wellness Education, will replace Theodore Parker, Instructor in History and Social Science, as the Abbot Cluster Dean this fall. Esty, currently a house counselor in Flagstaff's Newman House, looks forward to meeting new students and learning about Abbot Cluster.

"I'm a teacher, so I have small classes, and I live in a very small dorm, so I just think there are so many amazing people on this campus, many [of] whom I haven't even met yet. I think that's probably the thing I'm most looking forward to. I feel like the clusters are like little neighborhoods. It's a brand new neighborhood for me," said Esty.

One of Esty's major roles on campus is directing the Empathy, Balance, and Inclusion (E.B.I.) program. Esty believes her work with E.B.I. will assist her in adjusting to her role as Cluster Dean.

"The work that we do in E.B.I. is very much around trying to create a sense of belonging for students and an environment that fosters wellness as well as building an inclusive community. All those things that we do through E.B.I. felt like a natural fit for being a Cluster Dean. I work with Cluster Deans anyway with E.B.I., so it was easy to see the connections between the roles," said Esty.

Before coming to Andover, Esty worked at the Pingree School, where she served as Director of Advising and Counseling. According to Esty, her experience at Pingree will prepare her to transition from supervising a small dorm to an entire cluster.

"[Pingree School] was a school of about 350 students. Part of my job was to know students and make it an inclusive environment where everybody felt seen, known, and cared about. We used to have a little game, the deans and I, about who could learn all the new students first. So I'm hoping that that has prepared me for having a cluster full of students because 350 is more than Abbot will have," said Esty.

According to Mathis Weber '20, a prefect in Newman House, Esty has been a supportive figure who is always willing to talk

about a variety of subjects. Weber believes Esty's caring presence will serve her well as Cluster Dean.

Weber said, "Honestly, when you talk to [Esty], she is the most honest person who will truly care for you when you just need someone to talk to or someone to rant to, and you know you can always talk to her, and she will always listen and give you some of the best advice... I feel like especially as a Cluster Dean, that is really important, because most of the time you are dealing with students that are starting to have a difficult time and need someone to talk to. And I think it's going to be a great job for her."

Prior to living in Flagstaff, Esty lived in West Quad South as a house counselor in Rockwell House for the 2017-2018 school year.

James Isenhower '22 got to know Esty while she was his house counselor in Newman. Isenhower spoke to Esty's ample experience and reliable personality.

"[Esty] will be a great dean obviously... She has the experience now with the biggest dorm and one of the smallest dorms. So, she has this wide range of experience, and I think it will help her going into the Cluster Dean [position], and she has the right balance of being strict so that people will listen to her and they will obey her, but they won't fear her because they know she is somebody they can go to if they have trouble, and she is someone they can trust or rely on," said Isenhower.

According to Esty, she is excited to discover a new cluster and learn more about its history.

"[I was interested in Abbot because] it's totally new, and that's always kind of exciting and I keep hearing there's ghosts over there. Much as I sometimes think it would be interesting if Newman House were haunted, I haven't heard that it is. Abbot, it's connected to Abbot Academy, so there's the history of co-education, of the merging of [Andover] and Abbot. I just think there's a lot to learn about that cluster, and I imagine it's full of lots of fun surprises like the ghost in Stowe House and who knows what else is there to find out," said Esty.

Editor's Note: This article originally ran on January 31, 2020.

After 30 Issues, CXLII Bids Farewell to the Newsroom

LAURA OSPINA & WILLIAM YUE

This is the first issue of *The Phillipian*, vol. CXLIII. Following *The Phillipian's* board turnover last week, all previous senior Editors, Managers, and Upper Management of vol. CX-LII have officially left the Newsroom.

During the tenure of vol. CX-LII, the board established the new Live section, hosted the third interscholastic Blueprint Journalism Conference, published the first new students issue, established Digital Week, and updated the design of the website.

Former President Tessa Conrardy '20 joined *The Phillipian* as an illustrator and fell in love with the paper and environment in the Newsroom. Despite the accomplishments of CXLII, Conrardy noted that there is always room for growth and improvement, particularly in terms of making the Newsroom more equitable.

"When we started our tenure, CXXI, the volume before mine, told us that the tradition is that once you feel that you've earned it, once you feel like you've made your mark as a volume of the paper, you get to paint your number onto *The Phillipian* seal in the Newsroom. So we're CXLII, and we painted it [last Friday]. Because at every juncture, every time we had some big accomplishment, someone raised the question of, 'Oh, should we paint the extra I?' And we never felt as if we had done enough. We never felt like we were done," said Conrardy.

Editor in Chief and former News Associate Zaina Qamar '21 hopes to continue to emphasize the "Digital First" policy prioritized by the leadership of vol. CXLII, but wants to focus on improving the print paper itself. Qamar also emphasized the importance of diversity and inclusion on *The Phillipian*.

Qamar said, "I know that the past board really wanted to emphasize and pursue a digital presence for the paper, and we're definitely looking to continue that work, but I know that our board also really wants to



TYLER WEI/THE PHILLIPIAN

The CXLII Board published the first-ever New Students Edition, which ran the first week of the 2019-2020 school year and caught up incoming students on Andover culture and news.

focus on the paper itself. And although, you know, we really embrace change and the future, we also just want to reflect on what makes us really special, and that's the print paper. And [we're] looking to really make it as mistake-free as possible. And we're also looking to have more people of a variety of backgrounds try and contribute because the newspaper is only as good as the people that write in it."

Samson Zhang '20, former Executive Digital Editor, achieved both of his goals during his tenure: redesigning the website and starting Phillipian Live. Zhang looks forward to seeing how CXLIII will continue to improve the paper.

"What I'm most proud of is not the product, it's the people. It's that I'll be able to step away, and I'm confident that if I just vanished, the show would go on. It's in such an amazing place. The Associates, now Editors, and now one [Executive Digital Editor], are absolutely incredible. What they've done this past year, really they've built Live just as much, or I'd say even more, than I contributed to it," said Zhang.

The masthead of vol. CXLIII's Upper Management has slightly changed from last year, with the addition of a Managing Digital Editor, Stephanie Yang '21, alongside Executive Digital Editor Shira Wolpowitz '21.

Wolpowitz, a former Live Associate, hopes to incorporate digital elements into print sections to streamline the workflow of the paper.

"The biggest idea I wanted to implement was just to make the digital and print sections work together more because something that happens a lot that I've noticed [as] a Live Associate [is] that the print sections kind of work independently, and then the digital sections have to kind of chase after them...I just wanted to streamline it more," said Wolpowitz.

Henrique Chamon '21 replaced Aissata Bah '20 as Chief Financial Officer (CFO). Chamon seeks to promote inclusive attitudes through his tenure as CFO, incorporating equity into his business strategy.

Chamon said, "I was just excited to be able to have this position to have the opportunity to be [part of] such a high level of *The Phillipian*... It's not just [to] make it more financially stable. [It's] also [to] have it reach a broader audience, become more equitable for everyone so that everyone gets an equal opportunity to join and be a part of the paper and have their voice heard. Not just in the business section, but I want to try and see if I can work with other sections in making that possible."

Andrew Cohen '20, former Managing Editor, worked to reduce the feeling of hierarchy in the Newsroom to promote cross-section dialogue and communication with contributors to the paper. The Upper Management of CXLII established Writers Hour on Tuesdays, eradicating the old rule that writers were not allowed in the Newsroom.

Cohen said, "I think something that I really tried to do, specifically as a member of UM, was to try and make the Newsroom a more fun space, a more inclusive space, because I felt, at least when I was a younger student here, that *The Phillipian* was very hierarchical, and there's a lot of separation between—and even I felt this as an Associate—Upper Management, Editors, Associates, and writers. So when I became a member of UM, at least in the Newsroom, I wanted to try and make it a more fun space and tried to just be friends with many people, both Editors and Associates."

Cohen, who worked alongside former Managing Editor Junah Jang '20, will pass the torch on to Managing Editors Megan Vaz '21 and Emily Huang '21. Jang reflected on the little moments and traditions that defined her experience with the Newsroom community.

"On Wednesday night, we do this thing called the cathartic scream, which is something that I started when I joined Upper Management. And, we turn off the lights at that time and I tell everyone to scream out all their frustrations on the count of three. And just having that mo-

ment of all the people who are left there, being there together and having that moment together is something that I think I'm really going to miss," said Jang.

Vaz hopes to continue traditions started by vol. CXLII during her tenure while also promoting changes within Newsroom culture.

"Cohen always sat on this huge spinny chair in the Newsroom that leans back really far—we call it the Throne. And now I like to sit on it. Working with the last UM was really fun, but there's a lot more we want to do moving forward... I think having me, a woman of color and underrepresented minority, as a Managing Editor can sort of help to shift our focus toward making the Newsroom a more accepting place where people can feel more comfortable," said Vaz.

Former News Associate Zach Moynihan '21 will succeed Alexandra LeBaron '20 as Executive Editor. Moynihan hopes to channel LeBaron's hard work and attitude as he assumes his position.

Moynihan said, "I got to know Alexandra in the News section when we were both writers, and I consistently looked up to her for her work ethic, as well as for her creativity... I saw that those same qualities came into play in her work as Executive Editor, so I'm looking to not only channel that same work ethic, but also to connect with the people in the Newsroom."

LeBaron expressed her fondness for her journey with the paper and for the relationships she and other members of the CXLII board cultivated during their time in the Newsroom.

LeBaron said, "This is cliché, but I'll miss the people a lot...it really has been my community on campus. And for the past year of my life, I've spent every single week night in there for at least two hours. So it takes up a ton of my time, and it really is my life here... It's a very grounding thing for me and something that's very consistent in my life. So I'll definitely miss having that community and having this space to share with my fellow board members."

Editor's Note: This article originally ran on February 7, 2020.

Prison Abolitionist Angela Davis Addresses Social Justice and Career in Activism

STAFF REPORT

While Angela Davis was imprisoned on charges of murder, kidnapping, and conspiracy in 1970, the “overwhelming emotion [she] experienced was fear” for the potential death penalty charges she was facing. In her talk on Friday, February 14, Davis explained how news of immense public support for her freedom and solidarity with her cause overshadowed her fear. Davis was acquitted of all charges two years later and carried on her lifelong career of radical activism and scholarship.

Davis is a political activist, scholar, author, and currently a Professor Emeritus at the University of California, Santa Cruz. Davis is perhaps most well-known for her pedagogical work on the prison industrial complex and political philosophies.

LaShawn Springer, Director of the Community and Multicultural Development Office (CAMD),

organized Davis’s visit to campus and introduced her talk. In her introduction, Springer talked about Davis’s impact on her both personally and academically. According to Springer, discovering Davis’s work while in undergraduate school was particularly impactful, as Springer was able to name the marginalization and structures of power that she felt personally affected by.

“[Davis’s works] were starting points in my own development as a black woman and my development as a black scholar...It was through [Davis’s] work that I discovered there was a space for black women, that we were master carpenters, carving out spaces for our whole selves. It was through [Davis’s] work that I was able to articulate the ever elusive and conditional feeling of freedom in the academy and my neighborhood, in this world. And it helped me name the structural and institutional violence as enacted on my loved ones in my community. And that equipped me with the pedagogy of love to enact change,” said

Springer.

While much of Davis’s work has focused on the American prison system, she doesn’t consider herself a prison reformer. Davis corrects people when addressed as a reformer, instead choosing to identify as a prison abolitionist. In her talk, Davis explained how the prison industrial complex was a relatively new term in the late 20th century and analyzed the structure of prisons and their relationship to marginalized groups.

“There are no easy solutions [to the prison industrial complex] because we were dealing with an amalgam of economic, political, cultural, representational forces that were responsible in a complex way, for the ruling notion that black people, people of color, poor people, trans people, and others are naturally inclined to criminality and that the only way to address this was to put people in prison. At that time, politicians were winning elections by exploiting the notion of law and order, corporations were profiting, established media were riding the waves of these ideas for their own success,” said Davis.

Ariana White ’22 highlighted Davis’s points about the abolition of the prison system and institutionalized power. White was particularly interested in how Davis analyzed structural marginalization and the moral assumptions made about those in prison.

“I really, really enjoyed the way [Davis] spoke to the community and her concerns with societal problems regarding race and overall marginalized entities. I think her ideas about abolishing the prison system were very interesting. I think it’s very interesting that she fully believes in the rights of all people even when you do bad things and that it is systems that are put in place that make people act a certain way, so it’s not all necessarily one person’s fault,” said White.

Environmental justice and

climate change were also focal points of Davis’s talk. Davis emphasized how, first and foremost, climate change affects every facet of social justice.

“Environmental justice is ground zero of such injustice. If we don’t manage to save this planet, then it makes little sense to be involved in all the other struggles that we face... We purge the world of racism, but then there is no planet left to appreciate a non-racist world. Or we finally manage to deal with misogyny, but then climate change is so bad that there’s no future,” said Davis

Throughout her career in social justice, Davis has been considered somewhat of a controversial figure, not just because of her criminal case, but her past and current political affiliations. Specifically, Davis was associated with the Black Panther Party and the Communist Party before creating her own political group, the Committees of Correspondence for Democracy and Socialism.

“I suppose [critics are] referring to the fact that I was a member of the Communist Party. Now it’s taken all of these years for scholars to recognize that there are many aspects of U.S. history that have been marginalized or silenced because Communists were involved... And so I think that we’re just now beginning to learn about the contributions that Communists made. And it’s so important to [talk about] capitalism and I try to talk a lot about capitalism, simply because we never discuss it. And we’re all affected by capitalism, racial capitalism. Capitalism is always racial capitalism because it is deeply connected to slavery. I still consider myself a communist, maybe with a small ‘C’ instead of a big ‘C,’” said Davis.

Davis addressed efforts by Native Americans at Phillips Academy (NAPA) and their work in bringing formal land acknowledgements to Andover. She emphasized the historical signifi-

cance of recognizing colonized land and how she felt land acknowledgements should be social norms implemented by every institution across the U.S.

“We should all remember that the land on which we live and learn and work and love and party and struggle, is colonized land. We cannot forget the foundational violence of this country, violence visited on Indigenous people who were the stewards of the land we now occupy. If we do not count ourselves among the first peoples of this country, and even if our ancestor’s immigration was forced, when you remain complicit in one way or another, the damages of the original genocide have not been undone. And the invisibility to which native people have been relegated is a form of violence that reveals deep affinities with the original genocide,” said Davis.

The recognition of land acknowledgements made an impact on Mareesa Miles, Teaching Fellow in English, who appreciated Davis’s candor and how she spoke directly to the Andover community.

“From what I gathered afterward, and I don’t want to speak for anyone, but it seemed like [Davis’s talk] was a really empowering moment... especially [for] students of color who got to see this actual queen speak and show her courage and ability to make a difference. I hope that the message would impact other people because she was so big on land acknowledgments... She obviously had, coming in, some understanding of what we are and was really like, ‘I’m not going to shy away from things that I really believe in.’ I think that’s an empowering message for young people to think about. Just because an institution is refusing to do something doesn’t mean we step down; it just means we keep fighting for it,” said Miles.

Editor’s Note: This article originally ran on February 21, 2020.



Angela Davis integrated climate change and environmental justice into her talk on February 14, 2020.

Interim Head of School Jim Ventre ’79 Announces Head of School Day 2020

ELIZABETH CHOU,
ELYSE GONCALVES, &
ERIN KIM

Interim Head of School Jim Ventre ’79 sent a video to the Andover community titled, “What Would Gunga Do?” on the morning of Sunday, February 16. The video featured Ventre asking school mascot Gunga how he should announce the annual Head of School Day (HOSD). At the end of the video, Ventre donned his Andover varsity sweater to announce that Monday, February 17, would mark Andover’s 29th HOSD.

Per tradition, Ventre canceled all classes and most athletic commitments for Monday. Typically, HOSD is announced by the Head

of School the night before in the lobby of Paresky Commons. Ventre’s decision to make his announcement by video instead of in person came to Owen Bae ’21 as a surprise.

“I think it’s interesting that [Ventre] announced it with a video this time. It was a welcome surprise even though I would have liked a little more of the tradition of walking into [Paresky] and just revealing the sweater there,” said Bae.

Ventre explained that sending the announcement by email allowed all members of the Andover community to receive the news at the same time. Additionally, Ventre’s decision was made so that the announcement could be followed up by another email detailing information concerning dorm sign-in and Paresky Com-

mons hours.

“My decision... was the result of [thinking] about how many of our students and faculty and administrators and staff are affected by Head of School Day. I wanted to offer an opportunity for our whole community to get that news at the same time, including day students and their families that might not be on campus. That was the strategy, to try to impact everyone,” said Ventre.

Ventre’s second email contained details on how HOSD would affect academic programs, music commitments, athletics, boarding life, and more. According to Saidra Ibragimova ’22, the follow-up was a welcome surprise, as it took away a lot of the confusion that comes with Head of School Day. Moreover, some students found that the early

announcement relieved stress concerning homework and assignments, especially since long competitions for both the robotics and debate teams were held over the weekend.

“I was really happy because I have so much work and [because] I was not on campus yesterday. I think it’s good that [Ventre] sent the email early in the morning, because if he didn’t, everyone would be really stressed and would be waiting for dinner. Everybody has a different approach, [maybe] Mr. Ventre is more official and formal. I liked it. I also liked the details about sign-in, they were pretty helpful,” said Ibragimova.

The extra time off is intended to help students and faculty catch up on sleep, future assignments, or simply to decompress. Ven-

tre himself spent the day catching up on work and delivering breakfast to admissions officers in Shuman. For Adaeze Izuegbunam ’20, Head of School Day was a welcome opportunity to relax and take her mind off of work.

“I did not leave my dorm. I ate. I watched TV. I didn’t do as much work as I should have, but that’s okay. I feel like you’re always like, ‘I need to do work, I need to do work, I need to do work,’...I’m definitely behind, but it was just nice to have a day to exist... I haven’t really realized how much I need that here until Senior Year, and whenever it’s those days I try to take advantage of them by doing that,” said Izuegbunam.

Editor’s Note: This article originally ran on February 21, 2020.

COVID-19 in Review

HANNAH JUSTICZ

As spring break approached, the Cluster Deans sent emails asking boarding students to submit Reach requests by February 10 including their plans for break. If students were unsure about their travel plans, they were encouraged to reach out to their Cluster Dean and point person.

Jennifer Elliott ’94, Assistant Head of School for Residential Life and Dean of Students, then sent an email on March 2 addressing concerns over insensitivity surrounding the COVID-19 pandemic on campus. Elliott warned of potential disciplinary responses if students did not follow the Blue Book major rule which deems “words, images, actions, or other conduct that attack, disparage, or demean an individual or group based on identity” as a major offense. Elliott urged students to end these behaviors and instead practice “care, respect, and kindness.”

After students finished their finals on March 6, parents of students attending spring training programs received an email from Lisa Joel, Director of Athletics, informing them that their trips were canceled due to travel restrictions from COVID-19. Families were reimbursed for the cost of the trips.

On March 10, Tracy Sweet, Director of Academy Communications, sent an email by Jim Ventre ’79, Interim Head of School, to the Andover community informing them that spring break would be extended by a week to March 29. All asymptomatic and healthy faculty were expected to return on March 23, after which they would

be trained from March 24 to March 27 on remote teaching and learning options. Online classes would then start on March 30 and continue until April 3. Asymptomatic and healthy students would return to campus on April 6, and in-person classes would resume on April 7.

Additionally, all Andover business travel was suspended until May 1, and all events on campus involving outside guests, as well as Andover-organized events off-campus, were to be canceled or postponed.

However, Ventre sent another email on March 16 informing the Andover community that the arrival of students on campus would be pushed to April 30 and that classes would begin on May 1. Classes would be graded on a pass/fail basis, according to Ventre. He further announced the community liaisons and resource partners who would be coordinating the response effort.

At the time of the March 16 email, there was one presumptive case of COVID-19 in the town of Andover. In addition, an individual attending the Nepsac Girls Hockey Tournament in Worcester, Mass. on March 8 tested positive for COVID-19, according to Ventre. The Massachusetts Department of Health (D.P.H.) asked attendees of the event to monitor themselves for symptoms and practice social distancing.

By March 18, several New England boarding schools had moved the entirety of Spring Term online. These schools included Phillips Exeter Academy, Choate, Lawrenceville, and Loomis Chaffee.

To ensure fairness to students in different time zones, international students received an email

from Andover administrators on March 19 which stated that remote classes would not be held live.

Kenneth Shows, Assistant Dean of Scheduling and Associate Director of College Counseling, informed students via email on March 23 that there would be a restricted add/drop period for Spring Term courses. Add/drop was limited to Seniors with outstanding graduation requirements not on their current spring schedule, students enrolled in four courses who needed to be in five, and Juniors in five courses who wished to add a sixth.

Health services by the Rebecca M. Sykes Wellness Center would be unavailable until students returned to campus, according to an email from Amy Patel, Medical Director, and Suzanne Heon Kemp, Director of Psychological Services. The email included a list of frequently asked questions (FAQs) regarding Sykes and included the phone number and email to contact a member of the Sykes team.

In response to personal protective equipment (P.P.E.) shortages in hospitals and nursing homes, Hailey Wadell ’21 and her father, Brian Wadell, 3D-printed face shields to donate to nearby healthcare providers. Evan Sermos, Makerspace Woodshop Proctor, also contributed to the initiative. Sermos has been printing face shield frames and delivering them to the Wadells for assembly in their home lab. Brian Wadell delivered their first face shield prototype to Tufts Medical Center on March 23 and has now delivered over 280 shields.

Carmen Muñoz-Fernández, Director of Learning in the World,

announced on March 24 that all summer Learning in the World and Performing in the World programs were canceled in response to the United States State Department’s issuing of a Level Four Global Health Travel Advisory.

The Abbot Academy Fund (AAF) announced on March 31 that they would not solicit Abbot Grant proposals for Spring Term. This decision was made in the interest of the broader Andover community, according to Aisha Jorge Massengill ’88, President of the AAF.

Ventre announced on March 31 that the entirety of Spring Term would be conducted online. Families could request partial refunds for room and board. Andover employees would still be paid as normal, according to Ventre.

At the time of this email, the town of Andover had 15 confirmed cases of COVID-19 while Massachusetts had a total of 5,752 confirmed cases, according to the Town of Andover and Massachusetts D.P.H. websites.

On April 7, Miraya Bhayani ’21, Sofia Cordover ’21, Zach Moynihan ’21, and David Zhu ’21, members of the Sykes Medical Initiative (S.M.I.), started a fundraiser on GoFundMe.com to donate P.P.E. to Lawrence General Hospital.

Myra Bhatena ’22 started an initiative on April 14 to collect and donate electronic devices to Tufts Medical Center and other Greater Boston hospitals, according to WCVB. Bhatena created a website and promoted her initiative on WCVB Channel 5 and “The Eagle Tribune.”

Ryan Mai ’21 converted DUR. IAN, his nonprofit to help schoolchildren in Vietnam, to supply

masks to senior citizens in the New York Metro Area. Originally, the goal was to distribute N95 masks, but due to restrictions in cost and accessibility, DUR. IAN has shifted to shipping street masks from Vietnam.

On May 5, Elliott announced a plan for students to retrieve their belongings from campus. Boarding students could choose one of three options: pack and store, pack and ship, or move out.

For pack and store/ship, student’s belongings were packed and stored in the Snyder Center or shipped to the student. Students who chose to move out themselves were offered a three-hour window on campus between May 19 and June 5. Day Students were able to pick up their belongings at Borden Memorial Gym.

The Commencement ceremony for the Class of 2020 took place on June 7 at 10 a.m. Though Commencement was held virtually, graduates received their diplomas, signed by Peter L.S. Currie ’74, president of the Board of Trustees, in the mail the following week.

In a statement on Andover.edu, Ventre said, “The Class of 2020 has earned every honor and responsibility that comes with their Andover education. Each student whom we [celebrated] on June 7 took this incredible opportunity and blazed an Andover pathway that no one else can claim.”

Editor’s Note: Hailey Wadell is a Copy Editor for The Phillipian. Zach Moynihan is the Executive Editor of The Phillipian. David Zhu is a Photo Editor for The Phillipian.

Megan Cui '21 and Salvador Gómez-Colón '21 Elected Student Body Co-Presidents

LAURA OSPINA

Megan Cui '21 and Salvador Gómez-Colón '21 were elected Student Body Co-Presidents for the 2020-2021 school year on Monday, April 13. For their first goal as Co-Presidents, Cui and Gómez-Colón will strive to unite the Andover community and restore a sense of normalcy once students return to campus, according to Cui.

“The first thing we want to do when we become presidents... is that we want to genuinely bring [the] school back together and try to make everything seem as normal as possible... After this one term being taken away from all of us, it's hard to say that things will get back on track the minute we go back on campus. I think, not only as Co-Presidents, but as all student leaders across the campus, we will need to hold up this responsibility of uniting everyone together, welcoming new students, and spreading the messages of telling returning students that everything will be okay, that we're all in this together,” said Cui in an interview with *The Phillipian*.

According to Gómez-Colón, when current Co-Presidents Sebastian Romero '20 and Shahinda Bahnasy '20 told him that he and Cui had won, his mind was blown. Cui and Gómez-Colón's inboxes and text messages flooded quickly after the results were shared with the Andover community on Monday morning, according to Cui. Gómez-Colón shared that both Nick Demetroulakos '19 and Keely Aouga '19, former Co-Presidents for the 2018-2019 school year, texted him congratulations. According to Gómez-Colón, he and Cui emulate the distinctive traits of the two previous pairs.

“We're tapping into previous Co-Presidents and they're very excited about us and they're really willing to help us. I think there's a lot of things that I feel like I'm inspired by. The two past Co-Presidencies that I've seen at Andover, Nick and Keely, I think it was their positivity and the energy that they carried which I think that Megan and I emulate a lot... Sebastian and Shahinda, obviously, their energy, but their boldness in their ideas and their enthusiasm to get stuff done and all that. So, I think that Megan and I are that combination of that energy and that drive,” said Gómez-Colón.

Cui continued, “We were



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Megan Cui '21 and Salvador Gómez-Colón '21 hope to bring unity and normalcy to the 2020-21 school year.

working with Shahinda and Sebastian a lot, so we see the sense of unity they inspire across campus... We're not all together, but they have continued to spread messages of positivity and love and kindness and thoughtfulness, and that's something that Sal and I definitely plan to do, even when things get back to normal because there's always room for positivity and love. That's what we both believe.”

Gómez-Colón believes that with a combination of passion, drive, and positivity, he and Cui will be able to enact their plan for “Big Blue Change.” Although policy changes are at the forefront of their platform, both he and Cui emphasized the importance of enjoying their last year at Andover and making it a meaningful year for the student body.

“My personal goal for next year as Co-President, I think it's going to be a combination of getting stuff done but also enjoying it. I think that there's this really huge thing people sometimes don't think about is that we need balance, right? And a lot of us come into these roles or have come into roles similar to this and then you go on with this mindset [of] ‘I'm going to get so much done,’ and then sometimes things don't turn out your way. It's a

lot of factors we can't control, but what my mindset is going to be is [that] we're going in with the best intentions, with the most excitement possible and [we will] just enjoy the ride,” said Gómez-Colón.

Cui and Gómez-Colón will not become Co-Presidents until the start of the 2020-2021 school year, allowing Spring Term to be a period of transition where they begin working with Romero and Bahnasy, according to Cui. Although the pair will have to go through this transition period online, Cui still believes that they can continue to work with Student Council and the faculty.

“This will be a little more difficult just because I don't think we can assemble everyone together at once without having all the different time zones and obviously, connection issues. So then we will have to work extra hard just to try to reach everyone individually. I think that it won't impede our work as much as we think it will, if that makes any sense. But I think it's going to be exciting, but it's going to be challenging,” said Cui.

Although Cui and Gómez-Colón haven't spoken to faculty in recent weeks, they anticipate that they will continue to have conversations about major components of

their platform, such as extending personal time to full long blocks and implementing electronic sign-in stations. According to Cui, the pair will work to ensure that once students return to school, the process to enact change will be faster than they anticipated.

“Before we submitted our platform, we sought out a lot of advice from current administration officials... One of the things we really wanted to make sure before we launched our campaign, launched our platform, was that our ideas were feasible. And luckily, from what we received, they are, so we're just going to be capitalizing on those conversations we had in the past. We're going to capitalize [on] that to get the energy and that ball rolling all over again,” said Gómez-Colón.

Gómez-Colón reflected that a lot of discussions with faculty members surrounding policy change can happen online, citing the “Wellness Excuse,” a day-off for students to recharge, as an example. However, there are still parts of their platform that they can't work on during the current circumstances, according to Gómez-Colón, such as their “Feel Better” stations, which would provide necessities like tissues and hand sanitizer

across campus.

“Our ‘Feel Better’ stations, we can't work on those until we get to campus or ‘Snacks and Lawning.’ That won't happen until we get there. But there's a lot of stuff that can happen, and I think we're going to be looking forward to taking the best actions we can under these current circumstances, which are far from ideal, but we'll definitely make the best out of it,” said Gómez-Colón.

Speaking to the Andover community, Cui and Gómez-Colón emphasized that no one is alone during this crisis and that everyone is experiencing this at the same time, together.

“This is a message for all the Andover students right now. If anyone's feeling happy right now, if anyone's loving online classes, that's amazing. But to those who are feeling down or stressed, having a hard time with family and having a hard time dealing with everything that's going on or have been personally affected, just keep your head up. Remember to know that everything will get better. That's something that I think everyone should know,” said Cui.

Editor's Note: This article originally ran on April 17, 2020.

Reverend Anne Gardner Hosts Online Scavenger Hunt

PHILLIP KO

For the past few weeks, Rev. Anne Gardner, Director of Spiritual and Religious Life and Protestant Chaplain, has been running an online scavenger hunt. The scavenger hunt is sent to members of the Andover community via email with the purpose of restoring a sense of campus during quarantine. With a vast number of participants, ranging from students of all grades to cluster deans and Public Safety officers, the scavenger hunt is sent daily every morning by Gardner with a picture of a different

part of campus.

Currently on day 40, the scavenger hunt initially started as an activity for Gardner's advisees in Stevens House. Alana Yang '21 explained how she appreciates the sense of community that the scavenger hunt fosters.

“About a month ago, [Gardner] sent an email to the entire dorm talking about how she was going to do this scavenger hunt... I thought it would be a fun way to connect to campus and connect to [Gardner]. I feel like one of the great things about [Gardner] is that she's trying to make the best out of a situation that's not super great,

and I think this is one of her ways of doing that during this crisis while we're not on campus. It brings the campus to us and makes us feel connected even when we're not there,” said Yang.

The inspiration for this scavenger hunt came from the lack of students on campus. While Andover would normally be in the middle of Spring Term, quarantine measures across the world have forced the community into the online world as the only means of staying connected. This troubled Gardner, who missed having a direct connection with Andover students. In an email to *The Phillipian*, Gardner

expressed the process of creating the scavenger hunt.

“When I first heard students would not be returning to campus, and instead be required to complete the term on-line, I was deeply saddened. Those of us who are fortunate enough to both work and live amongst the students know the particular vibrancy students bring to this campus. Indeed, it was hard for me to even imagine being here without all of you. Which made me think—if the students couldn't come to the campus perhaps I could bring the campus to them,” wrote Gardner.

Gardner continued, “I decided to take photographs while on my daily walks and send them out as clues to a (virtual) campus scavenger hunt. Just as something fun. I started on the first day students were originally slated to return to campus and I told everyone I would continue until students returned to campus or Commencement, whichever came first!”

Gardner's scavenger hunt soon gained more attention than anticipated, as participants beyond Stevens like Emma Slibeck '20, a resident of Alumni House, began playing. Slibeck wrote in an email to *The Phillipian* about her experience with the scavenger hunt.

“There are so many things and places on campus that I just never noticed which is kind of crazy to think about considering I have been here for four years now. I think it's also really fun to just stay connected to each other and [to] campus,” wrote Slibeck.

Stevens resident Sophie Glaser '22 was surprised by

the number of new locations Gardner introduced to her throughout the scavenger hunt.

“There are all these spots I had no idea were even on campus. There are some really cool and beautiful ones. There's this walk of trees behind a building down on the old Abbot campus that is really cool, and I would have never gone behind that building. I didn't know it was there, so being able to see that and receiving emails from my house counselor every day has been really uplifting,” said Glaser.

The scavenger hunt has reminded its participants of school, their friends, and campus during this time of quarantine. As stated by Glaser, this scavenger hunt has helped those off-campus stay connected to the Andover community.

“I feel happier after every time I get an email about the new spot, and it's been fun trying to figure out where each one is. The girls in my dorm will all talk about it together. We have these weekly Zoom calls together so we will catch up with each other about it and it also helps us stay connected because now I'm emailing my house counselors, and we're all just having a good time. I think it's helping us. Even if we're not talking in the moment, we're mentally connected and thinking about campus,” said Glaser.

Editor's Note: This article originally ran on May 1, 2020.



COURTESY OF REV. ANNE GARDNER

Rev. Anne Gardner's scavenger hunt spanned the entirety of campus. Pictured above are score cards at the tennis courts.

COVID-19 Impacts College Admissions Process for Current Uppers

AARON CHUNG

For many years, the college admissions process for Andover students has followed a standard procedure. Starting at the beginning of Lower year, the College Counseling Office (CCO) assists students in researching and applying to prospective colleges. However, given the recent transition to remote learning as a result of the Covid-19 pandemic, certain elements of the typical application process are projected to change for the Class of 2021.

According to Katherine Fritz, Assistant Director of College Counseling, one of the most prominent concerns arising from students has been the administration's decision to transition from number grades to a pass/fail system to reduce stress. While Fritz acknowledged that colleges will receive one less term of number grades from Andover students, she has confidence in the flexibility of college admissions offices in evaluating student transcripts in the context of the situation.

Fritz said, "With regard to college and the college process, most 11th graders in the country are experiencing this paradigm. So, what I think the most important thing that we're trying to share with students and families is that colleges are incredibly aware and incredibly forgiving of this new reality. Since every Andover student is going to have pass/fail grades, students will be read in the context of the school climate. This wouldn't be new to colleges that we've worked with for a long time, as we've had situations where we've pivoted to allowing students to have pass/fail grades in the past."

Rachel Lee '21 expressed her concern of not being able to demonstrate her improvement throughout the course of the entirety of her Upper year due to the lack of numerical grades in the final term. Lee hopes that colleges will assess students based on a modified academic standard.

"I think for Uppers especially, this term was the last report card that colleges see before early admissions, so I think it was important to include it. I completely understand why they're doing a

pass/fail this term, but I am still sad that this was our last chance to show how much we've improved throughout the year and even throughout Andover," said Lee.

Sean Logan, Dean of College Counseling, additionally noted that due to the recent cancellation of the March SAT and unclear testing schedules in the future, most colleges decided not to require standardized testing scores as part of the application. Logan believes that this decision will particularly impact prospective student athletes who were previously required to meet certain scores to be considered eligible for recruitment.

Logan said, "Every day I go into my email, and another college is messaging that they're going to go test-optional, which simply means that the standardized testing piece of their process will be optional now. So if some students have taken the SAT or the ACT already, and they can send those along in their application, great. If they don't, that's okay."

Logan continued, "Previously, for NCAA Division 1 athletes, you had to have a certain set of grades, certain test scores, and other requirements. However, they have just posted something saying they know there's going to be a lot of kids with pass/fail grades, they are in the process of looking over the requirements. The New England Small College Association has also just gone test optional, so in terms of recruitment, there is no more testing involved in this year's class. That's going to be a very big change."

Baron Abrishami '21, a member of Andover Boys Lacrosse, believes that while optional tests can be beneficial to student athletes by allowing them to focus more on schoolwork and sports, the cancellation of the season hinders them from getting in touch with college coaches. Nonetheless, Abrishami plans on maintaining his lacrosse skills by staying active.

Abrishami said, "For student athletes, Upper Year is the most important time for students who wish to be recruited. For lacrosse, a lot of coaches will be coming to watch your games, or at least watch your game films and evaluate you. So now that the season is cancelled and with no film, my performance in

summer travel teams will matter the most. Currently, I try to work out a lot indoors."

Students such as Nolan Sun '21 who are engaged in other extracurricular activities are attempting to continue their passion outside of school as well. As a leader of a philanthropy group named Save the Children Action Network on campus, Sun continues club activities by keeping in touch with other board members and participating in virtual advocacy summits.

Sun said, "For Saving the Children Action network, I'm still talking to the main organization in terms of what we can do in the near future. As of right now, I virtually keep in touch with club members and the board for potential opportunities. Also, there was supposed to be an advocacy summit hosted in [Washington D.C.] at the end of April. But with what is going on right now, I think the summit will be hosted virtually via Zoom."

According to Fritz, the primary goal of the CCO is to support Uppers and meet them where they are in the college process. Instead of focusing on what they cannot control, Fritz advises Uppers to engage in their coursework, take care of themselves, and continue to find support in the CCO.

Fritz said, "In terms of the general programming for Uppers, we are continuing to do our group meetings. We actually sent one out last week, which was a recording of all of our office together on the screen sharing information. This is a reflection of how we work as a team in the CCO collaborating as a full office to bring the collective wisdom, energy, and heart to the Class of 2021 as a collective and individually. We will continue to develop programming as the Spring Term unfolds."

Fritz continued, "While we recognize that this is a really unusual time, we are continuing to move along and take control of what students can do, which means virtual tours, virtual information sessions, and building thoughtful, balanced college lists heading into the summer."

Editor's Note: This article originally ran on April 17, 2020.

Student Activities Runs March Madness-Style Brackets with Andover Flair

AMBER TING

Despite not being able to interact with students on campus, Director of Student Activities Christopher Capano has found other ways to engage the Andover community. On Friday, April 10, Capano sent out the first "Social Distancing Weekender," styled after "The Weekender," which usually contains activities and events for students to attend while on-campus. Among the virtual events, which included ways for students to get involved remotely, was a "March Madness" style bracket.

Instead of basketball, though, Capano set local Andover restaurants head-to-head. Capano was inspired by Shannon McSweeney '11, who ran similar lighthearted brackets for her workplace. Capano hopes the Andover-centric topics reconnect students with Andover.

"Every Friday, her company would do a bracket. They were the silliest topics in the world, like what's the best pasta shape and what's the best way to cook a potato and stuff. When they would have their lunch break, they would all debate it and have a bracket. I thought it was hilarious. I thought, 'we should do that and just vote online.' I was trying to think of things related to Andover and things you guys like, you know, what students like to do....We're just trying to find things that make you think of Andover," Capano said.

According to Capano, as many as 894 students voted during one round. Additional emails asked for topic suggestions, and Capano intends to release weekly brackets until the end of Spring Term. A second bracket, based on students' favorite meals from Paresky Commons, has already been released, and results for the winners of each bracket will be released on Fridays. Capano explained the goal of these activities was to bring a spark of joy into students' lives as many follow stay-at-home orders.

"We miss you all... We think a lot of you miss Andover, so anything we can do to find ways to connect to you and brighten your days—in this strange, very unprecedented event of staying home and not being able to interact with folks—any way we can get folks to interact and put a smile on their face is our goal," said Capano.

Ridley Warner '22 appreciates how this week's Restau-

rant Bracket brought students fond memories during a time of difficulty. She recalled going to different restaurants with her friends and telling her parents about Andover.

"I really like how the school is keeping up with The Weekender... because it just helps keep a lighter tone to what's going on right now in the world with quarantine. It offers us good little things to go and do throughout our day and participate in even though we aren't physically at school," she said.

Warner continued, "When it came out, it made me have a lot of memories from going to, for example, Gati with my friends. I had a long conversation with my parents about just the food that's there and all the restaurants that were there. It gave me a little bit of a reminder of Andover, which was nice."

The Student Activities Office has already hosted an online speed socializing event. According to Capano, they also plan to host a trivia night this upcoming weekend. Capano also encourages students to contact him or Stephanie Cormier, Student Program Coordinator, with any other suggestions for activities.

"This situation is new to everybody. I would love to make a plea that if anyone has ideas for things to do online or ways to do things—I think we're planning to do an online open mic night using Zoom video for part of it—if anyone has ideas they want to send us, email me or Ms. Cormier. We would love to hear from you guys," he said.

Dori Rosenstrauch '23 said that bracket emails allowed her to connect with some of her classmates across the world.

"I think it's a fun way for us to connect to campus during a time when we're all scattered over the world... I think it's really great. I've really been missing campus while we're away, so it's nice to have a way to be reminded of it and some of the best parts of it," she said.

Irura Nyiha '20 thought that engaging in online activities were important for students' mental health. He expressed approval for the Student Activities Office's efforts to engage students while away from Andover.

"They're trying to keep up the school spirit and make people feel involved with Andover, which is important for people's mental health because these times can be a bit depressing. I think they're doing a good job," Nyiha said.

Editor's Note: This article originally ran on May 1, 2020.

Climate Ambassadors Forum Pushes for Climate Education in Andover Curriculum

AARON CHUNG

In celebration of Earth Week last Friday, April 24, Student Ambassadors for Climate Education and EcoAction organized a virtual panel discussion to encourage the implementation of an environmentally conscious curriculum. Serving as one of many annual workshops and online seminars held nationwide under the organization Earth Day Live, students and faculty members formulated future goals of integrating environmental awareness into Andover's education and programming.

According to Allison Guerette, Campus Sustainability Coordinator, the forum was intended to provide formal exposure to weekly student meetings on climate education, which were previously hosted every Friday after the Climate Cafe speaker series. Guerette believes that with the increasing danger caused by climate change, it is important for students and faculty to acknowledge the significance of the issue by integrating climate education into Andover's academic curriculum.

Guerette said, "After a month or two of Climate Cafe events during the Fall, some students asked me whether it was okay to host an informal meeting about climate change on campus after the speaker's presentations. So from there, we invited stu-

dents to talk about climate education and ways to include climate change pretty much in every classroom on campus. The group started with 30 and then went up to 75 students towards the end of winter, so I planned on continuing this in the Spring by addressing climate change in a more rigorous and formalized manner."

During the discussion, the group established a general consensus that while many students at Andover currently recognize the existence of climate issues around the world, they are largely unfamiliar with specific evidence and related concepts. In response to this current situation, Claire Brady '20, President of EcoAction, suggests that climate education at Andover should require cross-disciplinary engagement across all academic departments.

"I think what we talked about is the need for everyone to start recognizing that the climate crisis is intersectional. For instance, while I believe most people are familiar with the term and effects of climate change itself, they might not know how it is related to environmental racism and environmental justice. This relates to our discussion about how climate change education should be interdisciplinary at Andover, since no single subject can cover all of these issues," said Brady.

Brady continued, "I think that humanities courses

can cover subjects such as eco-poetics, the ethics of climate change, but more of just encouraging teachers to assign intersectional readings to students and have discussions with them. Obviously, the STEM courses could go over the science behind climate change and how it affects our lives."

According to Frank Zhou '22, a participant of the discussion, certain instructors from different academic departments are already integrating issues of climate change to their courses. Zhou emphasized, however, that the group's goal of seamlessly integrating climate education into different course materials is yet to be fully accomplished.

Zhou said, "We've started a good amount of projects already. The first is [Rafael Kelman, Instructor in Art], who is a videography teacher, and his video class did a final project last term focusing on a prompt in the direction of climate education. This involved a series of readings in order to prime the students in terms of awareness and the importance of the issue. [Noureddine El Alam, Instructor in Math]'s project based statistics class is currently working on projects surrounding climate education, particularly its impacts on the Andover campus and surrounding local communities."

In order for climate education to be taught on an institutional level, Guerette

believes that students, faculty members, and administration should collectively serve as sources of initiation and actively gather to discuss the logistics of climate education. In particular, she noted that any proposed curriculum should maintain a balance between giving the administration and faculty autonomy to establish their individualized climate education agenda and ensuring the coverage of lessons integral to sustainability awareness.

"One of the really great things about Andover is that faculty make their own choices over what materials are taught in their individual classes. But at the same time, we want to make sure that all students are getting a very well rounded sustainability education. So for faculty members, it's just having the opportunities to try out different pedagogies around teaching for sustainability and climate change. For administrators, it's helping, working with the faculty to look at overall and think about how we might really systematically integrate this. Instead of forcing the teachers to teach specific content, we would provide themes and the skills that students should really need before they graduate related to sustainability and climate change," said Guerette.

To allow Andover students to serve responsibly and ethically in their respected career fields later in life, Der-

ek Curtis, Programming and Digital Producer, believes that it is important for students to understand the realistic danger of climate issues to shape solutions for the future. Though Curtis expects that the schoolwide integration of climate education into every classroom will require a significant amount of effort from all groups, he hopes to see more conversation regarding climate change on campus.

"Andover is an institution that trains students who will likely be future professionals, most likely to have a large say in different organizations. That is why they need to leave Andover knowing how important this issue is. When I think about moving forward, nothing happens quickly at any institution as large as Andover. There are a lot of stakeholders that you have to talk to and convince. But I think going forward, the wind we have in mind in the short term is just keeping the conversation going and having more people involved from different departments, different places on the campus," said Curtis.

Editor's Note: This article originally ran on May 1, 2020.

RETIRING FACULTY

“It’s Been a Privilege to Work Here”: Leon Holley Departs after 27 Years at Andover



COURTESY OF ANDOVER.EDU
Leon Holley shared that his time at Andover “defined” his professional career.

**LAURA OSPINA &
WILLIAM YUE**

For Leon Holley, Instructor and Chair of the Biology Department, the triple identity of being a teacher, a house counselor, and a coach is what attracted him to Andover. After being a part of the Andover community for 38 years by teaching during the summer program and spending 27 years as a full-time instructor, Holley will retire at the end of the 2019-2020 school year.

“I’ve been a classroom teacher, I’ve been involved with the athletic program, and I have been a house counselor. I have equal great memories in each area. One of the things that attracted me to the Academy was, we used to say triple-threat... But the chance to do all three is the draw for me. My best memories are my experiences in the classroom, in the athletic program, and in the dormitory,” said Holley.

David Fox, Instructor in

English and Art History and Chair of Interdisciplinary Studies, has worked with Holley in several Senior colloquiums. According to Fox, Holley, equipped with only the sharpest of wits, is genuine, curious, and always provides compelling conversation. Fox believes that Holley has left a lasting impact on the Andover community.

“First, Mr. Holley is a gifted Naturalist who sees beauty in, and experiences wonder about, all aspects of life on earth. That is a rarity. Second, he is a humble teacher willing to explore new topics alongside students. He does not seek to be the sage on the stage, as evidenced by his involvement in nine different interdisciplinary courses in just the last nine years. Third, he is a determined colleague whose life experiences, including having attended segregated public schools and then Howard and Hampton, have brought a unique, critical, and invaluable perspective to Andover, including via our Access to Success committee work, and

he has pushed us all, hard, to be more just,” wrote Fox in an email to *The Phillipian*.

Prior to full-time teaching at Andover, Holley served as a teacher at a day school in Baltimore, as well as St. Paul’s School in Concord, N.H. Beginning in the summer of 1982, Holley participated in one of Andover’s community outreach programs, Math and Science for Minority Students ((MS)2).

“Over the course of my career, I came [to Andover for] about 30 summers. So once I started coming, that was my introduction to life at a New England residential school. I liked what I saw in the summer. I met many of the faculty members who were at the school at that time and that made me want to see if I could get a job at a school like Andover. It took me a while but in 1993... an opening occurred in the Biology Department and I applied for it. And I’ve been here ever since,” said Holley.

According to Holley, it has been a privilege to work at an outstanding school with a great reputation and he believes that there isn’t a better job for him, demonstrated in how long he has remained at Andover. In addition, Holley believes that all the important events of his adult life happened while he was teaching at Andover.

“Coming to [Andover] pretty much defined my professional life. Just like students, for faculty, as you all know, you live here, you work here, and I even spent my summers here. It has completely defined my life as a biology teacher. My daughter graduated from [Andover]. It’s been the dominant event in my adult life,” said Holley.

When looking back on his Andover career, Holley shared that two of his proudest accomplishments at Andover were altering how the Biology Department looks at pedag-

gy and coaching the Girls JV Basketball team. According to Holley, these events have been the two outstanding memories during his time at Andover.

“In the Biology Department, I am the outgoing chair. We did some things in terms of pedagogy and assessment during my years as chair. I’m proud to have been involved in that. We were one of the first Departments to take on the task of reviewing pedagogy and thinking about assessment. My colleagues, Caroline Odden [Instructor and Chair of Physics, Division Head of Natural Sciences, and Supervisor of the Phillips Academy Observatory] and Brian Faulk [Instructor and Chair of Chemistry], the Physics and Chemistry chairs—I was part of a team there,” said Holley.

Holley continued, “I would say, even though I didn’t do it for my whole time here, I was involved in girl’s basketball and those were great years. That’s an outstanding memory I have of my Andover experience. It’s not so much that I was a great coach. It was just that I was fortunate enough to watch girls work and plan basketball, learning to compete because it was at the JV level. Some girls are more skilled than others and of course, we’ve had good teams, but of course, you have those members of your team that may not have been starters but they had their great moments. They had their moment, they had their game.”

Jeremiah Hagler, Instructor in Biology, who coached JV Girls Basketball alongside Holley, has been close friends with Holley for the last 20 years. According to Hagler, the foundation of their relationship was their ability to hold conversations about anything, from music to campus politics.

“[Holley] has a great sense of humor that is very understated and subtle, so some-

times I think people miss it. He uses it in very unexpected ways. He relates stories to me about how he teases kids about their expectations of science, or biology, or life sometimes, in a very humorous and gentle way. He’s a gentle guy. He’s interested in everything. He and I spend many meals together just chatting about anything from jazz to biology to our taste in music from the ’70s or ’80s,” said Hagler.

According to Hagler, Holley has contributed to the Andover community through his involvement in running the senior colloquium over the years, topics ranging from jazz to Charles Darwin. Hagler emphasized that Holley will be missed on campus following his retirement.

“He’s probably my best friend on campus right now. He’s a good friend of my wife also, so we have many meals with him in [Paresky] Commons and outside of [Paresky] Commons. So the companionship that he provides will be missed a lot. I’m going to miss his great sense of humor and common sense approach to life. He’s just a good friend and pleasant to hang out with. I’m going to miss that presence in my life,” said Hagler.

Looking towards the future, Holley plans to move to the Hampton Roads area of Virginia, close to Virginia Beach and Norfolk, although he is not certain of his plans beyond that. In his final term of teaching, Holley emphasized that the entire community is missing Andover as the COVID-19 pandemic prompts the continued implementation of remote learning.

“Well, we’re missing [Andover], aren’t we? It’s been taken from us. This is okay, don’t get me wrong, but I’m missing what you all miss. The whole, day-to-day life at Andover. It’s been my life for a long time so that will be an adjustment,” said Holley.

Mary Mulligan Retires after 36 Years at Andover, Hopes to Return for Spring Term Class

HANNAH JUSTICZ

For Mary Mulligan, Instructor in History and Social Science, the best part about teaching is simply walking into the classroom. After 36 years at Andover, Mulligan says she will miss working closely with her students and colleagues alike.

“I’m going to miss everything about teaching, there’s no doubt about that. If I waited until I didn’t love to teach, I would never retire. I just had to pick a moment that made sense for me and for my family,” said Mulligan.

Prior to her work at Andover, Mulligan attended college and law school. She practiced law for two years before becoming a teacher.

“I decided I wanted to teach, be in a more academic field, be at a school,” said Mulligan.

During her time at Andover, Mulligan taught several history courses, including a Senior elective on European history and the German history portion of Interdisciplinary-300BE, officially the third term of German-300. Mulligan intends to continue teaching this course during her retirement with Lisa Svec, Instructor and Chair in German.

“[Interdisciplinary-300BE is] the third term of the year-long German-300 [course]. In the third term, which is the spring, [Svec teaches] the German language side of it, and then I meet with the kids and teach in English the German history: Berlin and more current German history. I hope to continue to do that after retirement... It’s just the Spring Term and I’m teaching it with someone else so timing and things can be more flexible for me with retirement,” said Mulligan.

After two terms in Mulligan’s European history elective, Henry

Crater ’20 found that Mulligan’s teaching style was straightforward and well-executed.

“[Mulligan] goes for a very traditional style, but she nails it so well. She’s so good at what she does. She’s all about going by the book and studying hard for an assessment and coming in and the test being really engaging but also really simple, not trying to make it too complicated,” said Crater.

According to Abigail Taylor ’20, Mulligan gave her a greater appreciation for European history during her Senior elective. Taylor, who first had Mulligan for German-300 last spring, recalled how Mulligan’s hands-on approach brought the history to life.

“[Mulligan’s] teaching style is very engaging. When we were in class physically last term... she would bring out lots of different maps and postcards and photographs, and we would walk around the room and look at them and take notes and talk about them. She made the material feel very real and relevant to our lives today,” said Taylor.

During the 2016-17 school year, Mulligan took a sabbatical to travel and work with the United States Holocaust Memorial Museum (U.S.H.M.M.) on the project, “History Unfolded: U.S. Newspapers and the Holocaust.” The following school year, with funding from the Tang Institute, Mulligan and former Andover librarian Liza Oldham brought a group of students who helped with the project to the opening of the exhibit in Washington, D.C.

“I worked with [the U.S.H.M.M.] on a project called ‘History Unfolded,’ which was looking at finding information in American newspapers during the period 1933 to 1945... I had students work on that and then Tang sponsored a trip along with Liza Oldham, who used to work at the [Oliver Wendell Holmes Library] and who had worked

with me on this project at school during that sabbatical,” said Mulligan.

During her career at Andover, Mulligan was a house counselor in Johnson House from 1984 to 1988 and then in Blanchard House until 1992. Mulligan described the family atmosphere she cultivated in Blanchard.

“When I ran Johnson North, the family on the south side and I coordinated who was on and who was off [duty]. When I moved to Blanchard, it was a single-entry dorm with five girls, and by then I was married and it was a nice life. Blanchard House was like living with a big family in a house. I enjoyed that very much,” said Mulligan.

Reflecting on how Andover changed during her tenure, Mulligan finds that the school’s evolution often intertwined with developments in her personal life.

“I went from being a single 27-year-old to getting married, having three children, and having a whole career. I changed and so it’s hard to know what was me and what was school [that changed]. I certainly feel like the school has done a good job of inclusiveness which is one of its main principles, and I mean all kinds of inclusiveness. I think the school itself is an organic thing and it has shifted over time,” said Mulligan.

Beyond Andover, Mulligan enjoyed the opportunity to teach history as it unfolded before her. According to Mulligan, this was especially true for her instruction on the Cold War.

“One thing that changes for a history teacher is that in the past 36 years, history has changed, so there’s a lot more history. I remember when I first started teaching U.S. History, I taught the Cold War, which was ongoing at that point, and then I very distinctly remember when I got to teach the [Berlin] Wall coming down and the collapse of the So-



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Mary Mulligan looks forward to a new level of flexibility to see friends and family during her retirement.

viet Union. That was a fascinating moment to teach. I think human rights movements and civil rights movements have changed from 1984 to 2020. There’s a lot more human history to teach,” said Mulligan.

Christopher Jones, Instructor and Chair in History and Social Science, began working with Mulligan as a Teaching Fellow in 1999. According to Jones, Mulligan was an important mentor during his first years at Andover.

“Ms. Mulligan is a really creative and self-driven teacher. She’s always learning new things and taking on new challenges. I think the best example of that is when she took over the European history sequence after a former teacher had taught it for a really long time... Watching her take on new material has always been a great inspiration for me to keep doing that as well, [to] keep challenging myself as a history teacher and take on new things,”

said Jones.

In addition to the high quality of her teaching, Jones has come to appreciate Mulligan’s commitment to the Andover community as a whole.

“[Mulligan is] always someone who steps in, covers classes, meets with students. She has a real sense of community within our teaching faculty. She’s a great standard-bearer for the school that way. We’re more than just a school that processes kids and pushes them out. We’re a community that supports one another,” said Jones.

Looking back on her more than three decades of teaching, Mulligan was hard-pressed to settle on a singular favorite moment.

Mulligan said, “You know what, it’s very strange. There aren’t things that stick out as highlights just because school is not like that. Every year I’ve taught has been a highlight.”

RETIRING FACULTY

“Every Day is a New Opportunity to Teach”: William Scott Concludes 33-Year Tenure at Andover

AARON CHUNG

For William Scott, Instructor in Mathematics, the best parts of Andover are the students he gets to meet in different settings. After teaching at Andover for nearly three decades, Scott will be retiring at the end of this school year. Scott has taught numerous math courses, served as a former Cluster Dean of the no-longer-existent Rabbit Pond cluster, and Head Coach for Andover Boys Soccer during his time at Andover.

Prior to his work at Andover, Scott served as a part-time math instructor at Suffield Academy after graduating from Colorado College. Though Scott noted that he had initially majored in Studio Arts, his pleasant teaching experience at Suffield motivated him to earn a master's degree in mathematics at Wesleyan University. He ultimately began his career at Andover under the recommendation of Andrew Cline, a former Andover instructor.

Scott said, “I actually went to college as an Arts major, but I was asked if I could teach a little bit of math at my first school. So I taught basic algebra and geometry when I first started teaching, and I really enjoyed it. Although I always liked math as a student, I came to enjoy teaching math even more. I attended Wesleyan to pursue mathematics afterward and met my best friend Andrew Cline, who informed me that Andover was looking for a math instructor the following year.”

According to Scott, his primary goal in the classroom has always been to foster a safe and

entertaining learning environment, where students can freely collaborate with one another. Scott further noted that his main focus was placed on the well-being and character development of the students rather than the course work itself.

“For me, I teach students about life more than I teach math, and it's the health and development of the students that truly matters to me. For me, the focus is at least not on what I teach, it's who I teach. I also think that my most ideal experience would be working with a wonderful group of students who work well together. Indeed, I had the great pleasure of working with spectacular students every single year,” said Scott.

Rachel Lee '21, who has been enrolled in Scott's Math-590 course for the past three terms, found that Scott's amiable personality and variety of teaching methods has allowed her to rediscover her genuine interest in mathematics. According to Lee, Scott's energy and enthusiasm as well as his entertaining classroom traditions enhanced her learning experience in her classes.

“I can confidently say that Mr. Scott's course was the most fun class I've ever taken at Andover. Not only did we learn so much from him and from his years of expertise, but I also think that I can speak on behalf of everyone that took his class that he genuinely cares about you...Mr. Scott also really made me realize how much I like math. In previous years, I've tried to ignore the fact that I like math because I didn't think it was not important. But just the way he encouraged me

and the way he supported me throughout this whole year really made me reconsider my interests,” said Lee.

Lee continued, “As opposed to some teachers who would strongly chastise students for missing a homework assignment, Mr. Scott made it into a really fun event by making students do a ‘walk of shame’ around the classroom whenever they miss a homework assignment. This allowed both the student who did the walk and the other classmates to laugh together, while also serving as a friendly reminder to do your homework.”

Scott was also one of the core faculty members involved in Andover's partnership with Khan Academy in 2013. During the process, Scott contributed to creating a renewed calculus curriculum that embodied Andover's teaching methods and content.

Scott said, “I believe that Sal Khan came to Andover in 2013, and he came at the invitation of Mr. Palfrey. So I met him and he offered an opportunity to partner on something. We decided to partner on creating the calculus content for Khan Academy, and I was the lead writer for it.”

Continuing his efforts of collaborating with other institutions, Scott has also designed a curriculum for visiting students from Spain and has spent years instructing public school teachers regarding efficient teaching methods. According to Scott, such collaborations allowed him to refine and reflect upon the components of an ideal curriculum.

“Andover has provided me the opportunity to get professional development to engage in

lifelong learning that has been instrumental in my thinking about teaching in an important way. For instance, Andover partnered with School Year Abroad (SYA) on teaching a hybrid calculus course from Andover. [Matthew Lisa, Instructor in Math] is the one who taught the course, but I was instrumental in thinking about what a course would look like for a teacher in Andover to work with a group of students from Zaragoza, Spain. I also worked for the Andover Dartmouth Math Institute with public school teachers,” said Scott.

In addition to his time spent in the classroom, Scott has served a number of leadership roles on campus, namely Head Coach of Andover Boys Soccer for over 20 years and the last Cluster Dean of Rabbit Pond. In particular, Scott recalled the team's back-to-back New England championship victory under his management in 1993 and 1994.

Scott said, “We had a lot of success in soccer back in the 90s. Certainly, winning back-to-back New England championships was a highlight of my time at Andover. More importantly, we were the number one team in New England at the time. I am very proud of the team's achievements and still cherish our memories of games and practices to this day. It was a good opportunity to bond with the players.”

There are a number of things that Scott will miss about Andover, most of all his current students and alumni who keep in contact with him. However, in addition to the people, Scott cherishes Andover's teaching environment, expressing appreciation for how it inspired him



COURTESY OF ANDOVER.EDU
William Scott was the lead writer of calculus content for Khan Academy.

to constantly refine his teaching methods for the benefit of students.

“I think the one thing at Andover that I've enjoyed so much as to each year is the start of a new academic year. I'm thinking of September right now, and it's a new set of students. It's a new opportunity to think about teaching and about making a difference in some young kids' lives. So I am always anxious about whether they will relate to my teaching, and I don't think that will ever go away. And I think that probably sustained me over the years, allowing me to never be complacent and never to imagine that I could rest on my laurels or rest on what I did in the past,” said Scott.

“Amazingly Bold and Authentic”: Therese Zemlin Retires after Nearly Two Decades at Andover

MELISSA DAMASCENO & MAX GUAN



COURTESY OF ANDOVER.EDU
Therese Zemlin started a weaving class soon after she arrived at Andover.

For Therese Zemlin, Instructor in Art, the highlight of teaching at Andover was being able to witness a transformation in her students' work and forming unforgettable relationships within the community. After nearly two decades of working in the Art Department, Zemlin will be retiring in 2020. During her time at Andover, Zemlin taught a variety of unique art classes, coached Outdoor Pursuits, and served as a house complement in Smith House. Students and faculty view Zemlin's inspiring and comforting presence on campus to be a result of her versatile yet profound knowledge of the arts, and her compassionate approach towards both teaching and forming relationships.

According to Emily Trespas, fellow Instructor in Art and Outdoor Pursuits coach, Zemlin is both an excellent teacher and friend. Her unwavering devotion to her craft and acute attention to detail makes her a dependable and inspiring colleague to work with. In an email to *The Phillipian*, Trespas recounted the skills and lessons she has learned from Zemlin throughout her time at Andover.

“She is self-effacing, humble, and willing to admit fumbles. Thorough, dedicated, patient... The combination of Therese's personality, skills, vision, and organized approach to everything she does will be deeply missed...her personality, devotion, vision, and skill sets have

been invaluable over these years,” wrote Trespas.

Before coming to Andover, Zemlin taught at several colleges, including Appalachian State University, Columbia University, and the University of Texas at Austin. Honing in on her passion during these years, Zemlin worked mostly in the fibers department of these universities, which involved artistic disciplines from weaving to textile printing. However, Zemlin expressed how, after spending years teaching at these institutions, she felt the need to move onto something else. According to Zemlin, despite first being reluctant to pursue a career at Andover, she took a leap of faith and found a new home.

“Around 1998, I quit my job at Appalachian State University, which, when you're a tenured professor in art, you're never supposed to quit your tenure job. Like ever. And then this job at Andover came up, and it was one of those things where I was like, huh? High school? Residential? Coaching, working at dorms? It was completely off my radar. But it was near Boston, and the school had a wonderful reputation, so I put my application in and was very lucky to get the position, so I started teaching in 2002,” said Zemlin.

Since arriving at Andover, Zemlin has created a legacy that multiple students and community members have enjoyed. At the beginning of her Andover career, Zemlin instituted Weaving as an elective course in the Art Department, a class that she taught for many years prior to coming to the academy. The course has since become well known and sought after across campus, with hundreds of students attempting to fit it into their schedules. Zemlin outlined her fascination with the medium and how it encapsulates so many notable elements of culture, including activism and history. Zemlin described how Don Barry, former Instructor in Mathematics, Statistics, and Computer Science and Faculty Emeritus, encouraged her to apply for an Abbot Grant despite her initial hesitance, which ultimately provided her the resources needed to teach the course.

“At first, I thought that it wouldn't enroll. It's too fussy and detail-oriented, and we don't have any of the equipment,

etc. But eventually, I thought, let's try it. So I got a very generous Abbot Grant to buy the floor looms, and the frame looms and an inventory of materials. It's since been a popular class. I love teaching the techniques to this age group. I think the muscle memory comes fairly quickly, and that there's a just technical aspect of it and the relationship to digital technology... It's got so many links that you can make with it in terms of social justice, technology, history and prehistory, cultural significance, and feminism. It's just very rich territory,” said Zemlin.

Although many students and faculty members know Zemlin for her inauguration of the weaving course, her favorite classes to teach are Art-600, the advanced elective course for self-directed studio projects, and Art-225, the introductory art course for Juniors. Zemlin enjoyed the differences in teaching students of different age groups and building off of their previous experiences involving art. She described how she loves seeing students' skills evolve and witnessing their passion for different mediums grow. Furthermore, Zemlin thoroughly enjoyed taking Uppers and Seniors in Art-600 on field trips to art museums. She is passionate about communicating and spending time outside the academic environment with students, which helped them grow as artists through observations of others' works.

“One thing that I valued in Art-600 was the opportunity to take my students on field trips and drive them all the way out to [Massachusetts Museum of Contemporary Art (M.O.C.A)] for that. It's a day-long journey out to Western [Mass.] and [spend] the day there... And so it was very rewarding to see a transformation take place in students and to witness how seeing another artist's work in person can influence and inspire their own work and also how it can cause a group of students to really bond,” said Zemlin.

Valerie Tang '20, who took both Weaving and Art-600 with Zemlin, expressed how her teaching style not only pushed her to familiarize herself with a multitude of new art techniques but also helped her strengthen her own creative voice. In an email to *The Phillipian*, Tang particularly admired Zemlin's

passion, selflessness, collaborative spirit.

“Many of the art teachers I've had focused mostly on the quality of the final product, no matter how you got there. However, Ms. Zemlin takes a very different approach to art. She puts a lot of emphasis on the process of art-making and the messages your art is trying to send. Instead of simply teaching us art techniques, she would ask us to do sketchbook work to brainstorm, do research on artists, and take us to visit museums around the area. Ms. Zemlin allowed me to develop a lot more as an artist and be exposed to different styles. She pushed me to think more about drawing inspiration from my life experiences or matters that I care about while reminding me that making art should not be an obligation but a way to express myself and have fun,” wrote Tang.

Outside of the classroom, Zemlin also worked as a coach for Outdoor Pursuits, a program that allowed students to explore the natural splendor of Massachusetts. The experience in the wilderness, including camping, canoeing, and exploring different areas on long hikes enabled Zemlin to form meaningful connections with students and to become more familiar with nature and geography surrounding the academy, which transmitted a sense of “home.” She also expressed how she cherished teaching students who were previously inexperienced with living in the wild and then watching them grow eager to return outdoors once they became exposed to it. These interactions and progressions of student-growth rendered coaching outdoor pursuits one of Zemlin's favorite Andover memories.

“It made this part of the world feel like home because it got me out of the Andover bubble. I learned about the local landscape, lakes, and rivers, where to put your boat in here and where to put your boat in at other places, etc.... In some cases, you're taking kids out into these places and going camping. I love nothing more than discovering that there's someone in my group who had never been camping, never slept on the ground in the woods in a tent, never cooked a meal on a Coleman stove, never paddled down a river. I mean, the

most rewarding thing is getting students who have never done these things to not only experience them but to want then to do it again,” said Zemlin.

Upon her retirement this school year, Zemlin and her husband will be moving to a seasonal cabin in Minnesota, where they will be able to practice and develop further as artists in their studios. She expressed how although her time at Andover was incredibly fulfilling, it often did not provide her with enough time to indulge in her passion. Zemlin is looking forward to jumping back into the creative process and getting involved with community service in areas beyond art.

“We have a seasonal cabin up north of Duluth, Minnesota, and we're hoping to spend two or three months there every year. We think it's big enough to live there and have our art studios there. And there's a lot going on in the arts, in Minneapolis, Saint Paul. It's a pretty lively place. We're planning on continuing with our studio practices,” said Zemlin.

Tang described the immense impact Zemlin has had on how she approaches her own artwork, reshaping her as a creator and observer. According to Tang, Zemlin's Weaving course opened her to a more profound way of appreciating and internalizing art in all of its forms.

“I hadn't taken any classes taught by Ms. Zemlin until my Senior year, and I am beyond glad I finally did, because she turned out to be one of the most inspiring and trustworthy teachers that I've had at Andover. I've never met an art teacher that has so much experience in many areas of art, and carries so much passion and diligence toward her art and teaching. Before this year, I became a little too comfortable with my art ability and did whatever I wanted, but Ms. Zemlin really challenged me with different art forms, mediums, ways of thinking, and showed me that there is so much more to art than a pencil and a paper... I love how she is actually amazingly bold and authentic, especially when it comes to art. I am really sad that she will be retiring this year, but I will always treasure the skills she taught me, as well as her kind, cheerful spirit,” wrote Tang.

Jim Ventre '79 Begins Position as Interim Head of School

Jim Ventre ‘79: 安多福的代理校长

BY WILLIAM YUE
TRANSLATED BY
PETER WU

在上一任校长John Palfrey离开后，Jim Ventre ‘79 在学校董事会的指定下，成为了2019-2020学年的代理校长。即将上任的董事会主席Amy Falls ‘82, P’19, P’21 会在教师、管理人员，以及其他董事的帮助下，寻找安多福的下一位正式校长。

副校长（住校生活）以及学生主任Jennifer Elliott ‘94表示，Ventre作为学校的代理校长，有几项十分重要的责任：保持学校的健康运转，为学校无条件助学金筹集资金，并继续全方面的去支持学生们的的发展。就在这周五，Ventre 召开了他在在职期间的第一次全校集会。

Ventre说道：“我从学生、教师，以及工作人员身上得到的启发让我尤其兴奋。我的生活一直都是围绕着安多福的人们的。一个很好的例子便是 Oliver Wendell Holmes图书馆的重启典礼…当时我流下了感动的泪水：学生们都认识到了安多福为了他们付出了多少心血。这使我由衷地为他们感到开心。

Elliott说道：“我觉得Ventre是代理校长的理想人选，因为他很了解那些新来的学生。他为我们 的招生工作做出了巨大的贡献，而在其中他也用心去了解每个新生以及他们的家庭。这样一来，Ventre的任职一定会让新生们更好地融入安多福。

校园外交部主任Tracy Sweet和Ventre共事了许多年。她也 very支持Ventre成为代理校长。

Sweet在她给Phillipian的信中写道：“Ventre先生是一个有想法的领导者，一个信任自己团队的人、更是一位理想家。他总是在思考着如何让安多福成为一个更好的学校。同时，他和我们的学校有着千丝万缕的联系。这会帮助他做出那些作为代理校长，需要面对的艰难抉择。”

Mike Gallagher, 和许多学

生们一样，都认识到了Ventre作为代理校长的重要性。Gallagher表示，在刚开始时，他十分担心Palfrey校长的离去对安多福的影响。

“我开始时很担心：我想所有人都会认同Palfrey校长的领导对我们学校带来的积极影响。但后来，我看到了Ventre：他也同样在努力着，以一个成员，而不是高高在上的校长的身份，去融入安多福社区。我很高兴Ventre能这么顺利地继承他的岗位。”

和Palfrey一样，Peter Currie ‘74 今年离开也了他董事会主席的工作。Fall被其他董事会成员一致选举为新的主席。她也将成为安多福董事会历史上第一位女主席。Ventre为这次领导的改变感到兴奋。他认为这是学校向前迈出的巨大一步。

Ventre说道：“新一代的领导，也以为着安多福的蓬勃生机。我十分信任Amy，因为她很清楚哪些东西对安多福有益处。我也一样。我们经常讨论学校的发展方向，而我相信她和下一任正式校长也可以建立这种良好的关系。而且，她在寻找校长的旅途中，也不是孤独的。她会和一个团体一起做出抉择，但我同样为她的这次机遇感到高兴。”

Ventre 表示，他讲延续近几年校长留下的传统，包括“校长日”。

他说道：“‘校长日’还是在的，但我还没有想好具体的细节。在这方面，我希望能有一些意见以及来自前几年的反馈。但总体来讲，我对那一天还是有一个大概的蓝图的。”

Ventre表示，人们还经常询问他是否会搬进Phelps House。根据Ventre, Phelps House现在正在翻新中。它将获得新的供电和供暖系统。

Ventre说道：“一些小改变是无法避免的，但重要的是，安多福的任务就是我的任务，安多福的价值就是我的价值，安多福的战略计划也是我的战略计划。我在公共也和私人场所都说过这句话。这点在Palfrey校长在时是真的，现在，也是真的。”

Jim Ventre, formando de '79, assume posição de diretor transitório

BY WILLIAM YUE
TRANSLATED BY ASHLEY
PARK & ELINA CHOI

Depois da saída do ex-diretor John Palfrey, o Conselho de Sócios da escola elegeu Jim Ventre '79 como o diretor transitório para o ano escolar de 2019-2020. A busca pelo próximo diretor será dirigida por Amy Falls '82, P'19, P'21, Presidente-eleita do Conselho, que será ajudada por professores, administradores, funcionários da escola, e sócios.

Ventre tem múltiplas principais responsabilidades como diretor: manter a escola em funcionamento, ajudar a captação de recursos para poder continuar a aceitar alunos menos privilegiados, e continuar a ajudar o corpo estudantil em todos respeitos, de acordo com Jennifer Elliott '94, Diretora da Vida Residencial e Reitora Estudantil. Durante a sua posse, ele teve a primeira assembleia de funcionários para marcar o começo do ano escolar.

Ventre disse, “O que eu mal posso esperar é a inspiração que eu ganho vendo nossos alunos, funcionários, e reitores. As pessoas em Andover, essa sempre foi uma parte da minha vida à qual eu virava. E o exemplo eu daria é o da abertura da Biblioteca Oliver Wendell Holmes... eu quase chorei de tanta felicidade que eu senti pelos alunos que viram o investimento que a escola fez por eles.”

Elliott disse, “Eu sinto que [Ventre] é uma pessoa ideal para este cargo, pois ele realmente conhece os nossos alunos. Ele teve um pa-

pel tão importante trazendo os alunos dos últimos anos e conhece as famílias tão bem, então eu acho que isso é útil para que eles possam completar a transição para uma nova escola.”

Tracy Sweet, Diretora de Comunicações da Escola, trabalhou com Ventre por muitos anos, e ecoou o suporte de Elliott a favor dele como diretor.

Sweet escreveu um e-mail para o The Phillipian, “Sr. Ventre é um líder atento, um colega dedicado, e um visionário, sempre imaginando novas maneiras de fortalecer Andover. Ele também esteve envolvido com a escola há muito tempo, o que será uma vantagem imensa quando ele for abordado com escolhas difíceis e importantes.

Muitos alunos, como Mike Gallagher ‘20, reconhecem a importância da posição de diretor que Ventre tem que ocupar. Gallagher contou que, a princípio, ele estava preocupado sobre como Palfrey seria substituído.

“A princípio eu estava bem preocupado, porque eu acho que todo mundo consegue entender o impacto que o Sr. Palfrey teve na escola e nos alunos. Mas quando eu vi o quanto o Sr. Ventre estava tentando se integrar na comunidade de Andover como algo além de um diretor, eu fiquei aliviado a ver que nós tínhamos alguém que conseguiria ocupar o cargo bem.”

Junto com Palfrey, Peter Currie '74 também deixou a sua posição como Presidente do Conselho de Sócios esse ano. Falls foi eleita por decisão unânime a ser Presidente e vai se tornar a primeira mulher a liderar o

Conselho. Ventre está contente e mal pode esperar por essa transição de liderança, e a vê como o próximo passo da escola.

“É um ótimo recomeço para a escola, é a próxima geração de líderes. A parte que é incrível é que Amy tem uma ótima visão do que é bom para Andover. E eu também. E nós discutimos idéias e as direções que a escola deve tomar, e eu estou confiante na capacidade dela de liderar e de estabelecer um bom relacionamento com o próximo diretor. Mesmo no cargo dela liderando a busca, ela não pode tomar decisões sozinha. Ela decide com o grupo, mas eu estou contente que ela tem esta oportunidade.”

Ventre planeja continuar as tradições relacionadas ao diretor, como o Dia do Diretor.

Ele disse, “Haverá um Dia do Diretor. Eu ainda não decidi como eu vou manejar aquilo... Eu estou aberto a comentários, mas eu tenho algumas idéias de como eu acho que vai ser quando chegar a hora.”

Ventre diz que uma outra pergunta que pessoas fazem para ele com frequência é se ele vai se mudar para a Casa Phelps. De acordo com Ventre, a casa está sendo renovada para ter nova eletricidade e aquecimento.

“Haverá algumas mudanças aqui e ali, mas essencialmente, eu estive dizendo em público e em privado que a minha missão é a missão de Andover, os meus valores são os valores de Andover, e o meu plano é o plano de Andover. Isso não mudou. Isso era verdade quando o Sr. Palfrey estava aqui e ainda é.”

জোনাব জমি ভনেটর'৭৯ অন্তর্বর্তীকালীন ‘হডে অব স্কুল’ হসিবেে আরম্ভ করনে

BY WILLIAM YUE
TRANSLATED BY
SADAQAT OMAR

‘হডে অব স্কুল’ জন পলফররি বদিয়ারে পর স্কুলরে বোর্ড অব ট্রাস্টি ২০১৯-২০২০ সালরে জনয জমি ভনেটর'৭৯ কে অন্তর্বর্তীকালীন ‘হডে অব স্কুল’ হসিবেে নযি়োগ প্রদান করনে । ট্রাস্টিবোর্ডরে পরসেডিনেট-ইলকেট মজি এমি ফলস'৮২, পফি'১৯, পফি'২১, এর নতুেতবে অযানডোভার এর পরবরতী ‘হডে অব স্কুল’ সন্ধান কমটি গঠতি হয়ছে। একাডমৌর শকিষক, ট্রাস্টি ও প্রশাসনকি করমকবর্তাবৃন্দ একাজেতাকৈ সাহায্য করছনে ।

অন্তর্বর্তীকালীন স্কুল প্রধান হসিবেে জনাব ভনেটর'র একাধকি গুরুতবপূর্ণ দায়তিব রযছে, যমেনঃ স্কুল পরিচালনা অবযাহত রাখা, নডি ব্লাইনড এযাডমশিন পদ্ধতি অবযাহত রাখার জন্য অর্থ সংগরহ এবং ছাত্রদরে সরবত্া উপাযে সহযতা করা । এযাসিটিনেট হডে অব স্কুল ফর রসেডিনেসযিাল লাইফ এযানড'২১ অব স্টিডেনেস জনেফিার এলয়িট'৯৪ বলনে, স্কুল বরষরে শুরুতেই জনাব ভনেটর' প্রথমবাররে মত্া স্কুল শকিষকরে সমন্যয

একটিমটিং করছনে ।

৩। জনাব ভনেটর' বলনে, “স্কুলরে ছাত্র-শকিষক, কমচারী ও করমকবর্তাদরে কাছ থেকে আমাি য়ে অনুপরেগা পাই তার তুলনা হয় না। অযানডোভাররে মানুষরা সব সময় আমারজীবনরেএকঅবিচ্ছদেযঅংশ যার দকি়ে আমাি বারবার ধাবতি হয়ছে । যমেন ধরা যাক, অলভিার ওয়নেডলে হোমস লাইব্রেরীর জাকজমকপূর্ণা উদবোধন কালে, আনন্দেে আমার চোখে পানাি এসে গযিছেলি কারণ, ছাত্ররা বুরতে পরেছে য়ে তাদের জনু্য অযানডোভার এই অতুলনীয় বনিযি়োগ করছে।”

মজি এলয়িট বলনে, “আমাি অনুভব করি য়ে, জনাব ভনেটর' এই কাজরে জনয আদর্শ বযক্তি, কারণ তিনি সত্যকিার অরথইে আমাদরে নতুন ছাত্রদরে চননে, নতুন ছাত্রদরে এই স্কুলেে নযি়ে আসার ক্ষেতরে তনি এতটাই স্করযি ভূমাকি রখেছনে য়ে, ঐ ছাত্র এবং তাদের পরবিারগল্োকেও খুব ভালভাবে জাননে তিনি। আমাি মনে করি, জনাব ভনেটর'র নতুন শকিষারখীদরে সাথে এই যোগযি়োগটি তাদের নতুন স্কুলেে তাদের মানযি়ে নয্যের ক্ষেত্রেে অত্যন্ত সহায়ক হব।”

টরসে সুইট, পরচালক, একাডমৌ কমডিনকিশেন্স বহু বছর ধরে জনাব ভনেটররে সাথে কাজ করছনে । তিনি অন্তর্বর্তীকালীন স্কুল প্রধান

হসিবেে জনাব ভনেটররে পরতিমসি এলয়িটরে সমরখনরেই পরতিধিবনা করনে। “দুয়া ফলিপিযিন” কে লখে এক ই-মহিলেে তিনি বলনে য়ে, “জনাব ভনেটর' একজন চনিতাশীল নত্া, একজন নবিদেতি পূর্ণা টমি পলয্যের এবং এমন একজন সবপন্দরষটা যনি সিবদনা অযানডোভারকে আরও শক্তিশালী করার উপায খোঁজায় বযসত।” তাছাড়া অযানডোভাররে সাথে তার গভীর বযক্তি ইতিহাসও জড়তি যা অন্তর্বর্তীকালীন স্কুল প্রধান হসিবেে গুরুতবপূর্ণা ও কঠনি সদিধানত গরহণরে ক্ষেতরে তাকে বপিলভাবে সহযতা করব ।

জনাব মাইক গযালাহার'২০ এর মত অনকে শকিষারখী অন্তর্বর্তীকালীন স্কুল প্রধানরে পদটির গুরুত্ব অনুধাবন করতে পরেছেনে যা জনাব ভনেটর'কি়ে পূর্ণা করতে হব। জনাব পলফররি শূন্য স্থানকে কৈ ভাবে পূর্ণা করা হব তে নযি়ে উদবগিন ছিলনে তিনি । “শুরুতে আমাি বশে উদবগিন ছিলাম কারণ আমার মনে হয় সবাই জানে য়ে অযানডোভার এবং এর শকিষারখীদরে উপর জনাব পলফররি ক'ি ভীষণ প্রভাব ছিল। কনিতু যখন আমাি দখেলাম জনাব ভনেটর'স্কুল প্রধান হসিবেে নেয় বরং অযানডোভার কমডিনটিরি অংশ হসিবেে নজিকেকে, সমপূক্ত করতে চা়ছনে, তখন আমাি আশিবস্ত হলাম য়ে, তিনি এই পদ পূর্ণারে জন্য খুবই

উপযোগী ।”

জনাব পলফররি মত পটিার কার'৭৪ বোর্ড অব ট্রাস্টির পুরসেডিনেট পদ থকেে এ বছর বদিায় নযিছনে । মজি ফলস-সবসমমতভাবে তার উত্তরসূরী হসিবেে নরিবাচতি হয়ছনে এবং তিনিই হবনে অযানডোভাররে ইতিহাসে বোর্ড অব ট্রাস্টির পুরথম মর্খলা পূর্ণধান । জনাব ভনেটর' নজি়েে নতুেতব পরবিরতনরে এই পরক্ৰযিয়া নযি়ে উচ্ছবসতি এবং বযযিটকি়ে তিনি স্কুলরে জনয উত্তরণরে একটি পদক্ষপে হসিবেে দেখনে ।

ভনেটর' বলনে, “স্কুলরে জনয এবং স্কুলরে নতুন নতুেতবরে জনয এটি নতুন বছররে এক চমৎকার সূচনা। আননদরে বযযি এই য়ে, অযানডোভাররে জনয ক'িভালো সে সমবনধেে এমরি ভালো ধারণা রযছে -আমারো রযছে। আমরা পরসপরেে সাথে চনিতা এবং আমাদরে গনতব্য নযি়ে ভাবনার আদান পূর্ণদান করি এবং আমাি আতববশিাবী য়ে তার নতুেতব পরবরতী স্কুল প্রধানরে সাথে সুদৃঢ় সমপরক্ স্থাপতি হব। সন্ধান কমটিরি পূর্ণধান হওয়া সততবওে তিনি একা ক্োন সদিধানত গরহণ করবনে না । তিনি(ফলস) একটি গুরুপরে অংশ হসিবেে সদিধানত নবনে এবং আমাি আননদতি য়ে তিনি এই সুযোগটি পযেছনে ।”

স্কুলরে বগিত বছরগল্া থকেে

চলে আসা পূর্ণথা যমেন “হডে অব স্কুল ডে” চালযি়ে যাওয়া়র পরকিল্পনা রযছে তার । তিনি বলনে “একট'ি হডে অব স্কুল ডে পালতি হবৈ ঠকিই কনিতু ক্োন পন্থায় তা পালতি হবৈ সে বযিযে এখনো সদিধানত নহেন।”। খোলা মনে সবার অভমিত শুনতে আমাি আগরহী, কনিতু হডে অব স্কুল ডটে ক'িমে ন হবৈ সে সমপরকে ক'িছুটা ধারণা অবশ্য আমার আছৈ ।”

ভনেটর' বলনে, তাকে পূরায়ই জজিঞসা করা হয়, তিনি ফল্গপ্ হাউসরে বাসনিদা হতে যা়াছনে কনি। জনাব ভনেটর'র মত, ফল্গপ্ হাউসে বরতমানে সংসকার চলছে এবং নতুন করে বদিয়ুং ও ইটিং এর ব্যবস্থা করা হ়ছে ।

তিনি আরও বলনে, এখনে-সেখানে ক'িছু বশিষে পরবিরতন হবৈ ঠকিই, কনিতু আমাি এতদনি একানতে এবং স্কলরে সামনে যা বলৈ এসছে তা়র নরিযাস হলো এই য়ে, আমার মশিন অযানডোভাররে মশিন, আমার মূলযবোধ অযানডোভাররে মূলযবোধ এবং আমার কোশলগত পরকিল্পনা অযানডোভাররেই কোশলগত পরকিল্পনা । এই বযযিটির ক্োন পরবিরতন হয়নি। একথা যখন পলফর' ছিলনে তখনও সত্য ছিলো এবং আজও সত্য ।

Jim Ventre ‘79가 학교의 임시 교장으로 새로운 위치를 시작합니다

BY WILLIAM YUE
TRANSLATED BY ASHLEY
PARK & ELINA CHOI

전 교장 John Palfrey가 떠난 이후에, 이사회는 Jim Ventre ‘79를 2019–2020학년의 임시 교장으로 임명했습니다. 많은 교수진, 행정관 및 관리위원회의 도움을 받아서 이사회의 차기회장인 Amy Falls ‘82, P’19 P’21가 대표해서 다음 학년도 교장을 찾기기 시작했습니다.

Jennifer Elliott ‘94 거주 생활 학교 교장 및 학생 회장 이 말했다. Ventre는 임시교장으로써 막대한 책임을 지니고 있습니다. 학교 운영 유지, Need-blind제도의 유지를 위한 자금지원(학생의 장학금 신청 여부와 상관없이 입학심사를 하는과정), 그리고 학생들을 다방면에서 응원하는것. Ventre는 재임기간동안 최초의 학생들을 위한 모든 교수진 학교 모임을 시작했습니다.

Ventre가 말했다. “제가 가장 기대하는것은 우리의 학

생들, 교사들, 행정관, 그리고 직원들의 열감을 알아내는것입니다. 앤도버의 사람들에게 제가 항상 감사했습니다. 제가 예를 들것은 올리버 웬델 홈스 도서관의 열림식입니다… 눈물이 차오르더군요, 앤도버가 자신들을 위해 투자했다는 걸 아는 학생들을 위해.”

Elliott가 말했다. “나는 [Ventre]가 새로운 학생들을 잘 알기 때문에 이 일의 책임자라고 생각합니다. 그는 새로운 반들을 만드는 일이 적극적으로 일하고 그 애들과 가족들을 잘 알기에, 학생들이 새로운 학교로 전학오는것에 도움이 됩니다.”

아카데미 커뮤니케이션 담당 이사인 Tracy Sweet는 Ventre랑 오랜 시간동안 같이 일했고, Elliott의 공원을 따라 그를 학교의 임시교장으로 지지했다.

The Phillipian(학교의 신문사)에게 Sweet는 이메일을 썼다. “Mr.Ventre는 생각이 깊은 지도자이자, 헌신적인 팀 플레이어, 그리고 항상 앤도버를 더 좋게 만드려는 공상이이

다. 그리고 학교와 깊은 인연이 있어서, 중요한 선택과 힘은 결정의 시기에 엄청난 혜택이 될 것이다.”

Mike Gallagher ‘20같은 많은 학생들은, 교장의 자리가 얼마나 무거운지압니다. Gallagher는 처음에 Palfrey의 자리가 어떻게 채워질지 걱정했다.

“처음에 나는 많은 걱정을 해야했다. 왜냐하면 모든 사람들이 Mr. Palfrey께서 앤도버 학교와 그 학생들에게 갖고있는 영향력이 얼마나 큰지 잘 알고 있기 때문이었다. 하지만 나는 Mr. Ventre가 앤도버 커뮤니티와 분리된 단순한 학교교장으로서가 아니라 커뮤니티의 한 일원으로서 진심으로 앤도버 커뮤니티를 통합하려고 애쓰는것을 보았다. 이러한 모습을 본 후 우리는 그 포지션을 잘 해낼 사람이 있다는 것에 안도감을 느끼게 되었다.

Mr. Palfrey와 함께 Mr. Peter Currie ‘74 도 보드 오브 트러스트의 대표직을 내려놓았다. Falls가 만장일치로 그의 후임으로 선출되었으며 그

녀는 보오프트러스트의 역사상 첫번째 여성대표로서 앞으로 이사회를 이끌어갈 것이다. Mr. Ventre는 이러한 리더십의 변화를 받기며 학교가 앞으로 가야할 방향에 대해 말했다.

“이것은 학교를 위한 멋진 첫걸음이다. 이것은 다음 세대 리더들의 시작이다. Amy의 가장 큰 장점은 나와 마찬가지로 그녀가 무엇이 앤도버를 위해 좋은 것인지 아는 뛰어난 센스 갖고 있다는 것이다. 우리는 아이디어와 방향을 서로 공유할 것이다. 나는 그녀가 그녀의 리더십을 발휘하여 다음 학교장으로도 좋은 관계형성을 할 것 이라는 것을 확신한다. 새로운 교장에 적합한 인물을 찾는것에 있어서도 그녀가 주도적인 역할을 할 것이지만 그녀는 혼자 결정하지 않을 것이며 그녀는 여럿과 함께 결정 할 것이다. 나는 Amy가 그러한 기회 갖고 있다는것을 환영한다.” 고 Mr. Ventre는 말했다.

Mr. Ventre는 지금까지와 마찬가지로 스쿨레어의 head를 포함, 과거 해오던 대로의 교장으로서의 전통을 이어갈

생각이다.

“School day의 헤드로서 나는 아직 내가 어떻게 일할지 결정하지 못했다 하지만 나는 피드백 또는 새로운 아이디어를 받는 또 오픈되어있다. 아직 정확하게 어떻게 진행할지는 결정을 하지 않았지만 여러 인상과 계획은 갖고 있고 날짜가 가까워질수록 잘 정리가 될 것 같다.” 라고 그는 얘기했다.

또 Ventre는 그가Phelps House로 이사할 것인지에 대해 종종 질문받다고 얘기했다. Ventre에 따르면 Phelps House는 새로운 전기와 난방 장치로 레노베이션된다고 한다. “여기저기 일반적이고 변화가 있을 수 있겠지만 여기서의 핵심은 내가 공적으로나 개인적으로나 말해온 것처럼 나의 미션은 앤도버의 미션이다. 나의 가치는 앤도버의 가치이며 나의 전략계획은 앤도버의 전략계획이다. 이것은 변하지 않는다. 이것은 Mr. Palfrey가 여기있었을때도 사실이었으며 지금도 그렇다” 라고 Ventre는 말했다.

COVID-19 Influe le Processus d’Admission à l’Université pour les Élèves de Première Actuels

BY AARON CHUNG
TRANSLATED BY
NATHALIE LELOGEAIS

Pour plusieurs années, le processus d'admission à l'université pour les élèves d'Andover a suivi une procédure standard. Depuis le début de l'année de Seconde, le Bureau de Conseil d'Université (CCO) aide les élèves à trouver des universités et les donner leur candidature. Mais, à cause de la transition récente à l'éducation virtuelle à distance du au résultat de la pandémie COVID-19, certain éléments du processus typique vont surement changer pour la Classe 2021.

D'après Katherine Fritz, Directrice Adjointe du Conseil d'Université, une des préoccupations des élèves la plus importante était la décision de l'administration de changer les notes chiffrés à un système de réussite/échec pour réduire le stress. Tandis que Fritz reconnaît que les universités vont recevoir un semestre de moins de notes chiffrées des élèves d'Andover, elle est confiante dans la flexibilité des bureaux d'admissions d'université lorsqu'ils évalueront le relevé de notes des élèves dans le contexte de la situation.

Fritz a dit «En ce qui concern l'université et le processus d'admission, la plupart des élèves de première dans le pays connaissent ce paradigme. Donc, je pense que la chose la plus importante que nous essayons de partager aux élèves et leur famille est que les universités sont incroyable-

ment conscients et indulgents de cette nouvelle réalité. Comme tous les élèves auront des notes réussite/échec, les élèves vont être lu dans le contexte du climat de l'école. Cela ne sera pas nouveau pour les universités avec lesquels nous avons travaillé pendant longtemps car nous avons eu des situations dans le passé où nous avons changé de notes chiffrés à des notes réussite/échec».

Rachel Lee '21 a exprimé sa préoccupation de ne pas pouvoir montrer son progrès au cours de l'entièreté de son année de première à cause de la suppression de notes chiffrés pendant le dernier trimestre. Lee espère que les universités vont évaluer les élèves sur la norme académique modifiée.

«Je pense que c'était surtout important pour les élèves de première d'inclure les notes chiffrées car c'était le dernier bulletin que les universités verront avant les admissions précoces. Je comprends complètement pourquoi ils donnent des notes réussite/échec ce trimestre, mais je suis quand même triste que c'était notre dernière chance de montrer combien nous avons amélioré tout au long de l'année et même tout au long d'Andover».

Sean Logan, Doyen du Conseil d'Université, a additionnellement souligné qu'à cause de l'annulation récente du SAT au mois de mars, ainsi que les calendriers de tests incertains dans le futur, la plupart des universités ont décidé de ne pas exiger les scores de tests standardisés dans le cadre de l'application.

Logan pense que cette décision va particulièrement impacter les étudiants-athlètes potentiels qui devaient auparavant atteindre certains scores pour être considérés comme admissibles au recrutement.

Logan a dit «Tous les jours je vais dans mon email et je reçois un message qu'une autre université est devenu test facultatif, ce qui veut simplement dire que la partie de test standard dans le processus sera maintenant optionnelle. Donc si des élèves ont déjà passé le SAT ou le ACT, ils peuvent envoyer leurs scores lorsqu'ils posent leurs candidatures. S'ils ne l'ont pas fait, ce n'est pas grave».

Logan a continué «Avant, pour les athlètes de Première Division du NCAA, il fallait avoir certaines notes, certains scores aux examens, et d'autres obligations. Mais, ils viennent d'annoncer qu'ils savent qu'il y a beaucoup d'élèves avec des notes réussite/échec, donc ils sont en train de revoir leurs exigences. L'Association de Petite Université de la Nouvelle Angleterre est maintenant également test facultatif, donc en ce qui concerne le recrutement, il n'y aura plus d'obligation de tests pour la classe de cette année. Cela va être un très grand changement».

Baron Abrishami '21, membre de l'équipe de Lacrosse Masculin d'Andover, pense que tandis qu'être test facultatif peut être bénéficial aux athlètes étudiants en leur permettant de se concentrer davantage sur leur travail scolaire et leur sport, l'annulation de cette saison les empêche

d'entrer en contact avec des entraîneurs d'universités. Néanmoins, Abrishami prévoit de maintenir ses compétences de lacrosse en restant actif.

Abrishami a dit «Pour les élèves athlètes, l'année de première est l'année la plus importante pour ceux qui veulent être recrutés. Pour le lacrosse, beaucoup d'entraîneurs viennent aux matches d'athlètes auxquelles ils sont intéressés, ou si cela n'est pas possible, au moins voir des vidéos de leurs jeux et des les évaluer. Donc, maintenant que la saison est annulé et que nous n'avions pas de vidéos de nos jeux, ma performance dans les équipes de voyages d'été auront le plus d'importance. Actuellement, j'essaie de faire beaucoup de musculation chez moi».

Les élèves comme Nolan Sun '21 qui sont engagés dans d'autres activités parascolaires tentent également de poursuivre leur passion en dehors de l'école. En tant que chef d'un groupe philanthropique sur le campus qui se nomme Réseau d'Action pour Sauver les Enfants, Sun continue ses activités de club en restant en contact avec d'autres membres du conseil d'administration et de participer à des sommets de plaidoyer virtuels.

Sun a dit «Pour le Réseau d'Action pour Sauver les Enfants, je parle toujours à l'organisation principale en terme de ce que l'on peut faire dans le futur proche. En ce moment, je reste en contact virtuellement avec les membres du club et le conseil d'administration avec des opportunités potentielles. En addition, il devait y

avoir un sommet de plaidoyer organisé à [Washington D.C.] en fin avril. Mais avec ce qui se passe en ce moment, je pense que le sommet sera organisé virtuellement via Zoom».

D'après Fritz, le but principale du CCO est de soutenir les élèves de premières et de les rencontrer là où ils sont dans le processus universitaire. Au lieu de se concentrer sur ce que l'on peut pas contrôler, Fritz conseille aux élèves de première de s'engager dans leurs cours, de prendre soin de soi-mêmes et de continuer à trouver du soutien au CCO.

Fritz a dit «En ce qui concerne la programmation générale des élèves de première, nous continuons à faire nos réunions de groupe. En effet, nous en avons envoyé un la semaine dernière. C'était un enregistrement de tous nos bureaux ensemble sur l'écran pour partager de l'information. Cela reflète la façon dont nous travaillons en équipe au sein du CCO, collaborant entièrement pour apporter de la sagesse, de l'énergie et du cœur à la classe de 2021 collectivement et individuellement. Nous continuerons à développer la programmation au fur et à mesure que le semestre de printemps se déroule».

Fritz a continué «Bien que nous reconnaissons qu'il s'agit d'une période très inhabituelle, nous continuons d'avancer et de prendre contrôle de ce que les étudiants peuvent faire, ce qui signifie faire des visites virtuelles, organiser des séances d'information virtuelles et de créer de listes collégiales réfléchies et équilibrées avant l'été».

Администрация Принимает Меры Предосторожности Против Восточного Конского Энцефалита (ВКЭ)

BY SOPHIA LEE
TRANSLATED BY
SOFIA MARINA

Этим летом в штате Массачусетс было зарегистрировано четыре случая восточного конского энцефалита (ВКЭ), согласно пресс-релизу, разосланному членам сообщества Андовера в конце августа. С возвращением в школу администрации призвала студентов и преподавателей «сделать все возможное, чтобы снизить риск заболевания и обеспечить их безопасность», – говорит Дженифер Эллиотт '94, помощница директора школы по управлению общешкольными и декан студентов.

ВКЭ – это неврологический вирус, передающийся главным образом через комаров. На момент публикации город Андовер был оценен как «высокий риск» по шкале, взвешивающей минимальный, низкий, средний, высокий и критический риски, согласно данным исполнительного офиса по здравоохранению социальным службам, Mass. gov.

В интервью с Phillipian, Эллиотт объяснила, как меры предосторожности принимаются и как они распространяются на кампусе для обеспечения безопасности сообщества.

«Вероятность того, что студент заразится ВКЭ, очень мала, но ... мы сообщили нашему сообществу тот же совет, который чиновники дали нам: пытаться избежать пиковых часов комаров, которые обычно бывают на рассвете и в сумерках. Поэтому мы советуем ученикам не задерживаться на улице, предоставляем учащимся средство от насекомых и рекомендуем ученикам приносить свои средства от насекомых, чтобы они могли чувствовать себя таким образом в безопасности. Мы также перенесли вечерние мероприятия внутрь зданий», – сказала Эллиотт.

Когда вирус ВКЭ был обнаружен в Андовере, сотрудники Физического Управления Кампусом (ФЮК) работали с местными органами и членами сообщества, чтобы определить лучший курс действий. В качестве предохранительной меры против комаров ФЮК также применил барьерный спрей в зонах высокого риска вируса, говорится в электронном письме Бронуина Бойля,

менеджера по охране окружающей среды и безопасности при ФЮК.

«Члены Департамента ФЮК посетили городское собрание в Андовере, чтобы собрать больше информации. Мы работали с городом Андовер, чтобы опрыскивать участки на территории кампуса, в частности, спортивные площадки и игровые площадки. Были размещены знаки, уведомляющие людей о том, что использовался барьерный спрей ... Мы рекомендуем студентам соблюдать протоколы, оставаясь в помещении в часы пик активности комаров (от заката до рассвета), носить рубашки с длинным рукавом и длинные брюки для минимизации открытой кожи, и использовать средств оот комаров. ФЮК будет продолжать работать с городом, чтобы обеспечить безопасность нашего сообщества », – написал Бойл.

По словам Бойля, опрыскивание будет продолжаться до первых заморозков, когда комары погибают от холода. В качестве дополнительной защитной меры во время открытия школы Кокранский птичий заповедник был закрыт, и его часы работы теперь ограничены.

До этого года последний отчет о ВКЭ вблизи Андовера был в 2006 году, когда, согласно Mass.gov, в районе Метуэн-Хаверхилл были зарегистрированы комары, инфицированные ВКЭ. В 2006 году Андовер планировал использовать подобные спреи для снижения риска заражения ВКЭ-комарами, но получил некоторую негативную реакцию от преподавателей и членов сообщества за то, что, по их мнению, было чрезмерное использование вредных токсинов, согласно архивам Phillipian. Однако, в отличие от 2006 года, в районе Андовера в настоящее время уровень заражения вирусом высок.

Закрывание заповедника в течение первой недели занятий в школе помешало командам по бегу по пересеченной местности тренироваться на тропах и холмах заповедника. Тем не менее, это открыло новые возможности командам исследовать окрестности и отдаляться от своих обычных пространств.

«Обычно, мы проводим нашу первую предсезонную тренировку на холмах в заповеднике, так что это немного изменило наши планы... Но мы сделали

что-то необычное, чего мы обычно не делаем, – команды девушек и юношей отправились в понедельник утром в Лексингтон и Конкорд, на Батл-роуд. И мы бегали там, что было действительно круто, потому что это за пределами кампуса, и мы немного больше узнали об истории этого района ... мы скучали по заповеднику в эту первую неделю. Мы рады вернуться в заповедник», – сказала Поззи Миллетт, капитан команды девушек по бегу по пересеченной местности.

Эллиотт отметила, что присутствие вируса на кампусе может быть тревожным сценарием для многих студентов и семей, но был впечатлена энергией, проявленной сообществом Andover в мобилизации и реализации функций безопасности. Она также выразила благодарность администраторам и другим лицам, которые создают места, для того, чтобы студенты проводили больше времени внутри.

«Я знаю, что для некоторых детей и семей это создавало достаточное количество стресса и нервозности, и я полностью это понимаю. И это не самый хороший способ начать школу, особенно для наших новых студентов. И для детей и семей, для которых комары действительно что-то новое, я была поражена готовностью каждого из них адаптироваться и носить средство от насекомых, а также проводить время внутри двигаться быстрее ... Я благодарена моим многочисленным коллегам, которые перенесли многие мероприятия внутрь, и студентам – за отзывчивость и отношение к этому с чувством юмора, – сказала Эллиотт.

До прибытия студентов на кампус, преподаватели встретились с экспертом по комарам, который рассказал об опасностях ВКЭ и обучил персонал борьбе с комарами. Одним из неожиданных результатов их встречи стало открытие, что Кроличий пруд в Пайн-Нолле на самом деле является зоной низкого риска комаров, инфицированных ВКЭ.

«Одна вещь, которую мы узнали, заключалась в том, что по какой-то причине виды комаров, которые несут ВКЭ, не любят наш Кроличий пруд, поэтому студенты Пайн-Нолла, которые живут рядом с этим прудом, должны знать, что риск столкновения с комарами, которые несут ВКЭ, в этом месте на самом деле ниже», – сказала Эллиотт.

アンガードナー牧師がオンラインスカベンジャーハントを主催

BY WILLIAM YUE
TRANSLATED BY ASHLEY
PARK & ELINA CHOI

この過去の数週間、精神的および宗教的生活のディレクターでありプロテスタントの牧師であるアン ガードナー牧師は、オンラインスカベンジャーハント（宝探し）を実行しています。この宝探しは、隔離中のキャンパスの感覚を回復する目的で、Andoverコミュニティのメンバーに電子メールで送信されました。全学年の学生から学部長や公安担当官まで、膨大な数の参加者が参加しているこのスカベンジャー狩りは、キャンパスの別の部分の写真とともにガードナーから毎日送られます。

今日で40日目になります。このスカベンジャーハントは最初、スティーブンズハウスでガードナーのアドバイザーのための活動として始まりました。アラナ ヤン '21は、スカベンジャーハントが育むコミュニティの感覚について説明しました。

「約1か月前に、[ガードナー]がわたしたちの寮全体にメールを送信して、このスカベンジャーハントをどのように行うかについて説明してくれました。キャンパスにと[ガードナー]にこういう風にコミュニケーションできるのはすごいうれしいです。[ガードナー]の考え

の素晴らしい点の1つは、彼女があまり良くない状況から最善を尽くそうとしていることだと思っています。キャンパスは私たちにもたらされ、私たちがそこにいなくてもつながりを感じることが出来ます。」とヤンは言いました。

このスカベンジャー狩りのインスピレーションは、キャンパスに学生がいないことから生まれました。普通この時期でのアンドーバーは春学期の真っ只中にいますが、隔離のせいで、コミュニティの間での接続を維持する唯一の手段としてオンラインの世界にみんな追い込まれました。アンドーバーの学生との直接のつながりが途切れたガードナーはこれで困った。フィリピーアンへのメールで、ガードナーはスカベンジャーハントを作成するプロセスを説明しました。

「学生がキャンパスに戻らないで、代わりにオンラインで学期を完了する必要があると最初に聞いたとき、私は当時深く悲しましました。先生としてアンドーバーで仕事と生活の両方ができる私たちは、このキャンパスに活気のある学生がもたらす特別なエネルギーがあることを知っています。確かに、皆さんなしではここにいないなんて想像すらできませんでした。そして私は思ったのです「学生がキャンパスに来られなかった場合、私たちがキャンパスを彼らの元へ連れて行くことができるんじゃないか、と。」とガードナーは書いています。そしてガードナー氏はさ

らにこう言いました：「毎日の散歩中に写真を撮り、手がかりとして（オンライン）キャンパススカベンジャー狩りとして学生たちに送りだすことにしました。毎日を楽しめるように。もともと生徒がキャンパスに戻る予定だった初日から始めました。生徒がキャンパスに戻るか、入学するか、どちらか早い方に戻るまで続けると全員に伝えました。」

卒業生、エマスリーブベック '20のようなスティーブンスを超えた参加者がプレイを始めたため、ガードナーのスカベンジャー狩りはすぐに予想以上の注目を集めました。スリーブベックは、スカベンジャー狩りで経験について、フィリピーアンにメールでこう書いています：

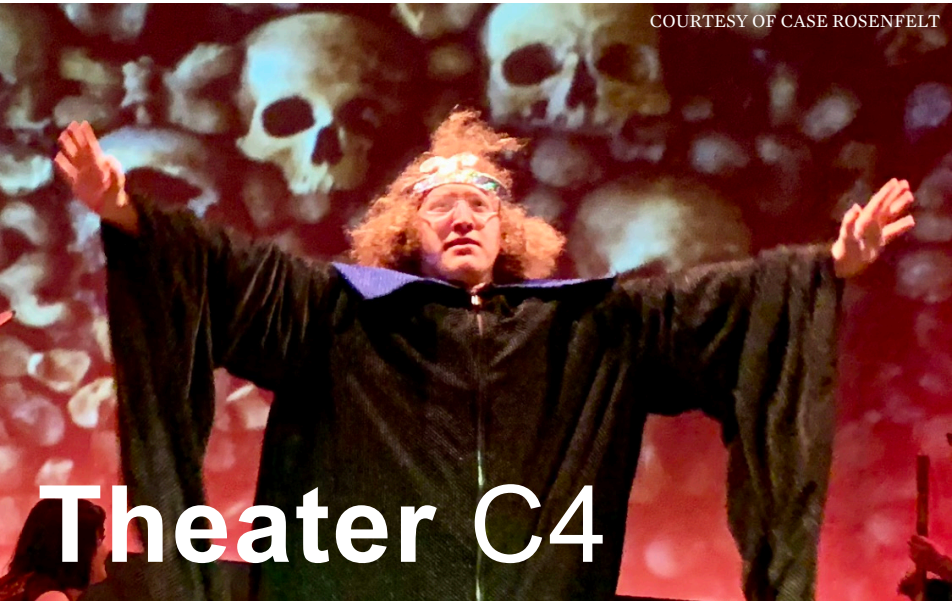
「キャンパスには非常に多くの物や場所があり、私がここに4年間ここにいたことを考えると、その物や場所の存在をそんなに意識しなかったことについておかしに思います。私たちお互いがキャンパスにつながれることがでているだけでも楽しいと思います」とスリーブベックは書いています。

スティーブンス在住のソフィーグレイザー '22は、スカベンジャー狩りを通してガードナーが彼女に紹介した新しい場所の数について驚いていました。

「キャンパスにあるとは思っていなかったこれらのスポットを全部知ることができました。本当にクールで美しいものがいくつもあります。古いアボットキャンパスの建物の裏側にある木の散歩道はとても涼しすぎて、私はその建物の裏側に行ったことはありませんでした。そこにあることも知らなかったの、その建物の裏側を見ることができて、それとハウスカウンセラーから毎日メールを受け取ることができたのは、本当にいまの元気に繋がってと思っています」とグレイザーは言いました。

スカベンジャーハントは、この隔離期間中に、学生や先生の間で学校、コミュニティとキャンパスを思い出させました。グレイザーが述べたように、このスカベンジャー狩りは、キャンパスに住んでいない人たちがアンドーバーコミュニティとのつながりを保つのに役立ちました。

「新しいスポットについてメールを受け取るたびに幸せになり、それぞれがどこにあるのかを見つけるのは楽しいです。私の寮の女の子たちはみんな一緒にそれについて話し合っています。毎週ズームコールをしているので、コミュニケーション面でも繋がっています。また、こういう形でハウスカウンセラーにメールを送信しているので、彼女との連絡を取り合うのにも役立ちます。このイベントはすごい私たちを助けていると思います。今は話してなくても、精神的につながり、キャンパスについて考えている」とグレイザーは語った。



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ARTCOPHOTO

features

BEN FU/THE PHILLIPIAN

Minji Shin '20 Explores Feminism through Various Mediums of Art

NATALIE CHEN &
NOEMI ELLIOTT

Hot pink letters run across a small picture of chipped red nails against bare skin, spelling out the word “Survivor” in English, Chinese, and Korean. In the background, cherry blossom trees line a petal-dusted path, filling the sky with pink.

This collage, captioned on the following page by the bolded words, “But no one provided comfort to them,” is one of the three pieces that constitute Minji Shin ’20’s Art-600 book project, which focused on Shin’s perspective of Korean beauty standards. Shin’s project is exhibited alongside her peers outside the Polk-Lillard Center.

“The collages conveyed the Korean perspective of feminism—feminism takes so many different shapes such as radical feminism, and how feminism has evolved in Korea is very different culturally and historically from the United States. I was proud of myself for being able to give my input [on] that topic through the book,” said Shin.

Shin is currently in Art-600 and has previously taken four video courses at Andover. Some of her interests include videography and visual art, and she noted that many of her past projects center around the theme of feminism—a concept she was first drawn to in her English-200

class. “[English-200] opened my eyes to being aware of male existence or female existence in the field of art and literature, our positions in this society, and how everything is tied together. I never saw my disadvantages and advantages as a woman in the field of art, and that English class [made me aware],” said Shin.

According to Shin, she strives to find inspiration daily by focusing on her emotions. Kaitlin Lim ’20, Shin’s friend, respects the way Shin is able to incorporate these emotions and voice her opinions through her artwork.

“She’s definitely the kind of person who’s not afraid of expressing her voice in whatever way that she wants... I think she’s inspired me to think differently about my own creative pursuits, and she’s also definitely helped me reflect on how I can use my art as a platform to discuss different issues or views that I want to stand up for,” said Lim.

Shin is beginning the application process to attend college in Korea. While she does not have current plans to pursue art professionally, she intends to keep its presence in her future.

“To me, art is a method of catharsis and self expression. I feel like I’m constantly asking the world to listen and look at me through my artwork... I want my perspective to be shared with the world... I can’t live not making art,” said Shin.



But no one provided
comfort to them.

COURTESY OF MINJI SHIN



Just laugh it off.
You’re overreacting.

COURTESY OF MINJI SHIN

Bea Hruska '20 Employs Unique Art Taste to Comment on Surrounding World



COURTESY OF MS. TRESPAS
This Winter Term, Bea Hruska '20 took her first weaving class under the direction of Emily Trespas, Instructor in Art.



COURTESY OF BEA HRUSKA
According to Hruska, her prom dress installation in the Cochran Sanctuary explored the themes of femininity and maturation.

ALEISHA ROBERTS

As a child, Bea Hruska ’20 would wake from her sleep with a specific image in mind and a determination to replicate it in tangible form. Since then, she has been finding freedom and fulfillment making art purely for her satisfaction. Using a variety of mediums at Andover, Hruska has been able to create art that she finds aesthetically pleasing and use that art to shape her environment into something that is uniquely hers.

“Sometimes you just have to make things look the way you want them to look. Making art for me is just an extension of what everybody does. Everybody has a certain way that they like things to look, and the way I like things to look is slightly less common so it’s easier for me to make things to my exact specifications than it is to try to search the mound,” said Hruska.

Hruska’s father, who is also an artist, inspired some of her early work, but she found and re-

fined her personal creative taste through mediums like drawing, painting, installation art, weaving, and screen printing. Hruska emphasized the importance of making art that satisfies the artist rather than the audience.

“I think that what art at Andover taught me is that there’s no point in doing art for other people. Who knows how many people are going to show up to an exhibit? Do you really want to be making art for [them]? No, you want to be making art for fun, and you want to be making stuff that you personally find interesting and you personally want to look at. In the end, that art is coming home with you so you might as well make some art that really interests you,” said Hruska.

For Hruska’s Art-600 installation exhibit in the Cochran Sanctuary, she attached a series of formal gowns and scarves to the trees with lines of poetry from Edna St. Vincent Millay. In the exhibit, she addressed the transition from girlhood to womanhood that is stereotypically attributed to prom. Hruska’s teacher, Therese Zem-

lin, Instructor in Art, explained that though Hruska’s work was visually appealing and light-hearted, it managed to address serious topics.

“[The Sanctuary installation] had a real dark side to it. That had a lot to do with feminism and with women’s power and women’s safety. So I think on the one hand [Hruska] can create work that feels very free-spirited, but on the other hand, if you dig deeper into that work, there are some pretty compelling thematic threads that run through the work too,” said Zemlin.

According to Zemlin, Hruska’s art rarely sends a clear-cut message, but rather sets the stage for her audience to come to their own conclusions about the world she presents.

“I think that the kind of work that [Hruska is] doing isn’t necessarily asking the viewer to identify a message in it. I think her work is more about evoking a theme and leaving the work open-ended enough so that people will bring their own experiences and ideas to the work,” said Zemlin.



COURTESY OF BEA HRUSKA
For an Art-600 project, Hruska screen-printed appropriated images onto t-shirts and used them as book pages.

ARTCOP[H]OTO

features

BEN FU/THE PHILLIPIAN

Valerie Tang '20 Draws Inspiration from Personal Experiences and Relationships to Craft Colorful Art Pieces



As part of her Art-600 installation in the Cochran Sanctuary, Valerie Tang '20 brought to life an otherwise neutral landscape.

JESSICA XU

Multiple pages from an SAT physics textbook are stuck together and adorned with numerous line drawings of colorful, dream-like images. The untitled piece, originally inspired by the open prompt “books,” is just one of many artworks Tang has made for her Art-600 class. According to Tang, her artistic experiences at Andover showed her how to use her art pieces as physical state-

ments about her experiences and relationships.

“When I first seriously got into art, I would take out pictures...and try to draw things really realistically, so I couldn’t make anything without a reference or something to guide me. Later on, my teachers taught me how to brainstorm and how to think about what I can use from my life... I would call myself a feminist [because] I like to explore themes related to [feminism], as well as my identity. I’ve [also] done a piece about my friend’s identity as an African

American,” said Tang.

According to Tang, Andover’s emphasis on collaboration and teamwork initially intimidated her. However, the experience she had working with others eventually proved to be a valuable source of growth.

“I’m a shy person, and I don’t like expressing myself that much verbally. I find myself being able to use my art to discuss things I care about and step out of my comfort zone. It honestly challenged me in ways that I never thought it would,” said Tang.

Tang credits her instructors for teaching her to explore uncommon themes and concepts. According to Therese Zemlin, Instructor in Art, Tang’s pieces demonstrate her ability to portray precise details and craft a close connection to the viewer through color and vibrancy.

“[Tang] is so thoughtful, and she’s serious and playful at the same time... Her humor and how her work resonates with an audience comes from how effectively she notices, captures, and plays on the little details of everyday life and little everyday interactions,” said Zemlin.

Tang has also taken classes in weaving and ceramics at Andover. In the future, she hopes to venture further into the realm of digital art and design while experimenting with stop-motion and other digital mediums.

“I interned at this startup, and they’re doing something similar to [moving emojis]. I had to do designs for them, and that was really interesting because I’ve never really done any type of digital art... That was challenging for me, but it got me thinking about what I want to do with my art,” said Tang.

Sophie Huang '20 “Transforms the Mundane” Through Video

SCARLETT RUAN

Ever since middle school, Sophie Huang '20 has been writing and directing films, and has received numerous recognitions for her work—her short film, “Doors,” received an honorable mention at the White House Student Film Festival in 2016. Her passion for the art emerged in elementary school.

“In fifth grade, I worked on this group project, and we made this fake news broadcast, and our fifth grade teacher lent us her camera. It was a really basic point-and-shoot camera, and I was like, ‘This is the coolest thing ever! I wanna do this in whatever way I can,’” said Huang.

Huang’s films address issues such as safe driving, internalized racism, and social justice. On campus, she has worked closely with Rafael Kelman, Instructor in Art, while also producing content for the admissions office and for *The Phillipian* as a Video Editor. She was also Head of Andover Moviemakers Club.

“I would say the theme I like to explore the most are human stories or stories about people. I think there’s so much richness and there’s so much nuance just in the world around us that we don’t necessarily need to make it so grand and abstract. There’s already so much beauty and so many stories in small places,” Huang said.

According to Huang, one of her proudest moments in her career so far was receiving an honorable mention at the White House Student Film Festival for her film “Doors”.

There, she met Bob Gazzale, the president of the American Film Institute, and President Obama. Recently, Huang finished her Independent Project (IP) with Kelman as her advisor.

“I didn’t publicize [my IP]. I didn’t do an IP screening or an IP presentation like some IPs do, I just put it on YouTube. But I had friends I didn’t even know who were aware of it, I had people tell me ‘Oh I really like this one!’ or ‘This one really resonated with me!’ and that was so unexpected and so kind,” said Huang.

Two of her friends, Uanne Chang '20 and Emily Ho '20, spoke about her work with admiration. In addition to supporting her, Chang and Ho have both appeared in Huang’s projects.

Chang said, “I view Sophie as the type of artist to transform seemingly mundane, everyday moments to something much more special and intimate in her film. In addition to the visuals she provides in her projects, she creates dialogue that feels very unique to her, which is something that I’ve really appreciated in her most recent portfolio.”

Huang says she is holding back her plans on going to film school amidst the pandemic. Next year, she will be attending the University of Pennsylvania with plans to major in cinema and media studies.

“My goal has always been to work in the industry. I’m changing the dream a little bit now, because of our current historical moment, but the ultimate dream is to direct someday, so we’ll see how that goes,” says Huang.



Sophie Huang '20 first knew she wanted to be a film director in the fifth grade.

Zoe Zimmer '20 Experiments with Various Forms and Techniques

REENA KIJOWSKI

Intricate rolls of paper taken from old books and manuscripts are glued together in a geometric shape to form Zoe Zimmer’s '20 sculpture piece, titled “Honeycomb.” The piece was originally created in her class for ART-600 and showcases her ability to use different techniques in her work. Anais Shen '20, a friend of Zimmer’s and fellow artist, says that Honeycomb is her favorite piece created by Zimmer and showcases the meticulousness of her work.

“One of my favorite pieces of Zoe’s is titled “Honeycomb.” It is an impressive piece of work that really shows the diligence and creativity of Zoe’s work. In

her deconstruction of two old hardback texts, she removed the pages from each book and rolled each individual page up... It’s clear that Zoe put a lot of thought into this piece and contemplated each detail to imitate the body and wax cells of a honeycomb to her audience,” wrote Shen in an email to *The Phillipian*.

Although Zimmer always had an interest in art, she began formal art studies with a local artist in eighth grade. After coming to Andover, she continued to study art techniques by taking different art electives, where she began experimenting more with other art forms such as sculpture and collage.

“Ever since I was little I always loved making things... In eighth grade, I was mentored by a local artist and every week I would stop by her studio and

learn how to draw and paint in different mediums... Lower year was when I really started experimenting with other forms of art. I took weaving with [Therese Zemlin, Instructor in Art], which is where my love of fiber art began. That summer I also started to learn metal jewelry making. Recently I’ve enjoyed exploring sculpture, collage, etc.” wrote Zimmer in an email to *The Phillipian*.

Zimmer sees art as therapeutic and considers herself as much of an art appreciator as an artist. She loves transforming ordinary objects into pieces that will confuse or surprise her viewer. Likewise, Zimmer enjoys viewing art that forces her to contemplate the artist’s meaning behind the work.

“Taking the mundane or things we already have associ-

ations with and mutating them into something completely different, something perhaps even strange or uncomfortable I think is awesome. I like art that makes you sit back and think. But I also love beautiful things. All art is great! I never really saw myself as an artist, more an appreciator of art. For me, creating art is just for fun,” said Zimmer.

Shen '20 describes Zimmer’s art as both beautiful and meaningful. She claims that Zimmer creates art that is not only aesthetically pleasing, but that is intended to evoke a message to the viewer.

“Zoe’s work is very dynamic and explorative, yet also intentional. When she creates something, she does not solely focus on its physicality and beauty, but also considers what its deeper message may be and how she can

communicate this to onlookers in a thoughtful way,” wrote Shen.

Looking forward, Zimmer plans on continuing her journey as an artist and exploring different art forms. She hopes to study Art History and Museum Studies in college while working on her personal interests in needle and wet felting.

“I’m planning on double majoring or minoring in Art History/Museum Studies in college. I’ve always considered working in a museum, and I may not know how my art will continue in life but I know I’ll always be involved in the art world. ...I’m teaching myself needle and wet felting instead. I’m still a beginner, but I’ve enjoyed myself so far and can see myself exploring more fiber art and mixed media in the future,” wrote Zimmer.



EMILY HUANG/THE PHILLIPIAN

Zar Cordova-Potter '20 Showcases Passion for Theater as Producer

JESSICA XU

Zar Cordova-Potter '20 joined the theater program at Andover in her Junior year. Since then, she has found a passionate community of like-minded individuals, many of whom she met as complete strangers. In her Senior year, Cordova-Potter worked to produce student-run shows such as DramaLabs and promote accessibility and diversity in the theater as one of four Producers.

Initially, Cordova-Potter hoped to continue her career in theater while prioritizing other activities. She explains that she found inspiration to become a Producer after receiving support from older mentors like former Producer Hannah Berkowitz '17.

"When I came to Andover... I wasn't sure if I'd have a place on campus, if I was the 'artsy' student, and then I was in my first show. I just had this realization that no matter what I do, I'm always going to come back to theater. It's just the thing that brings me the most joy, the most satisfaction," said Cordova-Potter.

Becoming a Producer in her Senior year forced Cordova-Potter to encounter and overcome new challenges. In the role, she was expected to communicate with a group

of faculty and the other Producers to facilitate the production of student-run shows such as Grasshopper.

"It's great to do [work] as a team, because it never feels like anyone in particular is the bad guy or the good guy. We're all just working together. It's [also] nice to have a group where at the end of the day, we make a decision, and we represent it together," said Cordova-Potter.

According to Faith Mo-

nahan '20, a fellow Producer, Cordova-Potter's unique perspectives and ideas in the theater helped to facilitate conversations on important topics, as well as encourage others to consider different viewpoints.

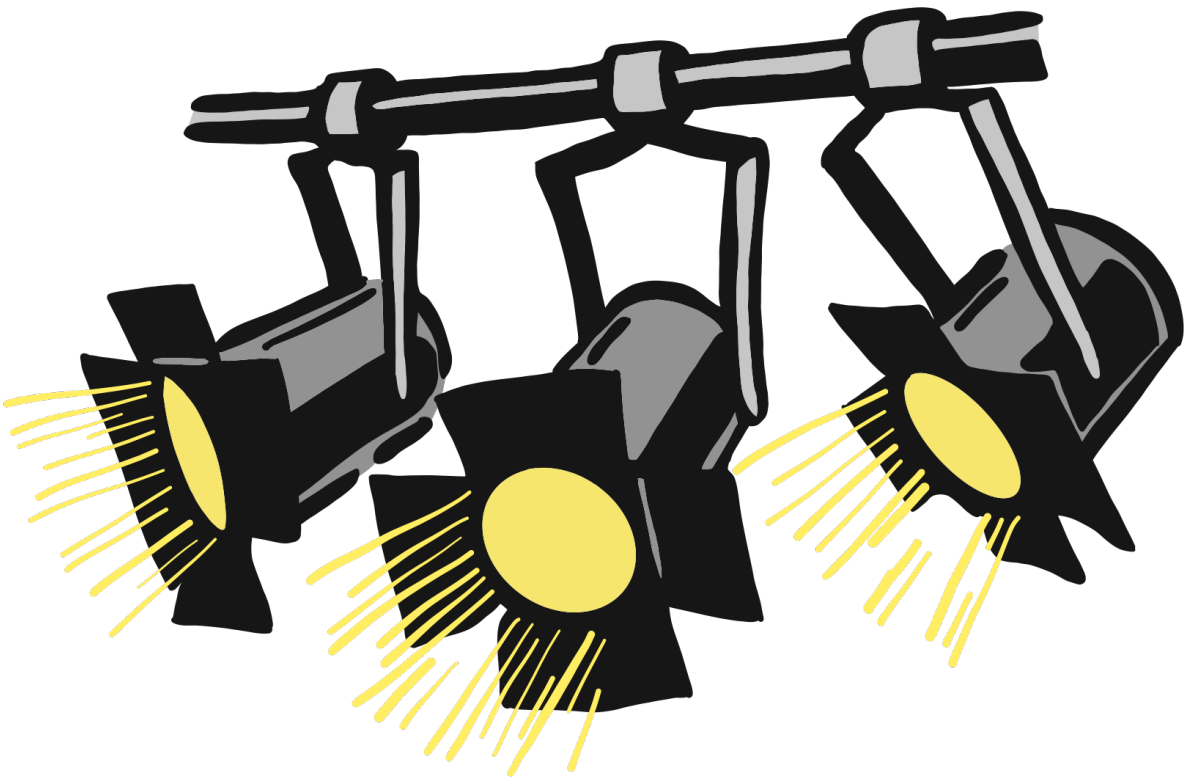
"I think Zar comes up with some really incredible ideas... If we're doing lighting for something, she'll have a very specific idea for it, and I don't know how she does [it]. Her ability to do that has defi-

nately helped me try to come up with the same ideas," said Monahan.

For the moment, Cordova-Potter hopes to continue pursuing theater in college, building upon the leadership skills she has gained at Andover.

Cordova-Potter said, "We've recently been holding interviews to decide next year's Producers. So many of their applications have said, 'I like the Theater Department

at Andover because it makes me feel like I belong.' That's been one of our goals, too, as Producers this year, to make it more open for anyone to show up. At Andover, there's no divide between people who do theater and people who do other things. We want every person to feel like they have a place at the theater department at Andover... That's a legacy that I'd like to see go on and grow stronger."



MELINDA ZHANG/THE PHILLIPIAN

Faith Monahan '20 Grows in Confidence With Involvement in Theater at Andover



COURTESY OF FAITH MONAHAN

Faith Monahan '20 (top left), pictured alongside the other Producers (from top right, clockwise: Jeffrey Steele '20, Shannon Lui '20, and Zar Cordova-Potter '20), explained that the main role of Producers is to run the weekly Drama Labs.

NATALIE CHEN

Escaping the freezing temperatures in the heated theatre classroom, a small audience watches that week's Drama Labs. As the bright stage lights fade to black signaling the end of the show, Faith Monahan '20 observes as one actor's friends rush to the middle of the stage, burying him with hugs. Monahan, who produced the Drama Labs each week, came to a big realization during that moment.

"After seeing this, I realized that's what I love about Drama Labs: seeing people have their friends come and talk to them afterwards... We usually have the room full of students talking to each other. That's what I really love about it. That's what makes all of the emails and [work] so worth it," said Monahan.

Monahan's interest in theatre began in middle school, but it was at Andover where she developed a love for it, calling her decision to take Theatre-210, the introduction to acting class, in her Junior fall "the best [one she] ever made." Since then, she played Ophelia in "Hamlet" her Upper year and became a Producer her Senior year, acting as the bridge between students and the Department of Theatre and Dance.

After a year as a Producer, Monahan believes she has grown in confidence, something she set out to do when she entered the role. According to Monahan, her time in theatre at Andover has changed her perspective on her own abilities and those of others.

"I think that for a long time, I thought that I couldn't be special, or I couldn't do something special. I would look at other people and think, 'Wow, they're doing something so special and unique to them'... Theatre at Andover has taught me that I, and everyone else, has that essence," said Monahan.

Monahan's friend and fellow Producer, Jeffrey Steele '20, feels that stepping into the role of Producer helped Monahan grow as a leader and bring her visions to life.

"Every time I worked with [Monahan], she was always really funny and also very considerate of what was going on around her. On every project I worked on with her, I knew that I was going to be well taken care of and that my emotions and opinions were going to be valued because she was there," said Steele.

Monahan named Allen Grimm and Kevin Heelan, Instructors in Theatre and Dance, as well as Emma Staffaroni, Instructor in English, as major influences in her growth as a student and actor. Seeing her peers push themselves also empowered Monahan to take risks of her own.

According to Monahan, graduation will not stop her from checking back in on Andover's theatre students. While she does not have concrete plans to pursue theatre in college, she knows it is something she will continue to appreciate.

"No matter what I do in the future, I'm always going to support theatre, especially community theatre, and try to read plays by new playwrights and be supportive of the industry," said Monahan.



EMILY HUANG/THE PHILLIPIAN

Junah Jang '20 Explores Identity through Different Art Forms

JASMINE MA

With unmistakable fear in her gaze, Ana Woods, portrayed by Junah Jang '20, trembles as shaking whispers escape her lips. A figure screams as it looms over Jang, and her shallow, sharp breaths become more intense as the plot of “Among the Dead” by Hansol Jung unfolds.

“When I’m acting or singing or writing, I’m drawing emotion from things happening around me—they may be events in the past or things that my friends are going through. I’m channeling myself into another character and another experience,” said Jang.

Sophie Liu '20, a friend and fellow performer in Grasshopper, described Jang’s convincing embodiment of her character.

“As a performer, Junah’s performances are always immensely powerful—both in terms of technical skill and her ability to emote and connect with her character and

the audience,” said Liu.

During her four years at Andover, Jang participated in productions including “Big Love,” “The 50%,” “Ghost Quartet,” “Les Misérables,” “44 Plays for 44 Presidents,” and directed and acted in “Among the Dead” for her Theater-901 class. According to Jang, the various theater classes at Andover provided her with a new perspective that differs from her prior experience with professional theater in New York City.

“I always considered [theater] an extracurricular. But being at Andover and taking different theater classes, there is also this academic and very subversive part of theater that can be very valuable. So in that way, I think theater has become something bigger for me than it was when I first came into Andover,” said Jang.

Throughout her last two years at Andover, Jang began exploring topics such as otherness, homeland, trauma, childhood, language, culture, and gender. Different combinations of these themes have



COURTESY OF JUNAH JANG

Junah Jang '20 (right) sang at Grasshopper 2019 while Sophie Liu '20 (left) danced alongside her.

been incorporated into her 2019 Grasshopper performance with Sophie Liu '20, her Brace Scholar Presentation on Asian Femininity, as well as her Theater-901 production, “Among the Dead.”

Jang reflects the impact of her Korean-American identity on her creative pursuits.

“I’ve been more invested than ever in deepening my understanding of my own family’s background, and that impetus has really driven me to carve out this niche of study around the woman or Asian/Asian American woman or Korean/Korean American woman that I try to approach from different interdisciplinary angles,” said Jang.

In addition to theater, Jang has also been involved with singing and writing. Jang described the feeling of “catharsis” when she immerses herself completely into theater, singing, or writing, as a link that connects these three art forms.

“All three are good tools for catharsis, exploration of identity, tools that you can use to question power, and forms of creation that are accessible to people,” said Jang.

Jane Park '22, a friend of

Jang’s and actress in Among the Dead, applauds Jang’s vision as a director. According to Park, Jang takes advantage of all the tools around her to produce a product that is able to deliver the message Jang intends to spread.

“[Jang] really zooms into everything with focus and precision. She utilizes the sets, props, lights, and everything to her grand vision. It is hard to find people who can actively display their passion for something and have that passion be transmitted to everyone else too,” said Park.

Going forward, Jang will continue pursuing theater, singing, and writing in college based on the foundation she has established at Andover.

“Finding out that I could use academic projects as opportunities to ground and inform my creative extracurricular pursuits was one of the most freeing revelations I had at Andover,” said Jang.



COURTESY OF JUNAH JANG

During her time at Andover, Jang explored themes including otherness, trauma, and gender as both an actor and director.

Teddy Wilkin PG'20 Adapts to Varied Personalities of Theater Characters

JASMINE MA

After one year at Andover, Teddy Wilkin PG'20 names the production of “Imaginary Invalid” as his proudest moment. According to Wilkin, he especially enjoyed portraying Argan, a hypochondriac father who toils to obtain his own doctor.

“As an actor, my job is to portray ‘life’ as accurately as possible. To me, theater is a way to explore different points of view, to grow as a person, and to apply points of my person to the characters,” said Wilkin.

In addition to playing Argan in “Imaginary Invalid,” Wilkin enjoyed rehearsing as Javert in “Les Misérables,” a production originally scheduled for Spring Term, but canceled due to COVID-19. He also performed in various productions of DramaLabs, the entirely student-run theater organization on campus. According to Jeffrey Steele '20, Wilkin is an energetic actor who is able to adapt to characters’ different personalities depending on whom he plays.

“On stage, [Wilkin] is very aware of how he physically presents himself and makes a major point of ensuring that his demeanor reflects how the audience should feel about his character... He went from being creepy to charming, ro-

mantic to silly, and each one felt like they came alive in some sense,” said Steele.

According to Wilkin, theater is a collaborative process, and he credits many of his teachers and peers as sources of inspiration for being his best self.

“Dr. Siegfried, Mrs. Strong, and Mr. Heelan—they all were so helpful this past year. I truly am lucky to have been able to work with them. Jeffrey Steele, Henry Crater [’20], and Adaeze Izuegbunam [’20] are among countless others who constantly inspire me to be my best self, and always do my best going forward,” said Wilkin.

Wilkin’s performances on stage do not come without hard work and dedication. According to Wilkin, he usually rehearses two or three hours daily when the show season is in full swing. Towards the final weeks of production, his rehearsals sometimes last up to five hours. In Wilkin’s words, “You don’t rush art.”

Wilkin is grateful to Andover for giving him the opportunity to improve his skills and expand his repertoire as an actor. After leaving Andover, Wilkin will continue to pursue acting.

“I would very much like to go into theater, musical theater, or acting as a career... I got the theater ‘bug’ early on. There’s no way I’m quitting now,” said Wilkin.



EMMA MILLS/THE PHILLIPIAN

According to Teddy Wilkin PG'20, his rehearsals can last up to several hours per day when a new show is approaching.



EMILY HUANG/THE PHILLIPIAN

Alisa Crueger-Cain '20 Hopes to Inspire Future Brass Players with Trumpet

DORIAN WANG

The audience in Cochran Chapel burst into a standing ovation as Alisa Crueger-Cain '20 played the last notes of Marcello's Oboe Concerto for Piccolo Trumpet, her piece for the

Senior Soloist Concerto Competition. The concert served as a bookend to Crueger-Cain's musical career at Andover, and she hopes that her performance will inspire future brass players to participate in the competition.

"I loved performing my concerto at [my] Senior Soloist con-

cert, it was so great. I was so nervous before... I don't think we've ever had a trumpet and a tuba win the concerto competition, and I think it's really exciting, because then you have other trumpet and tuba players maybe in the future, and they're like, 'What? I want to win the concerto competition too!'"



DAVID OWYANG/THE PHILLIPIAN

Alisa Crueger-Cain '20 plans on continuing her musical education throughout college and one day hopes to become a professional trumpet player, a dream she credits the Andover Music Department for cultivating.

Crueger-Cain has played the trumpet for 12 years, beginning at age six, when she would take her brother's trumpet and play on it. She cites him as the reason she began playing the instrument.

"I don't even think I decided I wanted to play a certain instrument, I just saw him playing [the trumpet], and I took his. Because I always had it, my mom had to buy me my own," said Crueger-Cain.

Entering high school, Crueger-Cain pushed herself to participate in more competitions and student recitals in order to motivate her to practice and help overcome her stage fright.

"I use [student recitals] as a way to motivate me to practice, and also so I have a chance to play in front of people and be nervous. I still get a little stage fright, but I used to really [bad] stage fright, and I decided I had to play in every student recital at school and do as many competitions as possible so I could not be as nervous anymore.

Crueger-Cain credits the Andover Music Department and the opportunities it has given her as what led her on the path to pursuing music professional-

ly. She cites a masterclass and a subsequent summer seminar with the Atlantic Brass Quintet as what pushed her to this decision.

"I went to the Atlantic Brass summer seminar, and after day one, I was like, 'I'm going to be a professional trumpet player.' It's probably because of the Andover Music Department that I decided that I'm going to go into music... the Music Department and the cool artists they invite... has made me want to go into music more and [made me] realize that music is an important job, probably more so than a lot of other ones that seem important."

Zev Barden '20, a tuba player and friend of Crueger-Cain's, noticed the influence that the Atlantic Brass Quintet summer seminar had on Crueger-Cain. According to him, her experiences at the seminar as a major factor of her growth as a musician.

"[The seminar] brought out her confidence; she's grown in her projection of sound, she's bloomed as a player, and that's from already being a very, very good trumpet player. She's now an unbelievable trumpet player."

Andover Encourages Zev Barden '20 to Rediscover Passion for Orchestral Music

DORIAN WANG

When Zev Barden '20 traded his trumpet for a tuba for a week in seventh grade, he didn't imagine that he would develop a passion for it, much less be heading to college for a major in tuba performance. Now, looking back on his musical journey, Barden credits Andover for sparking a true passion for orchestral music and helping him regain a connection to orchestral music that he thought had previously slipped from his grasp.

"Andover has reinstalled in me a passion for music that I thought I had lost. When I was younger, I had a very strong connection to classical music, and as I grew up, I started to lose some of that... Once I made it into Andover, and I started to discover orchestral stuff, I started to become passionate about that orchestral stuff [again]," said

Barden.

In his Lower year, Barden discovered composers such as Mahler, Shostakovich, Dvorak, and Bruckner. He cites these composers as inspirations and names a performance of Mahler's Fifth Symphony by the Chicago Symphony Orchestra as what inspired him to pursue a career as a professional musician.

"[The concert] was on January 27, 2018, which is a date that I will forever remember as one of the greatest of my life, because it was that night that I decided to pursue tuba as a career, and I'm now going to college as a tuba major, for tuba performance."

Barden names orchestral concerts and his performance in the concerto competition as highlights of his high school musical career.

Barden said, "We had a couple of great orchestral concerts [this year], and I won the concerto competi-

tion. I was very fortunate to be able to perform that in the winter; that was the pinnacle of my high school playing."

According to Barden, his teacher Peter Cirelli, Instructor in Music, Andover ensembles, and the recordings he listens to are his main inspirations for tuba.

"Recordings are extremely motivational. I've got a great teacher, Mr. Cirelli. He's very supportive of my growth, and he's been a very strong motivation... I'm fortunate enough to play in ensembles with some unbelievable musicians, and they often motivate me," said Barden.

One of Barden's friends, Alisa Crueger-Cain '20, has also noticed the influence of recordings on his playing, naming them as prominent factors in how Barden shapes his sound.

"Because he listens to so many recordings of his favorite players and different orchestras, he does a really

good job of channeling the type of sound he wants," said Crueger-Cain.

According to Barden, the sense of community in his ensembles and the Andover opportunities offered at is the reason why music is currently so special to him.

Barden said, "At Andover,

it [is] the ensembles and the people in them. The sort of culture that those groups of kids that just sort of live in Graves, nothing could compare to that... I love the ability that Andover music gives me to escape with what is so sacred to me."



COURTESY OF ZEV BARDEN

Zev Barden '20 after his Senior concerto performance.

Alex Pedroza '20 Explores Musicality While Playing Bassoon

JASMINE MA



COURTESY OF ALEX PEDROZA

Alex Pedroza '20 has experience in both the bassoon and classical piano.

The forte rhythmic pulse in the first movement of Beethoven's Symphony No. 8 suddenly dissolved, and a new color emerged on the stage of Cochran Chapel. After inhaling a deep breath, a soft phrase rang from the bassoon of Alex Pedroza '20. She gently swayed along with the suspenseful tune as she animated it with character and energy.

"This year we got to delve into Beethoven's Symphony No. 8 in its entirety, and our final concert in February was the most fun I'd ever had performing with a group. There was never a rehearsal nor performance where I didn't get chills from the music," said Pedroza.

Joining Andover as a new Upper, Pedroza has been an active performer in the Phillips Academy Chamber and Symphony Orchestras, Academy Concert Band, as well as the chamber music program. According to Pedroza, she began playing the bassoon six years ago, initially attracted to its unique shape and sound.

Pedroza said, "The variety and flexibility of music lessons

is something I'm really grateful for, and the rigor of the ensembles always kept me on my toes, constantly challenging and rewarding me."

While playing bassoon, Pedroza derives inspiration from the aspect of understanding the meaning of being a musician.

"If you listen to bassoon recordings closely, you can hear all of the work that goes into it—the clicking of keys is pretty loud. I think it's a reminder that some of the best musical renditions aren't about getting the sound to be perfect, but about appreciating the art of playing an instrument and accepting it with all of its quirks," said Pedroza.

Pedroza credits Daniel Beilman, her teacher for the past two years at Andover, for guiding and challenging her in exploring musicality.

"We both entered [Andover] as newbies in 2018, so getting to navigate a lot of new situations together was very encouraging. Our student-teacher dynamic is excellent. I'm thankful that I have someone who accepts and challenges my changing notions of musicality and what it means to play bassoon," said Pedroza.

Hanna Nazzaro '20, friend of Pedroza, remarked on Pedroza's

passion for playing, attention to detail, and incredible stage presence.

Nazzaro said, "Alex is a phenomenal musician. She makes playing challenging pieces sound and look effortless. She works so hard and I can't wait to see what she'll do with her talents next."

Another friend, Jaswin Hargun '20, noted Pedroza's ability to craft her own reeds, which demonstrates her dedication to the entire process of music making.

"[Reed making] is very hard and time-consuming. I can't tell the difference between the sound of her reeds and store-bought reeds which speaks to her ability," said Hargun.

In the future, Pedroza hopes to continue her music career by doing a minor or concentration in music. She seeks to expand her genres beyond classical and explore new areas of music.

"I want to explore different genres in the future. After six years of classical training, I'm interested in switching over to jazz in college. I'm looking forward to joining small chamber groups and exploring modern literature for the bassoon in them," said Pedroza.



EMILY HUANG/THE PHILLIPIAN

Adaeze Izuegbunam '20 Finds Confidence and Resilience in Singing



ETHAN ELLSWEIG/THE PHILLIPIAN
Adaeze Izuegbunam '20 founded Downbeat, an a cappella group, in the middle of her Upper year.

DORIAN WANG

When a cappella groups Keynotes and Azure rejected Adaeze Izuegbunam '20 her Junior year, she did not imagine that she would later become the Co-Head of the Fidelio Society, a member of Chorus, and the founder of her own a cappella group, Downbeat. Izuegbunam says her rejection from Keynotes and Azure helped her realize that she could enjoy music for herself alone.

"I'm Co-President of Fidelio and founder of Downbeat. If you had told me freshman year that I would have... started my a cappella group, I would not have be-

lieved you. I realised that one is not only allowed to do something if they're good at it. Someone can do something for fun," said Izuegbunam.

Izuegbunam indicated that the community she found in Chorus and Fidelio encouraged her growth as a musician.

"Before [Chorus], I was singing so other people knew I was good, or so that I knew that other people knew that I could sing. [In] Chorus, anyone who wants to be in is in... I grew so much in Fidelio as a performer and as a musician. While I do love Chorus, Fidelio is definitely my [original]. I think without that, I wouldn't have started Downbeat."

Additionally, Izuegbunam cites Chorus and Fidelio as key inspi-

rations in helping her explore her musicality.

"Being in Chorus has... shifted my musical priorities, and transformed my musical abilities so much because it opened my eyes. Sure, I can sing a song in its original key, but can I sing harmonies with people? Can I transpose? ... Fidelio gave me opportunities that I would not have had anywhere else," said Izuegbunam.

According to Izuegbunam, one obstacle she has overcome during the course of her Andover career is her struggle with confidence as a singer.

"I had this internalised mentality that if you're not good at singing, then you shouldn't sing... If I had gotten into Azure, Downbeat wouldn't exist, so I wouldn't be

in Fidelio, I wouldn't be Co-President of Fidelio... The hard part was learning that I had gotten into Fidelio, I had shown improvement, but for whatever reason, I was still like, 'Am I not good enough?' That was something I struggled with for a long time."

Though she will not study music in college, Izuegbunam hopes to continue singing with a chamber choir, ensembles, and a cappella groups.

Izuegbunam said, "I'm serious as in I like what I do, but I'm not so serious [as to do] college auditions... That doesn't make me any less of a singer. I still love music. I'm not going to college for music, but I'm going to college, and I'm going to sing there."

Chloe Webster '20 Connects with Audiences through Singing

DORIAN WANG

Chloe Webster '20 initially turned to singing as a channel for self-expression that would allow her to explore the bolder aspects of her personality. Within the art, she has discovered her own voice and passion for a diverse array of musical styles. Though shy in her childhood, Webster credits her involvement in music with building her confidence.

"I was super shy, and I didn't think performing would be something I'd ever be interested in, but I really fell in love with music. I would mouth along to the words of my mom's CDs in the back of the car and duck behind the headrest so she wouldn't see me, because I was so embarrassed. But I got

more confident, especially once I started taking voice lessons...Once I got on stage, I was much more confident," said Webster.

According to Webster, the connection she forges with her audience during a performance is a key aspect of her singing.

"For me, the most important part of singing is connection and performing in general. No matter what I'm doing, I'm trying to connect with the audience and tell my story...[Experience] has really allowed me to connect with people and be vulnerable, but being connected is really scary and empowering at the same time. I definitely got more comfortable with people, both those onstage whom I was working with and folks in the audience," said Webster.

Friend and fellow musician Adaeze Izuegbunam '20 ex-

pressed that Webster's ability to connect with her audience is fueled by her passion for singing.

"Whatever it is she's portraying, what her character's feeling is what you're feeling too. Even if it's not a joyful scene or endeavour, the passion and joy she brings that to what she's doing definitely shows," said Izuegbunam.

At Andover, Webster has been able to connect with audiences through the Fidelio Society in which she is a co-head, and the Academy Chorus. She cites the emphasis on multicultural music at Andover as a way to reach a wider array of audiences.

"At Andover, there's a big focus on music across cultures and music in a global sense. For example, in Chorus and Fidelio we sing in all types of languages. We pull music from all different his-

torical periods and all different geographical origins...We went to Portugal, and we got to sing in English but also sing in Portuguese. That was a really special way to connect with the folks for whom we performed," said Webster.

Looking to the future, Webster hopes to study music alongside her other interests, something she has already begun to do at Andover.

"I think it's fun to explore some cross-over. For example, I'm really interested in chemistry and neuroscience, so recently, I've been exploring the intersection with music. Right now, I'm taking [Instructor in Music Elizabeth] Aureden's 'Music and The Brain' class, but I'm also hoping to further study that when I go to college," said Webster.



KAREN WANG/THE PHILLIPIAN
Chloe Webster '20 credits Andover with helping her improve her skills as a collaborative musician. Webster uses these skills while singing with a piano accompanist or while singing with hundreds of other people on stage.

Henry Crater '20 Discovers Passion for Choral Singing in Chorus and Fidelio

DORIAN WANG



COURTESY OF HENRY CRATER
Henry Crater '20 recently released his first full-length album, "The Cycle," on digital streaming platforms.

Henry Crater '20 has held a lifelong love of singing both in and out of Andover. From performing musical theater under the lights of Tang Theatre to singing choral music in Cochran Chapel, he has embraced a range of music styles during his time at Andover.

"I can't remember a time when I wasn't in a musical... When I was three or four, I would stand on a chair in the living room, we'd have guests over, and [I'd] sing my favourite songs from the 'Polar Express,'" said Crater.

At Andover, Crater is involved in Chorus, Fidelio, and musical theatre. He credits his experience with choral music as one of his

greatest areas of growth.

Crater said, "I would say my biggest growth at Andover comes from Fidelio, from the choral singing. I had done zero choral singing before Andover... The regularity of [choral singing] has improved my skill singing in an ensemble a lot, [and it has] really widened my perception of music and exposed me to a lot of new styles."

Crater cites his musical community at Andover and passion for musical theater as forces that have helped him persevere, despite obstacles, and strengthen his dedication to his craft.

"I really found that Chorus, Fidelio, rehearsal, those were my safety nets... not for one second have [the obstacles] deterred me from still going after this thing that I know that I want to do, and I think that's even more proof of

how much I really want this, because I survived, and I got through Andover, and I still want to do what I want to do," said Crater.

According to friend and fellow Fidelio member Chloe Webster '20, one of Crater's distinguishing characteristics as an artist is his unwavering dedication to his art.

Webster said, "He's always known he wants to go into the performing arts, and he's going on to do that in college, and he's really excited about it, he's very certain of his path. I think he's brought that focus when performing at Andover, and I think that's very unique."

Crater will be attending University of Michigan for a Bachelor of Fine Arts (BFA) in musical theatre and cited his experiences at performing arts camp French Woods Festival of the Performing

Arts as a major factor in his decision to pursue musical theater as a career. Crater named performing on Broadway and leading a multidisciplinary lifestyle as goals in his future.

Crater said, "I started to learn [from French Woods] what college life would be like if you did a BFA program, super engaged in your art, really intense, all day every day, and I was like, 'That's exactly what I want'...That's my ideal work situation in my 20s, being in a Broadway show, but also doing a bunch of other stuff and creating things, maybe starting my own business, building a really cool multidisciplinary life for myself. The Broadway thing, that's always been a big, big goal of mine."

Douglas Yang '20 Brings Exposure to Magic at Andover

NOEMI ELLIOTT

For his final trick at Abbot Cabaret, Douglas Yang '20 brought an audience member to the stage at Kemper Auditorium to scramble a Rubik's Cube. Yang placed the cube into an empty brown paper bag, and as he pulled it out, onlookers yelled in amazement when they realized that the cube had come out of the bag fully solved.

"The origin of my interest in [magic] stems from the fact that I enjoy doing things that people don't usually do. Magic [is an] underground craft in the sense that it's not common that you find someone who does [it]. I started learning magic specifically after someone refused to show me how the trick was done," said Yang.

At Andover, Yang acts as president and founder of the PA Mag-

ic Society. The purpose of Magic Society is twofold: teaching magic skills and sharing the artform with others to elevate the craft.

According to Yang, Abbot Cabaret was his first and most memorable performance on campus. His brother, Hank Yang '22, noted that the Rubik's Cube trick was his favorite.

"I think his AbbCab performance gave a lot of the student body a glimpse of how complex and beautiful magic is. Doug really loves to entertain others, so with the success of his performance, I think he actually promoted his magic club. Now, his audience knows that a magic club exists at [Andover], prompting them to give magic a try," said Hank Yang.

Although Douglas Yang had been studying magic on YouTube for many years, he spent a few days studying under magicians Jeff McBride and Chad Nelson to

further his training in both traditional and modern magic.

"Under [McBride], I learned very traditional magic, more classical sleights and routines... Jeff McBride is a stage, traditional magician, while Chad Nelson is an up-close magician... The sleights [Nelson] taught were also modern in the sense that more magicians nowadays do it, but less so magicians in the past," said Yang.

In college, Yang hopes to continue the mission he started by founding PA Magic Society. While he believes that magic currently does not get the respect that it deserves, he hopes that by spreading his love of the craft, he will be able to equalize magic with other artforms.

Yang said, "I feel like magic is not taken seriously. It's seen as art you'd see in bars or restaurants, but I really think it has a serious place, on an equal level with more

traditional forms of arts, like dance or music. In addition to teaching magic skills, [PA Magic Society] also hopes to bring magic into a spotlight where it's seen

as equal to other forms of art...We don't specifically focus on that, but it's the underlying conceptual goal that I hope the club to achieve."



TYLER WEI/THE PHILLIPIAN
Douglas Yang '20 got his start in magic after being stumped by a trick himself. Yang began to learn the basics on YouTube before transitioning to books on magic, and he eventually traveled to Las Vegas where he studied under professional illusionists.



EMILY HUANG/THE PHILLIPIAN

Estelle Zhu ’20 Blends Chinese and Modern Elements in Personal Dance Style

NOEMI ELLIOTT

In the opening of Footsteps’ four-part Grasshopper 2019 performance, Estelle Zhu ’20, danced in a traditional Chinese dance trio, sliding into a left split as soft blue stage lights accentuated her flowing white dress. Following Zhu’s piece was a traditional Indian hip-hop hybrid dance, JVNE’s K-pop dance, and a group finale.

Founded by Zhu during her Upper year, Footsteps features many Asian dance styles including Chinese, Indian, and Korean—all featured in the Grasshopper performance.

When asked to describe the inspiration behind Footsteps’ performance, Zhu said, “Because the theme [for Grasshopper] was ‘The Future’... [in our dance] we are going back in time, going back to our roots, because we realized that, to us, the future is having [Asian dance styles] present in Andover’s community for the first time.”

In establishing Footsteps, Zhu Footsteps aimed to promote the recognition of Asian dance styles on campus. Somin Virmani ’22, current Footsteps Co-Head, not-

ed that Zhu’s dedication helped accomplish this goal.

“Estelle’s leadership in the early stages propelled [Footsteps] forward... She pushed us as a group to dance to our fullest and live up to the mission of the club. It is an honor to share this new style of dance, and Estelle’s leadership really helped promote that,” said Virmani.

Zhu’s dance career began in seventh grade, when she participated in Chinese dance classes. During her Lower year, she expanded her repertoire to include modern dance. As the school year progressed, Zhu developed a familiarity with the once-foreign movements and reinvented her individual style.

“At first, [modern dance] felt foreign and like I wasn’t being myself... [As] I got more familiar with the movements, I decided that my style wasn’t just Chinese [dance] and I could branch out and become more familiar with other styles. I wanted to [create] Footsteps because that’s what I love and it’s who I am, but I also wanted to be more receptive and try new things,” said Zhu.

After joining Andover Dance Group (ADG) her Upper year,

Zhu’s modern skills evolved further. Participating in weekly rehearsals, Zhu discovered similarities between the essence of modern and traditional Chinese dance.

“ADG showed me that dance can’t be separated into different styles. When you get down to the root of it, dance is just a dancer going through movements, experiencing sensations in their own body, and all these different styles that we see are actually connected into one,” said Zhu.

While Zhu originally viewed Chinese and modern dance as two separate entities, through her experience at Andover, her style now encompasses both. Moving forward, Zhu aspires to not let unfamiliarity with new genres hinder her evolving dance style.

“Now, [my style is] Chinese dance with modern dance influences or modern dance with Chinese dance influences... I’m really grateful for this change, because it showed me that dance itself doesn’t discriminate... it’s just one big entity. It’s just dance. Having these experiences... if I encounter a new style, I won’t be turned off by it just because I feel like I don’t know it,” said Zhu.



COURTESY OF ESTELLE ZHU

Estelle Zhu ’20 coordinated with clubs and organizations across campus to allow Footnotes to perform at various events, including iFest, CelebrAsian, and Dance Open.

Emerson Judson ’20 Uses Competitive Dance Background to Establish Herself as Leader in Dance at Andover

ALEISHA ROBERTS

From the age of two, Emerson Judson ’20 danced competitively with the Karla Pattavinas Dance Academy. However, upon joining the Andover dance community, she was challenged to explore the world of dance beyond what she had been practicing for com-

petitions. Judson explained that dance at Andover introduced her to genres that she would not have been exposed to at her competition studio.

“Before, I was doing competition dance, which was a lot more commercial: jazz, tap, [and] we did some ballet, mostly contemporary and lyrical. Then, coming to Andover, that was the first time I had ever really done modern se-

riously. That was definitely new and different but I think it’s been really cool to get both sides of the dance world—the competition side and also more of a concert side to dance,” said Judson.

Building off of her years of experience, Judson was quickly able to adapt to the modern dance style of the Andover Dance Group which she joined in her Junior year, and to become a leader in the dance community. This year, Judson served as a member of the Dance Board and for the past two years, has been the co-captain of Blue Strut. Fellow Co-Head Azariah Jones ’21 explained that collaborating with Judson has uplifted her own leadership ability.

“Emerson was really a guiding light because last year she was a Co-Head as well, so this year, being my first year as Co-Head, it was new waters. I didn’t really know what was necessary, and she was really good at teaching me the responsibilities that a Co-Head had... If I forgot things she was really helpful and not like, ‘Oh my God, you forgot to do this,’ because obviously it was my first time. It’s always a good experience working with Emerson,” said

Jones.

Erin Strong, Instructor in Dance, has been working with Judson for the past four years. According to Strong, when Judson started dancing at Andover, she already had extremely advanced technical skills. Rather than significant improvements in physical ability, Judson’s major growth was seen in her development as a leader and in her increased confidence.

Strong said, “I think she’s found her voice, especially in dance, and not afraid to voice her opinions in a respectful way as a leader. She’s always been open to hearing other people’s ideas as well, but she’s found her creative voice, especially working with her now on the THD902, of what her vision is and what she wants to say with her movement. That’s really developed.”

Judson said that her experience in competitive dance prepared her to integrate herself into the dance community at Andover and to take advantage of the exposure provided. Despite finding a passion for modern dance, Judson still enjoys more traditional competitive dance styles, and has

continued dancing with her original studio.

Judson said, “I have enjoyed keeping both [modern and competitive dancing]... It’s kind of comforting to be a day student and be able to drive to my studio and just be with a new group of people and be doing something that’s really familiar, but also to have Andover where I get to try so many new things. I think I definitely love doing modern now, and that’s probably what I’m most passionate about, but I still really love doing more jazzy commercial styles.”

Judson mentioned that she intends to major in dance at college, and that her dance instructors at Andover have helped her to see dance as a permanent part of her life.

“Ms. Strong has really encouraged me to not forget that I am a dancer and that if I want to pursue dance beyond Andover, I can, which has been really great because I think before coming to Andover I never would have thought of dancing beyond college,” said Judson.



COURTESY OF EMERSON JUDSON

Emerson Judson ’20 dances both on campus, with Blue Strut, and off campus, with a dance studio.

Former Gymnast Samantha Lee ’20 Finds New Passion for Dance and Choreography at Andover

CHLOE KINDANGEN

After the dancers performed moments of disjoint, the piece suddenly took a complete turn when Samantha Lee ’20 ran into the arms of Sophie Liu ’20, embracing each other as the lights dimmed out. Lee performed this piece, titled “Convalescence,” at the 2019 Dance Open. One year later, at the 2020 Dance Open, Lee and Liu began their final piece, “Before We Go,” in the same embracing position.

“[Sophie and I] spent an amazing, long amount of time choreographing each of those pieces. We were in the studio from sunrise and I also watched the sunset from the studio on some of those days... “Before We Go” was kind of our graduation piece and our goodbye to our dance experience in Andover. [It] presented a journey of struggle in finding one self through this sort of balance of mutual balance and support of another, which kind of represents my dance experience in Andover,” said Lee.

Lee focuses on contemporary, lyrical and modern dance, and is a part of the Andover Dance Group

(ADG), having joined in her Lower year. Lee has participated in both the Fall and Spring ADG shows.

“I started dancing around two years before I came to Andover. I used to be a rhythmic gymnast who trained nationally and competed internationally. I got myself injured in a spine injury, which forced me to quit my original sport... and I switched over to dance. I guess my dance experience at Andover has shaped the dancer that I am, since I started it so late,” said Lee.

Apart from dancing in ADG shows, Lee has also helped to choreograph many dance performances on campus. For instance, Lee, alongside friend Estelle Zhu ’20, helped to adapt a piece of the Nutcracker for its 2018 performance by making it more culturally acceptable. In addition, she included a ribbon segment, adding some touches of her rhythmic gymnast past.

“[Lee] as a person is a real perfectionist. She works super hard. Everything she does is beautiful and perfect, and she has a really great work ethic and she tries really hard to make everything perfect and do the best she can with everything. I think that really

shows in her choreography and in her dance technique,” said Zhu.

When she first began, Lee also looked online to videos for inspiration. In her time at Andover, however, Lee built upon her foundation by working with numerous other dancers and choreographers, including both students and teachers.

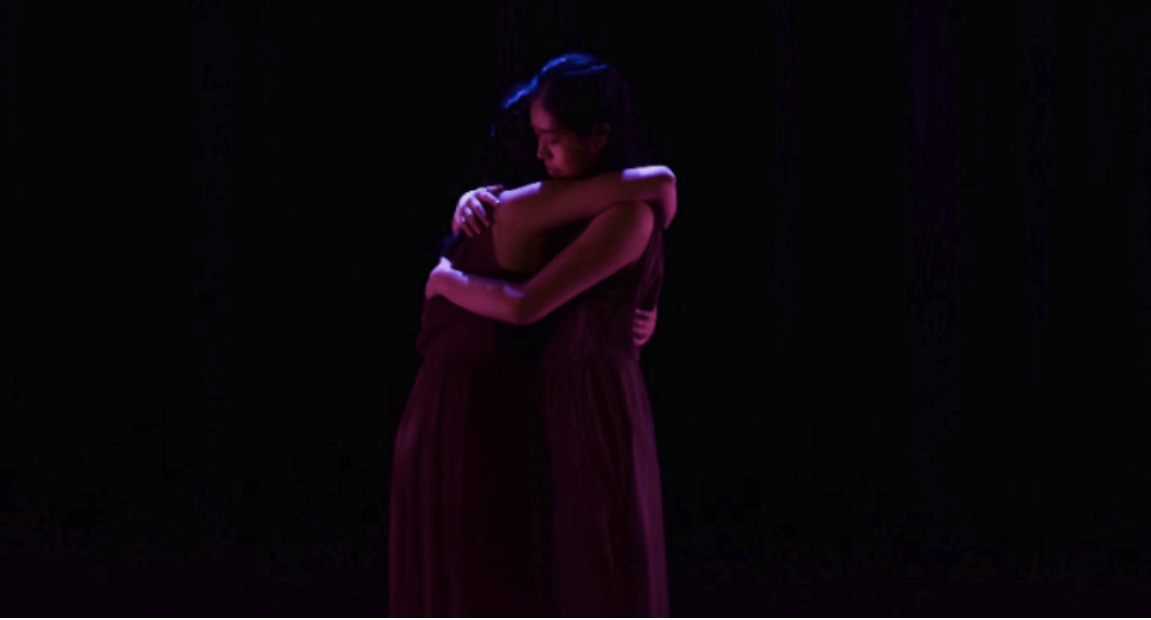
“I definitely appreciated the advice and the classes I was able

to take from [Erin Strong, Instructor in Theatre and Dance], and occasionally from [Instructors in Theatre and Dance Judith] Wombell and [Kareem] Lewis. But, for the most part, I think my dance career was shaped by the dancers and the people that I worked with, along with my dance team outside of school,” said Lee.

Lee plans to pursue her passion for dance in college, with hopes of

joining some of the many collegiate dance groups. She is particularly interested in the collegiate contemporary and lyrical dance companies.

“I definitely want to continue dancing in college, just because it’s such a big part of who I am now. It really fuels my creativity and gives me a voice for my self expression past visual arts, which I also do,” said Lee.



COURTESY OF SAMANTHA LEE

Above, Samantha Lee ’20 (left) and Sophie Liu ’20 (right) embrace as part of their piece, “Before We Go,” at the 2020 Dance Open.



EMILY HUANG/THE PHILLIPIAN

Sophie Liu '20 Finds Comfort in Self-Expression through Contemporary Dance

ALEISHA ROBERTS

At her final Grasshopper performance this past fall, Sophie Liu '20 danced with a wooden frame as Junah Jang '20 sang a mashup of “She Used to be Mine” by Sara Bareilles and “Somewhere Over the Rainbow” from “The Wizard of Oz.” According to Liu, the piece drew inspiration from her and Jang’s personal journeys with art at Andover. “I think that whole process was really memorable because it was like a culmination of our careers in music and dance at Andover, and it all coming together as a form of storytelling onstage, so that was a favorite memory—just bringing dance and my own journey in dance to the stage with one of my closest friends,” said Liu. As a Junior with ten years of ballet experience, Liu entered the world of dance at Andover hesitant to experiment with less strict, syllabus-driven genres. However, after becoming involved in “AnDance,” a student-choreographed Theatre-902 project, and eventually in Andover Dance Group, Liu grew to love and rely on the freedom of contemporary dance to express herself. “I think for me, [contempo-

rary] dance over the past four years has become a creative outlet, a safe haven of some sorts. Whenever the rest of the world feels too overwhelming, I know that I can always go into some space and just dance, improv, and just become more in touch with myself and figure out what I need and express myself without words,” said Liu. In 2018, Liu was one of the dancers involved in an independent choreography project, “Myopia,” directed by Alice Tang '18. Liu explained that being part of the creative process and seeing Tang express herself through choreography sparked her passion for modern dance at Andover and inspired her to start communicating through movement and her own choreography. “I think that [‘Myopia’] was really what ignited my love for modern and contemporary dance, because it was a really cool opportunity to be a dancer in somebody else’s choreographic process. The creativity of her movement and how it conveyed a story drew me in and inspired me to choreograph my own pieces as well,” said Liu. For the past four years, Judith Wombwell, Instructor of Dance, has been working with Liu in Andover Dance Group



COURTESY OF SOPHIE LIU

For her final Grasshopper performance, where she and Junah Jang '20 united dance and song, Sophie Liu '20 (right) used a wooden frame that the two made together in The Nest.

as well as in the biannual Nutcracker performances. She expressed that apart from a willingness to experiment with varying styles, one of Liu’s greatest strengths is her ability to convey emotion through her movement. Wombwell said, “Sophie is one of the most focused, emotionally expressive dancers I’ve ever worked with. She really can cut through space with her body and imbue her movement with power and emotional landscape. She seems to inherently understand what a choreographer is trying to express, and she lets that come out in her movement.” According to Jang, in three years of friendship with Liu, she has observed that Liu’s creative process relies heavily on her ability to interpret and replicate the message and emotion of the music she dances to. “In terms of dance, Sophie really knows how to feel out music and lyrics... [she] has this way of really being able to root herself in the meaning of a song or in the flow of a song in a way that’s really nice to watch... Seeing her dance, there always seems like there’s something bigger that’s pulling at her,” said Jang.

Uanne Chang '20 Broadens Traditional Ballet Background, Explores Choreography and Movement-Focused Dance

REENA KIJOWSKI

Amid soft pink lighting, a ballet dancer glides across the stage with a series of leaps and turns. The solo, danced by Leslie Tang '22, concluded Uanne Chang’s '20 self-choreographed project,



COURTESY OF UANNE CHANG

titled “After Hours.” Chang says that the Theatre-902 project, a collection of dances evoking urban life, is her favorite piece she has choreographed. “My favorite piece that I’ve ever choreographed is definitely ‘After Hours.’ It was my first and only large-scale project, and I worked with ten dancers to

create five dances that linked together to depict city life... I loved working with all of these amazing and talented dancers, who pushed me to think outside of the box and inspired me to create and look at movement at different angles,” wrote Chang in an email to *The Phillipian*. In addition to original choreography, Chang has been involved in the Andover Dance Group (ADG) and Blue Strut since arriving at Andover as a new Lower, served as Dance Board Co-Head and Director of Dance Open, and performed in the annual Nutcracker, among other forms of involvement in Andover dance. Katherine Wang '20, friend of Chang, emphasized Chang’s growth in the world of dance, saying that Chang’s willingness to experiment and challenge herself with her dancing has furthered her artistry and maturity. “Uanne first came to Andover as your very stereotypical ballet

dancer, but since [then] she has grown as a well-developed and mature dancer with incredible artistry. She is talented, but her dedication to being experimental and challenging herself is what makes her an inspirational dancer and person to know,” Wang '20 wrote in an email to *The Phillipian*. Chang says that Andover has given her many opportunities to explore dance techniques that focus on her body, movement, and rhythm. She cites these venues for experimentation as factors that contributed to her growth both as a dancer and choreographer. “I think I’ve definitely begun to identify more as a choreographer than a dancer, after coming to Andover. When I first came here, I’d been predominantly trained in ballet, and I hadn’t had too much exposure to other styles of movement. But through opportunities such as Dance Labs, Dance Open, and [Erin Strong,



DAVID ZHU/THE PHILLIPIAN

Uanne Chang '20 explores dance aside from strictly performing it. As a Brace Fellow, Chang focused her presentation on the impact of the male gaze on the art form of ballet.

Instructor in Dance]’s choreography class, I’d been able to experiment more with the shapes and rhythms my body could make, which was ultimately life changing,” wrote Chang.

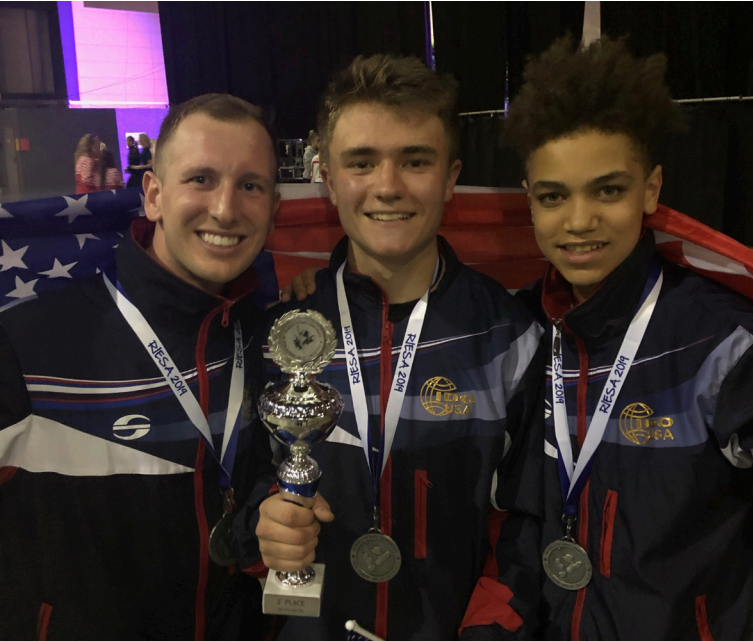
Jack Diodati '20 Combines Movement and Musicality in Tap Dance

ARIANA VELASQUEZ

In the middle of finals week his Upper winter, Jack Diodati '20 received a phone call from his dance studio in North Andover. He soon learned that he would be taking the place of an injured dance group member at the World Tap Dancing Championship in Germany. Two and half weeks of practice and a plane trip across the world later, Diodati was standing on a podium to receive a silver medal around his neck. “[Nancy Chippendale’s Dance Studios] called me on a Sunday, and they were leaving the Saturday after finals week. So I went a couple of nights during the week of finals to learn the dance, flew out to Germany on Saturday, and then I won second place the next week. I was just a bit proud,” said Diodati. Diodati discovered dance in the third grade after a friend’s brother inspired him to join a hip hop class. Soon after, he signed up for a tap dancing class and has continued with the style ever since. Diodati regards tap as a

combination of music-making and dance. “I’m one of the people that considers tap shoes to be an instrument. For tap dancing, when you dance to a song, you’re essentially adding a new instrument to it, you’re adding to the melody. So it’s visual, watching someone dance and do all the tricks, but then you’re also hearing what they’re adding to the music,” said Diodati. Diodati keeps the beat and his movements in mind when choosing his songs, looking to incorporate his own rhythms. According to Diodati, certain songs such as Case the Elephant’s “There Ain’t No Rest for the Wicked” lend themselves to his tapping. “I want to pick a song that has space for things to be added to it. The way I make steps is that I hear them in my head as I listen to the song, or I tap it out with my finger... I can almost already hear... where there’s space I can add to the melody,” said Diodati. Throughout his time at Andover, Diodati shared his talents with the tap dancing group, Footnotes. During his Senior year, Diodati served as the group’s Co-

Head, as well as Co-Head of the Dance Board. “Footnotes has been a complete blast... It’s just a place where we can go and create fun dances, and have fun tap dancing without the major stress of being in a company... [The group members are] very fun people, so that makes Footnotes a great place to be a part of,” said Diodati. Uanne Chang '20 first saw Diodati perform at a Revisit Day talent show, which Diodati says he tries to perform at as often as possible. Since then, Chang has performed with Diodati in several Andover Dance Group (ADG) shows and praised his versatility as a dancer and choreographer. “[Diodati] is primarily a tap dancer (though I know he knows other forms of dance), which is unique in itself because with the exception of Footnotes, they are hard to find on campus. He has a very nuanced and strong sense of rhythm, which lends itself to a lot of very intricate movement when he’s creating choreography,” said Chang in an email to *The Phillipian*. Before his experience dancing at the World Tap Dancing Cham-



COURTESY OF JACK DIODATI

Jack Diodati '20 won second place with his dance group at the World Tap Dancing Championship in Germany last winter.

pionship, Diodati was unsure if he would continue tapping in the future. However, the experience invigorated his passion for the art and affirmed his commitment to dance in the future. Diodati said, “Honestly, before Germany, I was like, ‘If there’s an opportunity in the air I think I’ll take it.’ But now after Germany, I certainly want to continue doing dance conventions and going places to dance and performing in various places.”

FASHION

features

BEN FU/THE PHILLIPIAN

Lindsey Chan '20 Finds Unique Expression in Streetwear Style

NATALIE CHEN

Aviator sunglasses hang from her neck as Lindsey Chan '20 sports a gray, cropped halter top. A black and white flannel is tied around her waist, covering the top of baggy, black cargo pants. Chan completes the outfit with a pair of bright white Air Force 1's that meet the cinch-bottoms of her pants.

When she first arrived at Andover, Chan's wardrobe was filled with pastel colors, a contrast to the streetwear style look she now prefers. According to Chan, her shift from pink tennis skirts and pale blue shoes to men's XXL button-down t-shirts and cargo pants came as she discovered the freedom to dress how she pleased.

"When I first started going to Andover, it was definitely more about looking good... it was more catering to the male gaze and what a girl, or for me, an Asian girl, is supposed to look like... Being at Andover [taught me about] body positivity, cultural competency, and acceptance where people can wear different things and not get judged for it, and I think that made me more comfortable," said Chan.

Each morning of her Lower year, Chan recalled looking through Pinterest boards in search of outfits matching grunge, pastel, or girly aesthetics. During her Upper year, Chan turned to streetwear as a trendy, comfortable, and practical style that aligned with her new perspective on fashion norms.

"Historically, male gaze has determined a lot of how

female fashion has developed, and I really like the streetwear look, which I personally think is quite androgynous because streetwear is less gendered—you can still wear 'men's clothing' and it will look the same as 'women's clothing,'" said Chan.

Chan credits self-discovery and becoming comfortable with her own body as the first step of her style evolution. According to Chan's friend Kaitlin Lim '20, this confidence is her favorite aspect of Chan's style.

"I think one of my favorite things about [Chan's style] is how it represents the fact that [she's] dressing for herself... She's definitely gained a greater sense of certainty and assurance of what she wants for herself and what she likes, and has that sort of independence," said Lim.

According to Chan, fashion has exposed her to a variety of mindsets and styles, some of which she agrees with, such as the prevalence of culture in fashion, and some of which she disagrees with, such as the idea of performative fashion. In the future, Chan hopes her ever-evolving style will continue to reflect changing trends and her views on current issues.

"I think as long as society exists, different trends will arise and I will vibe with different trends as well... I also want to say fashion can also reflect socio-economic class which is something I try to avoid because I think class markers in fashion is something that creates a societal atmosphere, and I hope that perhaps one day society will slide away from that materialistic aspect," said Chan.



Lindsey Chan '20 draws inspiration from hit singer Billie Eilish's mindset when it comes to fashion.

Daisy Tuller '20 Builds Confidence While Exploring Diverse Range of Styles

JEFFREY SHI



Rather than going for a particular look, Daisy Tuller '20 tries to center her outfits around a single color or article of clothing.

When eighth-grade Daisy Tuller '20 learned that Halloween was going to be another "free dress" day, she made sure that her outfit would be something that people wouldn't forget. Sewing her own costume cloning Cher Horowitz from the movie "Clueless," her attire won countless praise from her classmates and became one of her proudest fashion designs.

"In middle school, I had to wear a uniform from kindergarten to eighth grade, and the guidelines for that were very strict. So on the rare occasion that we actually had a 'free dress' day where we got to wear what we wanted, I was always very meticulous about planning my outfits... Sewing is such a novelty to people, and it is not an easy skill to learn necessarily, so most were always shocked to learn that I sewed the costume myself," said Tuller.

Tuller says that her usual outfits don't necessarily follow a certain trademark or signature look; rather, she tends to try new aesthetics and styles. According to Tuller, her ensembles are often centered around a certain idea or article of clothing. After coming to Andover, Tuller has grown to feel confident in her outfits, and she tries not to worry about other people's impressions of her fashion choices.

"Generally, I'll just have a piece of clothing in mind or a color in mind and I'll put that on and then build the outfit around that. So it could also be a pair of shoes or it could be a headband. It takes some trial and error, and generally, I try on a couple of things until I find what I like... I'm good at just being confident in what I'm wearing and sticking to my own aesthetic, and not succumbing to wearing stuff that other people find pleasing," said Tuller.

Although Tuller doesn't consider herself to be an "art person," fashion has always been a natural creative outlet for her to

express herself. Tuller has found that fashion as an art form can be much more powerful and engaging compared to other mediums of expression.

"If you are in a gallery and you're looking at someone's work on the wall, it'll have an impact on you and you'll understand the message, but then as soon as you walk away, you're not faced with it anymore. But the unique thing about fashion is that if someone's with you, they're constantly looking at you. You can't escape that kind of art form, because it's just always there, and I'm literally wearing it and advertising it on myself," said Tuller.

Using social media as a platform for her fashion, Tuller is able to showcase some of her unique outfit ideas and creations. According to Tuller's friend Shahinda Bahnasy '20, Tuller's Instagram page, @whatdaisywearss, is an excellent way for her to continue her evolving style and share her journey with those that are interested.

"She basically shows the followers her outfit from the day, and she describes and writes where each item is from so that people can go and get it themselves if they're a fan of it. I think that she uses this platform as a way for her to perhaps maintain her great style, and to also just share with the people who also admire her style," said Bahnasy.

While Tuller does not plan to pursue a major strictly in fine arts, she does hope to stay involved with design and explore the possibility of an interdisciplinary study associated with fashion.

"Right now, my intention is to pursue a combined major in business and design, which I think is ideal, because I've never fully wanted to only pursue fashion design because that's just too much for me. I'm a creative person, but once again, I'm not an art person, so I want to be able to integrate it into something that I do... I think studying business, alongside design and working to apply those two subjects to each other should be a really good fit for me," said Tuller.

Senior

Look of The Week

Features

BEN FU/THE PHILLIPIAN

Sofia Martin Franco PG’20 Takes Style Inspiration from Japanese Culture



ARI PHILLIPS/THE PHILLIPIAN
Sofia Martin Franco PG '20 has eight piercings and hopes to get more.

NATALIE CHEN

With four glittering black earrings lining each of her ears and her pink and black hair up in two buns at the back of her head, Sofia Martin Franco PG’20 dons a t-shirt with a pastel pink skirt, thigh high socks, and a puffy jacket. She completes her look with a black choker, multiple bracelets, and eyeliner depicting lower lashes drawn underneath her lash line. Franco’s style is seen as unique by many, including one of her new friends at Andover, Suthima Rojvirasingh ’20. “She understands that people might react positively or negatively to it, but still chooses to embrace her style, because that’s who she is and that’s her personality. I think that’s brave and admirable,” said Rojvirasingh. Franco’s unique style was

first inspired by a trend from Japanese culture called Harajuku. Harajuku is named after a neighborhood in Tokyo, Japan. The style incorporates unique and colorful outfits by mixing and matching traditional Japanese attire with Western clothing. “Normally when I go out onto the street wearing my weird clothes, especially at [Andover], I get a ton of good feedback: people tell me they like it, which is something that I really like. I also get bad looks occasionally, but I feel really good and really comfortable wearing [my outfits] most of the time,” said Franco. In addition to her stylized clothing, Franco’s style also includes accessories. She has eight ear piercings and incorporates many different bracelets and necklaces into her outfit. Franco’s long hair is also dyed into two different colors: black and pink, a style which

Franco says was inspired by singer Melanie Martinez. “I started dying little parts of my hair many years ago, but two years ago, I really wanted to get half and half hair. There was this singer that I really liked called Melanie Martinez and she really inspired me, and I found half black and half pink super interesting so I said, ‘Why not,’ and I dyed it,” said Franco. Franco describes her style as undefined, and says that what she wears depends on the day and her mood. For example, some days she wears all pink and some days all black. Franco’s friend from Spain, Raquel Tovar Franco, describes her take on why Franco’s style is unique. “Four words that I’ll use to describe her are skirts, pastel goth, pin-up and cotton candy. Sofia Martin Franco is unique and so is her style. She has created her own style and she is not afraid to show it to

the world, encouraging other people, not just friends, to find their own style and to wear it proudly, and not be ashamed of being different,” said Tovar Franco. Franco also credits social media for evolutions in her style, stating that trends on Instagram inspire her to try them. Regarding future outfits, Franco mentioned a particular light pink dress that she has been eyeing. She also provided advice for others seeking to develop their own fashions. “Just do whatever you feel like. People might like it, people might not like it, but if you like it, that is what matters. But normally people tend to like to see people dress differently,” said Franco.

Editor’s Note: This article originally ran on September 20, 2019.

Shahinda Bahnasy ’20 Finds Self-Expression in Refined Yet Dynamic Style

JESSICA XU

Shahinda Bahnasy ’20 sports a blue denim jacket over a bright white turtleneck, along with a pair of tan, velvet pants. She completes the outfit by slipping on her pair of shiny, cheetah print boots and a gold necklace that reads her name in Arabic. “I think my style is very accommodating... It’s very flexible. I wouldn’t say I have the same style everyday. Sometimes I would wear something that people say is very ‘Shahinda’ of me or represents my style, and that comment really surprises me because I feel like I don’t have a definitive style just yet, and I don’t really plan to,” said Bahnasy. Bahnasy cites the female figures in her family as major sources of stylistic inspiration, especially as she was growing up. She first began to cultivate a personal fashion sense at Andover, drawing further inspiration from peers and social media.

“When [my older sister] went to boarding school, she picked up a very heavily prep school-influenced style. I kind of picked up from her style, the plaid skirts, and dresses. She bought a lot of different style shoes instead of [just] sneakers, she started to accessorize a little bit more, she bought more blazers... I kind of picked up on these styles that she wore, because I like to look up to my sister’s style,” said Bahnasy. Peers often take note of Bahnasy’s taste for sophisticated and mature clothing, which she says they frequently attribute to that of a “college-student.” Despite this, Bahnasy isn’t afraid to experiment with contrasting looks, according to her friend Araba Aidoo ’20. “I think I like her fashion sense because she is very versatile... sometimes she will be very casual, laid-back, like an oversized sweatshirt and some leggings... sometimes she’ll dress very nice[ly] and formally. She really knows how to adapt her attire to the

occasion,” said Aidoo. Outside of just clothing, Bahnasy regularly accents her ensembles by experimenting with bracelets and rings, as well as numerous colorful accessories to complement her hair and outfit. “Statement jewelry and jewelry in general is one of my favorite things. I also really like wearing hairpieces, whether that’s colored scrunchies... or animal printed... accessories, because I usually have my hair out, and I think that hair accessories do make an outfit look put together,” said Bahnasy. Bahnasy believes her style will continue to mature and develop, as her style changes from day to day. She credits social media as a source of inspiration to experiment with new styles. “I follow a lot of fashion gurus on Instagram, and a lot of fashion pages that show a lot of the newest styles. I always get inspiration from those looks and see how I can incorporate those styles with the clothing that I own. This

goes along with my idea of not having a strict style, just because there are so many styles in the world that when I see them on Instagram, I am very open to trying them,” said Bahnasy. Bahnasy hopes that her style expresses her outgoing and positive personality. As a leader on campus and Student Body Co-President, Bahnasy stresses the importance of appearing put-together and refined, as well as approachable and open to conversation. Bahnasy said, “I feel like my sophisticated style shows that I’m someone who people can come talk to if they need something. I also feel like I’m someone who has a lot of information about different things, so I feel like the way that I dress kind of presents that... I’m someone they can come talk to and ... I’m very aware of what’s going on campus. Hopefully, I’m a helping hand.”

Editor’s Note: This article originally ran on February 14, 2020.



OLIVIA TUNG/THE PHILLIPIAN
According to Shahinda Bahnasy ’20, her family and Arab identity play an important role in her stylistic choices

Anaïs Shen ’20 Develops Style Based on Traveling Experiences



NATA LOUMIDIS/THE PHILLIPIAN
Anaïs Shen ’20 shops locally when travelling and has purchased items in Shanghai, Taiwan, and Malaysia.

JEFFREY SHI

Anaïs Shen ’20 sports a long black jacket imprinted with traditional Chinese linework patterns and dragons over a dark blue laced sweater top. Baggy light blue jeans contrast with her black Doc Martens, and several silver-colored rings, one with a skull engraving, complete her look. “I just got this new jacket which is a collab between Opening Ceremony and X-girl. I feel like it’s a pretty controversial subject when people wear Chinese prints or something if they’re not from that ethnical background. So I feel like that’s my way of empowering that fashion trend, since I am Chinese and that’s part of my cultural identity as well,” said Shen. Shen acquires most of her clothing when traveling, from local shops in places such as Shanghai, Taiwan, and Malaysia. Her style is largely inspired by the clothes she sees and obtains in these countries, and visiting a new country often causes a shift in her style. “I never really adhere to one thing,” said Shen. “I recently went to Shanghai and

I go to a lot of the local independent shops there, and they have the classic Chinese collar with the buttons. I just feel like there’s such a very westernized and very one-dimensional trend nowadays, but since I’m very lucky to travel and go to other places, I get to draw inspiration from those backgrounds.” According to Moni Cepeda ’20, a friend of Shen’s, Shen’s personal experiences are what make her style unique. “I realized, over time, the amount of passion that went into constructing this identity that both thrived within the confines of her closet was so deeply tied to her personal experiences... Nothing too flashy or especially avant-garde in that way, but there’s always a piece or two that hints of some punk fad from half a century ago or an iconic runway moment from the eighties. It’s so unquestionably her, you know?” said Cepeda. Having grown up in countries that do not often experience intense winter weathers, Shen discovered that winter was her favorite season to dress after arriving at Andover. “[Before Andover], I never really got a chance to try out different outfits. When



NATA LOUMIDIS/THE PHILLIPIAN
Shen wears multiple rings, one of which has a skull engraving. She pairs her jeans with a silver-buckled belt and a tucked-in sweater.

I came [to Andover], fall and winter [became] my [new] favorite seasons to dress up for because you can be way more creative with your pants and your sweaters, and it’s much more innovative for fashion designers,” said Shen. Although Shen’s style is constantly changing depending on the new places she visits, the most important quality of any clothes she wears is that they make her feel good.

“My main concern is: if I feel good in the clothes I wear, then that’s most important. The most important thing is [that] you yourself get a sense of confidence and other people will also feel that way when you feel good and do that” said Shen.

Editor’s Note: This article originally ran on November 15, 2020.



EMILY HUANG/THE PHILLIPIAN

Olivia Lai '20 Explores Human Struggles in Literature through Academic Essays

ZOE YU

Ever since she started keeping a journal in the second grade, Olivia Lai '20 has developed writing as a passion and a habit, as well as a channel to understanding people's lives and narratives. Through reading, analyzing literature, and engaging in academic essays in English courses, Lai has cultivated an interest for literary analysis and writing. Lai's habit of journaling has helped her make sense of events in her life by looking at them in a narrative arc, which she uses to analyze characters and their struggles in her reading and writing.

"I'm most interested in the ways people interact with universal human struggles... that every single person goes through, and how people deal with these problems that recur not only in literature but in our daily lives. How do you find meaning in your life? How do you understand your past? How do you understand who you are? All of those questions are things that I'm

really interested in exploring both in my writing and the literature that I read," said Lai.

As a book enthusiast, Lai treats formal analytical writing as a tool for active comprehension of what she reads, allowing her to make the most of each reading. Through thinking and writing about them, she claims that the texts have changed her perspective on her own life, her time at Andover, and even her college application process.

"I think honestly, reading changed my mindset more. But I think in order for reading to have changed my mindset, I needed to have written about it. Because the process of writing for me is less about the active creation but more about the active thinking [process] about what's going on in the text," said Lai.

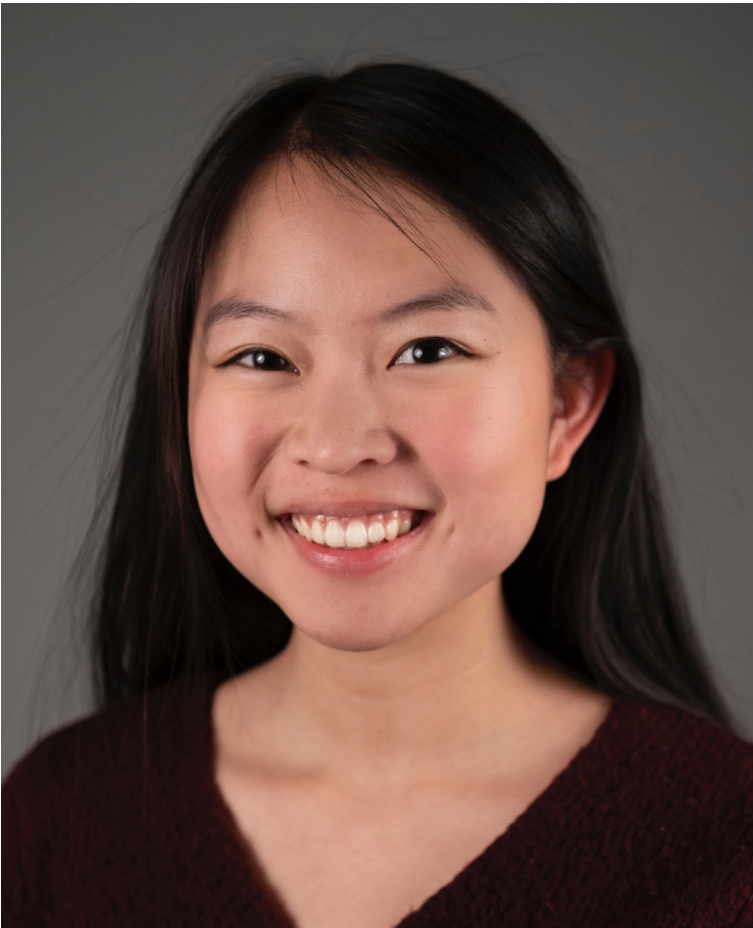
Apart from English courses such as Jane Austen (English-537JA), Law and Literature (English-521LL), and Virginia Woolf (English-537VW), Lai has also taken a variety of interdisciplinary, history, and philosophy courses. She found these classes to be complementary

and hence treated her essay assignments as opportunities to explore the connections and relations of ideas from different books and class materials.

"It's really helpful to have other English classes and other humanities classes going at the same time, because the thoughts and ideas from all those different other classes really influence the way that I approach each of the individual classes... Using literature as a means to explore both history and philosophy is super interesting to me," said Lai.

Looking forward, Lai plans to study literature in the future. While she is still unsure exactly where her career path and life trajectory might take her she continues to enjoy reading and writing and plans to pursue it in college.

"I'm planning to be an English major... I don't know [yet], because it's the difference between creative writing and literary criticism. I don't really see myself going into creative writing, but I do really like reading and writing about the books that I read."



COURTESY OF OLIVIA LAI

Olivia Lai '20 does not treat essay assignments as just another task to complete, but rather as an opportunity to understand the complexities of human nature and literary ideas.

Kaitlin Lim '20 Delves into Activism and Personal Experiences with Poetry

ZOE YU

"If one adds white to a color, it becomes a little less of itself," writes Kaitlin Lim '20 in her poem, contemplating her identity as a Korean American and the daughter of an immigrant. Using vivid imagery and provocative metaphors, Lim's poem "A Study of Value" won her a National Gold Medal for Poetry from the Scholastic Art and Writing Awards during her Lower year. The poem was also featured in the 2019 publication of "Into the Blue."

In her four year at Andover, not only has Lim submitted poems to "The Courant," edited for *The Phillipian's* Arts and Leisure section, and tutored at the Writing Center, she was also a board member of Out of the Blue. In this position, she touched on issues pertaining to social justice and activism, complementing the themes she often incorporates into her writings.

"I believe that the best art comes from when you channel your personal experiences... where you navigate your own self in the own context of your

art... [I use] writing as a way to deconstruct my internal and implicit biases especially with regards to the basic facets of identity, especially pertained to race and gender and sex," said Lim.

Lindsey Chan '20 appreciates Lim's ability and courage to directly confront sensitive parts of her identity with candor.

"I'm glad to see that [Lim] taps into her vulnerability as a source of empowerment. Her poetry is usually a self-reflection a lot of times, a very dark and honest confession, and I really like the way that she approaches this narrative where she's not afraid to get down to the grittier things," said Chan.

Lim believes that poetry, compared to other forms of writing, allows for more flexibility to break conventions and develop one's own craft. While she acknowledges that not everyone favors the unconfined style of poetry, she finds it especially helpful to express her ideas and emotions on the topic of identity.

"People hate poetry because the poet can really do whatever they want and the readers are forced to deal with it... I personally think that the ability of

artistic freedom and flexibility provides for a space where I can write down my thoughts but not in a way that makes sense necessarily. It just fits really well with my stream of consciousness type of writing. That becomes especially prevalent when I'm thinking about myself and navigating my personal issues," said Lim.

Before coming to Andover, Lim had never expected to develop such an enthusiasm for writing. However, after engaging with the craft in humanities courses and extracurricular opportunities, she developed a passion for reading and writing.

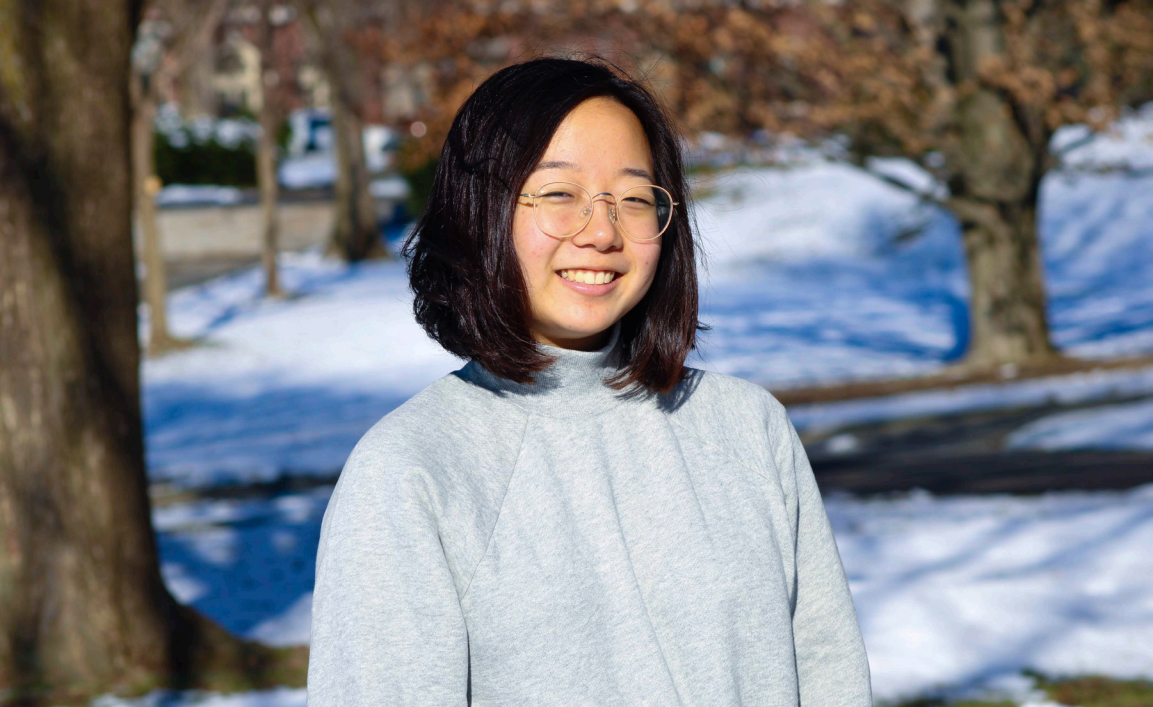
"When I entered Andover as a freshman, I was like, 'Oh, I hate writing. I'm just going to be a STEM person through-and-through.' [But] a lot of things have changed. I think one of the main reasons for that change is just being exposed to writing poetry, but also reading poetry, and reading books, and reading more short stories and texts from different humanities electives that I've taken, and I think my appreciation for reading just happened to transfer over to an appreciation for writing as well," said Lim.

A Study on Value

An art teacher once told me,
"If one adds white to a color,
it becomes a little less of
itself."

Korean summers when I was tiptoeing on the line between childhood and adolescence: paper fans and open windows because my grandparents were always too cheap to buy an air conditioner. The language of ancestors for centuries running off my tongue like the water in the Han river that I walked by with Grandmother if the day wasn't too sweltering and sticky, like the water that Mother, holding me within her, flew over in search of a better life. I wonder if my colors began to run a little lighter since I learned how to speak English. I wonder if my colors ran a little lighter when a language so familiar, so comforting, faded like a dying candle, retreating into the recesses of a brain I trusted so well. Grandfather and Grandmother do their best to learn English, but we stand on opposite ends of a burnt bridge, hands reaching, but never touching.

If one adds white to a color,
it becomes a little less of
itself.

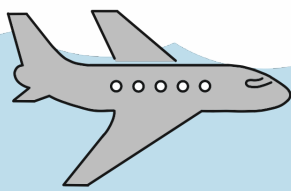


COURTESY OF KAITLIN LIM

Prior to Andover, Kaitlin Lim '20 thought she would continue to pursue STEM as her main interest, but soon discovered a passion for reading and writing in her humanities classes and extracurricular activities.

SYA Reflections: Andover from Abroad

BY AVA RATCLIFF



Ava Ratcliff '21 is now at home in upstate New York after her School Year Abroad (SYA) in Spain was cut short by the COVID-19 pandemic. SYA is a year-long study-abroad program that Andover founded with Phillips Exeter Academy and St. Paul's in 1964. According to the program's website, SYA Spain students live with a host family in Zaragoza, Spain, taking courses with SYA while also immersing themselves in the local culture. In this column, Ratcliff recounts her journey back to New York and offers commentary on both the challenges and opportunities posed by quarantine.

I left SYA Spain on March 13. My campus knew we were going home before our resident director announced it. Italy and China students were already back in the States (after a failed attempt to send the kids from China to Italy for the rest of the year). Earlier that week, the Spanish and French campuses gave students the option to go home and finish school online, or remain in-country and assume the risk of coronavirus. Twelve of the 63 students at my campuses accepted the offer to leave. Those who remained, myself included, felt like survivors. We were brave enough, dedicated enough (and stupid enough) to remain in the country. Our reckless, idealized bubble did not last. Two days after students were given the option to go home, President Trump announced he was closing the European borders in 48 hours, and Spain closed all its schools. I was coming home.

Twelve hours after I got the news, I was on the late train to Madrid, hastily packed suitcases stacked up in front of me. Everything felt normal. I had gone to Parque Grande with a friend earlier that day and we marvelled at the people on the Tranvía, maskless and hanging onto the poles. We retraced our steps to where we met on the first day, watching as clueless joggers and elderly retirees passed us. It was a time before masks and gloves and takeout.

We hugged goodbye at the airport and suddenly I was alone in Spain, boarding a nearly empty plane headed to London and then, after thirty-six hours of nonstop travel I was home in New York. I was exhausted, but also vaguely terrified. On the first page of my passport is a thick Spanish visa, proclaiming in thick black letters that I live in Spain. Trump had just declared that Spain was CDC Level 3: Do Not Travel. As it turns out, this visa meant nothing. I walked through customs with a TSA agent stopping me only to ask if I had travelled to China in the past month.

At the time, I was relieved. Now, I am furious. I was coming from a high-risk area and had spent time in two hotspots, Madrid and País Vasco. I should have been tested, or at the very least had my temperature taken. But, through whatever combination of white privilege and customs agents unaware of government protocol, I was not. We know now that the majority of coronavirus cases where I live, New York, come from Europe. If I and others had been tested, maybe some of these cases could have been prevented.

I am writing this from my house in upstate New York. I am so lucky that my family and friends are healthy and safe. I am lucky that I live in a rural area, so I can go outside whenever I want. I am lucky that I have a stable internet connection, so I can talk with my friends and attend my classes.

Being home when I am supposed to be in Spain isn't ideal. But, I feel privileged even missing Spain when I know lower-income and minority communities are struggling infinitely more than I am. This guilt isn't productive, but I, like everyone else reading this column, can channel it into something that is.

I haven't lived at home for an extended period of time since I was 13. I haven't shared a room with my sister since I was 11. I'm using this year cut short as a way to reconnect with my siblings. I've realized that thanks to the five-minute phone calls that have served as our almost only form of connection for three years, I hardly know them.

Being home is not without its challenges, especially quarantine's stifling pressure to self-improve. Some days I just lie in bed and talk with my sister across the room. I miss Spain and all the memories I thought I would make there. When the missing and the guilt and the fear for the future becomes too much, I try to remember what was going through my mind last spring when I decided to spend my Upper Year in Spain. I was so excited to immerse myself in a new environment, to take on new experiences. Being home has given me the hardest, most immersive experience yet. I'm excited to take it on.

Editor's Note: This column originally ran on May 1, 2020.



Of Minuets and Motets: A Look at Baroque and Renaissance Music

BY SOMIN VIRMANI

“April is in My Mistress’ Face”

In your history classes, you have probably learned about the Renaissance period and its shift in thinking towards the arts and literature. Knowing this, it makes sense that music thrived throughout the Renaissance and into the following period of music: Baroque. In this column, I take a look at the musical gems of the Baroque and Renaissance periods and learn about their musical functions in context. Throughout my ten-year musical experience, I have been involved with Baroque and Renaissance music. Whether it was performing in intimate Baroque chamber ensembles at the New England Conservatory or participating in masterclasses with leading Baroque/Renaissance musicians of the Handel and Haydn Society of Boston, I have absolutely enjoyed my experience with this genre of music. So, I wish to share this with you, and I hope you will read on! I assure you, what's below will bring music to your ears!

“April is in My Mistress’ Face” is a madrigal written by Thomas Morley in 1594. For reference, madrigals are secular vocal pieces composed during the Renaissance. They are polyphonic, which means that each vocal part—such as soprano or tenor—has its own rhythm and shape. Madrigals are also sung without accompaniment. “April is in My Mistress’ Face” is set to an Italian text that resembles a poem, in which a woman is described with seasonal references. The text reads as follows:

“April is in my mistress’ face
And July in her eyes hath place
Within her bosom is September
But in her heart a cold December”

Pairing the metaphorical descriptions of this mistress, or love interest, with the musical phenomenons that are present, this madrigal comes to life. The piece opens in a minor key, and the first line of the text is sung in every voice part until the voice parts meet on a long tone chord. After this, the parts repeat the same line of text, this time staggering their entrances and varying the duration of the words. Although the madrigal is set in a minor key, the mood at the opening of the madrigal is quite energetic and spirited. In this way, the music matches the first line of the text with its description of the mistress's face as pleasing and refreshing, like April. The madrigal maintains this soaring mood throughout the second line of text. In fact, the soprano line reaches a mini-climax as it flies through a string of high notes. In this way, the passion and warmth of July that is described in the mistress's eyes are reflected in the music. As the seasons in the poem shift to colder, calloused months, so does the tone of the music. Throughout the portion of the madrigal that pertains to the third line of the text, there are many long, held notes. This slows down the momentum of the madrigal. As a result, listening to this section of the madrigal makes you feel like you are taking a step back and looking at a larger picture. This correlates to the text because the narrator seems to be realizing that his mistress is bleak and unfeeling within her bosom, which should be a source of nurturing and care. Finally, the madrigal moves on to the last piece of text. In this closing portion of the madrigal, the vocal parts resolve to a major chord after each repetition of this line of text. Yet, as soon as the melodies go on to repeat this final line of text, they switch back to the original minor key. This back-and-forth action heightens the minor vibe of this ending section, which in turn emphasizes the bitterness of the text and the resolution that the mistress is harsh to the core.

I recommend that all of you listen to this madrigal! It can be found on most major streaming platforms and is truly a rewarding listening experience.

MELINDA ZHANG/THE PHILLIPIAN

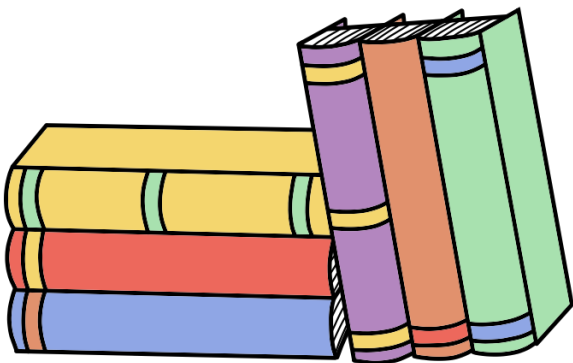
Editor's Note: This column originally ran on February 7, 2020.

Everything I Never Told You By Celeste Ng

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. I hope you'll find them helpful and maybe even decide to pick up one of these titles. This week, I will be reviewing Celeste Ng's debut novel, "Everything I Never Told You."

"Before that, she hadn't realized how fragile happiness was, how if you were careless, you could knock it over and shatter it." - Celeste Ng



MELINDA ZHANG/THE PHILLIPIAN

Synopsis

The Lees, a half-Caucasian, half-Chinese family consisting of parents Marilyn and James, and children Nathan, Lydia, and Hannah, live in small-town Ohio in the 1970s. Lydia is the middle child and the clear favorite of her parents. She is the daughter that both parents hope will fulfill the dreams and goals they each failed to reach. For Marilyn, her goal is making Lydia the center of attention, for her to become a doctor with a promising career, rather than the homemaker that Marilyn wishes she hadn't become. On the other hand, James simply wants Lydia to fit in since he has felt ostracized all his life. When sixteen-year-old Lydia's body is found in the lake one morning, the family, once delicately held together by personal secrets, shatters. As each family member scrambles to understand what happened to Lydia, they come to examine their own complicated past, their relationships with each other, and figure out how or whether they can ever heal together as a family.

Review

Ng's debut novel, a product of six years of work, is an intimate, haunting portrait of a family torn apart by tragedy and tensions that lurk beneath facades. Ng deftly weaves each family member's stories together to create a tapestry of messy relationships, regrets, racial and familial tensions, and struggles with identity. Ng holds the reader in suspense with her piercingly beautiful prose. Her writing feels raw and honest, and she masterfully evokes emotions from readers as they sympathize, love, hate, and come to care deeply about each character. They feel the hurt and burdens that each character carries with them. I was in awe of the depth Ng brought to each character and the vividness with which she constructed each character arc. I could not put this book down.

Verdict

A gripping, emotional, worthwhile read. 10/10

Rating: 10/10

Editor's Note: This column originally ran on February 28, 2020.



BEN FU/THE PHILLIPIAN

Azure Showcases Individual Talent and Themes of Female Empowerment

JEFFREY SHI

Dressing in matching white tops and light blue jeans, the members of Azure swayed side to side as they harmonized their voices to a mashup of “Where Is The Love?” by The Black Eyed Peas and “Price Tag” by Jessie J during their Abbot Cabaret Performance.

Occasionally throughout the song, one or two members of the group stepped forward and sang individual parts while the others continued to accompany the melody. Azure Co-Head Logan Gauthier ’21 expressed that implementing these solos is a main focus of Azure’s performances.

“We wrote the arrangement such that we had many girls doing solos. We gave a lot of the girls in our group the opportunity to showcase their talent for their peers, and that’s something that we really prioritize: to give our girls that opportunity,” said Gauthier.

Azure is the all-female a cappella group on campus featuring a group of 14 students

from all grades. Club member Amy Chew ’20 described how as an all-female group they often feature messages regarding powerful women in their performances.

“Azure is a group that performs and does it for the fun of music and the passion for music, but it often also has a rule or statement in the back about female empowerment. We tend to sing a lot of female-empowering songs, such as breakup songs or songs that have really strong women in music,” said Chew.

In addition to performing at A Cappella Night and at several of Andover’s talent shows, Azure also had the chance to perform off campus this year. At the beginning of Winter Term, Azure was invited to sing some festive songs for customers at a local downtown store called Bobbles & Lace.

“It was just a great opportunity for us to get off campus. It was really fun because we chose the songs, which weren’t all holiday-related but they were very spirited. We all needed that break from those busy two weeks in December where we

all get caught up in our work,” said Gauthier.

Co-head Martina Gil-Diaz ’20 added, “We sang songs such as “Silent Night,” “Jingle Bells,” and “Carol of the Bells” inside their store for anyone who was coming in... We definitely hope to continue performing downtown in the future. It was so fun.”

Azure was not accepted into this year’s Grasshopper show, despite a history of attending in past years. According to Gauthier, getting rejected from Grasshopper was a valuable learning experience that helped the group reflect and improve.

“It was a very hard thing for me to tell the girls that we didn’t make it and that they weren’t going to have the opportunity to perform in such a big show people that they looked forward to... but it was also a big learning point for us because it really allowed us to reassess how we were running rehearsals and practices, and [how to] make them better,” said Gauthier.

As both co-heads were Uppers this past year, it was a difficult adjustment for both of them to lead the group without much



COURTESY OF LOGAN GAUTHIER

In addition to singing, Azure also hopes to showcase female talent and the importance of female representation.

previous experience. Although Gauthier and Gil-Diaz will both lead again next year, they hope to elect a younger student to train so they can leave behind more experienced leaders.

“It would definitely be valuable to have a third person lead-

ing. We can show a younger student the ropes of how to lead the group and how to do everything while we’re still leading it, so that when we leave, there’s a smoother transition than what Martina and I experienced,” said Gauthier.

Yorkies Foster Sense of Brotherhood in Rehearsals and Performances

ARIANA VELASQUEZ

The Yorkies trudged through the cold winter snow towards Ms. Fenton’s house, about to carry out another performance in their yearly tradition, Yorkel-



COURTESY OF HARRISON WILSON

Yorkies Co-Head Shree Menon ’20 (fourth from right) says the group planned to release an EP this spring, but the recording was delayed due to the COVID-19 pandemic.

ing, in which they visit each of the dorms on campus to sing holiday songs and carols. Co-Heads Henry Crater ’20 and Shree Menon ’20 recall that they were greeted by hot cocoa and invited inside to spread their music.

“[Ms. Fenton] let us in, and she made us hot chocolate and we had a little moment, and it was so so nice. We sang for her and her family...The walk home from that was awesome. Because I was like, ‘Wow, I think I’ve really made a few friends that I can really count on from this group,’” said Crater.

All of the Yorkies’ arrangements are original, written by either current or past Co-Heads. In this year’s Grasshopper, Crater and Menon chose “Rocket Man” and “Sunflower” respectively and combined them into a medley.

“We always do original stuff, and we do that because I think... Henry and I both have the talent, and we’re fortunate to have the opportunity to make arrangements. We choose based on what we love to listen to... We make songs based on what we like, and then make medleys of it based on what is best for the group,” said Menon.

The group collaborates in

choosing their repertoire for performances as well. After each show, their next rehearsal serves to plan for their next big event.

“We all sit in the choir room and we have the whiteboard there, and we chart out what songs the guys want to do. We spend 20 minutes just putting down titles on the board. And then after that, we start listening to the songs, dissecting what parts can be really good,” said Menon.

Creating a sense of brotherhood in the group was a priority for Crater and Menon. They aimed for rehearsal to be a place where members were able to both have fun and work hard.

“No matter where we all come [into rehearsal] from, it’s always a chill time. It’s always a fun time. And they’re ready to work... Henry and I make sure that they’re having a good time, and that they’re learning what they need to learn while having fun,” said Menon.

According to Crater and Menon, the Yorkies bring a unique enthusiasm to the stage, striving both to entertain their audiences and to enjoy themselves.

“[Yorkies are unique] because of who we are. I remember in Grasshopper we were jumping around and having fun, smiling at each other, laughing with each other onstage, all while singing and performing great. And we just spread that energy in whatever we do,” said Menon.

A large portion of the group is currently composed of underclassmen. Crater said that he enjoys mentoring the younger singers.

“[My favorite part of Yorkies is] just being up on stage and sharing music with a crowd, and sort of showing the younger singers who have less experience what it means to have stage presence, and what it means to share music with people,” said Crater.

Fidelio Unites Students from All Musical Backgrounds

ALEISHA ROBERTS & JEFFREY SHI

Drawing devoted members of the Academy chorus, the Fidelio Society is Andover’s co-ed chamber choir. Directed by Abbey Siegfried, Instructor in Musical Theatre and Dance and School Organist, the group consists of 23 students of different grades and musical backgrounds. According to Fidelio Co-Head Chloe Webster ’20, the tight-knight group allows for students to get more personal feedback on their artistry and to improve their skills in a more intimate setting.

“My choral musicianship has definitely changed and improved while being in Fidelio because the small group dynamic is different. My listening skills have improved in terms of my listening to what my fellow members are doing and using that to inform my sound,” said Webster.

According to Co-Head Adaeze Izuegbunam ’20, Fidelio changed its attitude this year by focusing less on the musical accuracy of the group and more on sharing their passion for music. Izuegbunam believes that this focus on

group dynamic had a positive effect on their performances.

“I think we moved away from making sure that every pitch [should be] perfectly in tune, and it’s more about cultivating music together and having a passion for music than it is about putting on a perfect performance. I think it

says a lot more and it conveys a lot more to an audience if we enjoy it and look like we enjoy what we’re doing versus if our song was totally perfect but [without] any emotion,” said Izuegbunam.

Izuegbunam emphasized that students don’t need a proficient musical background to

join Fidelio. Having minimal music training before coming to Andover, Izuegbunam believes that Fidelio demonstrates that students do not need to have past experiences in order to do well at Andover.

“I couldn’t sight-read music, and singing in a group was something that I had never

really done. I didn’t have that experience, but now I’m in the group and one of the leaders too. I think Andover is a place where you can not only try new things, but also actually succeed in them.”

During this virtual Spring Term, Fidelio members have been staying in touch via Zoom to work on virtual projects together. Their first project was a recording of the song “Even When He is Silent” by Kim Arnesen. According to Webster, the song is special to Fidelio members because they have sung it many times. It was also the last song they performed together in Winter Term.

“We started a virtual choir project, and we recorded ‘Even When He is Silent,’ which is one of the pieces that we performed in the winter and last year. It’s a piece that a lot of people love. Basically, everybody recorded their parts separately, and we’re working on putting them all together. We’re probably going to do this with a few other pieces before the end of the year,” said Webster.

Editor’s Note: This article was written on May 4, 2020.



COURTESY OF ADAEZE IZUEGBUNAM

Even amidst the COVID-19 pandemic, Fidelio collaborated virtually on recordings throughout Spring Term.



BEN FU/THE PHILLIPIAN

Drumline Brings Unique Energy and Volume to Andover Events

ARIANA VELASQUEZ & HANNAH DASTGHEIB

At the first All-School Meeting (ASM) of the year, Drumline pounded their cymbals, followed shortly by snare drums, and soon after the bass drums. One by one,

and then in pairs, the percussionist members of drumline marched from the back of Cochran Chapel to the stage, thundering a rhythmic introduction for the class of 2020's last "First ASM."

Drumline plays a variety of performances throughout the year, including ASM, Grasshopper, Andover-Exeter

games, and spring revisit talent shows. According to co-head Kaitlin Lim '20, the club plays an important role in student spirit during the events.

"A lot of people like Drumline for the energy that we bring to any event we perform at. In that sense, I feel like we're kind of like the school cheerleaders with the Blue

Key Heads. I don't think I've ever seen an event or performance where people weren't hyped up once Drumline started performing," said Lim.

Pickle Emerson '20, who also serves as co-head of the group, echoed her sentiments. He added that Drumline aims to bring energy for athletes as well as spectators at sports events.

"We bring good spirit. I think we're kind of a fun performance, and something different. It brings a little bit more music into the regular athletic scene. I also think that the sports teams like that we play. People I know in sports teams enjoy it when we come," said Emerson.

Emerson believes that Drumline offers their support of athletic teams in a way that is unique from other groups. He specifically cited their volume, which allows them to create an energetic atmosphere during events.

"I think we're a little bit louder and I think we can bring a little bit more energy. [Other groups] just don't have as much ability to create volume as drums do. We can really project and play in some-

thing like a stadium, like the stadium up near the rink, and be heard," said Emerson.

Most students who enter the group do not have a lot of previous experience, according to Emerson. Drumline relies on the guidance of upperclassmen as student leaders to teach incoming members.

"There are section heads and then section members who have been there for multiple years. And then people who have been there longest, they're the heads and they do teaching for that section. I can also walk around, teach each part since I spent some time learning most of the drums this year," said Emerson.

Lim praised the community that Drumline offers as well. She described the sense of community drumline offers as a way to unwind.

"For me, though, Drumline is just a good space to forget about everything else besides learning a new piece or going over formations. It's a good escape from everyday life and a solid reason to just hang out with other people and mess around with some rhythms," said Lim.



COURTESY OF KYLE GARCIA-ROGERS

Drumline believes that their volume and ability to exhilarate crowds set them apart from other performing arts groups on campus.

Just Chiming in: Handbell Choir Uses Music to Provide Sense of Community on Campus

JESSICA XU

Members of Handbell Choir stood on the balcony of Cochran Chapel, softly playing the notes to their rendition of "Last Christmas" by Wham! Meanwhile, the student body below them sang along to the familiar melody. According to Co-Head Hanna Wu '20, the annual "Sounds of the Season" All-School Meeting demonstrated the goal of the ensemble on campus: to unite the Andover community.

During the school year, Handbell Choir rehearses weekly under the direction of Derek Jacoby, Instructor in Music. The group also performs on multiple occasions throughout the year, such as Grasshopper and Baccalaureate.

According to Wu, performances allow for the ensemble to showcase their dedication and efforts. Wu also stated

that Handbell Choir stands out from other clubs due to its dependence on members showing up to meetings.

"What some people don't realize about Handbell Choir, weirdly enough to say, is that it is a team [effort]. Everybody has... a different bell note. You have to try and play a whole piece with maybe 20 notes... [and] you have to try and make a collective front with everybody playing different parts," said Wu.

According to Irene Kwon '21, structured rehearsal meetings allow for the group to make the most of their time together. Handbell Choir's performance at Grasshopper remains one of her fondest memories with the group.

"It was my first time ever in Grasshopper and in a production like that, so it was a lot of fun working with the rest of the club to prepare for a huge performance. It took a lot of work because it's right at the beginning of the year, so in one month... we have to

prepare a performance with our new members, with new music [and] with a new group. It's a lot of work, but it's really rewarding," said Kwon.

Kwon, who will become Co-Head of the ensemble alongside current Co-Head Stephanie Yang '21, hopes to maintain the club's current culture and continue bringing joy to the Andover community. She also wishes for current members to bring the same level of enthusiasm to rehearsals.

"It's important that we're all consistent in showing up to rehearsals because if one person isn't there, it... leaves a part that can't be covered by other members. I want to see our members continue to be committed and dedicated, as they've been this year so that we feel more excited for performances," said Kwon.

Wu also sees an opportunity for the group to expand upon the range and genres of pieces they choose to play in future performances.

"Handbells are something

very classical...I'd like to see [the club] extend their repertoire a little bit and do some really out there' pieces, maybe do some cool remixes between different [genres]," said Wu.

Editor's Note: Stephanie Yang '21 is a Managing Digital Editor for The Phillipian.



COURTESY OF ROSS VIEIRA

Each member of Handbell Choir holds one or two handbells of differing pitch, played in timed intervals to form each piece's melody and harmonies.

Keynotes Fosters Supportive and Loving Bond among Talented Musicians

JASMINE MA

Performers lit their faces up one by one in pitch darkness, and with each one another member of Keynotes was revealed. With their heads bowed and gazes lowered, the a cappella musicians blended

their voices into the suspenseful exposition of "Daft Punk Medley" by Pentatonix on the stage of Grasshopper 2019.

According to Keynote Co-Head, Claudia Pollock '20, the group challenged themselves with the complex arrangement and choreography.

"Once we got the music down, we had to work on

making it performance ready, incorporating lots of musical dynamics, choreography, and qualities of a good stage presence. It took a lot of practice but it definitely paid off," said Pollock.

Keynotes is a co-ed a cappella group on campus, led by Sofia Garcia '21, Pollock, and Bianca Rodriguez Pagano '21. The group is composed of 15 members and performs at major school performances. According to Garcia, Keynotes is an entirely student organized group for musicians to pursue their passion for music outside of groups managed by the Music Department.

"I auditioned with grandiose expectations and was met, not with rigorous rehearsals, but a fun and compassionate family. Nowhere have I ever felt more welcome to be vulnerable with my music and with myself," said Garcia.

According to Pollock, the group's weekly rehearsals typically consist of practicing in different sections, then later convening to work on the blend and dynamics. Member

Shree Menon '20 describes an activity called "sound bombs" that takes place at the end of rehearsals.

"A unique activity we do in Keynotes is create 'sound bombs', where members build off of others' singing ideas and together attempt to make a blend of sounds. Although most times it collapses in laughter, we have so much fun trying to make them and mesh better together as a group for our performances," said Menon.

When Pollock joined Keynotes as a new Lower, she felt instantly welcomed by members of the group. This year as a Co-Head, she hoped to provide everyone with the same experience.

"Keynotes has such a contagious positive vibe that is easily recognized by the wider campus. As a Co-Head, my priority is to maintain the welcoming, loving, and fun environment that made me fall in love with Keynotes my Lower year," said Pollock.

Member Junah Jang '20 also reflected on her experi-

ence in Keynotes, specifically how close the group was able to bond. She described it as a positive part of her Andover journey.

"As much as I loved my other extracurriculars—they were definitely a lot of work... Keynotes was always just an energizing time with a lovely group of people from very different parts of campus," said Jang.

Going forward, Keynotes will be led by Garcia, Rodriguez Pagano and Jack Warren '22. Acknowledging that there was only one Junior in the group this year, the Co-Heads are striving to reach out to younger students and encourage them to audition for the 2020-2021 school year.

"There are so many talented members in the Class of 2023 and I am sure many new incoming students are interested in pursuing a cappella. I look forward to meeting new young, talented individuals," said Garcia.

Editor's Note: Bianca Rodriguez Pagano is a Live Editor for The Phillipian.



COURTESY OF KEYNOTES

Keynotes emphasizes the importance of family and bonding as a group in both their rehearsals and performances.



BEN FU/THE PHILLIPIAN

Downbeat Finds Strength in Small-Group Setting, Looks to Expand Recognition

NATALIE CHEN & NOEMI ELLIOTT

Six voices blend together in harmony to sing the first line of Adele’s “Set Fire to the Rain.” Continuing with the song, the members of Downbeat change notes, some going higher and others lower, until every voice comes together once again to end the next line. According to Co-Head Adaeze Izuegbunam ’20, this performance at Abbot Cabaret 2019 introduced Downbeat to the Andover community.

“After the performance, Jenny Elliott [’94, Assistant Head of School for Residential Life and Dean of Students,] emailed me personally to tell me that it was so fun to watch us perform, and that was something that meant a lot to me. That first Abbot Cabaret was just amazing to

feel recognized and validated for Downbeat being a serious endeavor,” said Izuegbunam. Izuegbunam founded Downbeat, an a cappella group, during her Upper year. After writing an arrangement for the song “Let the Road” by Pushbaby, she needed a group of six to perform it with. The group recently performed this arrangement during a virtual All-School Meeting.

“It was really nice to have people with a ton of individual musical abilities come together and [perform] some really complex stuff with a minimal preparation... I just really appreciate the fact that every single individual is as important as the next because they all bring their own sound,” said Izuegbunam.

According to Co-Head Quintin Moss ’21, with weekly two-hour rehearsals focused on blending voices and honing group dynamics, members are expected to learn

individual parts on their own. Moss finds that the group’s small size, which went from six members to nine, distinguishes Downbeat from other a cappella groups on campus.

“Because there are so few of us and we know each other inside and outside of Downbeat, we’re a super close family of singers. Downbeat is a really good way to emotionally and regularly connect with people who we otherwise see [daily] and have relationships with, but may not be able to connect with in the way that you’re able to when singing,” said Moss.

Although she is graduating, Izuegbunam looks forward to watching Downbeat’s future from afar. The group planned several performances for Spring Term which they will carry into next year. Moss, who will continue leading Downbeat in the 2020-2021 school year, hopes to participate in more events, such as a

cappella night.

“We have not been able to hold an a cappella night the last few years. There have been issues with scheduling and conflicting dates. Next

year, I want to be able to solidify Downbeat in a cappella culture in Andover by taking us to a cappella night,” said Moss.



COURTESY OF ADAEZE IZUEGBUNAM

From left to right: Teddy Wilkin PG’20, Kate Horton ’22, Adaeze Izuegbunam ’20, Quintin Moss ’21, and Han Chin Toh ’22. Downbeat performed in Grasshopper 2019 after only a year as a group.

Footnotes Builds Family of Dancers from Various Backgrounds

HANNAH DASTGHEIB

Dressed in a wide assortment of colors, the members of Footnotes kneeled on the floor to form a diagonal line. One by one, members rose up and began to tap in unison to

the tune of “Everybody Talks” by Neon Trees. As the last member stood up, the dancers turned their bodies toward Co-Head Jackson Diodati ’20, who mimed playing the guitar, drawing applause from the audience.

“Footnotes is Andover’s only tap dancing group on campus. We perform in a lot

of dance shows every year like Grasshopper, Dance Open, and the Club Show in the spring,” wrote Co-Head Samantha Turk ’20 in an email to *The Phillipian*.

Footnotes is open to dancers of all levels, from newcomers to seasoned tap-dancers. Diodati, who has eleven years of dance experience, has used

his time in the club to explore different genres and expand his tap-dancing interests.

“Footnotes provides a nice space for me to be able to continue something that I’m passionate about. It’s important for the larger community because it exposes people to other styles of dance than the mainstream ones, especially ones taught in the dance program [like] ballet, jazz, modern [and others]. Tap dancing isn’t terribly popular, especially on campus, so it’s a nice way to expose students to new, cool, styles of dance [with] tap being one of them,” said Diodati.

On the other hand, Diodati attested to mentoring new members with no previous experience. Diodati said that Footnotes’ openness is what separates it from other dance groups on campus. One such dancer is Victoria Zhou ’22, who joined at the beginning of this year.

“We obviously have people who have been tapping for a while, but we have people who literally started tap dancing two months before-

hand. Specifically this year, [Zhou]... She’s a Lower now but will be an Upper. In January she [said], ‘I want to join Footnotes!’ She was in a Dance Open piece. That’s how a number of other people [joined], which I’m really proud of,” said Diodati.

Next year, Footnotes will be run by Somin Virmani ’22. Diodati expects that the club will continue to recruit new members through the annual fall club rally. No matter what, he hopes that his passion for tap-dancing will be shared with future students.

Diodati said, “Anytime I’ve always gone to a Footnotes meeting or performance or anything, something I always have in my head is ‘whatever happens, just have fun and try to look good while doing it.’ Just have fun tap dancing. Tap dancing is a ball of fun, I think, [but] I don’t know how many people agree with me. It’s more important to enjoy the style of dancing that you’re doing, rather than trying to focus on making a perfect dance.”



COURTESY OF SAMANTHA TURK

Co-Head Samantha Turk ’20 says that Footnotes has a number of pre-show rituals passed down from former co-heads to foster a sense of community in the group.

Footsteps Fosters “Real Sense of Community” through Asian Cultural Dances

ZOE YU & SCARLETT RUAN

Dim blue lights shine on three dancers of Footsteps whose traditional Chinese dance costumes whirl as they move to the elegantly flowing music. As soon as the music launches into a remix of Kendrick Lamar’s “Humble,” they are joined by three other dancers in the traditional Indian style. The dance then transitions into up-beat Korean pop music, when they are joined by K-Pop Club dancers in modern costumes of red and black, creating a vibrant mixture of cultural backgrounds during the 2019 Grasshopper performance.

“Making Grasshopper this year was a really, really huge point of success for us... The theme was about the future, and at first we were nervous because how could traditional Asian dances be futuristic, you know? But then we came together and we actually came up with a very good plan,” said Estelle Zhu ’20, Co-Founder and Co-Head of Footsteps.

Founded in 2018 by Zhu,

Candy Xie ’21, and Somin Virmani ’22, Footsteps focuses on presenting various cultural dance styles from across Asia. They have expanded their performances into spaces like Dance Open, iFest, Southeast Asian Club, and Lunar New Year celebrations. Zhu, who was trained in traditional Chinese dance, started Footsteps to expose people to a variety of Asian cultures through dance.

“This idea of coming together and working towards a goal that seems really hard, introducing something that Andover isn’t familiar with, and making it an established presence on campus, is difficult. Having a common goal like that really brought our club together,” said Zhu.

Though Footsteps is a group that showcases different Asian dance styles to others, Virmani believes that it is also a learning experience for the members themselves. He recalled once feeling mesmerized by a traditional Japanese dance taught to him by a Senior last year.

“Footsteps, as much as it is about showcasing and performing, it’s also about learning about the different cultures and learning about the

dance and so there are experiences in the dance studio that are treasured,” said Virmani.

According to Footsteps member Laura Mahaniah ’20, the group has formed a trusting bond by learning different types of dances and improving

collectively. Footsteps prides itself on its judgement-free atmosphere.

“Because we’re looking at such a diversity of types of dance even within the one category that this group focuses on, there’s very lit-

tle room for comparison or judgment within the actual group... There isn’t even a risk of needing to compare yourself to other dancers because... most of the other group is also learning at the same time,” said Mahaniah.



COURTESY OF ESTELLE ZHU

In their two years as a group, Footsteps has boosted their recognition by performing in venues like Dance Open and iFest.



BEN FU/THE PHILLIPIAN

Fusion Provides Home for Afro-Carribean Dance on Campus

CHLOE KINDANGEN

Music filled the studio and the members of Fusion began to coordinate to the familiar Afro-Carribean rhythm. At the end of their practice, they formed a circle as a song began to play. The catchy melody picked up in pace and soon after, a member got in the middle of the circle and swayed to the music as the other members hyped them on. This routine is typical of a Fusion practice, according to founder and Co-Head

Abi Ndikum '20. "Fusion is Andover's first and only Afro-Caribbean dance team. It is our mission to spread the music and dance of the African diasporas specifically of the African and Caribbean cultures to the broader Andover community and other schools in the area. We really hope that by sharing a piece of our culture, the community will have a broader sense of cultures beyond what Andover, you know, offers," wrote Ndikum in an email to *The Phillippian*.

As an Afro-Carribean dance group, Fusion dances to African,

Spanish, and Caribbean music among others. This year, the Co-Heads of Fusion were Ndikum, Araba Aidoo '20, Claude Sayi '21 and Sekou Cisse '21. Cisse is the main choreographer of the team, but some shows were also choreographed by the other Co-Heads. In addition, Fusion held open practices where members were invited to perform freestyle which could potentially be turned into choreography.

In an email to *The Phillippian* Aidoo wrote, "Fusion brings awareness to a form of dance that Andover didn't have before. Music connects people and cultures and so Fusion is able to share these underrepresented cultures to campus via the form of dance."

According to Ndikum, Fusion is also a home for many members who are under-represented in the community. Each year, the group has performed various shows in Grasshopper, Dance Open, Pep Rally and a trustee event. Fusion also recently received an Abbot Grant to invite Jean Appolon, a Haitian dancer, to teach a master class. However, due to the COVID-19 pandemic, the class was postponed until next year.

Ndikum wrote, "I know for a lot of my friends in the dance team, Fusion is the only place where they hear music which they grew up with. Fusion is the only place where they're able to

be surrounded by people who have the same experiences as them, those who grew up around them. And that's why Fusion is so important to me because at the end of the day, I feel when I walk

into the rehearsal, I'm going to be surrounded by love, regardless of who's there. I'm going to be surrounded by loving people who just want to dance and have a good time."



COURTESY OF FUSION

Pictured above: Fusion after their Grasshopper performance in 2019.

Hypnotiq Collaborates to Create Dynamic Performances



Hypnotiq's Grasshopper 2019 performance featured dances to hip hop music from the 80s, 90s, 2000s.

COURTESY OF HYPNOTIQ

NATALIE CHEN & NOEMI ELLIOTT

Standing in a bright spotlight, Alycia Basquiat '20 and Layomi Oloritun '20 listen to a message instructing them to enter an imaginary time machine and begin dancing. When their dance ends, the spotlight fades to black and a blue hue lights the stage as the remaining Hypnotiq members robotically march to the beat of a remix of Kanye West's "Stronger," representing the future the dancers foresee.

Hypnotiq's 2019 Grasshopper performance was choreographed by Basquiat and Oloritun, marking their first collaboration as the group's Co-Heads. Basquiat considered their performance to be Hypnotiq's biggest accomplishment this year.

"Something that was new and made the performance more dynamic was the beginning and how it transitioned into the rest of the team joining us on stage. There was a little skit in the beginning.

It was just me, Layo, and the audience, so it felt more intimate. Then, the rest of the team came on and you could see us move as a unit on stage," said Basquiat.

In her second year as Co-Head, Basquiat aimed at making the group's performances more creative and seeking new opportunities aside from Grasshopper, Dance Open, and the club show. Jackie Rossi '20, a four-year Hypnotiq member, has witnessed the evolution of the group's ideas and choreography.

"I think [Hypnotiq] has improved a lot since my first year of being part of the group. Each year's Co-Heads stepped up the quality of our performances and got more creative with the storylines of dances," said Rossi.

Basquiat stressed the importance of constant improvement for both the audience and the members themselves. According to Basquiat, Hypnotiq is known for its collaborative atmosphere that incorporates each member's unique style.

"People bring their own styles into [Hypnotiq]. Even though

there are Co-Heads, we always encourage people to bring their own style and personality into dances, even sometimes making choreography and coming up with ideas," said Basquiat.

Basquiat hopes that the next year's Co-Heads, Azariah Jones '21, Celeste Robinson '22, and Nnenna Okorie '21, will host a new event called "Hypno Weekend," featuring a Hypno-run show, a sponsored dance in Borden Gym, and a workshop with a guest artist. Additionally, Basquiat noted her interest in the group's future choreography and performances.

"Each [of next year's Co-Heads brings] a different type of movement. One person has training in more classical styles, so she brings that to the table. Another person does a lot more flowy movements. The third does a lot of hard-hitting, powerful moves. I think that when they bring it together, it'll make something that's really beautiful and different. It'll be something we haven't seen before from Hypno, so I'm really excited to see it," said Basquiat.

Blue Strut Demonstrates Female Power and Connectivity

ARIANA VELASQUEZ

Blue Strut conversed and practiced their leaps in Steinbach lobby, waiting to dance in the last act of this year's Dance Open. Just before their performance, the members gathered backstage and stood in a circle together, holding hands. They shared a moment of silence, and then strutted into the spotlights.

Co-Head Azi Jones '21 said, "I think the energy of just being surrounded by the whole team is always the best. I love our backstage moments, right before performance and we're hyping each other up, saying 'We really got this, we're gonna kill this...'. We just all feel so together and so close and then we're about to go on stage and just do our best."

According to Emerson Judson '20, who serves as Co-Head with Jones, the group has always been tight-knit. She shared that the encouraging words of Senior members made her feel more comfortable to audition initially.

"I've been part of [Blue Strut] since my [Junior] year,

and it's always just been where my friends are. It's always so fun to go to the studio on Tuesday nights and hang out with people that you just love so much and perform with them. I've just always loved the members of the group, and we're always just like a little family," said Judson.

Blue Strut is one of few all-female groups on campus, including in its leadership. Through the group's primary style of jazz, the Co-Heads aim to highlight the dancers' strength.

Jones said, "The perception of jazz dance in general is that... you're supposed to be sexy and sensual with it. But we don't want to be perceived as only that to our audience. So we tried to still include some of that in our dance, but we really wanted it to seem like we were powerful... and we were just owning it completely."

Blue Strut has historically danced to songs by only female artists such as Rihanna and Britney Spears, according to Jones. The group performed a Beyonce medley at this year's Grasshopper.

"We tried to go with a fe-

male power vibe, because we are an all girls group... It took a lot of reworking and remodeling. Every time you make a dance, [you] really want to keep true to the essence of Strut and what the team has been in the past, while trying to not make it stale in that way, but still trying to have el-

ements of what the team is," said Jones.

The Co-Heads make an effort to maintain a sense of female solidarity both in and outside of rehearsals. They have regular team dinners, and interact both in their own practices and in other areas of the dance department.

"We definitely go on a lot of tangents. Usually we start by just chatting for a while and then we warm up and we learn choreography. But I'd say it's just always fun. We get stuff done very fast so we have enough time to just goof around and have fun," said Judson.



COURTESY OF LESLEY TAN

Blue Strut danced to a medley of three Beyonce songs at Grasshopper 2019, looking at the theme of "The Future" through the lens of female empowerment.

EXHIBITS

BEN FU/THE PHILLIPIAN

Addison Gallery Opening Challenges Audience to View American Icons in Unconventional Ways

NATALIE CHEN & NOEMI ELLIOTT

A girl donning white gloves reaches up to cover her red lips, a look of shock painted on her face. Tears stream from her eyes, covered by white glasses that reflect an image of Superman kissing Batman. Next to this painting is the enlarged reflection of Superman and Batman in embrace, a cape enveloping them.

“In the description below [the images], it talks about regardless if Superman were gay, he is still Superman... the same is said for Batman. Rich Simmons, [the artist], is trying to show that you shouldn’t judge someone based on their sexual orientation and it shouldn’t be a boundary,” said Claire Song ’22, an attendee of the exhibit.

The two artworks, “Chrome Reflections” and “Between the Capes,” both by artist Rich Simmons, are part of the new exhibit “Men of Steel and Women of Wonder,” which opened on in the Addison Gallery of American Art on Friday, Octo-

ber 4. According to Stephanie Sparling Williams, one of the exhibition’s curators, the show opened in the Crystal Bridges Museum of American Art in Arkansas, and has traveled to two other schools—its last stop being Andover.

Sparling Williams said, “I think the show is really looking at the history of these two icons, both Superman and Wonder Woman, and looking at how artists have explored these concepts over the course of history, and really making a comment on what we can learn from these ideas—these characters—and how they’re portrayed by artists today.”

While many of the artworks in the exhibit celebrated the history of superheroes and their position as role models in society, others questioned their purpose. Attendee Christine Michael ’22 noticed how Valentin Popov criticized superheroes in his two paintings titled “St. Wonder Woman” and “St. Superman.” Both portraits portray the heroes smiling, surrounded by a background of gold that Michael thinks represents how

superheroes are often idolized.

“For some reason we have chosen these fictional figures as a symbol for Americans, to symbolize what a ‘true American’ should be. They are the ones who fly around saving the world, they are good looking, and they are indestructible. I think the image of superheroes is pretty toxic, as they aren’t real and are an unrealistic ideal that continues to be prevalent today,” said Michael.

The exhibit focuses on many current issues, such as immigration, identity, and sexual orientation. The image titled “MARIA LUISA ROMERO from the State of Puebla works in a Laundromat in Brooklyn, New York. She sends \$150 a week” by Dulce Pinzón shows a woman dressed up as Wonder Woman, working in a laundromat. Large laundry machines line the wall behind her as she looks off into the distance, a faint smile on her face.

Attendee Evalyn Lee ’23 said, “There are a lot of immigrants in America—illegal immigrants too. Especially with our current president and politics, immi-



COURTESY OF THE ADDISON GALLERY OF AMERICAN ART

Dulce Pinzón, “Maria Luisa Romero from Puebla works in a laundromat in Brooklyn, New York. She sends \$150 a week.” 2005-2010. Archival c-print from analog image. Courtesy of the artist.

grants are often surrounded by certain stereotypes and stigma. Wonder Woman, the quintessential American, is also an immigrant. Superheroes like her are the ones who save the world, so I feel like the artist is drawing a comparison between them and immigrants, making them seem more similar.”

The “Men of Steel and Women of Wonder” exhibit will be on display in the Addison Gallery of American Art until January 5, 2020.

Editor’s Note: This article originally ran on October 11, 2019.

Art-600 Exhibit Incorporates Nature to Create Thought-Provoking Artwork

NATALIE CHEN

Five strands of colored yarn are suspended five feet above the ground, winding their way around multiple trees. The string eventually leads to a



GRACE WANG/THE PHILLIPIAN

The annual Art-600 Exhibit almost did not take place in the Cochran Sanctuary this year due to concerns of eastern equine encephalitis (EEE).

small, secluded clearing with a short tree stump surrounded by a nest of sticks. A pastel purple pillow sits on top of the stump, inviting the viewer to take a seat and reflect.

This piece, “Inhale Exhale” by Valerie Tang ’20, was a part of the annual Art 600 Exhibit,

which had its opening this past Sunday in the Cochran Sanctuary. The exhibit incorporated artwork from six Seniors and two Uppers and explored the relationship between nature and civilization. Posie Millett ’20 commented on how she felt moved by the serenity Tang’s piece conveyed.

“I think that because her piece is interactive, I could actually feel what she was trying to cultivate in her piece. I could feel the peace she was trying to emulate and I think that is very important,” said Millett.

Tang wanted to explore the feeling of peace that comes with being in nature. Through her artwork, Tang examined Thomas Cochran’s intention behind creating the Sanctuary. According to Tang, Cochran had intended for the Sanctuary to be a place for quiet reflection.

“I started off with the idea of bringing peace to whoever is enjoying my installation, be-

cause I feel like being in nature is something that should make us calm and be able to think, and that’s something that Andover students rarely get to do... I made a nest which is supposed to be a symbol of home and security so [viewers] can feel connected and safe in nature and then they could sit on the stump, and then I used this colorful yarn to create a path to it,” said Tang.

One piece by Bea Hruska ’20 combined prom dresses from the 1980s with poetry written on long paper strips. Hruska hung the dresses and poetry on trees in order to represent humans’ connection to wilderness.

Hywot Ayana ’20 appreciated how the artists incorporated the Sanctuary in their pieces.

“Actually having the Sanctuary being a part of their exhibit is an amazing experience. I don’t think a lot of people get to spend much time [here], so it’s really cool to get people

into this beautiful part of this campus,” said Ayana.

Although the exhibition was presented to the public, students will continue to improve on their projects over the course of the term. According to Therese Zemlin, Instructor in Art, students will be adapting each of their projects to fit a new environment that contrasts the space in the Sanctuary.

“The next stage of this project will be for the students to take all of the parts they have made, and they’re going to do one big, collaborative installation in the Gelb Gallery. So they will be taking all of the things that they’ve made for this context, being outdoors in the sanctuary, and they will be taking them all back indoors again,” said Zemlin.

Editor’s Note: This article originally ran on October 11, 2019.

“Gordon Parks: The New Tide” Features African American Photography Pioneer’s Early Works

ALEISHA ROBERTS

Custodian Ella Watson stares straight at the camera through her wire-rimmed glasses. With a broom in one hand and mop in the other, Watson stands in front of a large American flag. This black-and-white photograph, “Government Chairwoman: Washington D.C.,” by Gordon Parks, is printed on the central wall of a newly opened exhibit at the Addison Gallery of American Art. The exhibit, entitled “Gordon Parks: The New Tide,” and curated by Philip Brookman, Consulting Curator at the National Gallery of Art, opened on February 1.

“The flag at the time was a real symbol of freedom and patriotism, as it would be today. Yet, the cleaning woman holding her broom in front of the flag, looking almost directly at the viewer, sets up an ironic juxtaposition of a black woman who wasn’t free, couldn’t vote at the time, couldn’t advance in her job because she was black. So I think that’s a very powerful statement, posing her in front of the symbol,” said Brookman.

The exhibition follows Parks’ artistic journey from his beginnings in independent portraiture in St. Paul, Minn., until his work as the first African American staff photog-

rapher for Life Magazine. A curator tour of the gallery was given this past Sunday, attracting both students and professional photographers alike.

“The way that I developed the exhibition, I wanted it to be a coherent look at the beginning of this amazing artist’s career, and so I decided to organize it in five sections. Each tells something about what he had done in the 1940s. I think it shows a progression in Parks’ work, from the time he was really a self-taught photographer working for himself until he developed to become the first African American staff photographer at Life Magazine in early 1949,” said Brookman.

According to Brookman, Parks took the “Government Chairwoman” photograph after developing a personal relationship with Watson. Brookman explained that Parks was only able to produce his poignant images through an acute understanding of the people he photographed.

“I think in some ways his most important influence is in his ability to get close with people and his understanding that in order to do that, you have to get to know them really well. Often he wouldn’t bring a camera when he began working on a project. He would just simply meet people and get to know them and gain their trust,” said Brookman.

Through his early pictures,

Parks not only provided commentary on race relations in the 1940s, but also attempted to promote equality during a time of segregation, according to street photographer and attendee Jourdan Christopher. He commented on the continuity present across the various demographics that Parks captured.

“[Parks depicts] humility and universality to the human experience. I don’t see too much of a difference between his portrayal of people of color versus non-people of color. There’s a constant element in the energy that he captures just across the board, capturing the human experience,” said Christopher.

Professional photographer Michael Lutch, who also attended the curator tour, commented on how impressive it was that the exhibit featured Parks’ original prints, given that the technology Parks would have used at that time is extinct today.

“I think what’s super is that the show is composed of original prints or older prints, so the chemistry and the papers aren’t available today. If you were to make those prints from negatives today, they wouldn’t look as good as the ones that are in the show,” said Lutch.

According to Brookman, Parks’ childhood influenced what he decided to photograph and the lens through which he

decided to do so. Parks lost his mother at the age of 15 and lived in poverty for most of his early life. Allison Kemmerer, Interim Director of the Addison, commented on Parks’ use of the camera as his response to the social, political, and cultural issues of his time.

Kemmerer said, “I think the overarching theme is the power of photography to effect change. When [Parks] decided to become a photographer,

it was because he was blown away with what he saw as the power of photography to solicit empathy and make us go beyond the boundaries of our existence to understand the plight of other people.”

Editor’s Note: This article originally ran on February 14, 2020.



COURTESY OF THE ADDISON GALLERY OF AMERICAN ART

Gordon Parks, “Washington, D.C. Government chairwoman,” July 1942. Gelatin silver print mounted to board with typewritten caption, sheet. Prints and Photographs



EMILY HUANG/THE PHILLIPIAN

Grasshopper 2019 Embraces Theme of “The Future” In Annual Family Weekend Performance

STAFF REPORT

Alarms blare as Alycia Basquiat '20 and Layomi Oloritun '20 scamper towards the center of the stage, jumping into an imaginary time machine. Suddenly, the lights begin to whirl wildly in bright bursts, until a sudden darkness blankets the stage completely. A few seconds later, the rest of the Hypnotiq members lumber into view, impersonating robots from the future. Scrambling to fit in with the futuristic identities, Basquiat and Oloritun attempt to save the inevitable future of hip-hop.

“Our concept is basically how me and Layomi, the other Co-Head of Hypnotiq, get into a time machine... to save the future of

hip-hop... We crash, and then all the robots come in so we start dancing with them, but then at the end, there's a big explosion, [which is] what we wanted to stop. We wanted to stop hip-hop from blowing up, basically,” Basquiat said.

According to multiple performers, Grasshopper's acts varied in their interpretations of the theme of “The Future,” with topics ranging from climate change to the evolution of dance. Zar Cordova-Potter '20, theater director and producer of Grasshopper, expected most people to take the theme literally, but much to her surprise, this was not the case.

“We were worried that people would take ‘The Future’ and put robot costumes on... The amount of creativity that people went through is honestly astounding—

we thought that there would be one or two people that went somewhere creative with it. Instead, everyone just completely revolutionized everything—I was so impressed,” said Cordova-Potter.

With a combination of shimmering bells and coordinated harmonies, Handbell Choir began the annual show with their take on ‘A Whole New World.’ Starting off relatively soft with linear melodies, the bells grew in intensity and eventually merge together, chiming a final chord in unison before the lights went out. Alana Yang '21, member of Handbell Choir, believed that the song was directly related to how people view the future: a whole new world.

Yang said, “At the beginning of the year, we had a list of pieces that we were planning to perform

and ‘A Whole New World’ was a part of it. So it just happened to fit into this theme of the future, and that the future is a whole new world, something that's different from the world that we live in now, so we thought that was something we could perform for Grasshopper.”

Footsteps, JVNE, and Blue Strut used their performances to present their belief of what the future would look like: a more equitable world filled with female empowerment. To display that concept, the dance groups chose songs and choreography that would emphasize this message.

Natalie Shen '20, a member of JVNE, said, “Traditionally a lot of K-Pop dances, for females, are usually very feminine and really fragile. So we decided that we were going to be women, but do a traditional guy dance, so we decided to bring a lot of power into our song, and it's futuristic in the sense that [first], there's Asian women on stage and [second], the song is questioning the future and how women can be bosses. So we fell in love with that concept and ran with it.”

Other groups decided to take a look back into their own art form's past in order to reconcile the present and shape the future. Fusion began their act with the roots of Afro-Caribbean dance, but changed their choreography, mirroring the changes that happened to their style of dance throughout time.

Claude Sayi-Amen '21, Co-Head of Fusion, said, “We didn't know really know how to fit [the theme of future] into Afro-Caribbean culture, but then we said,

‘Why don't we focus on the African diaspora and the history of our culture?’ So that's why we start off with the quote, ‘Culture doesn't make people, people make culture.’ We go through the different times of Afro-Caribbean, then Hispanic, and new Afrobeat tech dances throughout a timeline.”

The show ended with a performance from the band The Turn-Offs, playing “I Melt With You” by Modern English. Band members formed a semicircle on stage, donning retro visor shades. Accompanied by electric guitar and roaring drums, the song provided a triumphant ending to the hour-long performance.

Cordova-Potter offered another interpretation of “The Future,” choosing to focus on Grasshopper itself and its legacy. She believes that Grasshopper should reinvent itself rather than rest on its traditions, year after year.

“When we originally thought about ‘The Future,’ in a big way we wanted to tear down the history of legacies that Grasshopper has. There are a lot of groups who feel that they're guaranteed to get into Grasshopper, because they've gotten into Grasshopper in previous years or the groups themselves are really old—they feel like they're well-established on campus. We wanted to [say,] ‘No! This isn't about the past. This is about the future.’ This is about upcoming groups, about new ways of revamping the old groups, about who are you going to be,” said Cordova-Potter.

Editor's Note: This article originally ran on October 18, 2019.



DAVID ZHU/THE PHILLIPIAN

Fusion, pictured above, explored themes related to the African diaspora during their Grasshopper performance.

“Les Misérables” Canceled Due to Postponed Classes

NATALIE CHEN

The performance dates of the musical *Les Misérables* (Les Mis) were originally set to be on March 26, 27, and 28, but due to Andover's implementation of virtual learning for the entirety of spring term in response to COVID-19, the cast will not be able to perform the musical. According to Abbey Siegfried, Instructor in Musical Theater & Dance and the Music Director for Les Mis, the show would have been an unforgettable one.

“The show was in such great shape. It was destined to be one of the best productions we have ever had at Andover. The singers were absolutely incredible, the combination of them and the orchestra was stunning, and the staging and creative vision Ms. Strong helped the cast create was amazing,” said Dr. Siegfried.

According to the lead, Henry Crater '20, who plays Jean Valjean, Les Mis is about love and hope being present amidst the “roughest and darkest of times.” Crater also explained how the show spans 30 years, centering around Valjean's journey to find redemption as an ex-convict and how he changes other people's lives. As such, being notified of the show's cancellation felt like a great loss to Crater.

“I was devastated. I was angry. I felt like it was not fair; it felt like my senior year was being taunted with this big, special thing, and it was getting ripped away from me all of a sudden,” said Crater.

According to Celeste Robinson '22, who was a featured ensemble cast member, the cast started working on the show before Thanksgiving break. A core group of the cast would meet every sixth period class to rehearse, learn music, and stage the show, as well as rehearsing on Wednesday nights and occasionally on Saturday and Sunday. The first week of spring term was originally planned to be Tech Week, with rehearsals

every day leading up to the performance weekend.

Chloe Webster '20, who plays Cosette, reflected on what the show meant to her and how she feels about its cancellation.

“Of course I was disappointed, especially because I'm a senior this year and the musical theatre community has been super meaningful for me—I've been in the musical all four years, and the people in those productions have come to be my family. I was disappointed, not only that we weren't able to show our work, but also that we weren't going to be able to come together and consummate all of our hard work,” said Webster.

According to Siegfried, however, she, along with Erin Strong, Instructor in Theater and Dance and the Director for Les Mis, the Office of Technology, and the cast, have been working on adapting to these changes by creating videos to virtually share a few excerpts of the show.

Additionally, Siegfried shared that she and Strong have been writing the cast emails during what would have been Tech Week, as well as holding a Zoom call on what would have been opening night with over 45 people, which includes the entire cast and stage managers. She emphasized the importance of these interactions, to tell the cast that what they had all achieved was amazing, regardless of not being able to perform.

“Whether we get to perform the show or not does not negate the incredible experience we had of coming together and learning about how to tell this story together. The cast is filled with the most amazing people I know, and working with Ms. Strong and them has been one of the most amazing experiences of my life. Nothing takes that away,” said Dr. Siegfried.

Editor's Note: This article originally ran on April 17, 2020.

Dance Open Showcases Student Talent and Fosters Community Within Dance Department



TYLER WEI/THE PHILLIPIAN

The annual Dance Open production gave students, such as Trevor Moss '23 and Katherine Wang '21 (pictured above), the opportunity to express themselves without the constraint of a theme.

ARIANA VELASQUEZ

Awash in the red stage lights, Alexandra Koch-Liu '22 held out an arm to fellow performer Victoria Zhou '22. As Koch-Liu lifted her, Zhou leapt suddenly into the air, curving her legs back just as the background music swelled. Their hard-hitting movements echoed the pulsing beat of 2WEI's song “Survivor.” The pair, along with fifteen other independent and group acts, performed in three Dance Open performances this past weekend.

According to Zhou, Dance Open serves as an opportunity for dancers on campus to showcase their creativity.

“I think it's important to let students show their creativity and do what they want with dance... In classes, we do technique... and it's very one way. You can't really make it your own thing. But in Dance Open you can literally do anything you want and no one can call you out for it, because you're not wrong,” said Zhou.

Audience member Henry Crater '20 remarked how the

student-directed show highlighted the performers' skills and talent. He noted the perceived difficulty of Footnotes' performance specifically.

“I see the formations, and all the technical work that actually has to go into arranging a complicated tap song like that... It's easy to kind of let it pass you by and miss it, without noticing all the details and other stuff that's brought into it,” said Crater.

In an email to *The Phillipian*, Azi Jones '21, who co-directed the Dance Open production with Katherine Wang '21, explained that she wanted to ensure that both performers and audience members enjoyed the experience.

“I think we functioned very well as a community—everyone was so excited to be in the space and see all the talent of the other acts... My only goal was to produce a show that everyone would enjoy watching and that everyone would enjoy doing,” said Jones.

Anntonia Taylor '20 performed with Footnotes, Hypnotiq, and in a duet with Wang. As she prepares to graduate from Andover, Taylor aimed to explore the thought of her

leaving and her relationship with Wang during their performance together.

“[The performance] is about me leaving her. And while it is sad, it is also about how we were able to teach each other stuff along the way. And we were able to have a lot of good times. So while it's sad that I'm leaving, we help each other grow as people,” said Taylor.

Taylor reflected more broadly about her role as mentor to the underclassmen dancers as well. She appreciated the performance energy of her fellow Seniors, and hoped that those who follow her will have a similar experience in the Dance Department as she did.

“I'm here to enjoy [Dance Open]. But it's also kind of like passing the baton and these kids are now in the same footsteps that I was in when I was a freshman. So I'm just really hoping that they get the same experience that I have, and that they have the same love for this by the end of the day,” said Taylor.

Editor's Note: This article originally ran on February 28, 2020.



EMILY HUANG/THE PHILLIPIAN

Fidelio and Chorus Adapt to COVID-19 with Virtual Choir Projects

NATALIE CHEN

The decision to extend online classes for the rest of Spring Term canceled all of Fidelio and Chorus’s planned events, which included Fidelio’s performance at Lincoln Center and a Chorus concert honoring the 100th anniversary of the 19th amendment. However, the Co-Heads of both groups, along with Conductor of Fidelio and Chorus Abbey Siegfried have worked to keep the groups in touch and have worked on recording virtual choir projects including “Circle Songs,” an annual tradition of theirs.

“Every year the Chorus begins their first concert and ends their last concert with the same piece, sung in the round. It’s our ‘end depends upon the beginning’ piece, or our circle song. We often practice it in the choir room in a huge circle so everyone can see each other. I am hoping we can record all of the circle songs our Seniors have experienced over the past four years,” said Siegfried.

Fidelio Co-Head and Chorus member Adaeze Izuegbunam ’20 expressed how Fidelio has been a testament to her growth as a musician; being in the group deepened her understanding of music and without Fidelio, she would not have created the a cappella group Downbeat or joined Azure. Despite her disappointment over the canceled concerts, Izuegbunam highlighted the silver lining in recording the Circle Songs.

“Even while we’re not physically together, this way, we can still be together while we’re apart. I think it’s really nice, although obviously nothing can make up for being in the Chapel surrounded by the candlelight, this version is more eternal because [there will] be a digital record of it,” said Izuegbunam.

Jeffrey Steele ’20, Chorus Co-Head and Fidelio member,

revealed that in addition to recording Circle Songs, Siegfried and the Co-Heads have also been emailing words of encouragement and musical advice to the groups on what would have been rehearsal nights. The Co-Heads have also created “Quaran-tunes” and “Choral-time” playlists for the groups. Siegfried shared other ideas she had for virtual choir projects and communication between the groups.

“I am also thinking of recording graduation pieces—Fidelio always sings ‘Loch Lomond’ at Baccalaureate, and I would love to be able to create a virtual choir piece of this. We may even invite alumni to participate. Another idea I have is digital cards or memories for our seniors. Typically we give cards to the Seniors that include adjectives that all of the members of Fidelio and Chorus submit that make them think of them and I hoping we can do this digitally, so Seniors still have this tradition,” said Siegfried.

According to Chorus Co-Head and Fidelio member Abigail Taylor ’20, being a member of Chorus has been the best part of her Andover experience. Taylor was looking forward to not only spending time in the Choir room with her friends, but also the many solo concerts Fidelio had planned for Spring Term.

“I was really, really looking forward to spending time singing in the Choir Room with my friends this term. As bittersweet as the Spring Term Chorus concert would have been, I still wish so much that we could have had it and said goodbye and thank you to each other in person.

I was also looking forward to all of the Fidelio concerts; Fidelio hadn’t had a solo concert yet this year, and there were a lot of Fidelio concerts planned for this Spring Term,” said Taylor.

Editor’s Note: This article originally ran on May 1, 2020.

Performers Showcase Creativity for Andover Community at Annual Abbot Cabaret

NATALIE CHEN

Douglas Yang ’20 smoothly mixed a Rubik’s cube, placed it under a box, and asked a volunteer from the audience to join him on the stage. He then handed the volunteer another cube to mix randomly. Yang then uncovered his original cube, revealing that his first cube and the volunteer’s cube were exactly identical. To end his performance, Yang opened the palm of his hand, displaying yet another identical mini cube. With this unanticipated trick, the room erupted in applause as the audience gave Yang a standing ovation.

Yang’s act was one of eighteen that performed at Abbot Cabaret last Saturday in Kemper Auditorium. According to audience member Loulou Sloss ’22, Yang’s performance especially stood out from the other performances for her.

“It was a nice divergence from the bands. When he got up on stage and said he was solving a Rubik’s cube, I was a little confused, but it turned into something very fun and lively. Each time you thought he was done with a trick, he added another step. That was the most impressive part for

me. Involving the audience was also a nice touch,” explained Sloss.

According to Yang, this was his first time doing magic in a performance environment. Yang described the audience’s energy during his performance and their standing ovation following his last trick.

“I was really touched. I’m really really moved that people appreciate my magic. I always aim to bring my magical experience to people, and I’m really happy that it got through to them. It was surreal and so unexpected, because I didn’t think that they would have given me a standing ovation, but I’m really humbled,” said Yang.

Sofia Garcia ’21 performed twice, singing “Team” by Lorde with Keynotes and a solo piece titled “Wild Love” by James Bay while Reimi Kusaka ’21 accompanied her on the piano. Garcia commented on the positive reactions from the audience, explaining how the atmosphere of this year’s Abbot Cabaret differed from previous years.

“Usually [Abbot Cabaret] is not as packed as it has been, but I think that our incredible Co-Presidents and all the Blue Key Heads and everyone else involved did such a great job advertising it this year, so there

were a lot of people. There were parents, there were students, and everybody had great energy. The room was buzzing, and I’m super grateful to everyone who showed up with the energy that they did,” said Garcia.

Han Chin Toh ’22 also performed twice, with Keynotes and then again with Downbeat, who sang “Come Along” by Cosmos Sheldrake. Toh compared the event to Grasshopper, Andover’s primary annual talent show.

“[For] Grasshopper, it has a theme every year. But for [Abbot Cabaret], you just audition and get to really be as creative as you want,” said Toh.

According to Garcia, Abbot Cabaret’s lack of theme was positive not only for performers, but for audience members as well.

“The nice thing about [Abbot Cabaret] is that we have the freedom to choose whatever we want, so all the groups end up coming up with insanely talented pieces and it’s really awesome to listen to everyone,” said Garcia.

Editor’s Note: This article originally ran on January 31, 2020.



DAVID ZHU/THE PHILLIPIAN

Unlike Grasshopper, Abbot Cabaret did not include a specific theme, allowing performers to explore more creative and out-of-the-box ideas.

Grasshopper 2019

— ● —

This year featuring:

Handbell Choir - Sophie Liu ’20, Junah Jang ’20, and Ariel Wang ’21 - Hypnotiq - Photon & Josephine Banson ’22

Footsteps & JVNE - DOWNBEAT - Fusion - Keynotes

Blue Strut - Yorkies - The White Tails - Johann Asmus Leon ’20 & Tap Prelude - Cheryl Tugade ’21- The Turn-Offs

19
hour tech week

14
acts

4
performances

CAMP-less-US*

COURTESY OF PETER DIGNARD

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57							58	59		60		61	62	63
64						65				66				
67						68				69				

- ACROSS
- 1 Its kept in the trunk
- 6 Tel. x4739
- 9 "Pick _____."
- 14 On a cruise
- 15 Keanu Character in *The Matrix*
- 16 Pave again
- 17 They light your desk
- 18 Museum*
- 20 *Parks and _____*
- 22 One's creative forces
- Old
- Health
- 23 Center*
- 28 Product name if Apple got into the jewelry business?
- 29 Some people are in it right now
- 34 Ski Resort in Utah
- 35 Lib.*
- 36 Planet in*Battlestar Galactica*
- 39 Pertaining to the plague or
- the reason for this puzzle's title
- 41 Apt name for our school right?
- :(
- 45 The Dalai _____
- 46 Pertaining to Jesus
- 48 It's missing QIA+?
- 49 Admissions*
- 51 Dolan of GW
- 56 Fib
- 57 Boys Dorm*
- 60 Spanish measures of length
- 64 Chair of FCC under Kennedy
- 65 Fuss
- 66 Etna last did this in 1999
- 67 Star of Citizen Kane, Welles
- 68 Souvenir from Hawaii
- 69 Mad
- DOWN
- 1 Local Pizza Maker
- 2 Akin to PSPA
- 3 Friday Mtg.
- 4 Actions toward someone wh
- does not stay six feet away
- 5 Lessens
- 6 Cooper's TV Network
- 7 What some PA students aspire to be
- 8 Suburb of Dallas

- 9 Greek Spirits of Curses
- 10 _____ City, Philippines
- 11 Least amount of oxygen
- 12 Grad Sch. For Tom Hiddleston
- 13 Teetotalers, slangily
- 19 Be-all and _____
- 21 22nd greek letter
- 23 Hopefully soon, one will hold a vaccine to this puzzle's reason for being
- 24 Shining with light
- 25 Directions at a pet shop aquarium?
- 26 _____ Wednesday
- 27 Bovine sound
- 30 Also
- 31 Oath from a student
- 32 Electrical resistance
- 33 Narms and negs?
- 37 Your iPhone operates on it
- 38 Kind of from Zurich?
- 40 Notable Box-Office bomb of 2019

- 42 Northern Israeli community with a unique layout
- 43 C3H7N3O2
- 44 Edge
- 47 Dieters prefer Low-_____
- 50 Popular Skin Care Brand
- 51 Note from your boss
- 52 Middle Eastern title
- 53 Some of our heroes ATM
- 54 "Me, as well"
- 55 Cut
- 58 Poem
- 59 French King
- 61 Carpet
- 62 Mo. In 2020 when answers to starred campus building names are apt
- 63 Pig's home

For answers to this crossword, visit <https://phillipian.net/2020/06/07/commencement-crossword-answer-keys/>

Paul Revere's Masterpiece

COURTESY OF PETER DIGNARD

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54						55					56	57	58	59
60						61					62			
63						64					65			

- ACROSS
- 1 Mistake
- 6 IRS experts
- 10 Rank in*The Sopranos*
- 14 Exit
- 15 Parts of a circle
- 16 Ceramic jar
- 17 Boston Marathon's is on
- Boylston Avenue*
- 16 "What do we eat, red _____."
- 20 "Drop _____" : Snitch
- 21 Complies
- 22 Back pain
- 26 Univ. in Rhode Island
- 27 Rooster's mates
- 28 Create*
- 33 Embarrassed Uncle of America?
- 36 One thousand bad actors?
- 37 "Here, here!" in France
- 38 Dressed at a frat party
- 39 Deficiently
- 42 Well known Octagonal or Pentagonolon logos?
- 43 ROTC student in Philadelphia*
- 45 Toe stubbing sound, maybe
- 46 It's cap. is Vienna
- 47 Dweeb interested in cars
- 50 _____inster (CT. Boarding School)
- 53 Fri. _____ (Today or Tomorrow)
- 54 Weights in Italian
- 55 Not a brother or sister
- 60 Prefix for dynamics or space
- 61 What you do at a bee

- 61 What you do at a bee
- 62 Morsel in a Spanish Gumbo
- 63 US Polo _____
- 64 Asian Real Estate Society (Abbr.)
- 65 Where the hidden words in the starred answered are found

- DOWN
- 1 Santa's helper
- 2 OP's favorite store
- 3 Sought election
- 4 Garnett Hathaway's '10's star teammate (nickname)
- 5 Rested again
- 6 Colorful cat
- 7 Fast Fashion Giant
- 8 An Andover student's Bane, maybe
- 9 Opposite of NNW

- 9 Opposite of NNW
- 10 Peanutbutter and jelly is a well known one
- 11 Sheltered from the wind
- 12 "_____ ball"
- 13 Cereals
- 18 WHO statistic
- 21 _____ Belt
- 22 _____ Cocktail
- 23 Sabathia's Nickname, spelled out
- 24 A South Asian
- 25 Meeting for an affair
- 26 Citrus fruits
- 29 Two
- 30 When the Moon is furthest from Earth
- 31 Swedish Writer Esaias
- 32 Cleared
- 34 One Cul-de-sac
- 35 Sorvino and Patel
- 40 Nickname for leading character on HBO's*Curb Your Enthusiasm*
- 41 Someone who wants
- 44 Fight
- 48 Back ends
- 49 Gambling Loc.
- 50 PA Radio station
- 51 Reasons PA bought a lot of bug spray in 2019?
- 52 Lat. And Est., at one time
- 53 "_____! I did it again"
- 55 Hacking org.
- 56 _____ Angeles
- 57 Solid water
- 58 Gun Loving org.
- 59 Actor Gadot of *Wonder Woman*

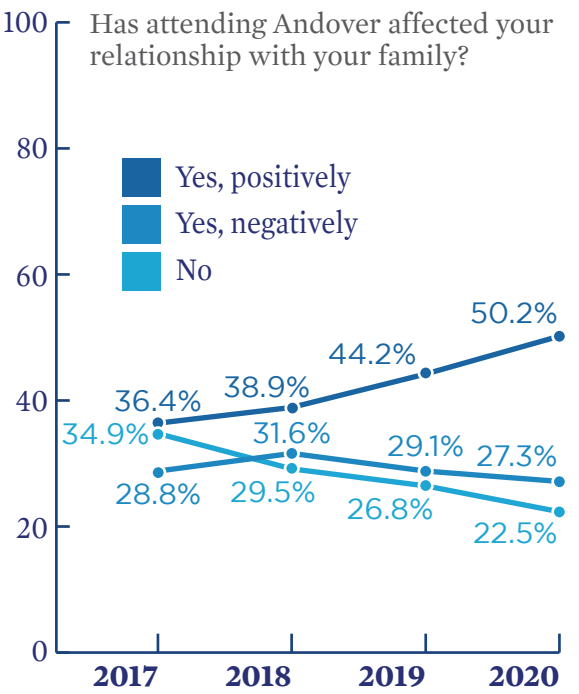
For answers to this crossword, visit <https://phillipian.net/2020/06/07/commencement-crossword-answer-keys/>

CLASS OF '20 THROUGH THE YEARS

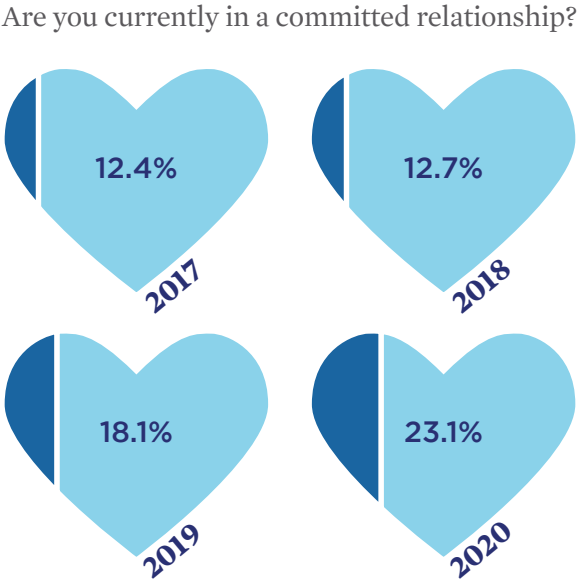
CLASS OF '20 THROUGH THE YEARS

The State of the Academy is a survey sent out to the entire student body each Spring, collecting information about student demographics, experiences, and opinions. Full statistics from this year were published in our June 1 issue. This issue displays statistics for the Class of 2020 from Spring 2017 to Spring 2020 to highlight how they have changed over the course of four years.

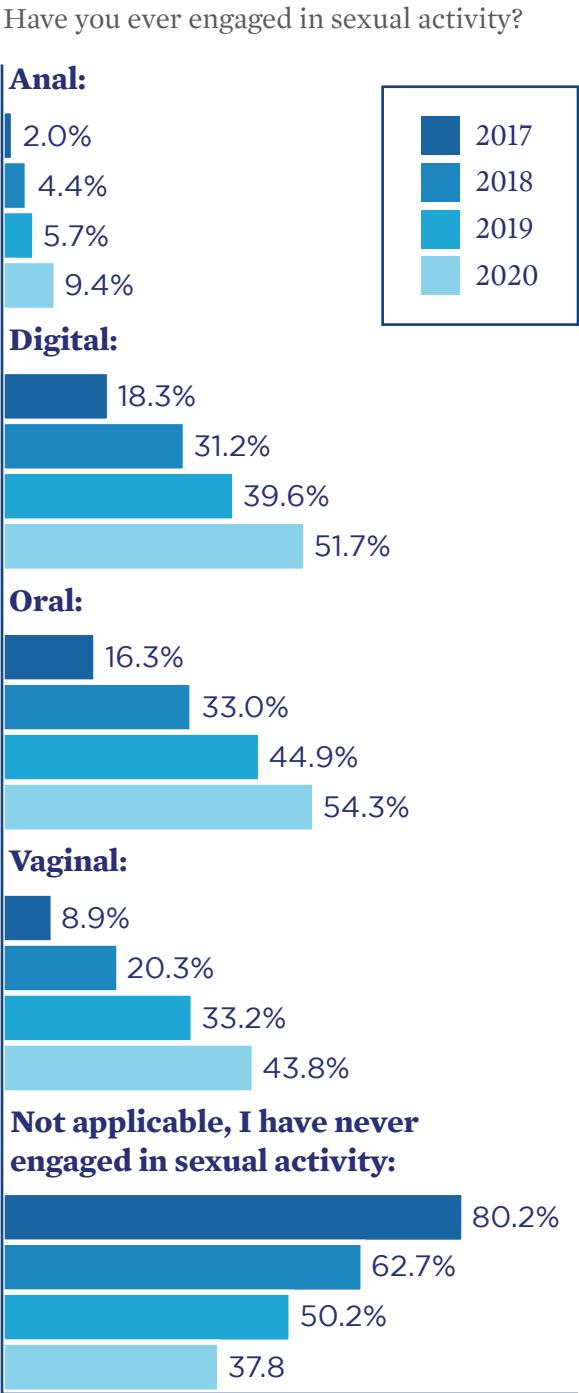
ANDOVER & FAMILY



COMMITTED RELATIONSHIPS

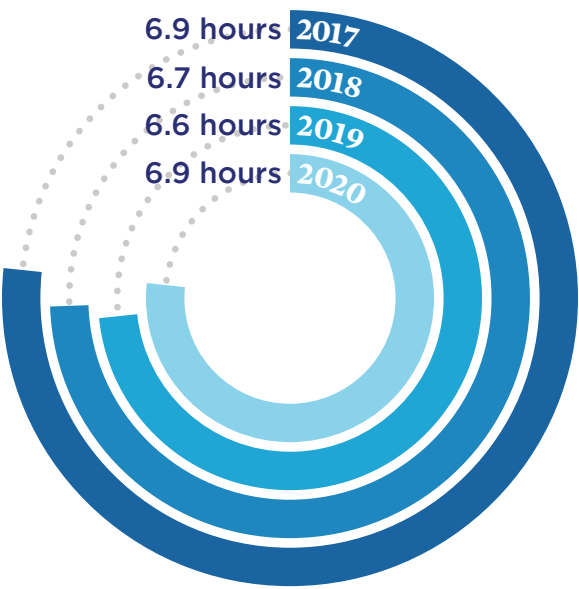


SEXUAL ACTIVITY



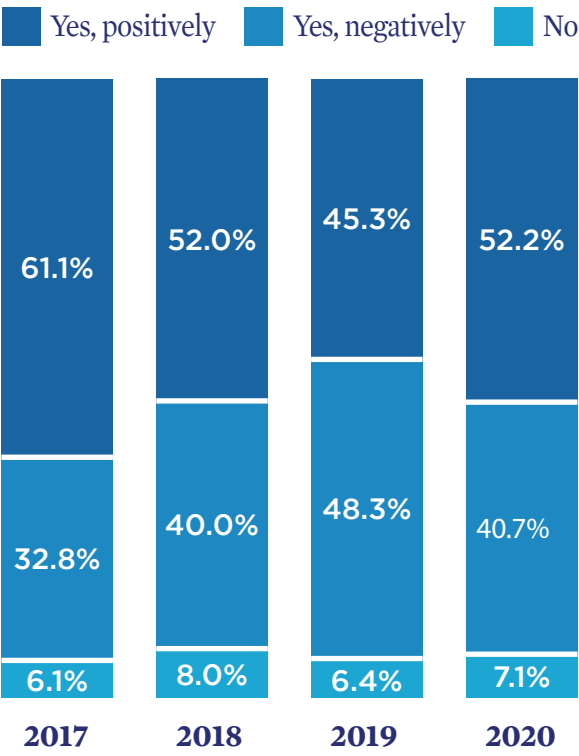
AVERAGE SLEEP TIME

Compared to 9 hours a night recommended for teens aged 13-18 years old by the CDC.



ANDOVER & COLLEGE

Do you think attending Andover affects your chances of attending a selective college?



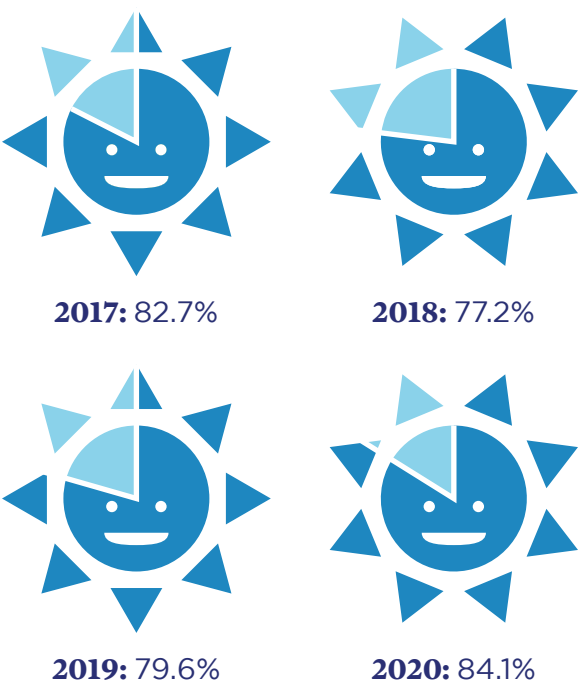
WINTER TERM G.P.A.

What is your rounded Winter 2018-2019 G.P.A.? (rounded to the nearest tenths place)



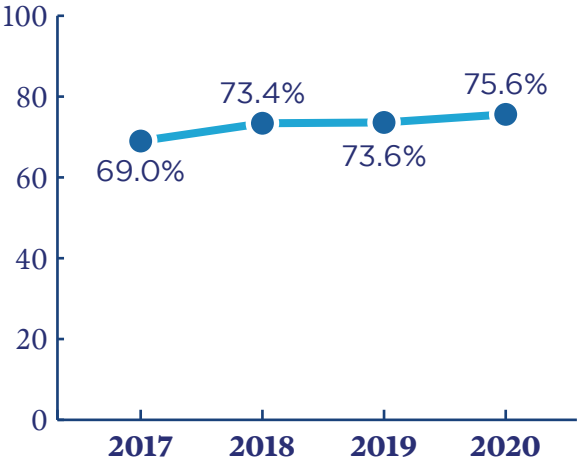
HAPPINESS ON CAMPUS

Generally speaking, do you consider yourself happy at Andover?



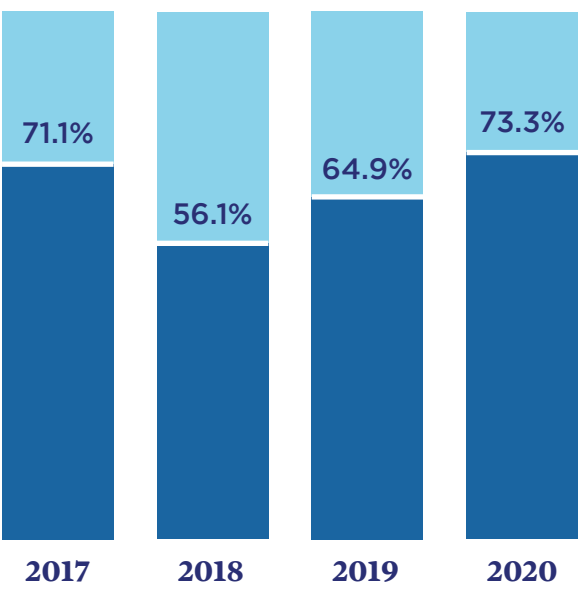
FEMINISM

Do you consider yourself a feminist?



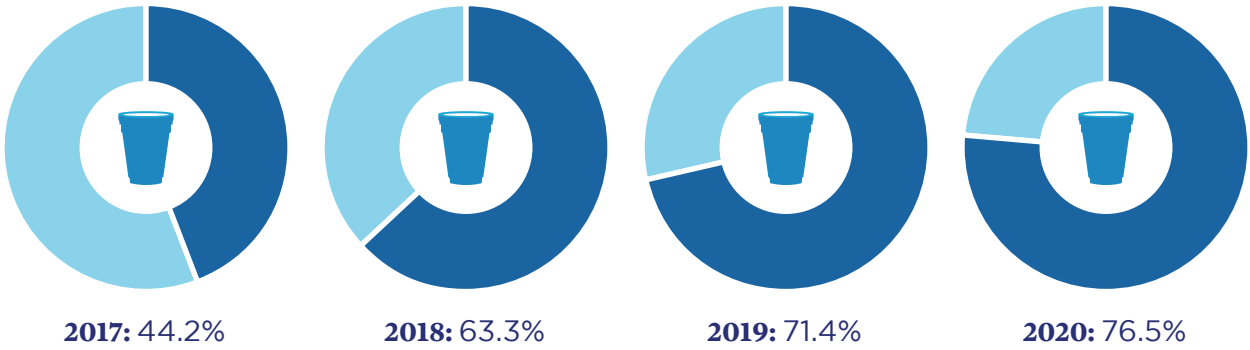
AFFIRMATIVE ACTION

Do you support affirmative action in academic institutions, "the practice or policy of favoring individuals belonging to groups known to have been discriminated against previously" (Oxford Dictionaries)?



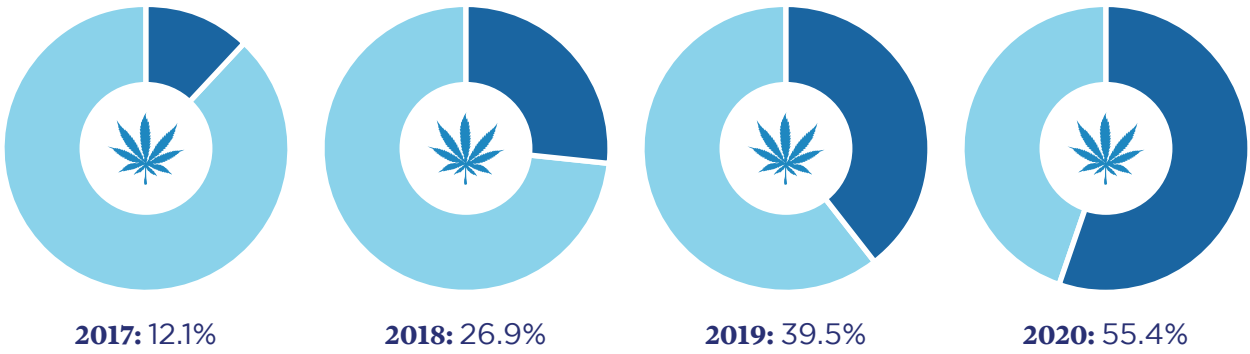
CONSUMPTION OF ALCOHOL

Have you ever consumed alcohol recreationally?



MARIJUANA USAGE

Have you ever used marijuana?





The Phillipian
SPORTS

to ldwg, GG, jg,
and AC...
thank you

Volume CXLIII | Commencement

June 7, 2020

GEORGIA HORNSBY /THE PHILLIPIAN



FALL

GRACE WANG /THE PHILLIPIAN



PAGES

DAVID ZHU /THE PHILLIPIAN



E2-E4

GEORGIA HORNSBY /THE PHILLIPIAN



COURTESY OF LUCAS STOWE



WINTER

SHAHINDA BAHNASY /THE PHILLIPIAN



PAGES

BECKETT MCKEE /THE PHILLIPIAN



E5-F1

ETHAN ELLSWEIG /THE PHILLIPIAN



CLAUDINE WAGGONER /THE PHILLIPIAN



ATHLETES OF THE YEAR

ALE MACAYA /THE PHILLIPIAN



PAGES

COURTESY OF PHILLIPS ACADEMY SMUGMUG



E2-E3

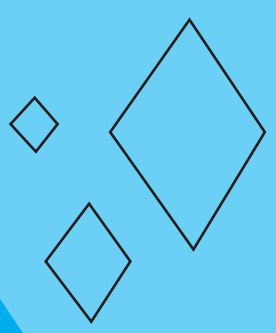
COURTESY OF PHILLIPS ACADEMY SMUGMUG



ATHLETE REFLECTIONS

PAGE

F4



FALL SPORTS

GIRLSSOCCER

Girls Soccer Drops Only Two Games Throughout Entire Season

KIERA SUH
& PRESTON WHITEHURST

In addition to beating Phillips Exeter Academy for the first time in two years, Andover Girls Soccer made it to the Nepsac Class A playoffs as the seventh seed. The team lost only two games the entire season, falling to Thayer and Noble & Greenough (Nobles). The team ended its season with a record of 12-2-3.

Andover's win against St. Paul's midway through the season secured Head Coach Lisa Joel's 200th win with the team. According to Co-Captain Rachel Chang '20, the new players fit in naturally as soon as the season began, something that helped them achieve this goal.

"I think in the beginning, we were just trying to get our footing, and we actually started out really strong which I was really happy about, and I feel like we also clicked as a team really well, too. We had a lot of new players but also a lot of returning players, and I think they integrated really well. In the beginning, I feel like it's easier because school isn't as heavy and everything is new, so it's really important to continue that energy throughout the season because it does get harder," said Chang.

Initially, the players focused on forming connections with one another through bonding activities in order to bolster those same connections on the field. According to Mary Stuart Kerrigan '22 and Kendall Toth '23, the activities impacted the team's performances and contributed to its winning record.

Kerrigan said, "We had a really strong record this season and won against teams that play high-quality soccer. I think this accomplishment comes from how Girls Varsity Soccer is such a close-knit family. Every win, loss, or tie was a team effort. We always gave everything we had and played for one another. I will miss this specific team so much. The friendships on and off the field cannot be compared to any other program. We love each other as much as we love the game of soccer, and that is something really special."

"I think our proudest accomplishment is just creating such a strong and loving family. Other teams' defeats are mainly because they are not as together as us and they don't have as strong of a bond as we do, so I think our biggest accomplishment is the bond we created," added Toth.

According to Chang, despite only losing two games during the regular season, the team encountered many challenges and demanding moments throughout the fall. Andover faced its tougher opponents during the second half of the season, which made it difficult for the team to maintain its undefeated record.

Chang said, "Near the end of the season, we had a lot of stronger opponents like Nobles and Thayer, which are both teams we lost to. Up until that point, we were undefeated and then they were two really strong teams who just came at us. I think we were definitely ready and we actually played well and put up a fight, too, but I think that's when we realized that we're not invincible."

According to Karoline Conte '21, the games where the team started down a goal were the most mentally challenging, but pushed the team to work harder.

"I definitely think that the Brooks game pushed us really hard because we were losing in the beginning, but we came back to win the game. We proved to ourselves that we can always come back even if we're a goal or two down. The Choate game was another tough one. We were down one-nothing the whole game, and then Nicola [Sommers PG'20] scored within the last five minutes which I think really proved the drive of our team," said Conte.

According to Joel, everyone affiliated with Girls Soccer, from the managers to the captains, were vital to the success of the team.

Joel said, "No one person is more important than another. All 21 of the girls and our four manag-

ers and [Assistant Coach] Nouredine [El Alam] and myself, as well as Amy Wiggins, who's our trainer, everyone is essential, and we all do collectively, together, whatever we need to do to bring success to the team."

One aspect of the team that was consistent throughout the season was the leadership of the two captains, Chang and Co-Captain Mad-dy Silveira '20, as well as the team's other five seniors. According to El Alam, the upperclassmen on the team helped to set the mood and energy for every game and practice.

"The seven fabulous seniors, including the post graduates, meant everything for the team. Leadership is not a position; it's truly a mindset. We didn't have two awesome captains, we had seven of them. They were superb role models, especially for their younger teammates. They led by example on-and-off the field. They took

good care of one another and never lost sight of what is important. In short, they knew how to enjoy the beautiful game of soccer," wrote El Alam in an email to *The Phillipian*.

Looking ahead to next season, Andover looks to build on the 2019 season as the majority of the team will be returning, according to El Alam.

"I'm most excited for what the coming season has in store for us. We have two thirds of the team returning who are physically and mentally stronger, with a higher soccer IQ and who are more experienced players. The culture is intact and we hope to attract a few wonderful people who can mesh well with the team and add their own personal touch to our traditions," wrote El Alam.

Next season, Conte, Isobel Glass '21, and Emma Fogg '21 will lead Andover Girls Soccer as co-captains.



DAVID ZHU/THEPHILLIPIAN
Isobel Glass '21 was the team's leading scorer and will serve as one of the co-captains next season.

BOYSCROSSCOUNTRY

Boys Cross Country Secures Second-Place Varsity and JV Finishes at Interschols

AVA SULLIVAN
& IZZY ALVAREZ

After a near-perfect regular season, Andover Boys Cross Country (BXC) earned the runner-up Nepsta Division 1 title in both the Varsity and Junior Varsity races. Andover's top-seven pack defeated every team other than Phillips Exeter Academy, and Chris Ratcliffe PG'20 and captain Alex Fleury '20 earned All-New England status.

Ratcliffe led the pack with a time of 16:25 minutes and placed fourth overall, and Fleury finished close behind in seventh, running the Northfield Mount Hermon (NMH) course in a time of 16:42 minutes.

Fleury spoke to the team's dedication from the beginning of the season to earn a top spot at Interschols. According to Fleury, the team's depth will prove vital for success in future seasons.

"We knew that Exeter was very good, in both the JV and Varsity levels, but having that performance out of our boys team, when some of us were dealing with injuries at the beginning of the season, I think that our strong performance at Interschols shows not only how deep we are but how strong we

were throughout the whole season, and how strong we will be in the upcoming years," said Fleury.

The team opened its season at the Bobcat Invitational in Lee, N.H., after a week of preseason training. In its first year competing in the meet against teams outside of the Nepsta league, the team placed fourth and fifth in the Varsity and Junior Varsity team categories, respectively. It then competed at the NMH Invitational in late September, where the team took third in the Varsity race and first in the JV race.

Over the course of the season, the team earned a 3-1 dual meet record, falling only to Exeter at home. At its first dual meet against Choate, runners powered up the infamous "Water Tower Hill" near the middle of the course, and used the downhill to stay up front and finish strong. The outcome was a perfect 15-50 score against its competitors. It competed at St. Paul's the following weekend and won 25-30. The team faced NMH at its first home meet and earned a 23-37 win.

According to Ellerman Matteo '21, the team's win over NMH proved its potential for a strong bid at the Nepsta title.

"One memorable race was our home meet dual against NMH. We crushed them but it proved

to our team that we had a shot at the [New England] championship. Last year, NMH won [Interschols] and after beating them, it was a sign that our team had improved, gotten stronger and faster and that we had trained smart," wrote Matteo in an email to *The Phillipian*.

The team ended its regular season at home, losing to rival Exeter by a close 13-point margin. Despite the loss, the team celebrated Ratcliffe, who finished the course in a time of 15:38 minutes, breaking the school record held by Pablo Durana '02 for 18 years.

According to Fleury, the final two home meets were the most memorable races of the season for him because of record-breaking performances from Ratcliffe and a member of the NMH team.

"I think one of the most memorable couple of races were the two home races we had against NMH and Exeter. Even though it wasn't one of our team members, it's always big to see our course record go down, and Alex Ehrental from NMH, he is a fantastic runner. Just seeing that go down was pretty big even though it wasn't one of our teammates. And [against] Exeter when Chris broke the school record, which had been there for 18 years, I thought that was pretty fantastic

to show not only how strong we are as a team, but individually. Chris is just a great runner," said Fleury.

According to Fleury, strong competitors from each team during dual meet competition pushed the pack during interschols at NMH. According to Matteo and Fleury, the team had its eyes mainly on Exeter and the Loomis Chaffee going into the race.

"Every single team, every single time we raced, the opposing team brought great strength. Especially Exeter and NMH, both very strong teams. When we went up against St. Paul's and all of our other dual meets, the teams were strong, and they brought great competition on Varsity and JV levels. And at Interschols, of course...each team aside from maybe Choate had someone up there at the very front to push our top guys in the JV and Varsity team, which was good," said Fleury.

Head Coach Patrick Rielly, who took over for current Assistant Coach Jeff Domina, was pleased with the team's calculated efforts at Interschols.

"BXC raced brilliantly at Interschols. Our runners peaked at the right time and gave their best efforts on NMH's difficult course. I'm proud of the way ev-

eryone ran, and I couldn't have asked for a better competitive spirit from the team," wrote Rielly in an email to *The Phillipian*.

According to Matteo, the team this year brought a lot of energy during every practice and meet, and as captain next year, he hopes to foster the same close-knit community on the team.

"Everyone ran for each other, everyone supported and cheered on one another, everyone warmed up together and most importantly, everyone made a commitment to be at practice. It was great to be around so many runners who had so much energy and who were willing to chat and go for a run together," wrote Matteo.

The team will be graduating its top two runners and a strong contingent of Seniors, according to Glen Cahilly '23, but three of its top-seven runners and a talented JV group will return.

"[The team] was super supportive. Alex Fleury '20 and Coach Rielly in particular were extremely communicative, and they would always be there to check in on you every single day. [They were] super friendly and very intelligent," said Cahilly.

Matteo will lead Andover Boys Cross Country as Captain in the fall.

BOYSWATERPOLO

Boys Water Polo Overcomes Slow Start to Finish 8-5

CHARLIE FERGUSON
& JAY AZIABOR

Highlighted by a midseason six-game winning streak, Andover Boys Water Polo finished its 2019 season with a record of 8-5 despite losing three out of its first four games. Andover qualified for the Liquid Four tournament where it was knocked out after the first round.

According to Hank Yang '22 and Marcel Montemayor '23, the team's first game of the season against Brunswick was one of its most challenging games and de-

spite the 15-point loss, the team was able to grow from its mistakes.

"[The game against Brunswick] was challenging because we were all just getting in shape [and] we hadn't touched a water polo ball in a very long time. We learned how to cope with the qualities of a much stronger team and because it was the first game of the season, we started to learn how to play together. We didn't have great fundamentals at that point so we were just testing the waters and seeing how it went," said Yang.

"I would say that the team had

a lot of weaknesses at the very beginning of the season. But as the season went on, we as a team addressed the things we could improve on and made the team better by the end of the season," added Montemayor.

Despite Andover's slow start, the team found its groove in late September and won six games in a row to put itself in playoff contention. According to Yang and Assistant Coach Alicia Finney, the team needed some time to learn how to play together and effectively execute its game plan.

In an email to *The Phillipian*, Finney wrote, "Though we have a lot of really talented players on the team, my feeling is that it took some time for everyone to really get used to each other and the unique dynamics in the pool. Once we played a few matches against some strong teams, we were able to learn a lot about how to work cohesively and maintain intensity throughout a game, and this improved our outcomes dramatically."

"[After the first four games,] a lot of us had a better sense of what was going on in the pool. I think the fact that we were able to use what we learned from the games that we lost and apply that to the games that we won was a great positive and the turning

point in our season," added Yang.

After qualifying for the playoffs, Andover faltered against Suffield, losing 8-7. Although the team was knocked out of the playoffs, Coach Finney believes that lessons can be learned from the result.

"We had a tough time keeping up [our] focus and intensity during the first half of the game, though we were able to close the gap and finish only one point down. I think we all agree that the takeaway from this is to continue to focus on keeping a clear head from start to finish and making sure we start with and maintain a high momentum," wrote Finney.

Along with a 13-12 5OT loss against Phillips Exeter Academy, a 14-13 loss against Suffield, and a 10-9 3OT loss also against Exeter, Andover's final loss in the playoffs marked the team's fourth one-point loss during the season.

According to Beckett McKee '22, Andover's tightly-contested losses, especially against Exeter, were difficult because of how close the team was to grasping those victories.

McKee said, "With us and Exeter, we were almost mirror images of ourselves. So that's why the first Exeter game went to five overtimes and the second

one went to [three]. They just happened to beat us in the end. We got tired, they got tired, and they just scored a lucky goal. So those were the most challenging games just because they were so similar to us so we just had to push that much harder."

Next season, Gregor Deveau '21, Theo Faugeres '21, and Zack Peng '21 will serve as the team's Co-Captains, filling in the current roles of Captain Sam Donchi '20.

In an email to *The Phillipian*, Deveau wrote, "Next year, the team will look a lot different. This year we had Seniors who had a big impact on the team and next year I am hoping that we will be able to create a similar atmosphere. Sam Donchi was a great captain and always led by example, and [projected] positive energy that I fed off of. I am hoping that next year we create a positive environment that is hungry to compete and [be] respectful with one another."

"For next year, I would like the team to have resilience, endurance, and be coachable. I think that these qualities will not only lead the team to success throughout the season but bring us together and grow as a whole," added Peng.



SAWSAN AL SHAIBA/THEPHILLIPIAN
Captain Sam Donchi '20, the team's second-leading scorer, earned second-team All-Nepsac Honors this season.

GIRLSVOLLEYBALL

Girls Volleyball Achieves Nine-Game Winning Streak Early in Season

NICOLE LEE
& SARAH KARLEN

Andover Girls Volleyball finished the season with a 13-4 league record this fall, winning nine of the games consecutively. Despite an overall strong record entering the New England Championships, Andover failed to progress past the quarterfinals after a 5-set loss against Deerfield. During the last game of the regular season, Andover fell 3-0 to Exeter during A/E weekend.

According to Captain Chioma Ugwonalì '20 and Adaeze Izuegbunam '20, the team improved its skillset over the course of the season, especially strengthening its offensive game.

Ugwonalì said, "Our offense was pretty strong, specifically our middles. We were always able to pass the ball in a way that the setter could get a good hand on it and set it up in the middle, which led to our overall successful offense. The team has many players on our team who are skilled not only at passing but also setting, which increased our well-roundedness and depth."

"Overall, [it] was super exciting to see everyone grow so much, and to see as a four-year member of the team people [who] either weren't on the team before or newer students, to see their growth from the beginning of their Andover career or throughout the season within these past months," added Izuegbunam.

The team's ability to effectively

pass the ball to the setter during serve-receive often helped fuel its offensive opportunities throughout the season, according to Ridley Warner '22.

"It is obviously disappointing that we were unable to reach our goal to win, but I think we really improved on our serve-receive defense skills. This was really important in the season, not because we weren't good at it at the beginning, but the progression allowed for almost every ball to get up and get to the setters," said Warner.

According to Izuegbunam, the team faced tougher opponents during the latter half of the season, which challenged the team's mindset and tenacity.

"One thing I will say is that our earlier schedule was not as strong, and was definitely stronger in the latter half. But, I think if anything, it is almost a little dangerous to play so many, quote on quote, easy teams just because there is this tendency to not play to your own level, and people have the mental image that the team will be easy to beat. I think just gelling so quickly early in the season, and that most of the starting lineup was Uppers and Seniors, helped us come together to win a lot early on," said Izuegbunam.

According to Ugwonalì and Izuegbunam, the team attributes many of its notable wins this season to its overall chemistry, from scoring nine straight victories to seizing the opportunity for revenge against Choate.

"Our game against Choate went

really [well] for us. It was [at home], there was a huge crowd, and it was blackout so the Blue Key Heads came. It was a really exciting game since Choate beat us last year in the semifinals of the New England Championships, so the team was focused on getting revenge and the win. I think [the circumstances] let us not take any ball or point for granted," said Ugwonalì.

Izuegbunam added, "I didn't realize how much team chemistry is a valuable portion of the game until I saw how this season in particular went really well. I think it was always super exciting to have that run of nine straight wins, and it made it that much easier for us to be hype about our games and hype other people up. Also, with the few home games, we had to have everyone come out and support us, [and it] was amazing. Just to see the crowds with the Blue Key Heads as well, especially in matches like the Choate blackout game, was super exciting."

According to Warner, Ugwonalì's leadership as captain was a vital asset to the team's success. From capitalizing on every offensive opportunity during games to checking in with her teammates off the court, Ugwonalì made every player on the team feel welcome, according to Warner.

Warner said, "Chioma was such an amazing captain, but also a friend and mentor. I still look up to her a lot, and being able to play alongside her this season was a lot of fun. She really brought a type of energy that was irreplaceable, and



CLAUDINE WAGGONER/THEPHILLIPIAN

Sarah Chen '21, a member of Girls Volleyball since her Junior year, is the starting setter for the team.

watching her get up for every jump and slam the ball down always hyped us all up. During practices, Chioma made sure to help the entire team in any way she could by giving great tips and always being open to demonstrating."

Upon reminiscing about their four years on the team, Ugwonalì and Izuegbunam hope the team can continue to grow as a unit and advance to the finals of the championships next season.

"Chioma and I are the starting middles, but we are both graduating this year, and I think that's a position that really helped us out this season, and I hope we can [find people to] fill in these positions. Aside from that, I hope that people keep that drive, determination, fire, and keep growing as a team," said

Izuegbunam.

"I'm going to miss our family team dinners on Fridays at [Head Coach Clyfe Beckwith's] house. I'll miss the crowd for our games and how they were so reactionary with every touch on the ball, it was uplifting. I am really competitive, so I will miss having that outlet to get my energy out. I hope that with the Seniors gone, the remaining upperclassmen can take the reins to continue all the progress we made this year and even lead the team to a championship victory," said Ugwonalì.

Next year, the team will be led by Violet Enes '21 and Brooklyn Wirt '21.

Editor's Note: Brooklyn Wirt is a Digital Editor for The Phillipian.

FIELDHOCKEY

PAFH Remains Positive and Resilient through Team Camaraderie

CHRISTINE MICHAEL
& LILY HAIK

Coming off of a perfect 2018 season, Andover Field Hockey (PAFH) had a successful rebuilding season of learning and growth. This season, the team finished with a record of 13-3 and advanced to playoffs.

After starting off the season with a 6-0 win to Thayer, the team went on to defeat Lawrence Academy, Loomis Chaffee, and Brooks with the scores 4-0, 6-0, and 1-0 respectively. However, in the next game, PAFH fell 4-5 to Tabor Academy in a contentious matchup that went into overtime. According to Presley Kmeta-Suarez '22, the team bounced back

from this loss and continued its momentum for the majority of the season.

According to Rachel Neyman '22 and Kmeta-Suarez, in the beginning of the season, the team primarily focused on becoming more comfortable with each other and learning what part every player can bring to the team.

"It took a while for us to find each other and learn how to work together but once we did, it was just really quick passes and knowing where the other person was. As soon as I got the ball, I would just know this person is here, this person is here, and I'd be able to pass it off knowing they would be able to catch it," said Neyman.

Kmeta-Suarez added, "We reflected on not only what we need-

ed to work on, but also what we were doing well. We wanted to build a nice team dynamic, and even though we struggled with that in the beginning, at the end we all got there, and the team was really great."

As the season continued, the members of PAFH put an emphasis on remaining composed and not letting a change in the game affect the team's playing style, according to Kmeta-Suarez and Captain Carly Kreytak '20.

"Throughout the season we worked a lot on keeping out cool throughout games even when we could've easily fallen apart and called it a day. Of course we still had our moments where we wouldn't make the best play, but we knew we could count on each other as a team to get back into the right mentality," Kmeta-Suarez said.

Kreytak said, "I think the biggest thing we improved on this season was the team's ability to support each other when and keep our heads up when a game wasn't going as we had hoped."

PAFH had won the Nepsac Championships three times in the past four years, but despite a strong regular season record, the team fell to Tabor in the quarterfinals with the score 0-1 after suffering its first loss to the same team early in the season.

"I know for playoffs, we all wanted to win really bad, but unfortunately we got knocked out

in the quarterfinals. We were all a bit disappointed for the season to end like this, but being on the field one last time with the team was great," said Kreytak.

According to Jacque Harrington '20 and Lizzie Gilmartin '22, the team's game against Milton Academy stood out because of its high-paced intensity.

Harrington said, "In our game against Milton we ended up tying the game with two minutes left and won in overtime 4-3. We had a pretty good first half but then Milton came back and got three goals in a row, but we tied the game with two minutes remaining. The energy was very strong throughout the whole game and we battled until the very end."

Gilmartin added, "Our home game against Milton stood out to me because it was a really intense game and we went into overtime and the JV Field Hockey team and the Football team were watching too, so we had a big crowd. We scored on a corner, there was a stroke in the game, it was a really intense, exciting game. I think it was the most memorable of the season."

This year, the team is graduating six Seniors, Kreytak, Harrington, Linda Bibeau '20, and Liv Nolan '20, and Post-Graduates Olivia O'Brien PG'20, and Rose O'Connor PG'20. The underclassmen and returning upperclassmen hope to continue the hard work the Seniors brought to this

year's PAFH team, according to Kmeta-Suarez.

"I think that we all really love each other on the team so much. There is just such a sense of camaraderie...We are going to have each other forever. Next year without the Seniors will be weird at first, but I know the returners are going to step up and help the new people feel welcomed and let them know what being on this team means," said Kmeta-Suarez.

Kreytak hopes that for next year's team, PAFH can cultivate the growth the team made this year and continue to grow for seasons to come.

"I hope we can move forward together and see how collectively we can be so effective in what we do, in improving as a team and really growing as people and players together. It's not always the best teams that are most successful, and success isn't the number of wins and losses, but rather how the season progressed and how we were willing to work for and with each other," said Kreytak.

Kreytak continued, "Hopefully the team can hit the ground running and carry on all of PAFH's traditions while also making new ones. I hope they have lots of fun and are successful together."

Katie Wimmer '21 will lead the team as Captain during the 2020-2021 season.



ETHAN ELLSWEIG/THEPHILLIPIAN

Captain Carly Kreytak '20 joined the team as a new Lower and has started every game of her Andover career.

FOOTBALL

Coach Brown's First Season Ends with Andover's Seventh Consecutive A/E Win

TIFFANY TANG
& CASSIDY SADOWSKI

In his first season as Head Coach of Andover Football, Trey Brown '12 led the team to a victory over Phillips Exeter Academy at the fall Andover/Exeter competition and an overall record of 3-5.

According to Co-Captain Michael Thompson '21, after losing the first three games, the team increasingly improved over the course of the season. Thompson looks forward to the team's future under Brown.

"We didn't have as good of a record as we had hoped for the season. We only had three wins and two were the same team, but I think it was mainly just growing pains from the new coaching staff. I feel like we could definitely go on the up and up next year. I think that with a couple years as the head coach under Coach Brown's belt, and with new classes coming, I think we'll be able to get the hang of things. We also have new plays and we have a pretty young team," said Thompson.

According to Kevin Diaz PG'20, Andover's final record does not accurately represent the growth the team made throughout the season.

"I don't think our record shows how good we were. We lost a lot of close games where

if we had changed a couple of things here and there, we would have won. I know we started way better towards the second half of the season because we started getting closer and we had a feel for each other and we started connecting better," said Diaz.

According to Co-Captain Jake Jordan '20, despite having only three wins, the team had a couple strong games, especially its two wins over Worcester Academy.

Jordan said, "Performance-wise, our two games against Worcester were pretty outstanding. We executed our goals as a team very well, ultimately because we won, but it was a very positive moment for our team."

The team also had a strong game against Exeter, narrowly winning by a score of 14-13 to mark its seventh consecutive victory on A/E weekend.

"That was just such a mind-blowing game, and to be honest, I couldn't have asked for a better way to end my football career and the season as a whole because it was such a thrilling game, especially towards the end, where they scored with only 16 seconds left on the clock, and then they got that personal foul, and they ended up getting pushed back and we stopped them. That was such a close game and was such a classic rivalry where both teams are making mistakes just because

of the pressure with that many people watching the game," said Jordan.

Strong play and leadership from upperclassmen encouraged the team to work harder and push itself, according to Brown and Jordan.

"We had a strong PG class, a strong captaincy, and the 11th grade class is really strong. I think kids, more so from a leadership position, really rally around Ben Carbeau [21]. Calvin Yang [21] too, he was at every practice whether he was hurt or not. Kevin Diaz, Hunter Lane [PG'20], the PGs, they were a little skeptical about stepping on the captains' toes, but they came in and played their butts off and brought a different energy," said Brown.

Jordan added, "Troy [Pollock '21] was just the epitome of a good work ethic and truly has a passion for the sport and a passion for putting your best foot forward. He really set the bar high when it came to making sure that everyone was doing everything they could to contribute to the betterment of the team."

Throughout the season, the players developed a strong bond with each other, which helped the team play better down the line, according to Wesley Durrett '20.

"We pulled it together over the season. We didn't have a winning season. We started off a

little shaky. Some guys were not really comfortable with the team or the other guys on the team, but at the end, we all really felt like a family," said Durrett.

Looking ahead to the 2020-2021 season, Brown believes the team will fare much better against its competitors if it continues to hone in its group dynamic.

"I think we're going to have a successful season [next year]. It happens in the off-season, our guys getting in the gym, but even more so the bond that they have is important. Once our team figures that we play for each other,

we don't play for ourselves, it just all comes together. We have the players and it's a puzzle, so they just all need to connect. I'm excited for next year. I got my first year under my belt. People weren't used to my coaching style either, so hopefully we smoothed that out this year, and I think next year we have a chance to be extremely good, and I think that it's already started," said Brown.

In the fall, Pollock, Carbeau, and Yang will lead as co-captains alongside Brown.



DAVID ZHU/THEPHILLIPIAN

Michael Thompson '21 scored two extra points that secured the team's 14-13 win over Exeter.

GIRLSCROSSCOUNTRY

Girls Cross Country Places Third at Nepsta DI Championships

JACK PEARLSON & JUSTIN HARDY

Capping off a winning season, Andover Girls Cross Country finished third overall in the 2019 Nepsta Division I Championships (Interschols), where it posted third out of 14 teams in the Varsity race, and first out of 11 teams in the Junior Varsity race. Andover's top pack of six runners consisted of one Senior, two Uppers, one Lower, and two Juniors.



In its home opener, Andover Girls Cross Country raced against Northfield Mount Hermon and won 25-36.

Andover started off its season strong, finishing fourth in both of its first two meets, the Bobcat Invitational and the Northfield Mount Hermon Invitational. The team carried its momentum into its first dual meet of the season against Choate, once again racing to a 21-36 victory.

According to Captain Posie Millett '20 and Izzy Alvarez '23, the team formed a close bond during its first weekend practices, which helped lead it to success.

"Something that we worked a lot on, and something that was present even from the very first workout this season, was how supportive everyone was of one another... just looking back and seeing how we had that camaraderie in spirit right at the beginning of the season was one of our biggest strengths," said Millett.

"A defining moment in the season was one of our first weekend practices. It was pouring rain but despite the weather, everyone was out on the great lawn cheering, smiling, and high fiving. The amount of love showing in the team was palpable, and to see that so early in the season is powerful," wrote Alvarez in an email to *The Phillipian*.

The team continued its progression into its next two dual meets against St. Paul's and Northfield Mount Hermon, where it dominated with wins of 16-46 and 25-36, respectively. Andover suffered its first loss of the season in its last dual meet against Phillips Exeter Academy but did not let this loss discourage the team as it headed into Interschols.

Alvarez, Andover's second fastest finisher at Interschols, wrote, "Interschols was such

an unforgettable experience. Andover Girls Cross Country all around did a wonderful job. It was a great time to reflect on the season and how far we have come. I think everyone was in their 'cross country bubble' and did their absolute best, leaving it all out on the course."

The team's strong performance throughout the season can be attributed to its supportive team culture and teamwork during races, according to Head Coach Rebecca Hession and Ava Sullivan '23.

Hession said, "A great strength of the team is a commitment to a positive team culture. You can be as fast and strong as you want, but if you aren't bought into each other, bought into the process and working together, that doesn't make for a great team, and that was not the case at all with this program. Their commitment to each other, their commitment to supporting one-another through the great times and through the challenges was a huge strength through the season."

"I think our greatest strength was our ability to work together as a team, whether that would be during

practice, pushing each other to do better or be better, or during a race when you need extra motivation, saying 'spark it' to each other as we pass, motivating each other to get through a race," added Sullivan.

With the leadership of Captain-elect Abby Ryan '21, the team is hopeful for a successful 2020 Fall season and will continue to grow together, according to Alvarez.

Alvarez wrote, "Next year's captain is going to be Abby Ryan. She is such an amazing athlete, role model, and friend. I am so excited to run under her leadership and watch her take on this role next year. Showing up to practice and running with the same group of awesome girls every day really allows for great friendships to emerge. Girls Cross Country has become such a tight knit community because of this. My hope about the future team is this closeness between all the athletes to continue."

Editor's Note: Abby Ryan is a Sports Editor for The Phillipian.

BOYSSOCCER

Boys Soccer Finishes Season with 1-1 Tie to Exeter

LUKE BOSHAR & JASON KIM

After tying its final game against Phillips Exeter Academy, Andover Boys Soccer finished the season with a 5-8-2 record, narrowly missing a spot in the Nepsac tournament.

According to Co-Captain Connor Ding '20 and Will Godbout '20, the team played well throughout the season but was not satisfied with the season's final result.

Godbout said, "We did pretty well. There were a couple times or a couple games where we probably should have won, but we didn't, but I think we really came together as a team pretty early on, honestly. We were pretty successful, obviously we would have liked to make the playoffs, but overall, especially in comparison to last year, it was pretty good."

Ding said, "I think it was disappointing that we didn't make the playoffs because we definitely had the talent to make the playoffs. That was kind of a disappointment, but overall, it was a really fun sea-

son with a great group of guys, so I was happy with that."

According to Head Coach Edwin Escobar, many players on the team stepped up this season to fill the positions of the injured players. This type of leadership shown from the entire team was a result of how much the players cared for the team and its success.

"We had pretty high expectations coming into the season. Throughout the year, we had some key injuries that made the season a bit more difficult for us. At the same time, it was really enjoyable to see the players step up to the positions of our injured players. We had our starting goalkeeper miss the first two weeks which was a stepback for us," said Coach Escobar.

Over the course of the season, the team was able to come together as a cohesive unit, according to Godbout and Ethan Hong '22.

"It was more of a family than a team, and through the ups and downs of the season, regardless of whether we were winning or not or how we were playing, it was always fun to go to practice and see

all my friends on the field. It showed that being on the team was more than about playing soccer—it was about coming together with a group of guys like that," said Godbout.

Hong added, "I think this year I have learned a lot about trust, and what it means to trust each other. We faced adversity many times this season, and I think it forced us to rely on one another at times."

Though all of the players came together as a team, most members noted that Wang's leadership greatly contributed to the team both on and off the field.

Godbout said, "David was our captain. I think he was pretty objectively our best player, and I think that he is a leader and has a presence on the team as a soccer player. He's held our team together and was a huge component of our success this year. He made the Nepsac all-star team, so he's obviously very talented, but I just think he was doing everything right from a captain's perspective and from a player's perspective."

According to Coach Escobar, he looks forward to next



Daniel Cho '21, who scored three goals and three assists this year, will serve as co-captain next season along with David O'Brien '21.

season, as there will be numerous returning players. He hopes that these players could take on the role of leadership and pursue the challenges and goals that the team could not meet this year.

Coach Escobar said, "For next year, we are going to arguably have the strongest team that we have put together in the last couple of years. The reason is because we have

fourteen players returning. All of them are great players, and I know that they will work hard, even in the off-season to improve and get better, and that's the exciting part for me, [because] I know that they know that we could have accomplished more this season. I hope to see them lead on the team to fill the gaps we had this season."

COACH OF THE FALL

Head Coach Lisa Joel Scores 200th Win as Andover Girls Soccer Head Coach



Lisa Joel played soccer, basketball, and lacrosse at Amherst College.

LUKE BOSHAR

In addition to leading her team to a 12-2-3 regular season record, Head Coach Lisa Joel helped secure Andover Girls Soccer (GVS) a place in the New England Class A Playoffs as the seventh seed. During the regular season, Joel achieved her 200th win as head coach with the team's 2-1 victory over St. Paul's.

According to Karoline Conte '21 and Myra Bhatena '22, Joel pushed the team to improve with every practice and game.

"Our record definitely shows [Joel's] good coaching skills. She really took everyone's strengths as a team and made it all gel together. Off the field, her practices were very direct with what she wanted us to do in the game. She led by

example. This fall, she would always want us to be better and push us to be better with a positive attitude, and the whole team looked up to that and were positive to each other, which she really encouraged," said Conte.

Bhatena added, "It's obvious how hard she works at every practice and every game because she comes to Graves [Field] determined and with a plan. She wants updates on all of our lives and how we're doing. Even in quarantine, she's been checking in with us, and it's clear how hard she works to create such an important team environment and keep us all connected."

On the field as a coach, Joel tends to lead calmly even in tough situations to help the team win, according to Co-Captain Rachel Chang '20 and Conte.

"One of the things that she did best was that she was very calm and collective on the sidelines. A lot of the time when I talked to her, I didn't feel like it was a player to coach dynamic. I felt like it was a dialogue between me and her," said Chang.

Conte continued, "There were definitely moments at where it would be halftime and we would be losing and she would be very calm and collected. She would tell us what we would need to do, and going out into the second half knowing exactly what we needed to do and how to do it definitely made our season more successful."

According to Bhatena and Chang, Joel's ability to boost players' confidence allowed the team members to feel more secure on the field.

"This year, she taught me that I need to believe in myself more. I'm a player that sometimes lacks a little self-confidence, and [Joel] was always there for me this season to bring my confidence back up and show me that I can believe in myself and do better. She always emphasized self-care, and I think that really affected me this season," said Bhatena.

Chang added, "Off the field, [Joel] always told me to be confident. I didn't make the team my freshman year. I actually came on the second year. I was really shy and didn't think much of myself, but she always told me that I was improving, that she believed in me, and that she was proud of me."

When looking to help players improve, Joel gave direct feedback that helped the players focus on specific aspects of their games, according to Nicola Sommers PG '20.

"She never pointed out my weaknesses without following it up with a way I could improve. It sounds simple, but it's surprising how many coaches will nitpick without offering guidance afterward," said Sommers.

At the start of the year, Joel was appointed Athletic Director. According to Chang, even with the responsibilities of being both an Athletic Director

and a Head Coach, Joel was able to do both at a high level.

Chang said, "[Joel] was also Athletic Director this year, so I was a little bit worried that she would be super busy all the time, which she was. One thing that she did really well is balance GVS with that because even though she had so many other things to do, she always prioritized GVS and always made sure that we felt important."

Joel said, "If anything, I feel that I was constantly worried that I couldn't do as much as I normally could... I felt that if I couldn't be there every day running drills, I could help them find the inspiration

within themselves which I knew they had. They're a pretty extraordinary group of student-athletes."

Joel looks forward to the challenge of adjusting to a new team dynamic after graduating six seniors and one post-graduate this year.

Joel said, "We're losing seven seniors [including] one All-American in Emily Hardy [20]...Those girls were starters, a number of them have been on the team since their freshman year. The challenge for me is how to do it all over again but with a different group of kids. That's always fun, and I'm really looking forward to that."



In her time as Head Coach, Lisa Joel has led Andover Girls Soccer to three Nepsac Class A Championships.

WINTER SPORTS

BOYSSWIMMING&DIVING

Boys Swimming & Diving Extends Undefeated Record, Secures Consecutive Wins at Easterns and Nepsac Championships

CHARLIE FERGUSON

Graduating a class “as strong as any Andover has ever had,” according to Head Coach David Fox, Andover Boys Swimming and Diving concluded another perfect season with its second-consecutive Easterns Championship title, a 102-70 win over Phillips Exeter Academy, and its tenth New England Championship since 2007.

Following a 142-44 season-opening win against Choate, Andover claimed victories against St. John’s Prep, Suffield, Hopkins, Loomis Chaffee, and Deerfield. The team continuously established pool, meet, and league records at both home and away meets throughout the season.

According to Fox, this past season will go down in history as one of Andover’s best, second only to the 1948 season.

“This 2020 team owns nine of the 13 School Records and will conclude the year among the top high-school programs in the U.S. And looking back through Andover’s illustrious history, this year’s group probably surpasses the 1964 and 1971 teams and sits only behind the 1948 team,” wrote Fox in an email to *The Phillipian*.

Yubo Jin ’21 attributed the success to high-intensity practices and dedication from every member of the team. Difficult training at the beginning of winter included a team trip to Miami, where the team completed arduous daily practices that ultimately led to success throughout the season, according

to Jin.

“We went through phases of really hard training, and by the end, we could do a max set with ease. We also participated in a week and two days-long training trip in Miami, Florida, so that really helped bring the team camaraderie together and have us go faster. I think a big part of why we won Easterns and why we won New Englands was because of the team’s work ethic,” said Jin.

According to Christopher Xia ’23, the 139-44 win against Suffield was an example of great team effort and endurance, as the team had secured a win against St. John’s the day before.

“The most memorable dual meet we had was probably with Suffield, mainly because of how exhausted everyone was. We already had a dual meet with St. John’s Prep the day before. Everyone was really tired, but we still managed to pull off a win, which was nice,” said Xia.

On January 25 at a tri-meet against Loomis Chaffee and Hopkins, the team claimed seven league records. According to Fox, this meet was the most memorable performance he had witnessed as a coach.

“In January, the team had the most extraordinary performance I have ever seen during an in-season meet. Against Loomis and Hopkins, and competing in a meters rather than yards pool, Andover set or tied seven New England records in one day,” wrote Fox.

Future diving captain Zack Peng ’21 spoke to the laser-focused attitude the team had going into Easterns. According to Peng, the team

had been working all season towards maintaining its title.

“For Easterns, I think everyone went in really energetic, aiming to take the championship and win it all. I just liked the mentality because we had been training hard for the entire season and we could really make something out of all that time and work,” said Peng.

The win at Easterns was the highlight of the season, and many members of the team recorded personal best times, according to Fox. Senior Captains Sam Donchi ’20 and Arnold Su ’20, along with Max Hunger ’20 and rising Captain Marcus Lee ’21, championed the team and closed out the meet with a remarkable relay performance, according to Fox.

“This year’s Easterns was as near perfect as it gets, and it ended in the best way possible. Marcus Lee (45.21), Arnold Su (45.02), Sam Donchi (45.60), and Max Hunger (43.98) took down the Eastern record, set by Bolles in 1991, in the 400 [Freestyle] Relay by swimming 2:59.81 [minutes]. They also broke the New England, Pool, and School Records,” wrote Fox.

According to Jin, the most notable meet for him was the team’s final dual meet against Exeter. Swimming against its rival in a calmer dual-meet atmosphere was an enjoyable way to close its regular season following a more competitive environment at Easterns.

“I think our dual meet against Exeter was very memorable. It had some very fast swims and some very fun swims. We changed the 4x100 Freestyle Relay to a 4x100 Medley Relay instead, and that was very fun. It was more relaxed than

Easterns or New Englands. It was really fun, though,” said Jin.

In addition to the victories and championship wins, the team was able to find individual success and consistently reach personal bests. Fox believes these statistics made this season unique.

“By the end of the season, the team had broken 57 records, achieved 44 All-American performances, and won a fifth-consecutive New England Championship and a second-consecutive Eastern Championship. More importantly, across Easterns and New Englands, our swimmers and divers participated in 49 different individual events and achieved best-ever performances in 47 of them. That 96 [percent] success rate was the highlight of a season in the pool,” wrote Fox.

Lee, who will serve as Captain of the swim team for the 2020-2021 season, expects the same re-

sults along with faster individual times. As Captain, he will work to keep the team closely connected and emphasize maintaining team chemistry.

“My expectations for next season are the same as this year’s, but to be even faster. We will train the same way we’ve always been training and work even harder during the season. I want to make sure our team chemistry and culture stay the same as it is now,” said Lee.

Jin hopes for similar success next year, despite graduating a talented class of Senior swimmers.

“We are losing a great class, but I have full confidence that next year our team will do well as well. We definitely have some big shoes to fill, but I believe that it is within our realm of possibility,” said Jin.

Editor’s Note: Yubo Jin is a Multilingual Editor for The Phillipian.



MELINDA ZHANG/THEPHILLIPIAN
Co-Captain Arnold Su ’20 holds school and New England swimming records for three separate reals.

WRESTLING

Andover Wrestling Brings Home National Champion

SARAH KARLEN

In a season highlighted by impressive performances from several Andover wrestlers, Co-Captain Marisol Nugent ’20 topped the year off with a first place finish in the 142-pound weight class of the first ever girls division in the National Prep Wrestling Championships. Nugent, who is only the second Andover wrestler to ever place first at Nationals, was also awarded Outstanding Wrestler in the girls division at New Englands and reclaimed her rank as an All-American wrestler, despite suffering from a season-ending ACL injury



AMARA NEAL/THEPHILLIPIAN
Five Andover wrestlers placed at New Englands this year, three of whom also qualified for Nationals.

last year.

According to Nick Buehler ’21, who competed at Nationals along with Colin Nugent ’23, Marisol Nugent capitalized on her moves and defeated her opponents with no hesitation, going 3-0.

“Marisol is out there and able to do this insane thing where she hits 5-point moves and headlocks in the first minute and wins the match right then and there. That’s kind of insane, because those are moves that are supposed to be preserved for the last minute... She just hits it right off the start and wins the match in like fifteen seconds. She actually did that at Nationals. I’ve never seen anything like that hap-

pen,” said Buehler.

Earlier in the season, Andover secured two champions at both the Battle of the Bay at Tabor and the Interschols Class A tournament, and placed ninth out of 47 teams at New Englands. Overall, Andover finished with a dual-meet record of 9-4.

Co-Captain Eamon Garrity-Rokous ’20, who placed first in the 170-pound weight class in two tournaments, was another standout wrestler for Andover. According to Marisol Nugent, Garrity-Rokous is fun to watch because his love for the sport is visible even in tough matches.

“He’s always smiling when we are drilling. One of the things about Eamon is that when he is in the middle of a hard match, he’ll actually start smiling and everyone will be like, why are you doing that?” said Nugent.

Colin Nugent also stood out this season after winning the 126-pound weight class in two tournaments, as well as being the only Andover Junior to compete at Nationals, according to Marisol Nugent.

“[Colin] was wrestling the 5th seed from one of the best wrestling schools in the country, and right off the list he went out and took him down, which I don’t think anyone was anticipating. It was something that impressed everyone that was

watching to prove that in years ahead, he has a lot of potential to be a real breakthrough wrestler for Andover,” said Marisol Nugent.

According to Garrity-Rokous, one of the highlights of the season was Buehler’s match at New Englands, which qualified him for Nationals.

“The last match in the Constellation Quarter Finals at New Englands... was the match that got him to qualify for Nationals. He could have easily both won and lost that match, but something clicked within him, and he ended up pulling through with the win,” said Garrity-Rokous.

Another highlight this season was the team’s performance at New Englands, according to Head Coach Kassie Archambault ’06.

Coach Archambault said, “For New Englands, we had eight wrestlers qualify, so that’s always exciting to have a large number of wrestlers qualify. We had more students placed this year than last year. We had five placers, which was really exciting, and then three of those players qualified for Nationals. Going into New Englands, of course everyone has their individual goals to place well, but our goal as a team is always to place in the top ten, and we were able to do that this year. We finished 9th out of the 47 teams that competed, which is an exciting milestone for our team.”

According to Garrity-Rokous, building the team’s foundation of skills and developing the right mentality to have during matches contributed to season victories.

“I think practicing our best shots, our best attacks, our best defensive moves, is a good foundation for any wrestler because having a good foundation as a wrestler is one of the most important things that you can have. That combination of practicing foundational moves, having the mindset that they wanted to have and that they were going to win, and not putting too much pressure on themselves too is what helped us in the long run,” said Garrity-Rokous.

As a young team with significant potential, Andover will look to build on its success for next season, according to Coach Archambault.

“I’d say we have a pretty young team in that we are only graduating three Seniors, and so we did have a lot of new wrestlers this year. For some of them, it was their first time trying the sport, and for some of them, they were just new to the school but had wrestling experience. So what’s exciting for us is that the majority of the team is going to be back next year, and to capitalize on progress that we made this year and start out just as strong as we ended this season at the beginning of next season,” said Coach Archambault.

GIRLSHOCKEY

Girls Hockey Plays in Elite Eight Nepsac Championship For First Time in Team’s History

KIERA SUH

After finishing the regular season with a win at home against Phillips Exeter Academy, Andover Girls Hockey secured a spot in the Elite Eight playoffs with a record of 16-7-1. Heading into the playoffs seeded sixth of eight teams, the team defeated BB&N and Loomis Chaffee, to earn its place in the Nepsac Championship for the first time in Andover’s history. The team played in the finals at the Worcester Ice Center where it ultimately fell to Nobles 5-4.

The team faced Nobles for the second time this season during the championship game, so the team already had an understanding of the skill, speed, and power required to compete. According to Liv Nolan ’20, in the finals, the team had a lot more clean shots but was edged out by Nobles in the last period.

Nolan said, “The first time we played against Nobles, it was a really low scoring game. By the end of the game we had tied them and the final score ended up being 1-1. In the championship game, it was 5-4 so obviously we were able to

get a lot more shots on net in the final game which was great. The fact that we scored four goals on Nobles is really impressive and I think that’s the most goals that have been scored on them in a game since 2016.”

According to Indi Wanger ’22, Co-Captains Lilly Feeney ’20 and Sophia Merageas ’20 pushed the team to set its aim for the season high and stay committed to its goal of a strong playoff run.

Wagner said, “Earlier in the season, we had an exercise in the beginning where we talked about our goals and what we wanted to accomplish this season. The captains also had a motto for us which was ‘we will,’ and from there we could add whatever we felt to the end of it.”

The journey to the playoff finals, however, was not completely linear. According to Molly MacQueen ’21, the team had a lot of fresh faces and talent joining the program this year, setting the team’s expectations very high. This confidence was put in check after a few losses in the first half of the season, pushing the team to improve as a unit and form a bond as the season progressed.

MacQueen said, “We lost our very first game against Winchendon and that was a game that we’ve won for the past couple of years and we felt like we could have won. Another tough game was when we went up to Williston later in the season. That game was a really big one for us in terms of seeding [for playoffs] and we ended up losing 5-0. We felt like we had done that to ourselves and we weren’t gonna let that happen again. We wanted to have a little bit more pride and get it done from there on out.”

According to Nolan, the team’s regular season schedule increases in difficulty as the playoff season approaches. Though it’s a challenging test of the team’s endurance, the game lineup is helpful for playoffs, as Andover faces many of the elite eight teams only a few weeks before playoffs begin.

Nolan said, “I think our schedule prepares us really well for playoffs because it does get more difficult as the season goes on and we have probably one of the toughest schedules overall in the Nepsac league. We played so many great teams down the stretch in the second half of the season like Loomis, Nobles, and Williston it really

prepared us well for playoffs. Not only did we get to see who we were going to be up against, but it also allowed us to build our confidence a little bit.”

According to Merageas, the team found a lot of success towards the end of the season, winning its last three regular season games. This consistency allowed the team to come together and defeat BB&N in the first round of playoffs after suffering a loss against the same team earlier in the season.

Merageas said, “We were kind of coasting on a stretch of really great hockey and competitive play, so we headed into that second BB&N game not with a chip on our shoulder, but more so with the confidence that we were able to beat the team. We were able to get a good lead and then we also had two open netters at the end of the game and we ended up winning 5-2, but they still put on really good pressure.”

According to Liv McManus ’23, the team was able to go as far as it did because of its dedication to breaking Andover hockey history in the playoffs.

McManus said, “Something that made this team special would be what each individual brought to

the team and the character of our team as a whole. When one person did something great another person did something great, it was like a domino effect. Then the whole team was rolling, we all wanted to work hard for one another and I think that’s why we made history this year.”

Andover Girls Hockey will be led by Co-Captains Anna Bargman ’21, Molly MacQueen ’21, and Bridget Santos ’21 for the 2020-21 season.



AMARA NEAL/THEPHILLIPIAN
Molly MacQueen ’21 will be one of three co-captains next year.

BOYSBASKETBALL

Boys Basketball Makes Playoffs for First Time in Six Years

JAY AZIABOR

Making the Nepsac Class A Tournament for the first time in six years, Andover Boys Basketball had one of its strongest seasons in recent memory, finishing with a record of 13-11 before falling to Hotchkiss 80-63 in the Class A Semifinals.

To begin the season, Andover played four consecutive away games and went 0-4. According to Co-Captain Dallion Johnson '20, injuries and the team's initial lack of cohesion were two of the main reasons for its slow start.

Johnson said, "In the beginning, we had a few injuries, and also [we were] really just building that chemistry so that we could go on and win because we had never really played together before that. I know years before, we used to play in a fall league which really helped prepare us for the season, but we didn't do that this year. So that, along with the injuries, set us back, but once guys were healthy, we were able to build chemistry and play better."

After it's four-game losing spell, Andover went on to win its next four games. According to Henry Meyers PG'20, the players were able to realize their potential together, marking a turning point in the season.

"I think the main thing that changed after the first four games was [that] we figured out how to put our talent together and play as one team rather than a bunch of different guys. I think that buying into the fact that we can all do different things really well and trusting our team-

mates were the main things that changed. When we improved the overall level of trust we had for each other, that is when things started to change," said Meyers

According to Meyers, one of Andover's regular season highlights was the team's first Class A win over Suffield Academy.

Meyers said, "We were playing against Suffield, who was one of the better teams in the league and they were really talented this year. On the way to the game, we had some trouble with the bus, and we had taken the wrong turn a few times. We were late for the game so we really didn't have any time to warm up and a few of us still had to get taped. We just got out there, and that was where it all changed. [It] was a huge win and our first Class A win that took us 1-0 in the conference. It gave us a lot of confidence to be able to beat a team like that, and that's when we didn't look back for the rest of the season."

Eventually qualifying for the playoffs, Andover first played Phillips Exeter Academy in the quarterfinals, a rematch of the team's previous game during Andover/Exeter weekend four days earlier. In the first matchup, Andover narrowly lost to Exeter 62-60 after an overtime buzzer-beater.

According to Ty Halloran '21, Andover's preparedness allowed the team to upset its rival, who were ranked three seeds ahead.

"After the first game, we knew how they played and we knew we could compete with them. Obviously it was a close game, so we knew the second one was going to be a tight one



ARI PHILLIPS/THEPHILLIPIAN

Noah Dinkins PG'20, one of the team's three Post-Graduates, started at forward for Andover this year.

as well. So, we took [some time] to watch film and study them as much as we [could]. We thought that if we prepared better than them that we would have a good shot at winning the second game," said Halloran.

Although Andover later lost to Hotchkiss in the semifinals, Johnson believed that the team defied expectations and performed well.

Johnson said, "We were underestimated [even though] we had a lot of talent. We had some shooters, some good scorers, and a pretty young team. Losing the first four games, we were underrated, and in the playoffs, we were pretty good at proving people wrong."

Johnson capped off his season by being named Nepsac Class A Co-Player of the Year and Gatorade Massachusetts Boys Basketball Player of the Year.

Despite the graduation of sev-

en seniors, Meyers and Halloran hope that the younger players can build on the momentum of this year's team.

Meyers said, "It's definitely a young team with a lot of young pieces. There [are] a bunch of key guys graduating but I think that they have a good young core between Bube [Momah '22], Sam Kumler ['21], and Nick Thomas ['21]. I think that is a really good group that has a lot of experience playing on a really successful team this year... Hopefully, they can continue what we did this year, and I definitely expect them to continue to be really successful in the future."

"Obviously, it will be a new group of people, but we'll have a really strong core group of kids that were there last year. So, similarly to this past season, we'll just have to take our time and really try to mesh with each other as much as we can," added Halloran.

Despite facing many odds this season, including the injury of Head Coach Terrell Ivory '00 before the season, Andover's success is a testament to the team's hard work and perseverance, according to Meyers.

Meyers said, "I think my biggest takeaway is that within every season, you are going to go through lots of adversity. Especially this team, with TI being injured and having his accident over the summer, that was a lot of adversity before this season even started. Even though we encountered a lot of adversity this year, we kept pushing past it... We finished top four in Class A this year which I think was the first time in a long time that [we've] done that in a really competitive conference, and I think the main takeaway was that if you believe, you can push through anything because that's what we did this year."

GIRLSINDOORTRACK&FIELD

Andover Goes Undeclared, Competes at First-Ever Indoor Nepsta Meet

INDI WAGNER

Girls Indoor Track finished its season with an undefeated record and competed at the very first indoor Nepsta meet.

According to Kiera Suh '22, this year's team was much larger than teams in previous years, with the addition of 20 new Juniors to the roster and a total of 58 runners and throwers.

"This season was a little bit different just because of the numbers in not only our program but also the indoor league. There were a lot of [Juniors]...this year, which is kind of new for us," said Suh.

Charlotte Whitehurst '22 added, "It was one of the biggest teams we've had I think ever, so it was a really great community. Sadie [Cheston-Harris '20], the girls captain, did a really good job of building a super fun and supportive team."

With the addition of so many new members, each runner received lots of encouragement from teammates on the track, according to Myra Bhatena '22.

"I think we improved the most on creating more of a sense of companionship and support for each member of the team. Track is an individual sport of course, but it's actually the team that makes us individually do better," said Bhatena.

At the end of the season, Andover defeated Phillips Exeter Academy by a score of 65-44. According to Bhatena, winning this meet was a goal that the team had been working towards since the beginning of the season.

"Our big goal at the end of the season that we worked towards was A/E, and we actually ended up winning both boys and girls, which is really great," said Bhatena.

Having an undefeated season was also a major success

for the team, according to Grace Hammond '23.

"I don't think anyone really expected [to go undefeated], but it was a nice achievement to get. Everyone was super excited. We were really trying hard," said Hammond.

Throughout the season, the team focused on setting personal records and improving performances at every practice and meet. According to Suh, the team had a lot of success in its meet against North Reading.

"Basically everyone [achieved a personal record] and then on top of that, several people set school records and facility records, and that was all in one meet," said Suh.

"We performed really well [this season]. I know that the girls team especially set a lot of records: facility records and meet records and class records and school records, so that was great," added Whitehurst.

In addition to competing in interscholastic meets, the

team sent a handful of runners to compete in several invitationals throughout the season at various colleges, including Boston University, Dartmouth College, and Harvard University. At these meets, the team wasn't expected to stand out as well as it did due to its small numbers, according to Bhatena.

"A small group of us went to several invitationals such as the one at Dartmouth and the one at Harvard, and since we brought such a small group of people and there is such a large amount of people at those meets, it's very unlikely for us to stand out as a team, but I think that in all of those invitationals, we really did stand out," said Bhatena.

At the Harvard meet, Girls Track Captain Victoria Kadiri '20 performed well, according to Suh.

"Victoria Kadiri had a lot of success at that meet, so it's nice when the team leaders and your captains are also

performing well on the track," said Suh.

Bhatena also had a successful season, breaking her own school record in the 55-meter hurdles. Bhatena held the record going into the season but continued to redefine her standards each meet. Her sustained effort during practice and at meets helped her achieve this feat, according to Suh.

"Myra Bhatena... had the school record for the [55-meter] hurdles going into this season, but she lowered her own school record almost every meet this year, and by the end of the season it had dropped over two-tenths of a second, which is a super impressive example of continuous improvement," said Suh.

Looking ahead, Bhatena will serve as co-captain alongside Lillie Cooper '21 next season.

Editor's Note: Lillie Cooper is a Sports Editor for The Phillipian.

BOYSSQUASH

Boys Squash Qualifies for Division One Bracket at High School Nationals for First Time

PRESTON WHITEHURST

After boasting an 11-3 regular season record, Andover Boys Squash qualified for the Division I bracket at the 2020 Head High School National Championships for the first time in school history. After placing eleventh at Nationals, Andover swept Phillips Exeter Academy 7-0 for the second time in the season and placed seventh at the New England Interscholastic tournament.

According to Siddhant Sinha '21, Andover's successful season

had a slow start when Andover lost its first two matches.

In an email to *The Phillipian*, Sinha wrote, "I think we had a rocky start to the season with a 5-2 loss to Milton and a 7-0 loss to Belmont Hill. I think our [Juniors] gained confidence through the season and became crucial members. That was a great improvement."

Despite its initial losses, Andover was not discouraged and lost only one more match in the regular season.

According to Steve Nam '20 and Head Coach John Roberts, the team's improvements in con-

trolling the pace of play in its matches proved to be a key to its success this season.

"From a technical standpoint, our team improved the most in playing cleaner squash and not rushing points. I remember at the beginning of the season a lot of us struggled with taking our time during points. We would try to end the point quickly, which resulted in a lot of shooting, errors, and generally purposeless plays. I think throughout the season, we really improved in these areas by actually thinking when playing," wrote Nam in an email to *The Phillipian*.

Roberts added, "One area I thought was impressive across the board was our guys' ability to turn a match close, when on paper, it looked like it wouldn't be. This is a testament to the players hard work but more importantly, their discipline and mental strength."

This season, the team included five underclassmen on its roster. According to Nam and Roberts, the team's youth was unlike past seasons.

Nam wrote, "It was definitely unlike the past two years I've played. This year there was a big gap in the upper class range, resulting in there being only three Seniors and [two] Upper[s]. I actually thought it was really nice having that young of a team, because I thought it was a good signifier

for the coming years of the squash team. Also, it was a really fun dynamic between the Seniors and [Juniors] or Lower, just because it was a bunch of students who just got to Andover mixed with those who were soon graduating."

"It was pretty cool since the last two years, we've definitely had an older team. We had four ninth graders this year, and they've all been awesome. They adapted well to both the school, dorm life and the team. We were fortunate to have such a dedicated team from which they could learn and instill a good work ethic from the start," added Roberts.

Because Andover had such a young team this season, the upperclassmen stepped up, according to Arthur Nguyen '22 and Aidan Lin '23.

"[Captain Jack Lee '20] did a great job this year. He was always there for the team, and he was often very positive, even when we lost. I'll definitely miss his sense of humor and passion. The Upers [Erik Wang '21] and [Sinha] were also very supportive with the younger players, including me. Erik and Sid always gave their best, and like Jack, put the team ahead of themselves," said Nguyen.

Lin added, "The upperclassmen leadership was amazing this season. They were always there to support the underclassmen and

were always brightening the mood with their humor. The upperclassmen always tried to find new ways to help everyone improve."

After its strong performance during the regular season, Andover qualified for the Division I bracket at High School Nationals for the first time. According to Nam, this accomplishment put an exclamation mark on Andover's season.

"Our team this year was placed in the D1 bracket and placed eleven, which means we were eleventh in the country. It was definitely a really proud and happy moment for everyone on the team, including Coach Roberts. We had some luck on our side for making this happen, but I think the bigger factor was how hard each player worked," wrote Nam.

"It was especially cool for our Seniors to get a chance to experience, as they've seen the team move through the divisions in previous years," added Roberts.

The team believes the leadership from past years has set a good foundation for the season to come.

Sinha wrote, "Next season, our team will be even younger as we're losing three Seniors. I am excited to see how much we can improve from this season and build on the foundation that has been created."



ETHAN ELLSWEIG/THEPHILLIPIAN

Sixth-seed Steve Nam '20 won two out of his three matches at Nationals this year.

GIRLSSWIMMING&DIVING

Girls Swimming & Diving Places Fourth at Easterns and Third at Nepsac Division I Championships

LUKE BOSHAR

Concluding its regular season with a fourth place finish at the Easterns Championships and a 104.5 to 81.5 win over Phillips Exeter Academy, Andover Girls Swimming & Diving went on to place third at the Nepsac Division I Swimming and Diving Championships. The team finished its season with a 5-2 dual-meet record.

According to Grace Hwang '22, one of the team's main focuses in the 2019-2020 season was to promote team camaraderie and boost team morale throughout the season.

"[Our goal] was almost the same as last year: always being supportive of each other no matter what happens. Even if we don't have a good swim, we're still being positive," said Hwang.

Another one of Andover's goals this past season was to place well at New Englands, which the team did, according to Swimming Co-Captain Grace Hitchcock '20.

Hitchcock said, "We had been runner up at New Englands for the past two years in

2018 and 2019 so we were really looking to close the gap between second and first place... We could only push ourselves to be as best prepared for that meet that we could be, we couldn't really predict what the other teams were going to do."

As for diving, the team focused on improving with every meet, according to Diving Head Coach Belinda Wolf.

"We always focus on trying to be the best that we can be, trying to beat their last score. We have dual meets so only three girls can dive in each meet so they try to beat the score that they got in their previous meet and try to come in first, second or third," said Wolf.

One of the keys for the diving team was to stay positive during its competitions to place the best that it could, according to Diving Captain Claire Davis '20.

Davis said, "This year, everyone was really brave when it came to trying new dives because it can be really scary when you've never done it before...It was really impressive to see everyone step up like that. It allowed us to be more dominant in competition be-

cause the harder skills you have, the more points you get."

On both teams, the tight-knit community allowed for the team to bond well and build friendships. According to Hitchcock, these bonds made the team special.

"All of the girls are amazing teammates and really great friends. I think we really felt a sense of unity and team bonding throughout the season, so I am certainly proud of that," said Hitchcock.

Head Coach Paul Murphy '84 added, "Grace Hitchcock and Jackie Rossi ['20], who were the captains, really focused on good team bonding every day...We would mix up the lanes every once in a while so people were getting to know other people and made sure that they were having fun. Having this team be the thing that helped the kids get through the winter was one of our goals."

The diving team felt a similar sense of camaraderie while at practice and meets, according to Wolf.

"We also try to have fun and be positive. We're a really close team because the diving team is really small," said Wolf.

For the 2020-2021 season,

the returning athletes are looking to build on previous years and place higher in the league, according to Hwang and Wolf.

Hwang said, "I'm looking forward to [meeting] all the new swimmers that are coming in next year, and the team captains are already getting ready for the next season. I'm just looking forward to being with the team again and all of the positivity and energy that I get from working with them."

Wolf added, "I'm looking forward to the kids that came

in new this year. [They] have such great talent, and I'm dying to see what they're going to do next year. I have really high expectations for them."

Abby Ryan '21 and Hailey Wadell '21 will lead the swim team as co-captains next year.

Editor's Note: Abby Ryan is a Sports Editor for The Phillipian. Hailey Wadell is a Copy Editor for The Phillipian.



COURTESY OF VERONIKA KISOVA

Graeleigh Jones '21 broke Andover's 100-Yard Breaststroke record set in 2017 with her 1:05.37 time at Easterns, helping the team secure its fourth place finish at the meet.

BOYSINDOORTRACK&FIELD

Boys Indoor Track and Field Breaks Seven School Records and Nine Class Records

TIFFANY TANG

In its final meet against Phillips Exeter Academy, Andover Boys Indoor Track's 4x400-Meter Relay team of Alex Meyer '20, Harrison Wilson '20, Ayana Alemayehu '21, and Captain Alex Fleury '20 shattered both the school record and Snyder Center record with a time of 3:32.54 minutes. In the final leg of the race, Fleury passed Exeter's Will Coogan '20 by 0.22 seconds to win the last race of the meet. At the same meet, Patrick Alston '21, Alex Oder '21, Josh Seiple '23, and Alex Schimmel '22 broke the 4x200-Meter Relay school record with a time of 1:34.60 minutes.



GEORGIA HORNSBY/THEPHILLIPIAN

The Boys Indoor Track and Field team competed in nine meets over the course of the season.

son, the team broke seven school records, five of which were individual event records. Fleury set four of the individual school records in the 300-Meter Dash, 600-Meter Race, 1000-Meter Race, and 1-Mile with times of 37.04 seconds, 1:21.49, 2:27.16, and 4:05.57 minutes, respectively. Oder broke the other individual and Upper class record with a time of 6.68 seconds in the 55-Meter Dash.

Additionally, the team broke nine class records during the indoor season. Seiple broke the Junior class record in the 55-Meter Dash with a time of 6.92 seconds; Glen Cahilly '23 broke the Junior class records in the 600 and 1000-Meters with 1:34.81 and 2:53.58 minutes, respectively; Schimmel broke the Lower class records

in 55 and 300-Meters with 6.89 and 37.40 seconds, respectively; and Josh Park '22 broke the Lower class record in the 55-Meter Hurdles with 8.22 seconds. In addition to Oder's class record in the 55-Meter Dash, Alston broke the Upper class records in the 55-Meter Hurdles and 300-Meter with 8.29 and 38.40 seconds, respectively.

This year, the team was much larger than it has been in the past, with underclassmen being in the majority. According to Head Coach Rebecca Hession, the younger roster was balanced out by experienced upperclassmen.

Hession said, "There was a ton of really exciting depth that we could see this season. Our upperclassmen group is on the smaller side compared to the team as a whole, so the greater majority of the boys team consists of younger students, and that is always really exciting when we think about building a program over the arc of time. Having amazing leadership from our Seniors both in terms of performance, but also just in terms of who they are as humans and teammates, was an amazing anchor to have when we welcomed so many new faces to the program."

According to Fleury, the team was able to manage challenges presented by the larger size of the roster to have a successful season.

"I think that everybody on the team this year responded to all the challenges that we

faced really well, whether it was Andover/Exeter or just a small dual meet at some point throughout the season... [Over the course of the season,] the team improved in terms of team chemistry, getting to know each other, showing up to practice everyday with a great attitude. At the end of the day, everybody was having a lot of fun, and that was one of the main things that I thought would be challenging, but it was super easy to just see everybody really thrive on the team," said Fleury.

The Nepsta All-Comers meet, hosted by Andover in the Snyder Center, was the first-ever indoor league meet, and according to Hession and Wilson, it offered schools without indoor track programs an opportunity to compete.

Hession said, "One highlight was the Nepsta All-Comers meet that we hosted, where we had the chance to share this amazing resource, the Snyder Center, with the entire Nepsta league. To have the response that we had, I thought that that was one of the highlights of the season, as it was an event that had never been put on before. The meet stood out to me because it also gave us the chance to have a little glimpse... we could begin to see what the Spring might have looked like, which we don't always get to see."

Wilson added, "It was a smaller meet and featured less of the [Andover] team, but it was a great opportunity for regional programs to get in a

winter indoor track competition. I love that Coach Hession and the other coaching staff are working to expand the program and make this meet among others available to schools that don't have a traditional indoor track program."

According to Hession, Andover demonstrated impressive depth this year that provides promise for next year.

Hession said, "I'm really excited. I think that the place that we had to hit pause on our program this year was at a moment where, looking towards the outdoor season, there was so much promise in that important and really crucial blend of not only performance and depth within the team, but also in terms of teamwork and the community side of things."

Looking forward, Zach Moynihan '21 and Alemayehu will serve as Co-Captains for the 2020-2021 season. According to Fleury, the team has a lot of young talent and potential with the new Co-Captains.

Fleury said, "I think that the team is in very good hands with Zach and Ayana. These athletes have proven themselves to not only be incredible athletes, but also great people. I'm definitely gonna have to come visit, but I have no worries whatsoever, and I'm excited to see the team left with these people."

Editor's Note: Zach Moynihan is the Executive Editor of The Phillipian.

NORDIC

Two Andover Skiers Earn All-Nepsac Honors

AVA SULLIVAN

Led by Co-Captains Eli Newell '20 and Posie Millett '20, Andover Nordic secured a 5th and 6th place finish in the Nepsac Championships in the girls and boys divisions, respectively. Two members of the team, Newell and newcomer Sam Gallaudet '23 earned All-Nepsac honors, with Newell placing eighth and Gallaudet placing fourth.

The team had competed in nine away meets by the end of the season, each time growing as a team and adapting to the unpredictable weather conditions, according to Gallaudet.

"I think the team overcame the challenge of not being able to get on snow and actually ski often. It is super hard to race without much experience, but everyone persevered and did really well, even with the lack of actual skiing," said Gallaudet.

Since Andover did not receive adequate snow this year for consistent ski practice, the team had to adapt and find new ways to train for races, according to Sam Capobianco '21.

Capobianco said, "The practices were pretty interesting. Sometimes we would have snow, sometimes we wouldn't. When we had snow, we were on the skis either doing drills, endurance work, or hill work. If we didn't have snow, [Head Coach Keith Robinson '96], [Assistant Coach Mika Latva-Kokko], and [Assistant Coach Jack] Schrupp always had something up their sleeve. Whether it was speedball, or core and strength, or another fun game, it was always an interesting experience in team building."

According to Hannah Justicz '22 and Capobianco, having a positive environment helped the team overcome these challenges.

"The community was really positive and constructive energy. Our captains created a really great environment on the team where everyone was just working hard to improve and [having] fun as well as [being] competitive," said Justicz.

"I think we all worked for each other, all went out there and had fun, and it was just an enjoyable experience with the whole team," added Capobianco.

Despite the lack of snow, the team still performed well at races, according to Gallaudet.

Gallaudet said, "I think Andover did pretty well this year. We came in about middle of the pack but that's pretty good for a school that doesn't get that much snow. We also had a couple people on the team finish top 10 overall in the league. One particular person who did really well was Eli Newell '20. He had some really impressive results this year and routinely finished very close to first place."

The team competed at schools fairly distant from Andover, including Proctor Academy, Dublin, Holderness, and Putney. According to Capobianco, one of the season highlights was the team's meet at Dublin, where the team was required to ski both forms used in Nordic: Skate and Classic.

"My favorite meet was a meet in Dublin where we both skied Classic and Skate, the two different types of Nordic skiing. Personally, I enjoyed utilizing both types of skiing, but I also think that since it was later in the season, we all knew each other better, and it was just a really enjoyable

experience collectively," said Capobianco.

At Dublin, Sam Gallaudet placed first, leading the boys team who ended up scoring 5th out of six teams. On the girls side, Millett led the way placing 7th, with the girls coming in 3rd place out of five teams.

Ultimately, the team prepared for its final meet at the Nepsac Championships led by great leadership from the upperclassmen, according to Capobianco and Justicz.

Capobianco said, "I consider Nepsac to be the highlight of the season. I think that Eli and Posie as well as the other skiers who went represented the team very well, and I think they all raced well and enjoyed themselves."

"I will miss the Seniors most, especially our Captains, who really created a great environment for everyone on the team, and they're both really strong skiers, so I think we will also miss that a lot," added Justicz.

According to Gallaudet, for newcomers like him, the camaraderie of the team was special.

"My takeaway from this season is that the cross country

ski team is really fun to be on and has a great team dynamic. Also, although it's hard to get on snow sometimes, it's still possible to get plenty of practice and be a strong skier," said Gallaudet.

For the 2020-2021 season, Andover will look to achieve success under the leadership of Captain Nikita Muromcew '21.



COURTESY OF REMY DE SAINT PHALLE

Sam Gallaudet '23 and Co-Captain Eli Newell '20, members of the seventh-place relay team (above), earned All-Nepsac honors.

GIRLSSQUASH

Andover Girls Squash Finishes Season with 13-1 Record

JACK PEARLSON

In addition to placing seventh in the U.S. High School Team Squash Championships Division I bracket, the second best finish in the team’s history, Andover Girls Squash (GVSQ) finished its regular season with a 13-1 record. Out of the 13 wins the Girls Squash secured, 10 of them were 7-0 sweeps. The team also found success against its Phillips Exeter Academy rivals, defeating them 7-0 during both of the season’s match-ups.

According to Head Coach Jennifer Elliott ’94, the team experienced one of the greatest seasons she has ever witnessed as a coach, which she attributes to the unique team dynamic.

“We had one of the best seasons I had ever had coaching Andover. In part because of our win-loss record, it is always fun to be successful in competition, but mostly because we had a really special team dynamic and really strong leadership by our seniors. I think what I was most proud of was at our final tournament, which is our [New England Interscholastic Squash Association tournament], our team did really well in terms of finishing, and we also won the Sportsmanship Award. I was so proud of our

kids because it is a huge honor and we had never won anything like that since I had been coaching,” Elliott said.

According to Saffron Agrawal ’21, the team was able to build off its previous year’s team dynamic since only one player graduated, resulting in a noticeably close-knit team.

“I think our positive attitude as a team definitely carried over from last year. We weren’t as strong as we were this year, but we still had the same determination and resilience that I think makes GVSQ the amazing team it is. We also had a very young team last year, so the [current] Seniors had already been our leaders last year. Their mentorship and ability to be role models for the rest of us also carried over, and our team is really going to miss them next year,” said Agrawal.

Each of the upperclassmen had a unique leadership role on Andover Girls Squash, with each member being an integral role in unifying the younger players, according to Kennedy Ndiaye ’22.

Ndiaye said, “There were so many good players. Definitely all of the Seniors, but there is someone for everything. [Captain Skyler Spaulding ’20] is such a great leader and captain. Gigi [Glover ’20] always had such a positive attitude. I feel like Chelsea [Cho ’21] and Mariam [Elkheshen ’21] taught me

so much about the specifics of the squash game, and Saffron [Agrawal ’21] taught me a lot about squash too. I couldn’t pick just one. I definitely look up to so many players on the team.”

According to Elliott, having Midori Ishizuka ’11 as an Assistant Coach for the team proved to be an important asset in developing the players in all aspects of the sport.

Elliott said, “I want to emphasize that I have been super lucky to be able to work with [Ishizuka] as our assistant coach for the last two years... I think that partnership has been key. While I can think about planning practices or developing specific skills or fitness workouts or thinking about certain aspects of coaching, Coach Ishizuka can be really attuned to how individuals are doing, individual needs, and team needs. She saw things that I missed—we brought different skills to our roles as coaches, and I think that was a huge element in trying to see our kids and understand what they were needing.”

Because of the tight bond on Andover Girls Squash, the team members were able to look forward to various outside of practice activities, like team dinners and away tournaments, according to Ndiaye and Agrawal.

“I think we had a really great season. I think that we played a lot

of matches, and overall, I would say it was wonderful because we improved so much. I think we were most excited just to bond as a team and really get to know each other, which was definitely [a] successful [experience]. Specifically, we were very excited about all of the away tournaments like Nationals and Interschols,” said Ndiaye.

Agrawal added, “This season, we had a couple of new players on the team, so I would say I was most excited to meet them and get to know them. I really marvel at how close our team got over the course of the season... we all became fast friends, and team dinner with everyone is almost always the highlight of my day.”

According to Elliott, the leadership of the Seniors and managers aided in integrating each player on the team’s ladder, creating a successful season for Andover Girls Squash.

Elliott said, “I feel like obviously every player improved her skills and developed more tools for her own game, and I think players worked really hard on their fitness so that they could play longer and more competitive matches. I would really say that we grew in terms of honoring and appreciating every member of the team from our number one to our number eleven, and recognizing that every

member contributed into making the dynamic what it was ... I think in a sport like squash where it can often feel like an individual sport, sometimes it can feel hard to develop the team camaraderie. I felt like this was particularly a special year in developing that special commitment to each other and real appreciation for every member.”

Heading into next season, the team will have four Seniors and Chelsea Cho ’21 will lead as Captain.



COURTESY OF LUCAS STOWE

Skyler Spaulding ’20 served as a two-year captain of Girls Squash.

BOYSHOCKEY

Andover Remains Tough Despite Suffering from Many Injuries

CHRISTINE MICHAEL

Throughout the winter season, Andover Boys Hockey endured several injuries that left the team with only four of its eight defensemen at some points throughout the season. With these challenges, Andover finished the season with a record of 9-19.

According to Sawyer Paul ’22 and Matt Veneri ’21, the team struggled in the face of so many injured players, but adapted by having players step up and play outside of their usual positions.

Paul said, “There were a lot of injuries, including myself, and we just overcame that with guys playing positions they are not used to and them having to deal with playing that. Sometimes we’d go on a couple losing streaks, we just had to battle through that, and it was tough but the guys are all really resilient. A few guys had to play the wrong position. Matt Veneri is usually a forward, but once we had multiple defensemen go down, he had to step up and play defense.”

“I actually also played outside my position last year, so it wasn’t too bad for me. I did the same thing my Lower year and I did it again my Upper year, which was where I’m usually a forward and I’ve played defense because we were so short on defensemen... It feels good, though, knowing that you’re serving the team’s best interests, which is what all of us want to do, help the team and serve the team well,” added Veneri.

This year, as well as for the past seasons, the team picked up many new additions to the roster.

Despite over half of the team never playing together, Andover Hockey found instant chemistry both on and off the ice according to Shane Shelest ’22 and Veneri.

Shelest said, “I feel like we adapted pretty well in terms of the locker room chemistry, it was definitely there. It didn’t take too long for most of the new kids including myself to integrate into it. I feel like right off the bat we had pretty great chemistry. On ice, too, people were clicking together even though they’ve never really played with each other before.”

“We definitely have a lot of new players on the team every year. It happens because every year I’ve been here we’ve had four post graduates and then x amount of Seniors... One of the ways we make sure to smoothly transition is by spending as much time as possible together. We really start to get used to each other at the beginning of the school year, and it really pays dividends when we’re actually playing hockey,” said Veneri.

Andover started off the season with a 5-2 win against Albany Academy, but fell to Tabor Academy in a 3-1 loss. The team was able to regain its confidence as it beat Thayer Academy 2-1 in the following game, a big win for the team according to Christian Ivancich ’22 and Joey Zheng ’23.

“I can remember earlier in the season we came out really strong and we beat Thayer who is a really good opponent and we won 2-1. It was a really good game, and that was something really special to be a part of because Thayer is such a good team,” said Ivancich.

Zheng added, “We were just dialed in the whole time, which

was good because we were able to beat teams that nobody really expected us to. When we did play as a team for the full game, that’s what ended up being our highs.”

Although the team hoped to continue its success following its game against Thayer, the team found it difficult to build on its wins and keep the momentum throughout the remainder of the season, according to Head Coach Paul Tortorella ’80.

Tortorella wrote in an email to *The Phillipian*, “The games were always close. We had some trouble with scoring consistency. Our 2-1 win at Thayer was an example of what we had to do all year to be successful, but we couldn’t seem to build off it.”

As the season continued, Andover lapsed into a losing streak due to its difficulties capitalizing on offensive opportunities and staying focused and aggressive, according to Zheng.

“We didn’t really have a clear motivating factor, which might have been one of the reasons why we didn’t succeed as much as we wanted to this year. I think we just didn’t want to lose, and that’s not really enough to be successful. In the professional leagues, you see teams who are trying to get the most wins there have been in the season ... so you have ‘playing to win’ games rather than ‘playing to not lose’ games,” said Zheng.

Despite a close 1-0 loss to Phillips Exeter Academy after the opponent scored in the last 40 seconds of the third period, Andover considers its final game against Exeter one of the team’s most successful games, according to Shelest.

Shelest said, “After the first game against Exeter in the mid-



ETHAN ELLSWEIG/THEPHILLIPIAN

Co-Captain Mike Gallagher ’20 started on defense for Andover Boys Hockey.

dle of the season when we lost, that motivated us further because we wanted to come back and beat them in the second game against them at the end of the season on Andover/Exeter weekend. The energy in the arena was something I’ve never really been used to before this season. Even though we lost, the game was still great, especially for our goalie, [Charlie Archer ’20], who made some amazing saves.”

Even though the team did not achieve its goals of competing in the Elite 8 or Large School tournaments, Andover hopes to continue to build the tight-knit community the captains have built for next season, according to Ivancich and Veneri.

“[Co-Captain Mike Gallagher ’20], [Co-Captain Ray Galasso ’20], and [Archer], really stressed teamwork and being one whole. One of our famous sayings in the locker room is, ‘For the strength of the pack is the wolf, and the strength of the wolf is the pack.’

In order for the team to function, we have to work as one unit and the captains just really stressed having each other back,” said Ivancich.

Veneri added, “I think one thing I’ll miss most is a lot of the Seniors this year. I’ve been with them for two or three years, so a lot of them were my closest teammates and people I talk to on campus. That’s going to be hard to replace, having people that you can lean on like that and went through Andover with.”

This year, the team is graduating nearly half of its roster with nine Seniors and post-graduates: Archer, Gallagher, Galasso, Colin Dineen ’20, Dawson Arkell ’20, Dapa Conneely PG’20, Matt Skobelev PG’20, Colin Marks PG’20, and Zach Georges PG’20.

Looking ahead, Veneri, Chris Hocevar ’21, and Charlie Spence ’21 will lead the team together as Co-Captains for the 2020-2021 season.

GIRLSBASKETBALL

Girls Basketball Reaches Nepsac Tournament For First Time in Nine Years

NICOLE LEE

Competing in its first play-off tournament in nine years as the seventh seed, Andover Girls Basketball ended its post-season run with a 67-34 loss to Tilton in the first round. The team also boasted a winning 14-11 regular season record, having defeated rival Phillips Exeter Academy twice during the season.

According to Niya Harris ’21, the team’s emphasis on fitness training during practices



ARIANA WHITE/THEPHILLIPIAN

Kennedy Herndon ’23 was one of five Juniors on the team this year.

proved to be a defining factor in its success this season.

“I think the biggest change this year was the level of intensity. An example of that would be in practices, our coaches would emphasize focusing and talking to one another. Every time we weren’t communicating well or putting in our best effort, we would all run sprints. Increasing our mental focus was also a big change that really helped our physical conditions because it would force us to do more conditioning during practice,” said Harris.

The team welcomed five new Juniors this season, who brought new energy and helped to form a united team culture, according to Co-Captain Claire Brady ’20 and Harris.

“I think all the new [Juniors] brought so much energy and enthusiasm to make the season so fun. It wouldn’t have been the same without them. Because they are young and new to Andover, and it was their first season on a varsity basketball team, it made it super rewarding and the upperclassman also worked harder to build a closer team culture,” said Brady.

Harris added, “The five young [Juniors] on the team

had very different mentalities to the returners which switched things up for us. They brought this new energy and were always excited to play and learn.”

According to Alanna Olsen ’23 and Harris, the team focused on coordinating its offense and defense, as well as its conditioning to keep up with physically stronger teams.

“We focused a lot on our defense, boxing out, rebounding, and driving to the basket. We did a lot of work on these areas in practice, and it made us a stronger team on both sides of the court. I think our defense throughout the season really improved which allowed us to win tighter and tougher games. Rebounding and boxing out was a major reason that we won as many games as we did,” said Olsen.

Harris added, “We worked on trying to become a fast team because a lot of us are on the shorter side, we had to be fast to make up for that. We did a lot of conditioning, and we were trying to work on our transitions like moving the ball up the court as soon as possible and that really helped us against our bigger opponents. In our Deerfield game, all of the players were physically bigger than us, but we were

able to hold our ground and we only lost the game by five points. That really showed that you don’t have to be the same size as your opponent to compete at an equal level with them.”

In March, the team travelled to Tilton to compete in the Nepsac Class A Tournament against seven other teams. According to Brady and Head Coach Liz Monroe, despite losing in the first round to Tilton, the eventual champions, the team fought hard.

“Our match at Nepsacs was a tough one. Everyone was so excited that we were in the playoffs because it hadn’t happened for the team in so long. I think our opponents were a much more skilled team and I’m not sure if we should have prepared differently or put ourselves in a different mindset because it felt like a normal game for everyone. No one had experienced a playoffs setting on the team, but it was just an overall tough loss,” said Brady.

Monroe added, “Unfortunately, we lost in the first round, we weren’t completely healthy going into the tournament, and we had a lot of problems with the size of the other team and pressure they put on our players.”

Looking ahead to its next

season, Harris and Monroe hope the team can continue to build upon its success this year and become stronger competitors by working on individual skills.

“This season, we were a relatively young team and we were getting a feel for each other, and next year we will have a lot more returners which will be great. As a captain for next season, we are really hoping to establish ourselves as a good, competitive team that can play at the same level as some of the higher ranked teams in the league. We also want to get our confidence up by focusing on specific skills and improving on aspects this year we worked on like getting even faster, perfecting our transitions and each individual’s skills,” said Harris.

Monroe added, “I hope we can continue to come together and learn to play together. We had so many new players this year that it was a big part of the season, but I think we can build off of what we started and just to continue the mindset we had this year of just going out there and playing hard, playing tough, and playing our game.”

For the 2020-2021 season, Harris and Summer Seward ’21 will lead as co-captains.

COACH OF THE WINTER

Head Coach Martha Fenton '83 Leads Girls Hockey to Nepsac Finals with 25 Years of Experience



JESSIE SCHMITT/THEPHILLIPIAN
Martha Fenton '83 joined Andover's coaching staff after coaching at Exeter for three years.

NICOLE LEE

Andover Girls Hockey Head Coach Martha Fenton '83 coached the team to the finals of the Nepsac Class A Tournament, the farthest the team has ever played in its postseason. After returning to Andover, Fenton was named Head Coach of Andover Girls Hockey and has now held that role for 25 years, alongside her other positions as coaches for Girls Varsity Field Hockey and Boys Varsity Lacrosse. Coach Fenton's passion, commitment to the game, and success this season has earned her the honor of "Coach of the Winter."

As a former tri-varsity athlete at Andover and a collegiate ice hockey, field hockey, and lacrosse player at Bowdoin College, Fenton

attributes her coaching style and mentality to her experiences as a player.

"I played a bunch of different sports growing up and three sports in high school and college. The best part of playing sports was just being part of a team, and so having that multi-sport perspective, I think I learned different things from each season, and I learned from coaching with other people. I feel like I'm constantly a student of the sports, and I try to be a student of the sports I coach, because the game evolves all the time," said Fenton.

According to Assistant Coach Jamie Phinney, one of Fenton's biggest strengths is her devotion to connecting with her players and focusing on their individual growth.

"If you have ever read or watched how Phil Jackson coached, I would say Coach Fenton is similar. Like Coach Jackson, Martha gets to know her players first as people. She then discovers what makes them unique and how that can be used to inspire and motivate them. She knows there is not one way of coaching every player as we are all our own people. She uses sport to teach amazing life lessons, that is the mark of a great coach," wrote Phinney in an email to *The Phillipian*.

Coach Fenton's willingness to receive feedback and desire to continue learning as a coach helped the team become more united as one, according to Co-Captains Sophia Merageas '20 and Lilly Feeney '20.

Coach Fenton is really receptive to feedback. I think the two other coaches, Coach Phinney and [Assistant Coach Melissa Tetreau], are both extremely knowledgeable in the game, and she really appreciates and learns from the two of them. Coach Fenton is always interested in learning more about the game but also applying that towards practices," said Merageas.

Feeney added, "Being a player, you see things that sometimes coaches don't see in terms of player dynamic and other areas on the ice. Her willingness to communicate with the Captains, other players, and just sit down with each of us when they weren't playing well or at all to give them a piece of mind was something that worked really well this year."

According to Merageas and Molly MacQueen '21, Fenton's passion for the sport pushes her players to work hard together both on and off the ice.

"I would say Coach Fenton's energy comes from her love of the game and the passion for seeing her players also enjoy the game. She loves to see people having fun but also pushing themselves and competing both at practices and during games. There is this winning drive in her eyes during games and she really does want us to succeed, and [she] contributes to the energy on the team as a whole," said Merageas.

MacQueen added, "I think one of the best things about Martha as a coach is that she cares a lot about

how we play and our execution, but she also cares a lot more about our strength as a team and if we are having fun together. One of her biggest strengths is that she values our team dynamic a lot more over results which for both [Andover Girls Hockey and Field Hockey] this year ended up being really important. We went into both seasons with pretty skilled players but that wasn't what ultimately ended up winning us anything, it was the leadership on the team and our ability to work with the people next to us."

According to Fenton, creating a cohesive team dynamic is one of the most important and rewarding roles as a coach.

Fenton concluded, "I think my

role as a coach is to try to give athletes the confidence and skills to be able to make the most out of what they have. I feel like a huge piece of it is because so many of the kids that come to us already have pretty highly developed skill sets, so it's more about creating a team. You can have some highly developed individual players and not have a great team, so I would say that my biggest responsibility as a coach is to create a culture of teams where kids want to play more for the people around them than for themselves, and I think when you get that is when you can do really well."



COURTESY OF ANDOVER ATHLETICS INSTAGRAM

Head Coach Martha Fenton '83 led the sixth-seed Andover Girls Hockey team to a 5-2 upset over the third-seeded BB&N in the Nepsac Championship Quarterfinals.

GIRLSCREW

Two Andover Rowers Invited to National Camps

JAY AZIABOR

Despite canceling its 2020 Under 19 national camps, USRowing released a list of athletes who were projected to receive invitations this summer. Among those rowers were Andover Girls Crew members Mia Levy '21 and Isabel Mikheev '20.

Levy, who was invited to the Under 19 Women's Camp last year, feels that the camp would have been an exceptional opportunity and another chance to participate at the World Rowing Junior Championships.

Levy said, "I was selected to [be

in] the U-19 Girls Selection Camp which means that I would have been in a pool with about 50 other girls, and we would be competing for spots on the U19 Women's National Team which I was a part of last summer. So, this summer was really meaningful to me, because last summer, we raced in Tokyo at the World Rowing Junior Championships and we came in fourth. So we were just short of the podium, and this summer, I was really hoping to go back and race really hard and win a medal."

After being invited to USRowing's U-18 High Performance Camp last year, Mikheev would have been invited to the Under 19

Women's Camp for the first time. Mikheev attributes this achievement to guidance from her various crew coaches at Andover.

"My coaches have been so instrumental in my progress. I've had so many coaches over the past couple of years. My [Junior] year, I was in the third-varsity boat, and that's when I just really started to love the sport because of my boat and because of my coaches. Then for my Lower year, I was in the second-varsity boat, and my coach, who was a teaching fellow, [Logan] Jester, was so awesome. He definitely taught me so much about rowing beyond just the physical aspect of the sport. For my Upper year, I was in the first varsity boat, and we had [an] awesome coach, Ellen Minzner, who was the paralympic coach. She's quite intense, but she knows so much about how to create a strong team, and she has allowed me to grow as an athlete," said Mikheev.

According to their teammate, Alexa Vinton '22, both Levy and Mikheev are talented rowers who stand out due to their work ethic and charisma.

Vinton said, "First of all, [Levy] is wicked fast, and she is an amazing teammate. She's also really fun to be around, and she makes the boat that she's in faster with

her personality and attitude towards the sport. She loves it, so she makes the whole team want to work harder."

Vinton continued, "Isabel is someone who is super easy to talk to while also being very, very fast. I think Isabel is a strong presence but also a smaller presence [because] you still know that she's there and know that she's pulling hard. You know that she is always working her hardest, which makes her a very valuable teammate on your boat."

According to Levy, Andover's crew program has helped her progress as a rower.

"Andover Crew is what helped me grow from a novice rower into an experienced rower. It was the first competitive team I was a part of. I would definitely attribute a lot of [my selection to the Under-19 camp] to that and to the amazing coaches who are a part of Andover Crew and to all of my teammates who push me. I would also say that Andover Crew has inspired me to take rowing to the next level because before it was more of a hobby, but once I joined the team at Andover, I became really passionate about it and wanted to continue rowing for as long as possible," said Levy.

Mikheev, who first began row-

ing at Andover, also credits Andover Crew with her growth as a rower. According to Mikheev, with its atmosphere that allows rowers to improve, Andover Crew has the potential to mold future athletes for selection to national camps.

Mikheev said, "The Andover Crew program is so deep and so supportive, and that support really allows us to take advantage of the opportunities that come out of the hard work that we do. So, I definitely have so much faith in the Andover Crew program in the years to come. I know that this is my last year, but I really believe in the strong community we will have next year and the year after that."

Although the national camp has been canceled, Mikheev and other rowers have found ways to continue challenging themselves.

"The broader rowing community has really come together over the past few weeks to support each other through this time because we all just want to get back on the water together and train and compete and race, but we've been organizing a lot of virtual training sessions and virtual competitions," said Mikheev.

Editor's Note: Mia Levy is a Copy Editor for The Phillipian.



COURTESY OF MIA LEVY
Isabel Mikheev '20 (L) and Mia Levy '21 (R) rowed together in Andover's G1 boat last year.

Senior Athletics Awards

INFORMATION COURTESY OF ANDOVER ATHLETICS FACEBOOK PAGE
GRAPHICS BY KELLY SONG/THEPHILLIPIAN

On June 3, 2020, the Annual Senior Athletics Awards were awarded to eight members of the Class of 2020 in recognition of their athletic accomplishments during their time at Andover.

Abbot Athletic Award
Awarded annually to a girl who has excelled in Varsity sports and whose loyalty and good sportsmanship exemplify the highest ideals of Andover athletics.

GRACE HITCHCOCK

Phelps Award
In honor of those student athletes whose sportsmanship, loyalty, humility, and commitment to the success of others is representative of Richard J. Phelps and Andover athletics.

DALLION JOHNSON
VICTORIA KADIRI

Schubert Key
Awarded annually to a member of the Senior Class who has excelled in Varsity athletics and who has exemplified the qualities of sound character, cheerfulness and good sportsmanship on the athletic field.

LILLY FEENEY

Raymond T. Tippet Memorial Award
Awarded annually to a Senior member of the Varsity Football or Baseball team whose loyalty, courage, and modesty exemplify the character of Ray Tippet and the best traditions of Andover athletics.

LUCAS STOWE

Press Club Award
Awarded to a boy and a girl who have shown through their performances on the athletic fields that they have been the most capable athletes of the past year.

MARISOL NUGENT
SAM DONCHI

Harold J. Sheridan Award
To the student who has contributed most to the intramural athletic program. Funded in 1956 by bequest of Fannie J. Sheridan, in memory of her grandson Harold Joseph Sheridan, Jr., class of 1943 who gave his life for his country as a member of the United States Marine Corps.

SHAW XIE

ATHLETES OF THE YEAR

National Record Holder Alex Fleury '20 Transcends Individuality of Running with Commitment to Teammates



PURU SANKAR/THEPHILLIPIAN
Competing in a virtual track meet on A/E weekend, Alex Fleury '20 set a new PR in the 800-Meter race.

TIFFANY TANG

Since coming to Andover as a Junior, Alex Fleury '20 has competed as a varsity athlete on the Andover Boys Cross Country team as well as the Indoor Track and Outdoor Track teams every year. Fleury served as Captain for the Cross Country team the past two years and was also Captain of the Boys Indoor Track team this year.

In the 2019–2020 Indoor Track season, Fleury earned NSAF/New Balance All American honors for the 800-Meter and 1-Mile races, the Track & Field News Honorable Mention High School Boys Indoor Athlete of the Year, and was also named the All-Area Indoor Track MVP by the Eagle-Tribune for the second year in a row. On the national stage, he placed third at the Millrose Games Mile and fourth at the New Balance Grand Prix Mile.

This past February, Fleury ran the fastest high school indoor mile in Massachusetts history at the Boston University Last Chance Meet in a time of 4:05.57. His time is also the

tenth fastest all-time regulation high school track mile. Fleury was also ranked first in the nation for the 1000-Meter race and first in Massachusetts for the 800-Meter, 1000-Meter, 1500-Meter, 3000-Meter, and 1-Mile races. Additionally, Fleury broke the school record in the 300-Meter, 600-Meter, 1000-Meter, and 1-Mile races, and he helped break the school record in the 4x400-Meter Relay, recording a time of 50.4 seconds as the lead-off leg.

During the Cross Country season, Fleury placed seventh at the NEPSA Division 1 Championships and received All-New England honors, and he was also named an Eagle Tribune All-Star.

According to Fleury, running all three seasons every year has been manageable because of the guidance and support that he received from coaches and teammates.

Fleury said, “With the coaches and the teammates that I was surrounded by, I knew that there would always be someone to help me if I ever felt tired or in need of guidance in terms of training. The coaches are so experienced, and they’re so willing to help that they’ve always been there to steer me on the right track if for some reason I would get injured or I would get a bad race. The people that [I was] with through all that experience was definitely the make or break factor in all those situations for me.”

According to Boys Cross Country Head Coach Patrick Rielly, Fleury’s success can be

largely attributed to his dedication towards the sport and constant efforts to improve.

Rielly said, “Alex obviously has a great deal of athletic talent, but I think he also came into the school with pretty clear focus. His first couple of years, he had a great group of Uppers and Seniors to train with, and I think he really pushed himself to be in that



CLAUDINE WAGGONER/THE PHILLIPIAN

category of runners. In the last couple years after those runners graduated, I think he really just focused on making all the decisions that he could to get himself ready for practice and for meets... he’s just really focused on improvement and getting better, and he’s open to the ways in which he can do those things.”

Throughout his years at Andover, Fleury’s commitment to the team in addition to his own racing has made him stand out both as an athlete and as a leader, according to Rielly and Indoor Track Head Coach Rebecca Hession.

“I’m most proud of the way in which he’s led the teams that he’s been part of, both in terms of being captain for multiple seasons, but more by example. I think he really exemplifies the spirit of Cross Country and Track & Field, in that it can be very individualized but it’s also a team sport and a supportive, encouraging environment. He’s run so many great races, many of which were really exciting, but I think that it’s the day-to-day things that he does to make himself better and to make the team better that I’m most proud of and most proud to see,” said Hession.

Hession continued, “One of the amazing qualities of Alex is that his commitment to his teammates, his commitment to the sport, to competing with integrity, to supporting his teammates a hundred percent, balanced with when the gun goes off, when he’s on the line, it’s all about the moment in competing and racing. I think that’s inspiring to see that bal-

ance and I think that it really sets an example for the program, for teammates, for the community as a whole.”

Fleury will be running at Harvard University next year and looks forward to advancing his career in their cross country and track programs.

Fleury said, “I can already tell that I’m going to have a lot of success with the main distance coach, because he’s only been there for a short period of time and has already brought the team to be one of the best teams in the region, up to the national caliber. I think that that’s something that I really look forward to. They have an incredible graduating Senior class, but they also have a great group of younger athletes on the team. I know that by the time it’s my junior, senior year, we have a chance to do some really great things on a national level.”

According to Fleury, cross country and track have been integral parts of his identity at Andover, and he will miss Andover’s running community next year.

“[Running] has really helped me establish who I was as a person at Andover, and I always had running to rely on every afternoon, to not only just go burn off some energy, but to also take my mind off of school and see some friends... I’d say that the thing I’m going to miss the most is the people that I have had the pleasure to compete with and run with and just be with for the past four years... those people were so willing to reach out and impact my life as much as they did, and I’m certainly going to remember that,” said Fleury.

Lacrosse and Hockey Star Lilly Feeney '20 Inspires Teammates with Leadership and Skill



PEMA SHERPA/THE PHILLIPIAN
Lilly Feeney '20 led Girls Hockey to a Nepsac Championship finals appearance as a Senior.

JAY AZIABOR

A member of Andover Girls Hockey and Andover Girls Lacrosse since enrolling at Andover as a Junior, Lilly Feeney '20 has established herself as a supportive and energetic teammate and leader. During the 2019-2020 school year, Feeney was both the Girls Hockey and Lacrosse captain.

Having a father who played hockey and two older brothers who played hockey and lacrosse, Feeney was exposed to both sports at an early age. Playing hockey since the age of four and lacrosse since the first grade, Feeney has developed skills that have allowed her to stand out while playing for Andover. According to Feeney, her coaches have been instrumental to her success on the hockey rink.

“[Head Coach Martha Fenton '83] has definitely been an important part of my Andover experience. She has been a mom figure to everyone on the team. [Coach Jamie Hagerman Phinney], in particular, is very knowledgeable about hockey. She helped me push myself and she also helped with offseason training [and]

workouts,” said Feeney.

Feeney’s agility and speed allow her to make plays that benefit her respective teams during crucial plays, according to Fenton and Girls Lacrosse Head Coach Heidi Wall.

Wall said, “Lilly is a very shifty [lacrosse] player. She is very deceptive and she is very hard to defend as a result. So when another team might think that they have her beat, she comes back and re-attacks and is able to slip through and then score a goal. So I think that based on plays like that, she is an inspiration to all the girls around her.”

“She is very quick, but that quickness has come through a lot of her work. It has come through training. She is a smaller [hockey] player but she is really smart about using her size. She can play and be very successful against kids who are much bigger than she is because she is so quick, uses her body well, [and] spends a ton of time training,” Fenton added.

According to Fenton, Feeney’s relentlessness and commitment

to improving have allowed her to develop into a talented hockey player who is vital to Andover’s hockey team.

Fenton said, “She puts in the time both on the ice and off the ice and has developed into the player she is. She is one of those kids who goes hard all the time and competes really hard no matter what we are doing. She set an example this year as a leader.

But in all four years of her being on the team, she was always a kid who you knew was going to show up and bring her best every day.”

According to lacrosse teammate and fellow Co-Captain Juliet Gildehaus '20, Feeney is a dynamic presence on the field due to both her skill and personality.

Gildehaus said, “I think that her well-roundedness as an athlete and her ability to dodge and shake defenders so easily is what makes her special on the lacrosse field. [She] is [also] a great leader. She is super competitive which is awesome and she really knows how to rally her teammates no matter what. If we are [winning], she will say, “Let’s keep working hard.” If we are [losing], she will say, “We got this!” She also takes care of her teammates and is able to put the team first. She is a well-rounded leader and an awesome team player.”

Along with progressing as a player, Feeney has also grown as a leader, according to Fenton and Gildehaus.

Fenton said, “I would say that from [Junior] year on, every year, she took on more responsibility. She has always been a player who I think the other players look up to and she has always been supportive of other kids and that is really important.”

“I was only able to play two seasons with [Feeney but] in the two seasons I

watched her play, I think she grew a ton as an attacker because I know she [started in the] midfield. I [also] watched her step up in that role [and] take command of the offense,” added Gildehaus.

Feeney expressed gratitude towards the experiences hockey has provided her with and the role it has played in her life, during her time at Andover and beyond.

“Being an athlete is a big part of my identity and I think I find a lot of that in hockey. I appreciate hockey because it is not a sport that many people can just pick up. Everyone playing has been working at it for their whole lives so that is something unique. I think that in terms of my family life, it has brought me closer to my brothers, in particular, because they both play college hockey as well. So I think playing the sport brings us three together. In terms of my Andover experience, I think that I have found some of my best friends on the team. I feel like the hockey team, in particular, is a tight-knit group of girls and probably some of my friends for life,” said Feeney.

Feeney will continue to play hockey in college at College of the Holy Cross.



ALE MACAYA/THE PHILLIPIAN

ATHLETES OF THE YEAR

Victoria Kadiri '20 Leads in All Aspects of Track & Field with Humble Attitude



COURTESY OF VICTORIA KADIRI
In this year's indoor season, Victoria Kadiri '20 competed in a total of seven different events.

CASSIDY SADOWSKI

Beginning her success with Andover Girls Track & Field (PATF) as a Junior, Victoria Kadiri '20 transitioned from Andover Girls Basketball to Andover Indoor Indoor Track & Field during her Senior winter, setting multiple records along the way.

During her first indoor season, Kadiri set school and Snyder Center records in the 55-Meter Dash with a time of 7.25 seconds and a Snyder record in Long Jump with a distance of 17-02.75 feet. Kadiri capped off her season by receiving Andover's Indoor MVP Award.

Additionally, throughout her time on the Outdoor Track & Field team, Kadiri is a three-time member of Andover's championship winning 4x100-Meter relay team and was voted Outdoor Track Captain for her Senior season. She was also a 2019 Sorota Award

Recipient, an award given to a member of the Track team who exhibits outstanding character and the will to win, according to Indoor and Outdoor Track Head Coach Rebecca Hession.

Despite playing basketball for her first three winters at Andover, Kadiri was able to excel at her events in Indoor Track during her Senior year, immediately becoming one of the team's leaders. According to Kadiri, she believes that her decision to move on from basketball was the right thing to do in order to focus more on track.

"Last season, I realized how much I enjoy the [track] team and the sport in general. so I wanted to have a chance to work on that on a more whole year basis... Basketball got me used to conditioning and being with a team every day until I had to translate that into conditioning in a different type of way... but there were some transferable skills," said Kadiri.

According to Coach Hession, Kadiri's success in both seasons can be attributed to her meticulous work ethic.

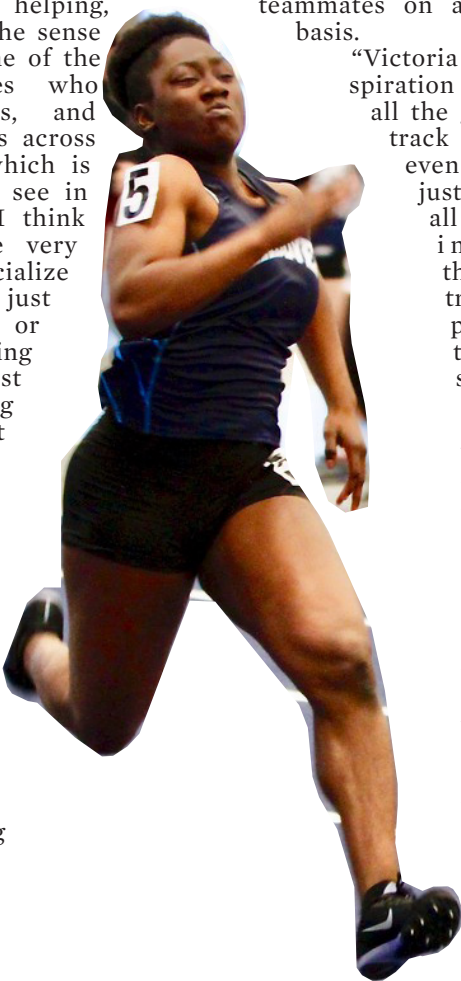
"Victoria is a veteran member of the PATF program and serves out as our Outdoor captain. 2019-20 was her first year on the indoor team and she made an immediate impact. Victoria's progression has been marked by a dedication to the details and a willingness to stretch herself in new ways," wrote Coach Hession in an email to *The Phillpian*.

In the 2019-2020 indoor season, Kadiri competed in the 55-Meter Dash, 60-Meter Dash, 200-Meter Dash, 300-Meter Dash, 4x200-Me-

ter relay, Long Jump, and Shot Put.

According to teammate Tessa Conrardy '20, a fellow Senior who also took on the challenge of Indoor Track for the first time, Kadiri's leadership is strengthened by her abilities as a well-rounded athlete.

"I think that one of the biggest reasons that she was elected Captain for the Outdoor Track was that she's everywhere, in the sense that she's always helping, but also in the sense that she's one of the few athletes who runs, jumps, and throws. She's across the board which is very rare to see in an athlete. I think most people very much specialize and either just do hurdles or just do jumping events or just do throwing events, but she's everywhere and she's at the top of her field in almost all of them as well. So, not only is she breaking sprinting records, but she's also coming in at the top for throwing as well," said Conrardy.



COURTESY OF PHILLIPS ACADEMY SMUGMUG

well," said Bhathena.

Conrardy added, "She's [a] super stoic, super strong leader who leads by example, and I think that that shows just in the fact that she's very successful in all of her events but also in the fact that she shows up to practice, she gets her work done, she's very diligent about running her drills, and she's not necessarily the loudest member of the team. But I think she definitely sets the tone for how we show up to practice every day and how we show up to a meet."

According to Kadiri, her coaches have been crucial in her path to success.

"[The coaches] were always willing to give me feedback on what we were doing that day or ask me how my training was going. That's something I've appreciated a lot. [Track is] such a big team but they're always willing to do individual check-ins and see how things are going," said Kadiri.

Due to the unfortunate cancellation of Spring Term, Kadiri felt the loss of her last outdoor season as she hoped it would be her best one yet and would allow her to spend more time with her teammates.

"Because of the fact that I had been working all of the indoor season, and peaking, outdoor was the thing I was hoping for. I was particularly looking forward to Long Jump but also to sprinting and other events... I really like the team. We have a really good bond. It's the biggest team on campus, but at the same time, there are so many groups of people I meet there. It's a lot of fun, and I've made a lot of good connections there," said Kadiri.

Two-Sport Captain Sam Donchi '20: "The best all-around swimmer Andover has seen" in 45 Years



ETHAN ELLSWEIG/THE PHILLIPIAN
In this years Nepsac Championships, Sam Donchi '20 earned All-American status in four events.

CHRISTINE MICHAEL

A two-sport varsity athlete since his Junior year, Sam Donchi '20 has demonstrated unparalleled dedication and exemplary positivity both in and out of the pool as a team member and captain for both water polo and swimming, according to Head Coach of Andover Boys Swimming and former Head Coach of Andover Water Polo David Fox.

Donchi captained Andover Boys Water Polo to an 8-5 record and a trip to the Liquid Four playoffs. He capped off his Senior season by earning second team All-Nepsac honors.

This winter, Donchi as Co-Captain alongside Arnold Su '20 led Andover Boys Swimming & Diving to its second consecutive Easterns Championship title. At Easterns, Donchi was a part of the record-breaking 400-Yard Freestyle Relay, and he took fourth place in both of his individual events. Donchi has been the only swimmer since 2017 to win every time he entered the pool at the Nepsac Championships, and he set the School Record in the 200-Yard Individual Medley at the meet. By the end of his Andover career, Donchi holds the second fastest times in school history for four of the eight individual swimming events.

According to Donchi, Fox proved essential to his growth and success as an athlete because of his constant care and

empathy.

"Coach Fox has been awesome for me since my [Junior] year of Andover. He does so much for us. He's been really, really good. He does a great job of keeping us motivated and he helps us focus on what's important. It's super easy to get distracted in only winning dual meets, but he's more of a big-picture person. He helps me and the rest of the team realize what's actually important and what really matters. He understands that we have a lot of other commitments, so if we have to miss a practice because we have a lot of schoolwork, he understands it. It's nice how much he understands the Andover life in combination with athletics," said Donchi.

Fox wrote in an email to *The Phillpian*, "As he graduates, Sam is the best all-around swimmer Andover has seen since at least John Kingery '75. Sam's legendary improvement during his [four] years here emerges from his being as intelligent a swimmer, coachable an athlete, and as tough a worker as anyone I have coached in 26 years. In fact, this year, an 8th-grade recruit wrote in an email that he wanted to swim at Andover because 'one athlete [he]

look[s] up to is Sam Donchi'—even though the kid has never met Sam."

Fox continued, "If the kid did meet Sam, he would know what the rest of them already do. Sam's leadership evolves from his credibility and is then fostered by his self-deprecation, his modesty, and his confidence."

Donchi also attributes his hard work and diligent training to his role representing Andover athletics and a desire to maintain the school's name and legacy.

Donchi said, "I think one thing is that when you realize that you're an athlete for Andover as a whole. You're not just doing it for yourself or even just the swim team or the water polo team. You're representing Andover. You should be proud in what you're doing and realize and recognize that you're doing it for the whole Andover community rather than just on an individual level."

According to water polo and swimming teammate Gregor Deveau '21, Donchi stands out because of his strong leadership skills and impressive dedication to athletics.

Deveau said, "Sam was born a leader. He's just always been a great captain, friend, and team-

mate. Every time we're on deck before a water polo game and before a swim meet, he brings the energy and gets all the boys really hyped up. Whenever the pressure is on, he loves to perform under pressure. The best example I can think of is [his performance] at Easterns in the 400-Yard Free Relay. It was the last event of the night, and the boys needed to win that relay to win the combined trophy and Sam just loves it. When you tell him to do something and you give him a goal, he will [achieve] that. There's no harder worker I know other than Sam."

Deveau continued, "I think [Donchi] has a lot of perseverance and determination. He works so hard, focusing on all the little details, and really never gives up. He always strives to be his best. He's just a really great all-around athlete. He's a 'workaholic,' if you want to call him that. Whenever he's in the pool, his mind is always on the set."

Donchi has a strong presence both in and out of the pool, putting a large focus on cultivating a positive and encouraging environment through his leadership, according to his teammates and coaches.

Marcus Lee '21 wrote in an email to *The Phillpian*, "Sam leads our team with his charisma, humor, and humility. I think he's a great role model for everyone on the team and

makes sure that we're all working hard and contributing to the team, whether that's trying our best in the water or cheering our teammates on."

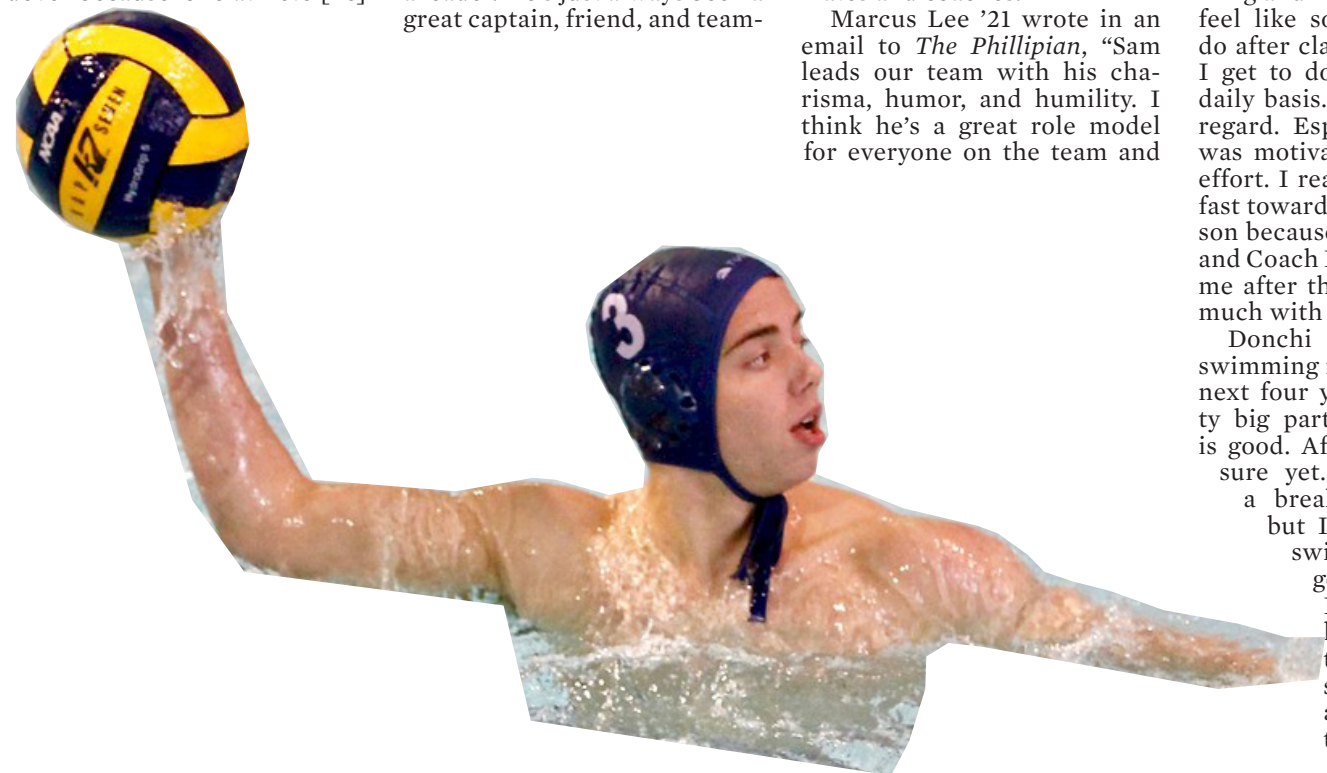
Donchi learned about consistency and the positive outcomes of hard work through his time on the swim and water polo teams.

Donchi said, "I think swimming and water polo taught me a lot about how important being consistent is. I never played water polo before Andover, and I wasn't that good of a swimmer when I came in as a [Junior], but I just stuck with it for all four years, and my swimming skills improved a lot and I got a lot better. I think being consistent and working at it every day will always lead to good things."

According to Donchi, who will continue his swimming career at the University of Pennsylvania, his love for swimming as well as his appreciation for his teammates and coaches motivate him to continue pushing himself in the pool and be the best athlete he can be.

Donchi said, "For one thing, I really like swimming, so it's not like I feel forced to do it. I almost always want to be swimming and in the pool. It doesn't feel like something I have to do after classes. It's something I get to do after classes on a daily basis. I feel lucky in that regard. Especially this year, I was motivated to keep up the effort. I really wanted to swim fast towards the end of the season because I felt like Andover and Coach Fox deserved it from me after they've helped me so much with my swimming."

Donchi continued, "I'm swimming in college, so for the next four years it'll be a pretty big part of my life, which is good. After college, I'm not sure yet. I'll probably take a break from swimming, but I'm going to always swim just because it's good exercise and I love swimming a lot. Definitely for the next four years, swimming will be a pretty prominent thing in my life."



COURTESY OF PHILLIPS ACADEMY SMUGMUG

ATHLETE REFLECTIONS

Put One Foot in Front of the Other

HARRISON WILSON



I joined the Andover Track and Cross Country programs after placing fifth in the 800m at the Massachusetts Middle School Track and Field State Championships, which is still one of the most memorable accolades of my running career. As I continue to train far away from Andover's campus this spring, I have had a moment to reflect on the joys, sorrows, laughs, and blur that was running at Andover.

During my first week at Andover, I received a communication from former Cross Country Head Coach Jeffrey Domina to meet for practice at the Armillary Sphere. I had no idea where that was. At this point in my running career, I was finding my way, testing

out the waters, completely unfamiliar with high school cross country. I had never raced over a mile in my life. Considering that my first cross country season was supremely unsuccessful, going into the spring, I knew I needed to work harder to make an impact on the Outdoor Track team.

Reflecting on my first Outdoor season, I reminisce in the joys of running with no expectations. I met some of my greatest mentors and friends. To be surrounded by a team with runners who won both the boys and girls Neps-ta Championships that season was incredible. Still, I did not make the championship squad and was left motivated to persist.

I started to serious-

ly train for my second cross country season in the summer of 2017. From June to November of that year, I never missed a single recovery run, never cut a run short, and never opted for the easier option. I wanted to train hard for my team, and it paid off. Boys Cross Country took the 2017 Interschols

crown, and I finally became a member of the top seven varsity runners.

Friends of mine have asked me if I tire of the sport, or if running ever becomes boring. I used to shrug this question off, responding that I believe running is fun—which it is—and receive a gasp in return. Going through my Andover career, however, I have come to realize there is no point in

days at Andover where a run or workout is the only productive task I complete that day. Running to me is proof that personal and intellectual progress are not linear. The only way to ride out life and school is by continuing to show up.

Rainy days, violent snowstorms, icy trails—I've run through them all. In a pursuit to be the best version of myself, I continue to run to make an impact for my team. I run through challenging times and inclement weather knowing that life has similarly unpredictable, inevitable twists and turns. Only in persisting can we hope to overcome such obstacles. When I lace up my spikes for a race, I take a pause and imagine the cells and sinews prepared to absorb the weight of my body, thankful that I have the great fortune to be able to run.

I continue to run to remember to be grateful for the life I live and the teammates and coaches I'm fortunate to have had. To my mentors and the upcoming runners I hope to have guided, thank you for being there for me through thick and thin. PATF Hard Body forever.



HANNAH DASTGHEIB/THEPHILLIPIAN

running unless you run for a purpose. For some, they may run to be recruited athletically, others for a person or family, maybe some purely for fitness. I run to be my best. There have been some

Reflections on Andover Wrestling: Three Life Lessons to Beat the Winter

EAMON GARRITY-ROKOUS



There is probably not a moment where I struggled more during my time at Andover than trying to write a minimum three-page paper in the winter on a Sunday after wrestling all day the previous Saturday. But boy, did I enjoy the grind, to the point where I think a lot of people came to know me for it. "It's wrasslin season, Eamon"—I'd get those comments from my friends all the time. And I loved it.

I loved it not because the act of wrestling simply brings me more joy than other activities around Andover. In fact, I'd say being with my friends takes the cake for that category. Instead, I'd say that, simply put, I love to learn. There was no other time of the year that I learned more about myself or about the people who surrounded me.

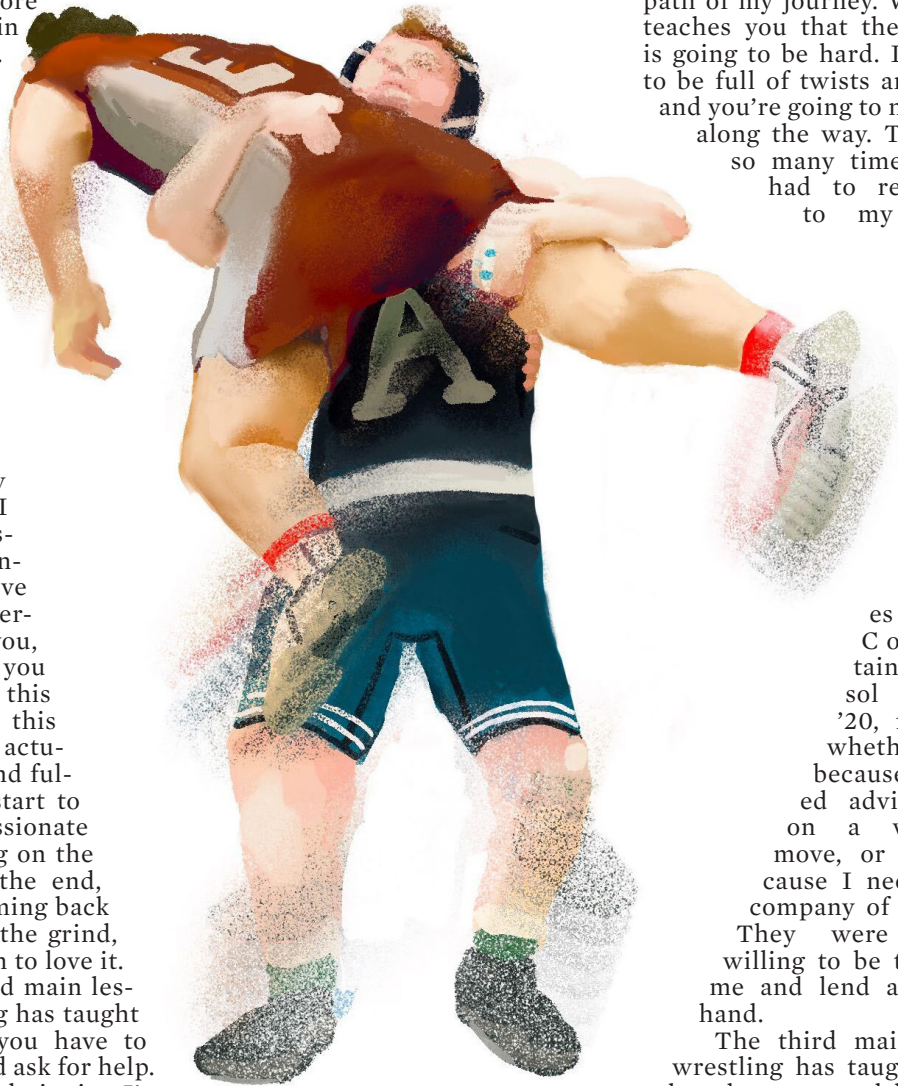
Wrestling has taught me three very important life lessons. The first: pursue your passion and your dreams and don't stop fighting until you've

completed the journey. In the heat of a match, I bet most people would say that wrestling looks ugly. I bet most people would say it looks painful, and I agree with them. But I'd also like to tell them that the more it's painful and the more it hurts, the more you fall in love with it. People ask me all the time why I would put myself through it, and I think it's because there's something that's always pulled me back to the journey each time I step away from it. I guess wrestling just instills that drive and that determination in you, and once you find out that this sport and this lifestyle can actually be fun and fulfilling, you start to feel more passionate about staying on the journey. In the end, you keep coming back to it. That's the grind, and you learn to love it.

The second main lesson wrestling has taught me is that you have to reach out and ask for help. Okay, I'll admit it: I'm stubborn. Just ask Amy Wig-

gins, one of Andover's (most awesome) athletic trainers. There were times when I'd go to the training room with an injury and ask her if I could go to wrestling practice—this even occurred out of season in the fall—and she'd tell me,

"Absolutely not." I'd sulk over to one of the tables for a few moments, then perk up once Mrs. Wiggins told me a joke or I could talk to some of my friends, ice my knee, and forget that what I was really doing at the time was staying on the path of my journey. Wrestling teaches you that the journey is going to be hard. It's going to be full of twists and turns, and you're going to need help along the way. There are so many times that I had to reach out to my coach-



BEN FU/THEPHILLIPIAN

es or my Co-Captain, Marisol Nugent '20, for help, whether it was because I needed advice, help on a wrestling move, or just because I needed the company of a friend. They were always willing to be there for me and lend a helping hand.

The third main lesson wrestling has taught me is that the sport and life itself can sometimes feel like indi-

vidual journeys, but, in reality, neither of them are. You need your team behind your back. This "team" can be your family, your friend group, your sports team, or whatever support system you have. This year's wrestling team was the strongest support system I've had on any sports team during my time at Andover. They were a foundation that I knew I could always count on. I think this is the reason I look back on that season so fondly. It reminded me of the importance of being a strong leader and a good role model for the people you work with, so you can uplift them and help them become the same leader and role model you were always aspiring to be. I will never forget the moments on the mat or in the training room where I needed a hug from a teammate, our huddles as a team at the end of every practice, or the teammates who stood by me both when I was knocked down and when I had already gotten up. I will never forget them because they taught me so much about myself and the team aspect of life. I will never forget them because they always reminded me to relax, let loose, and have fun. I will never forget the love of Andover Wrestling.

To be sure, being a member of Andover Crew during my first two years at Andover was pretty fun, too. I'll never forget the friends I made on that team or any of the friends I've made at Andover. I love y'all so much. Thank you for allowing me to learn, laugh, love, cry, and grow up here.



THANK YOU, CLASS OF 2020



PHOTOS COURTESY OF J. GUILDEHAUS, E. SLIBECK, L. KIM, G. HITCHCOCK, D. ZHU, J. ROSSI, S. FRANKEL, P. LING, G. GLOVER, S. BAHNASY

COMMENTARY

EMILY HUANG / THE PHILLIPIAN

Spring Term Bucket List

ALEXANDRA LEBARON



COURTESY OF ALEXANDRA LEBARON

RIGHT BEFORE we left for spring break, my friends and I made a bucket list of 28 items to complete during Senior spring. Item number four: Watch the sunset on Holt Hill. Item number six: Croquet on the lawn. Number ten: Bring an inflatable swan pool float to Poms Pond. Number

Throughout my time at Andover, I envisioned Senior spring as the palace on top of the mountain where I could finally do all the fun things I had wanted to do.

13: Make something in the maker-space. Number 16: Attend a Boston Symphony Orchestra performance. Number 24: Make a term-long video highlighting our favorite moments. Number one was supposed to be an easy giveaway: Start spring term. But while my friends and I were on the trip that was supposed to kick off our Senior spring, we received an email saying that the

first two weeks of the term were canceled. I figured that the majority of the term would still proceed and that we could still check off item number one. But later that day, we headed home and drove through customs, having no idea that international travel would soon become unthinkable. Two weeks later, I would be spending every day sitting in my bed, struggling to complete my online school work. I have spent Senior spring nearly 200 miles away from campus, and I have not seen my friends since the day we drove home from our trip. This was not at all what I had expected. Throughout my time at Andover, I envisioned Senior spring as the palace on top of the mountain where I could finally do all the fun things I had wanted to do. I could participate in drama labs, read books for fun, wear bold outfits, and attend club meetings every day. After spending the majority of my time at Andover in the basement of Morse Hall or in Silent Study, I could finally emerge from the dingy caves and run onto the luscious green lawn. I could reach out to people I had wanted to befriend, reconnect with people I had drifted away from, and solidify my existing friendships before graduation. I saw myself chatting with friends in Paresky Commons, hanging out in different dorms, and sitting on the lawn in a larger circle than normal. I wish that I hadn't left so many of these goals for Senior year—they could have easily been ac-

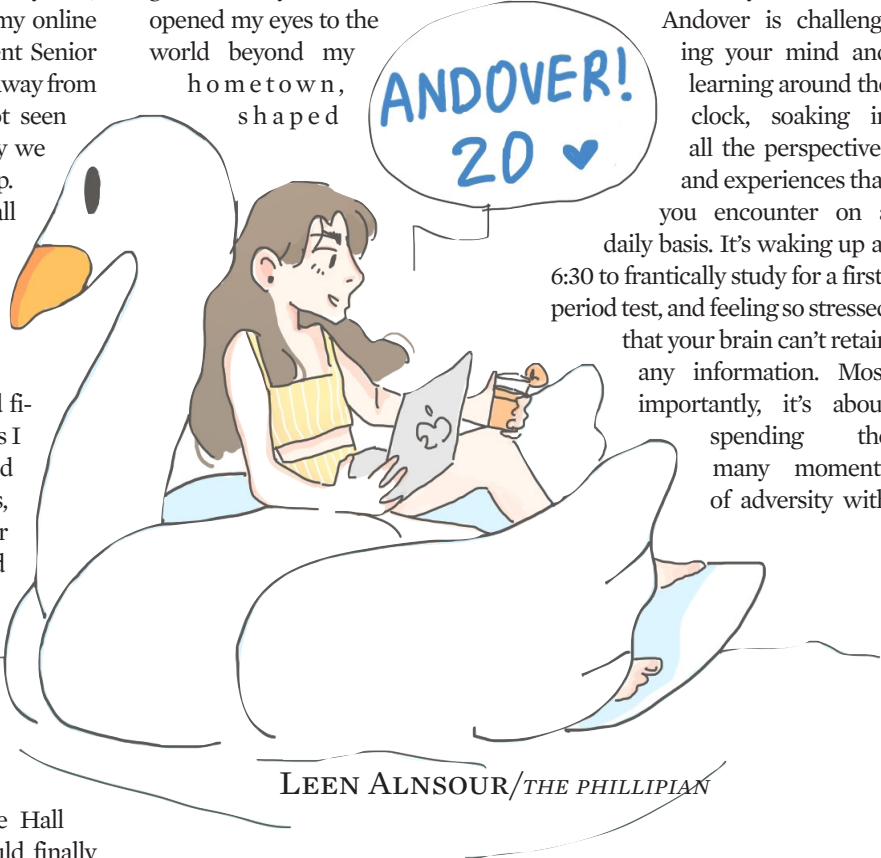
complished earlier. I should have gotten to know more people, especially in different grades, as an underclassman. As an Upper, I shouldn't have walked into Lower Right feeling uncomfortable and self-conscious. And even though I have some regrets, I don't think I could have accomplished them from the start. I needed time to grow into myself. Andover opened my eyes to the world beyond my hometown, shaped

the nose and made me cry (and the fact that they made me cry is evidence of just how young I was). The truth is that Senior spring is not the real fleshy guts, the tangible core of those four years at Andover. Andover is a cold walk from Paresky alone during a winter night, when the snow finds its way through your coat zipper and down your sweater. Andover is challenging your mind and learning around the clock, soaking in all the perspectives and experiences that you encounter on a daily basis. It's waking up at 6:30 to frantically study for a first-period test, and feeling so stressed that your brain can't retain any information. Most importantly, it's about spending the many moments of adversity with

The truth is that Senior spring is not the real fleshy guts, the tangible core of those four years at Andover.

and the person those challenges would shape her into. Of course it would have been nice to paddle on a swan floaty at Poms Pond, or build a fort in the hallway like we had planned. Senior spring would have been a moment just to pause, reflect on our time at Andover, and indulge in the life we had built on campus. But the thing is, I know I will see my friends again. Even though our time as Andover students is over, there is still so much more to come from the relationships I have built, and a life to follow the memories I have made. Even though we never got to finish our bucket list, I have accomplished everything I actually wanted to do at Andover: make wonderful friendships, take interesting classes, find a community like I did at *The Phillipian*, and grow into the person I am today. And as Taylor Swift said on my birthday nearly four years ago, "You just might find who you're supposed to be / I didn't know who I was supposed to be / at fifteen."

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LEEN ALNSOUR / THE PHILLIPIAN

me through all the changes of adolescence, and taught me how to be a critical thinker and an empathetic listener. There is no way I could have been the person I am today from the very beginning of Andover: the day I arrived on campus nearly four years ago was my 15th birthday. On the car ride up, our car packed to the brim with bedding and clothes, "Fifteen" by Taylor Swift came on: "It's your freshman year / And you're gonna be here for the next four years / In this town." The lyrics felt eerily on

your closest friends. We grew up together—maybe too fast—in the hallways of Hale and Stowe and Paul and Bancroft Houses. In the big stall of the old Oliver Wendell Holmes Library bathroom and on the Addison Gallery of American Art steps. At a table in Paresky, slamming the table because we're laughing so hard. In our dorm rooms on a Friday night when there's nothing to do except sit around and talk. The girl in the car on her 15th birthday had no idea the challenges she would face

The Story So Far

ANDY ZENG



HUGO SOLOMON / THE PHILLIPIAN

THE STORY SO far: in the beginning, the universe was created. This had made many people very angry and has been widely regarded as a bad move. But angry people squabbling over a triviality like the creation of the universe was nothing new to marvel at. And, it was this modality—Douglas Adam's absurdist philosophy—that accompanied me throughout my time at Andover, ever since I finished reading the five-part *The Hitchhiker's Guide to the Galaxy* trilogy during winter break of my lower year. I landed in America from Beijing only two years prior when I was 13, settling briefly in Silicon Valley, before coming to the East Coast. As an international new lower, I felt as if I had been tossed directly into the line of fire on the Western front, with no way to advance or retreat, forced to dive into a nearby trench, gasping for air. I juggled six courses every day with sports, music lessons, and clubs thrown into the mix (pretty much like every other Andover student). At times, it did feel like too much, and the toxic mentality of "hey wait, I got into Andover, I can handle everything" kept eating away at me. But—deep down in my mind, I saw that it didn't

matter, in the grander scheme of the universe—it was nothing to marvel at. I also found it difficult to forge the meaningful, life-long friendships that I longed for when I applied (and was promised, by

to know someone better than to like their Instagram posts. Except that it really wasn't—since nothing I dealt with as a teenager was truly "hard" in the scope of my life. So, it comes down to this: was

You can experience every quarter that youth has to offer and come to see that everything that is not for the self is of the self. For me, this epiphany came packed between the covers of a 1980s SciFi series—though I will admit that I did

The story will end, as I wish, with people coming to realize that there is meaning to be found within the struggling, just like Andover, and that life is only fulfilling because of the effort it takes to live.

Homeric epic has been moored. I can't help but feel as if time has been robbed from us, and I know many of my fellow classmates feel the same way: our senior spring plans have been demolished, our rite of passage has been denied, and, most importantly, we can no longer wallow in each other's company, growing into better versions of ourselves as spring leaves give way to summer waves. But, luckily, there is still time left—in fact, it looks like Commencement for us, the class of 2020, could be in the spring of 2021. The story so far has been that ever since in the beginning the universe was created, many people had been angry and had spent eons debating whether this was a bad move. The story will end, as I wish, with people coming to realize that there is meaning to be found within the struggling, just like Andover, and that life is only fulfilling because of the effort it takes to live.

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LAUREN LEE / THE PHILLIPIAN

certain promotional materials). People are very busy at Andover, and there is so much pressure to be constantly doing something. You hear about this club and that sport, and it is easy to get lost in the endless array of extracurricular activities that you could be doing. It really was difficult to slow down, grab a den cookie, and get

Andover a struggle? Definitely. For me, Andover is a place where you adapt or perish, but, once you figured out how to manage your time, stress, and social life, you will prosper. The Andover adventure (perhaps viewed through the nostalgic lens of senioritis) is truly nothing short of life-changing.

occasionally thrive on Schadenfreude—for you, it could come in any shape or form. You just have to be on the lookout. Now, sitting at home—my laptop perched upon the exact table where I tore open my Andover acceptance packet—I can't help but marvel at the sense that my

The Case for Pan-Disciplinary Climate Curriculum



“[KNOWLEDGE AND Goodness] united form the noblest character, and lay the surest foundation of usefulness to mankind.” —The Constitution of Phillips Academy, 1828

At Andover, we’ve got the goodness. Now let’s make sure the knowledge is relevant.

As climate change becomes a significant driver of social injustice, political instability, and conflict worldwide, we need to act with great urgency. While we ought to consider the footprint of our community behavior, we

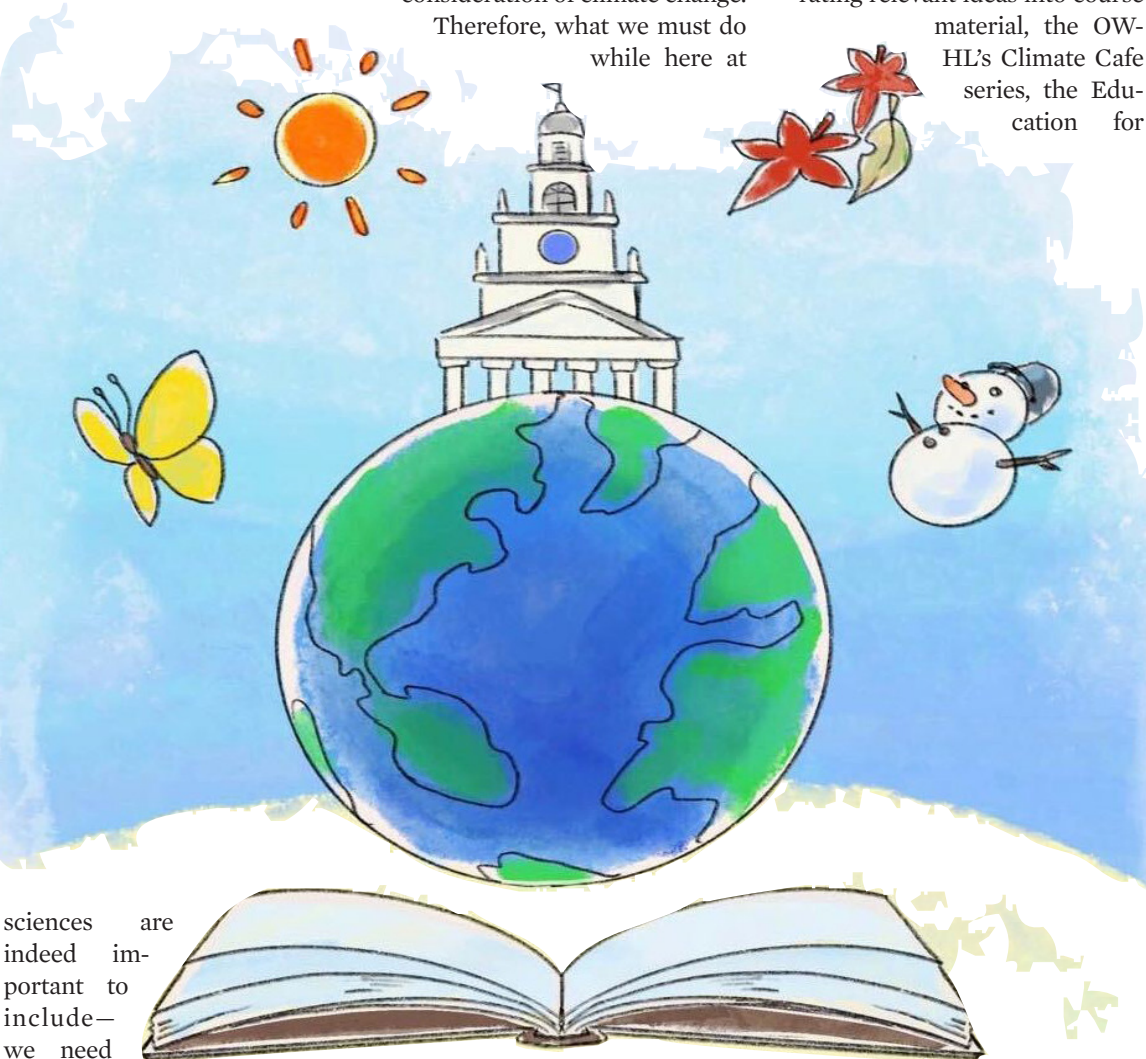
As climate change becomes a significant driver of social injustice, political instability, and conflict worldwide, we need to act with great urgency.

should also explicitly incorporate climate education across all disciplines in order to prepare ourselves to engage with the world beyond Andover.

Nearly three in every four students support a more comprehensive climate curriculum,

as indicated by the 2020 State of the Academy (SOTA). It also has administrative support and would fulfill many objectives set forth in Andover’s Strategic and Master Plans: pedagogical and curricular innovation, sustainability, student empowerment, and climate activism.

We, as the leaders of the Ambassadors for Climate Curriculum, are often asked why we seek to implement a climate curriculum across all disciplines and not just the sciences. The



sciences are indeed important to include—we need them in order to understand the mechanisms by which the climate changes, the influence of human activities, and how environments are in turn affected. But we must not stop there. Thorough systemic inquiry reveals deeper social, economic, and political problems that lead to perpetual environmental injustice and are themselves only catalyzed and exacerbated by the climate change they contribute to. Dr. Paul Farmer (and subject of Pulitzer Prize-winning biographer Tracy Kidder ’63) described the 2010 earthquake

in Haiti as “not just a ‘natural’ disaster but also a social disaster with social roots.” We should apply this lens of thinking to all of our intellectual inquiries. The scientific case for climate change has been made time and time again. Now the problem lies with the storytellers and the public policy makers to build on what the scientists have observed.

Any study in any discipline is either incomplete or missing a major opportunity without consideration of climate change. Therefore, what we must do while here at

will empower current Andover students to enter immediately into a world of activism. If implemented nationwide—or worldwide—it will empower all secondary school students, the majority of whom are at the end of their time in school, to vote and otherwise engage with their communities from an informed place of curiosity and pursuit of thorough understanding.

Andover’s preliminary adoption of climate education has seen various teachers incorporating relevant ideas into course material, the OWHL’s Climate Cafe series, the Education for

mate Curriculum survey found dozens of students eager to not just consume this curriculum, but to commit substantial time to actually help develop this curriculum and see it to fruition.

As students here, as critically important members of this community, we have a lot of power. It

Comprehensive pan-disciplinary climate curriculum will empower current Andover students to enter immediately into a world of activism.

is our job to ensure that the story we tell through our curriculum remains relevant to the context of the world in which we live and that it sets us up well to act on what we care about. This is how and why so much progress has been made in bringing discussion of race, class, and gender, for instance, across the PA curriculum. We must harness our power again. It is time to advocate for significant shifts in our curriculum.

We need you to support. We need you to lead. We need you to offer input. We need you to criticize and disagree, to engage and reflect, to collaborate and rise up. We need to find in our collective action the power to not only demand, but take responsibility for and build a new curriculum.

Don’t know where to start? Start with this: approach your favorite teachers and say, **“Let’s be curious together. Let’s work together.”**

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Reflections on a Post-Andover Life



I HAVE YET TO CRY over not being able to return to Andover, and as silly as it might sound, I’m a little disappointed in myself. Last year, I read every Commentary article from the past three Commencement issues of *The Phillipian* in one sitting, and while reading, I’d prematurely think about what I would write with my own space some distant day in the future. At the time, I imagined that I’d write an article full of sappy reminiscences and detailed shoutouts to my closest friends—an article, to put it simply, that would ring with love and nostalgia for Andover, one that I’d cry while writing. So to not be missing Andover, to be experiencing a strange lack of emotion in a way I would never have anticipated just a year or two ago, has left me feeling uncomfortable and guilty in recent months.

I’ve been rationalizing my numbness with a few logical explanations. First, a couple of my closest friends had already left Andover before this year, some without goodbyes. Being truly overwhelmed after their departures, then learning to keep in touch long distance, might have prepared me for a scenario like the ones we find ourselves in now. Second, I moved around a lot as a kid, and consider myself pretty good at picking up and starting over, even when I don’t necessarily want to. And third,

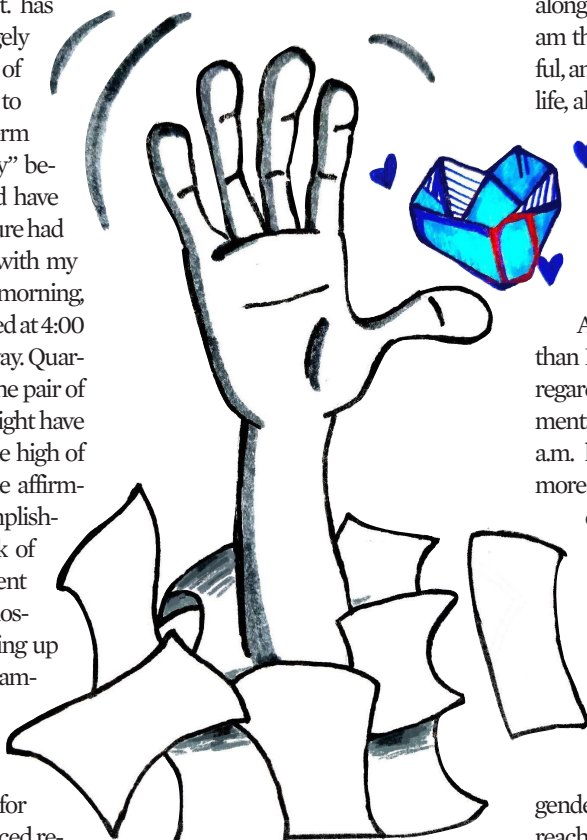
I’m aware of my privilege in that the loss of my Senior Spring is among the most trivial of personal losses delivered by the COVID-19 epidemic—a reality that keeps me grounded.

But to attribute “not missing Andover” to just these three factors feels a little bit like an excuse. More truthfully, I think, having physical distance from 180 Main St. has allowed me to feel strangely free from the pressures of expecting Senior Spring to be my best and happiest term at Andover. I say “strangely” because I don’t think I would have confronted this same pressure had I been writing this article with my dormmates at two in the morning, say, instead of alone in my bed at 4:00 p.m., thousands of miles away. Quarantine has taken from me the pair of rose-colored glasses that might have been my Senior Spring—the high of getting back to campus, the affirming reminders of accomplishments and growth, the talk of firsts and lasts, the entitlement I might have felt to being nostalgic and lawning and taking up space in my final year on campus. Quarantine has taken from me a kind of busy excitedness that I’m not sure would have left time for a more measured and nuanced reflection on my Andover experience.

In other words, as restless and lonely as I am right now, I think I’m a little bit more at peace on my own than I might have been at school. This unexpected break has reminded me that Andover is not and does not have to be a part of how I see myself—that it is within my power to take the good from my high school experience, leave behind the bad, and find joy (and struggle!) in places and with people not affiliated with Andover. Realization of this reality has been freeing... moving on from Andover means, for me, being able to

break free from the leadership positions, traumas, and expectations that have so defined my life while here.

Of course, I also want to be thorough in acknowledging how fundamental these past four years have been in shaping my identity. I have done so much growing up at Andover—



LAUREN LEE/THE PHILLIPIAN

ver—in the nooks of Hale and the halls of Bancroft, in English classrooms and the blackbox theater, in the weird warmth of the Elson hallway, and in the disgusting blue couches of a beautiful newsroom. At Andover, I learned to confront my internalized oppressions and problematic thoughts, and I learned the term self-love. I met friends and mentors who empowered, educated, and inspired me in ways I didn’t know I deserved, and made friendships that I know will last well into

the future. It’s at Andover that I started considering myself to be a writer, that I was encouraged to reconnect with my love for theater, and that I was both bluntly shown the ways in which I needed to be a better person and gently reminded of the ability I have to get to her. Because of Andover, and all of the people I have met along the way, I truly believe that I am the most aware, cynical, powerful, and loving I have ever been in my life, along with a host of other adjectives.

But that growth was catalyzed by and came along with a lot of pain, too—experiences that are easier to reflect on away from campus. At Andover, I struggled harder than I ever had to be kind to myself regarding both my physical and mental health. I set alarms for 5:50 a.m. knowing full well I deserved more than four hours of sleep and developed disorderly eating. I cried over my impostor syndrome, over countless friendships, and over the school newspaper, of all things. Most heartbreaking—I watched my closest friends carry the weight of traumatic experiences that were often gendered and racial, watched them reach out to adults for support only to not get the help they needed, and watched as we grew dependent on bonds formed in part by collective suffering and marginalization.

Am I better because of Andover? I think so, but I don’t miss it, and I believe those two realities can exist together: I do feel the need to apologize here, though, because I do think some things deserve to be missed more—the hard-working individuals that keep Andover striving towards being better, the people who said hi to me on the paths on cold days, the teachers that have changed the direction of my life, the chaotic

and beautiful class that is 2020. I’m especially sorry to my closest friends,

Quarantine has taken from me a kind of busy excitedness that I’m not sure would have left time for a more measured and nuanced reflection on my Andover experience.

I really am, because you deserve the version of this article that is chock full of sappy reminiscences and detailed shoutouts—a version that I think would have come so easily if we were together right now.

Granted, I might just be writing prematurely again. I might wake up in my senior year of college or even sometime this summer wanting nothing more than to be back on campus. But until then, what I have instead is a newfound conviction to being grateful and moving forward—to FaceTiming and Zooming those people I had wanted to spend Senior Spring with, to reminding myself of what we’ve learned as opposed to what we’ve been through, to forgiving and taking positive action on memories that make me feel bitter, guilty, or cynical. For now, I’ll aim to let myself live that post-Andover life, while also looking forward to the day we can celebrate, in person, all those thrilling and surreal and joyful and devastating and intimate moments we had.

All love,
Junah

Junah Jang is a four-year Senior from Redmond, Wash. Contact the author at jjang20@andover.edu



ON THE EVENING OF March 7, I cried my way from Tang Theatre to Clement House after the last Les Mis rehearsal of the term. I wasn't sad because we would never again meet as a cast, or because we would not be able to showcase what we had worked so hard on in the way we had anticipated. After all, I didn't know that that was the reality we were facing.

Instead, I was mourning the loss of preseason in Florida with the crew team. I had been looking forward to it for months and was prepared to fully commit my spring term to my first competitive sport. That night, in my emotional daze, I neglected to say goodbye to some of the people who made my first two terms at Andover so special, thinking that in a mere two weeks we would be reunited for tech week. I anticipated a Spring term full of excitement and long-term plans coming to fruition: my first performance in

By the end of this term, I would shake my “newness” and feel like a community member with value. Integrated.

a musical, my first inter-school crew race, stage managing my first play, my first time lawning with friends. By the end of this term, I would shake my “newness” and feel like a community member with value. Integrated.



ELIZABETH CHOU / THE PHILLIPIAN

returned from Spring Break, I would be a real athlete and a theater kid instead of just a new student. I'd finally start feeling like I belonged at Andover.

As spring break was extended and the start of the term postponed, I figured that just meant two more weeks to get in better shape or to commit to a skin-care routine. My sister would be joining me soon since her Senior Spring at Harvard was cancelled, so we could reconnect after living apart for the past six years. I could start yoga to get more flexible for dance. I could finish 1000-piece puzzles. I could knit, bake, learn German. I could set myself up for an amazingly fruitful, though slightly shortened Spring Term. And, for a long time, I kept myself to it. My pride in my growth allowed me to remain optimistic even when our return to cam-

pus was postponed for the second and third times. “A month is enough time to stop being ‘new’ and to finally become a real Andover student,” I told myself.

Even so, throughout this time I harbored doubts that we would go back. Schools all over the country and the world moved to online learning for the Spring, the airport in my home

country was closed, and most worryingly, the people around me seemed to be just waiting for the announcement that the term would be completed online. Yet, I still counted on returning to the community that I had grown to love and depend on at Andover, and on finally contributing enough to feel like a real part of it. I couldn't fathom staying at my aunt's house for another five months, but I still couldn't ignore feeling a sense of impending doom.

On the day when I learned I would not return to campus for the remainder of Spring Term, part of me was reasonable and level-headed. Given the extraordinary and unprecedented circumstances, I reasoned that these measures were completely necessary to keep our community safe from

COVID-19. The administration could not have done anything to prevent this, and I believe that even online, we are so fortunate that Andover can still provide us with resources to learn and grow. This part of me couldn't help but revisit the amazing moments and people I had taken for granted on campus. I remembered the Clement House

common room and the choir room. I remembered my first time at the boathouse as a student and the grass of the Great Lawn. I remembered the chocolate chip pancakes at Commons and the feeling I'd get crossing Main Street on my way home at the end of a long day. I was filled with gratitude for the opportunity to go to school at all. So many have never had what I did, and so many never will. I had a loving family, food security, stable housing, and so much more to be grateful for in these unprecedented times.

However, gratitude couldn't stop the other part of me from being devastated. I thought of Les Mis that would never happen. I realized that I'd have to wait another year before my first race with the crew team. I was filled with so much regret

for not saying goodbye to the Seniors changing out of their costumes that night when I was ready to leave Tang. I may never see some of them again. I realized I'd have to wait another year before I could see cherry blossoms in person; they don't grow in the tropical climate of my home, Dominica. Everything that I was told to look forward to about Spring at Andover would be out of my reach for another year. My plans to finally be fully integrated into the community crumbled before me,

The humility and desire to experiment that comes with being a new student shouldn't be temporary. The beauty of Andover is that it isn't a place to find one thing you're good at and stick to it.

and I'd have to wait one year more for things to stop being new and scary.

Like most people recently, I've had a lot of time to think. I realized that Andover should never stop feeling new and scary. The humility and desire to experiment that comes with being a new student shouldn't be temporary. The beauty of Andover is that it isn't a place to find one thing you're good at and stick to it. Rather, it's a place to consistently break out of your comfort zone and to avoid complacency at all costs. Through this experience, I have learned to appreciate each moment. I can't keep waiting on a performance, or a race for a feeling of belonging that might never come. With or without experiencing all I dreamed about in Spring Term, I've come to realize that I'm already a real part of the Andover community, just as our Seniors will be even after we say goodbye.

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The Best Places To Whistle at Andover



I SUPPOSE THAT I should have seen this coming. My younger self assumed that at this point in my Senior spring, I would have already woven an intricate commencement article that perfectly encapsulated the

And the path to this point was paved with moments of beauty, hardship, truth, trust, and everything in between.

complexity and beauty of my Andover experience; an article that detailed the struggles, the triumphs, the laughs, the tears, the friendships, and the bitter-sweet goodbyes. This is not that article. Of course it's not. Part of me would like to blame it on the COVID-19 pandemic, but I know that the current public health crisis is only a small factor in my continued avoidance

of writing a commencement article.

I've never been good at telling stories, particularly ones about myself. The amorphous nature of my own consciousness is enough to frighten me away from any form of self-reflection. Personal meditation is a skill, and not one that can be learned overnight. So I'm here. And the path to this point was paved with moments of beauty, hardship, truth, trust, and everything in between. And I wish that I had the ability to draft a map of this journey that might even come close to doing it justice. Unfortunately, my attempts thus far have manifested not as elegant feats of narrative cartography, but instead as crayon sketches on discarded Google Doc napkins. (I have entirely

overcommitted to this metaphor, but hopefully you understand what I'm trying to say). At any rate, I can't write the article

that I had hoped to, so I instead offer something that I'm far more adept at drafting: a list.

As someone who almost always bit off more than they could chew during my time at Andover, I found myself drafting lists constantly: lists of News pitches, lists of homework to finish, lists of little moments that I didn't want to forget, lists of old friends to call and catch up with. So in lieu of an article, I offer you the last list of my Andover career.

The Best Places To Whistle at Andover (In No Particular Order):

The staircases of Double Brick, where you can confuse your prefect into thinking that a bird has flown into the hallway, or simply just bother your dormmates.

The sidewalk by the Gazebo, where you can confuse downtown residents and admire the stars from a new angle.

The Newsroom, when you're

in-explicably sad and feel alone in the relative silence of the afternoon.

The Newsroom, when you're profoundly happy and feel lucky to be surrounded by good people and loud music and the glow

of string lights that you bought on Amazon for 11 dollars.

On Gelb Lawn, where you can unwittingly stir spirits from the graveyard and also wake residents of Stuart House.

Outside of Paul Revere House, wearing a long Victorian (ahem, Greek,) dress.

On the steep slope leading to the back door of Stimson House, where you can draw the incredulous looks of underclassmen who don't understand what covenant is and don't think that you can see them staring at you through the darkness.

In the sanctuary, where it might just be possible that you can utter a note that is yours to hear and yours alone.

Before track practice in the Snyder Center, where your whistle will reverberate off of concrete floors and high ceilings and ultimately annoy a squash player who you didn't realize was there.

On your bike, riding down the middle of Main Street against a non-existent flow of oncoming traffic.

The field of maples in Abbot campus, where the best leaf piles can be made during the

As someone who almost always bit off more than they could chew during my time at Andover, I found myself drafting lists constantly; lists of News pitches, lists of homework to finish, lists of little moments that I didn't want to forget, lists of old friends to call and catch up with.

fall.

In the staircase of Gelb. (Good echo.)

Crossing the Great Lawn early in the morning on your way to breakfast.

Walking past the Belltower after a long bus ride home from a track meet.

Just inside the back door of Samuel Phillips Hall after Russian study hall, when your whistled notes can echo through the empty stairwell and carry through the darkened hallways.

Quietly, under your mask, as you drive away from Andover for what feels like the last time. But it's not. You'll be back.

Tessa Conrardy is a four-year Senior from Pittsburgh, Pa. Contact the author at tconrardy20@andover.edu



EAMON GARRITY-ROKOUS



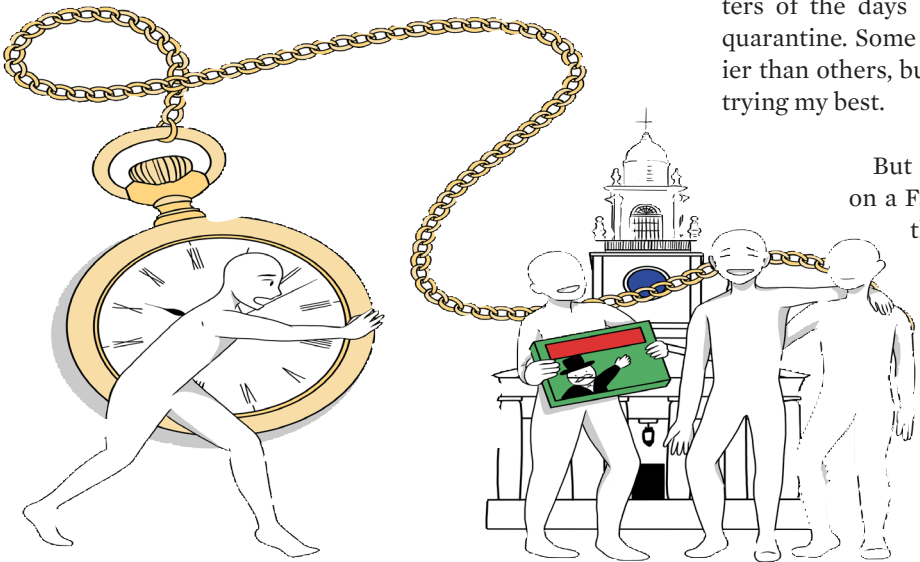
YOU KNOW, THEY always asked us to engage in self-reflection during our Senior EBI classes. Guess I found *The Phillipian* to be a better outlet right now instead. Let me begin by saying that I miss you all. All the people I've taken pictures with at dances, school events, or in the dorm. All the people that I never got the chance to become closer and share more memories with.

Wow, I miss all the late nights when I used to stay up with my hallmates and prefects in Rockwell. I miss my first few school dances my Junior year, when my friends and I would put our arms around each other as we sang the chorus of the latest hit DJ Jake was playing for us on the loudspeakers, and that feeling of being so connected to those around me who just wanted to let loose, sing, and dance together. I miss meeting

I'll admit, it hasn't been easy as I continue thinking about and reflecting on what I was planning on doing my Senior spring and the feeling of loss that comes with that reflection.

new friends almost every single day. During my lower year, I continued to solidify some of these friendships, ones that

would last for my remaining years at Andover. Believe it or not, part of me even misses the long walk up from Flagg House in Abbot my Lower year. Upper year, I miss getting to know my new dormmates in Taylor Hall and playing Monopoly with them on the small, uneven wooden table next to the fridge, with only a week-old pizza sitting in it, in the common room. I miss having a crazy fun time at Prom,



among so many other memories that forever shaped my Andover experience. Now, as a senior, I miss my roommate's laugh, a laugh that sounded like it was coming from the soul rather than the lungs, a laugh that everyone remembers as soon as they hear it, because it always made them laugh with him too. I miss all the friends I'm still waiting to say "see you later" to once more.

I'll admit, it hasn't been easy as I continue thinking about and reflecting on what I was planning on doing my senior spring and the feeling of loss that comes with that reflection. I planned to continue making new friends in the senior class, in an effort to get to know everyone before I graduated. I was even planning on making a new lifelong friend in the senior class, whom I hadn't hung out with much before. I

was looking forward to Friday nights spent on the Great Lawn, playing Spikeball and enjoying the beautiful sunset. Walking from Taylor to Commons for Sunday brunch, I wanted to stop and enjoy the bright sunshine and notice the flowers blooming on the trees in May. In short, I was looking forward to a lot of things during senior spring. And you know what the craziest part about it is? I don't even think I or you, my fellow

bitions from the very beginning of quarantine was to continue practicing a goal that I had set for myself at the beginning of my senior year: to reach out more to others. In this case, I wanted to call or at least meaningfully contact one (hopefully different each time) friend a day. More or less I think I've done a pretty good job of that. I've contacted teammates, role models, and members of my friend group about three quarters of the days I've spent in quarantine. Some days are easier than others, but I know I'm trying my best.

But while I was on a FaceTime call, the second one that day, my friend

taught me one of the most important lessons I've learned while in quarantine. She said that, oftentimes, people leave Andover and struggle to reach out and stay connected with their friends. She believed that this time is teaching us how to do exactly that as we navigate a world where we're supposed to remain at least six feet apart, all the time. Reminiscent of days spent walking down the paths from class to class, we all hope to see our friends' faces, in person or over FaceTime, and say hello, at least one more time. And as we keep trying to reach out, we feel a stronger sense of connection, love, empathy, and joy than we may have felt in a while.

Being in quarantine can feel lonely. Being away from our friends can feel lonlier. And feeling out of place at home, missing the Andover that we really call home, that can be

But I think these tumultuous times have taught us a priceless lesson, one that I think Andover was trying to teach us all along: Don't wait.

the loneliest feeling of all. But I think these tumultuous times have taught us a priceless lesson, one that I think Andover was trying to teach us all along: Don't wait. Make friends. Cherish them. Spend time with your friends. Love them. Reach out. Connect with others. You've got a long history reading to do without a quiz the next day and a friend who needs your help? Maybe this time you'll make a different call. Got a friend you haven't taken a picture with yet? Go take one with them. Is the Great Lawn calling your name? Text your friends, grab a Spikeball net, and get out there and have some fun. Is there a school dance that you're thinking won't possibly be as hype as that one tent dance you went to your Lower year? Get in there and be the life of the party. Got that one friend who has a concert or a recital or a sports game or just a random urge to go to the free skate this weekend? Go. Get out of your dorm and try something new. Have a longing to see one of your friends again and share a laugh or a memory, old or new, together? FaceTime them. They'll be overjoyed to see you reaching out. Plus, they might teach you something new.

Don't wait.
Sincerely,
With a whole lot of love, admiration, and gratitude,

Eamon Garrity-Rokous '20

Eamon Garrity-Rokous is a four-year Senior from Columbus, Ohio. Contact the author at kgarrityrokous20@andover.edu

Love Letter to the Non-Library

SAMSON ZHANG



“HOW are you feeling?” I asked a senior friend around this time last year. “Everything has an added weight to it,” he replied. “Heavy with the thought that everything I do might be the last time I do it.”

This is how I always imagined how I would be feeling now. The bittersweetness of a proper goodbye: the long hugs, the tears, the boxes, the surreality of your world emptying out around you, and then passing by outside the window. The weight of realizing that time has irreversibly passed, experiences, thoughts, and feelings lived once and never again, only remembered. My commencement commentary, I imagined, would be an embodiment of this. I was no stranger to sappy farewell addresses: to the paper, to friends, to each of the past eight terms, given in journal entries written on Amtrak trains speeding southwest. This last farewell would be the same, the biggest of them all, an outflow of memories and emotions that I would curate into a neat thousand-word portrait.

Instead, I find myself at a loss for what to say. I feel blocked off from who I was, who I am. I reflect on the past three years and I have no problem finding the brightest glowing pieces, putting them into words, and affirming their value to me, but I do so with a blank heart. I write without truly remembering.

I don't remember fall days on the lawn, or in Snyder when EEE was the dominant pathological concern on our minds. I don't remember the fresh air, the wisps of summer heat draining away, the softness of grass

or crunch of gravel beneath my feet, the golden shafts of late afternoon shattering between the leaves and branches above. I don't remember meeting the person who would become my best friend, who has been by my side for all three of these unremembered years, who flew out to Hong Kong when I was stranded there and then almost let me die of a high fever in a hotel in Shanghai.

I literally forgot about one of the proudest things I've ever made, the video that for a year was attached to my name: I forgot

that John has a plan for me, that he only loves his million dollar squash courts, he's sorry. I don't remember Charlie Mayhew calling me and telling me to come to WPAA at 9:30 AM on a rainy Sunday morning. I don't remember the rush of running tech on show night, seeing the columns of Samphil flash on to the screen. I don't remember the audience laughing so loud at every line that I worried they'd miss the next (subtitles were a good call), roaring and applauding until the screen turned black and the spotlights came back on, four minutes that compete for the happiest in my life.

At this point I don't even remember the Newsroom, the place that contained everything that I cared about for a year. I don't remember the twinkle and glow of the string lights, the colorful paintings and signatures scrawled on every wall, ceiling tile, and surface, the commotion of three dozen people wading urgently through a small sea of half-broken chairs and backpacks to reach the rice krispies and capri suns spilling out of green Whole Foods bags. I don't remember the joyful voices, the revelatory conversations, the cathartic screams that filled the

cramped and poorly circulated air. I don't remember the bottomless feeling that I didn't and would never belong in that space, or the place that I eventually found for myself, the crushing pressure and unending sprint that is total responsibility, the boundless and radiant love for the people who I knew would be by my side no matter what.

At the end of winter term, I felt like I had finally carved out a place for myself and found some sense of who I was. I slept at 10 PM and woke up at 5:30 AM, chugging as much water as I could before jogging into the chilly morning air, summiting Boston Hill just as the pink cast of sunrise began to soak the hillside below. I lost and found myself in the thrill of revelatory conversations, the pride from a friend telling me “I appreciate you in discussions,” the awe and excitement of meaningful reading and research. I turned in my phone for Existentialism and didn't take it back until I left for break — I didn't need anything or anyone telling me what to do, what hoop to jump through next. I lived in the bliss of finally getting to just be an Andover student, just be a senior, just be me.

Now this too feels a world away. I had often looked forward to college being a confident fresh start, the continuing growth of my potential and self; instead, with spring warmth and longer days came the realization that I would be spending my next four years at an amazing school — that didn't offer an English major. It seemed like it was

once again time to humble myself, just put my head down and move forward through the uncertainty. I scrambled to apply to internships, programs, whatever I could find. I completely forgot the self that I had previously found. Later, when a call with someone in an entrepreneurship program turned into a two-hour-long discussion about trauma literature and existentialist philosophy, I rediscovered what it felt like to be me.

But, separated from my Andover self, from the mythic bliss of senior spring and my own romantic conception of what my Andover farewell would look like, I

don't feel like I've come to any new clarity or understanding of my Andover experience. I write this commentary feeling simply lost, maybe more so than at any time in my life before. Reading my friends' drafts, I'm wracked with guilt. Why do I struggle so much to find meaning something cohesive to share? The situation is far from what I expected, but I pride myself in my ability to adapt to whatever hits me and keep going. Where was the new insight, the ever-steady continuation of the narrative? Was there even anything about my Andover journey worth sharing? I spent entire days putting everything else off to write, only to type gibberish totally disconnected from myself; time after time I all but decided to give up.

Yet, nine days past the submission deadline, I continue trying to bash out this article. I owe this to Tessa, who urged me to keep going and alleviated my guilt by being even further behind on her article than me; to Junah, who humbled me down into the ground with her endlessly confident, thoughtful article; and to Kelly, who guided my final realization: that it's okay not to have a grand, profound revelation to share.

It's okay to accept my understanding of my Andover experience as what it's become, to appreciate my three years here without feeling the need to unpack every bit of it.

It's okay to accept my understanding of my Andover experience as what it's become, to appreciate my three years here without feeling the need to unpack every bit of it. It's okay to let myself have faith in myself, faith that I'll eventually find myself again, that things will be okay.

Instead of the warmth, the loving sorrow, the bittersweet nostalgia I thought this article would contain, it ends up being a simple expression of gratitude — not for a unified whole, but for a patchwork of people, places, and memories that I don't know how to fit together (Junah's the puzzle master, after all). Maybe in a bit of time, after classes really, truly, finally, end, or while listening to commencement speeches on Zoom, or when the class of '21 walks down the vista with a new Head of School that we first interviewed but who will never be ours; maybe then a greater semblance of Andover will come together. Maybe then the full force of three of the most transformative, meaningful years of my life so far will crash through the wall of separation and down onto me. But I'm not going to chase this. For now, I am grateful for the Andover that I have. I will hold these big blue fragments deep in my heart and cherish them in whatever shape they take, however much space they take up, whatever direction or lack thereof that they steer me in.

Samson Zhang is a three-year Senior from New York, N.Y. Contact the author at szhang20@andover.edu

WELCOME TO SATIRE AT ITS FINEST

JK THIS IS ALL REALLY LOW QUALITY

Happy Summer, Loyal Readership! To celebrate, let's follow three students' plans for summer 2k20:

Ellie



I have read a bunch of articles about the struggles that elderly people have faced because of COVID-19. Reading about their struggles has prompted me to take action. This summer, I plan to start an organization where we approach elderly people and kiss them on the mouth without their consent. Don't worry, I heard that if people are older than 75, they don't need to give consent!

Jay



Chris Hansen reached out to me to work with him on his new segment of Dateline NBC, "To Catch a Predator: Six Feet Apart." Apparently, I really match the innocent teenage boy look he's going for, and he's given me some accounts on Snapchat to start contacting soon. Hopefully, we will be able to catch some older men "creeping"... but not before we get to have a little fun.

Louis



This summer, I will be going on a retreat to the mountains by myself for about a month and a half or so, to try and find myself spiritually. I will live amongst the animals, nature, and eat only what I can find naturally. Ultimately, my goal is to become part of a pack of mountain goats who treat me as their own, since I can't seem to find that loving relationship anywhere else.

THE YEAR'S TOP HEADLINES

- *Day Student Moms Feel "Lost" and "Adrift" Without Students to Give Market Basket Cupcakes*
- *Ms. Elliott Announces Andover's Bankruptcy During Virtual ASM to the Surprise of its Singular Viewer, Ms. Elliott*
- *Phillipian Editorial "What Is Hook Up Culture and Can We Be Invited Next Time?" Wins National Award for Honest Journalism*
- *Triple E Is to Coronavirus as Coronavirus Is to Whatever Horrible Thing Comes Next*
- *SOTA Reports 43 percent of Andover Students Believe in Reverse-Racism, Proving EBI is the Puppet of the Radical Right*
- *Nupper Understands What It's Like to Not Be Allowed on Campus Since He Was Kicked Out of Salisbury*
- *Freshman Falls Into Deep Depression After Missing Out on His First Kiss at Last Chance, Trust Me It Totally Would've Happened*

SPORTS IN BRIEF

One summary blurb for each team of the two seasons we actually got to have.

REPORTING BY THE COOLEST KIDS IN TOWN

<p><i>Fall:</i></p> <ul style="list-style-type: none">• Football: They're lucky sexism exists or their fan section would be as low as their talent.• Field Hockey: We could make a joke about losing in semis, but they'll probably be even worse next year.• Boys' Soccer: See football.• Girls' Soccer: Ohana means no one cares about your stupid traditions.• Cross Country: This sport is a warm up for Winter Track, which is a warm up for Spring Track and we all know how that went.• Volleyball: The 6'4 girl from Exeter really had their number.• Water Polo: What happens underwater stays underwater...	<p>same can be said about the locker room.</p> <p><i>Winter:</i></p> <ul style="list-style-type: none">• Boys' Hockey: We heard Torts was mad last time we slammed his team, but any criticism we give they deserve—and there's honestly no way they could be any worse next season, but we hope for funny's sake that they do.• Girls' Hockey: Everyone knows second place is the first loser.• Boys' Basketball: About four people on the team could dunk, yet they still held a dunk contest? Doesn't add up.• Girls' Basketball: They were never actually doubled in points, but they were a little too close for comfort more times than they would have liked.	<ul style="list-style-type: none">• Indoor Track: Is it mean to make fun of indoor track? It's what all the weird kids do when they've run out of life sports to "play."• Boys' Squash: They got fans cuz the other teams' players were hot... can't say the same for us.• Girls' Squash: Like Boys' Squash, but the ball moved slower.• Swim and Dive: Like water polo, if they had practiced abstinence.• Nordic: We had no snow but I'm pretty sure they still lost?• Wrestling: Maybe they won the NEPSAC tourney, maybe they went 0-14. Not only do neither of us care, but it's not worth my time to bother looking up how their season went.
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Three Students Share Their Quarantine Journaling

Dear Diary,

Well, things haven't been so great recently. On top of the stress of my pet bunny Hazel's seasonal allergies and untimely death, the coronavirus pandemic happened. My mom is forcing me to dispose of Hazel's body, but I can't bring myself to do it just yet. Other than that, it's kind of life as usual. Everyone's freaking out about the toilet paper shortages, but I've been composting my urine and feces for years, so it's pretty much just business as usual. We did start running low on gluten-free pretzels, so we had to run to Walmart the other day. A lady who called herself "the wife of the comptroller of Essex County" had the nerve to yell at me for not wearing a mask. Um, masks are a violation of my constitutional rights, thank you. Listen to some Ben Shapiro and get enlightened, snowflake. Anyway, we went into Walmart, stupid Deep State cages on our faces, and got the Glutinos. I had to wait in line for upwards of five hours. And you might be thinking, was all of that worth it? Uh, duh, it was worth it. Hazel LOVES Glutinos. Anyway, that's kind of it. I had finals last week, but my teachers misunderstood my email about being in mourning for Hazel and thought I was grieving my grandmother, so I didn't even have to turn in anything! Peace, love, and baby koalas, Zachie-poo

Dear Diary,

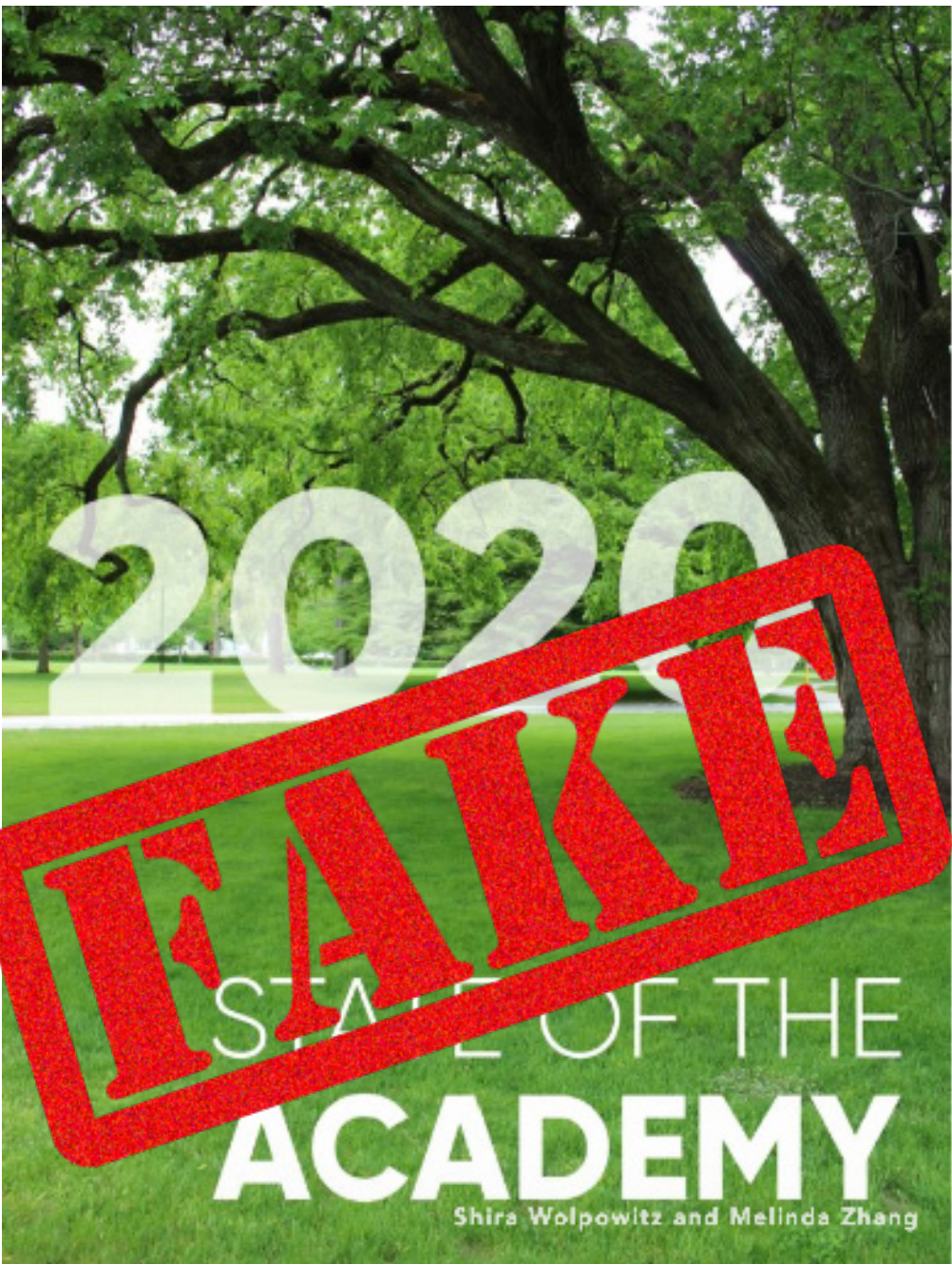
It's been a super hard week so far!! I recently became a vegetarian, basically all of my homework is overdue, and I can't seem to get off "straight Tik Tok." My mother and I came to a consensus that if I stop talking to her she'll stop talking to me and I haven't been part of a more healthy agreement. Regarding the online jiu-jitsu classes I wrote about in my last entry, it's been going pretty well. I've knocked myself out twice but the trips to the hospital and the influx of painkiller prescriptions have been refreshing experiences that I wouldn't trade for the world. Plus, the aforementioned painkillers are both a convenient way to make fast cash and a beautiful way to self-medicate. I would say I've been sad recently. I can't remember what a derivative is and I swear my Spanish teacher died in April. Online school has overall been a pain and I recently downloaded some app called Zoom after receiving a concerned email from my physics teacher saying she "doesn't know if I'm dead or alive." And my boyfriend Todd broke up with me... haha, sike I've never had a boyfriend and I'm definitely not sad about it! Well, thanks for listening, Diary dearest, you've been a real one. Please say hi to the wife and kids for me. Sincerelerlresteslest, Ariana Chelsea Jean White

Dear Diary,

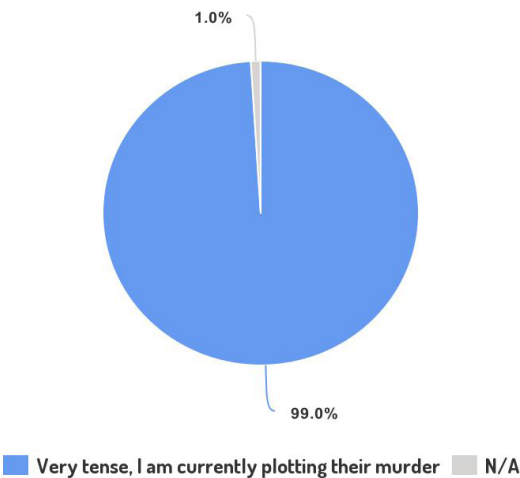
I started my morning waking up with the rooster crows, a.k.a at 2:30 in the afternoon, and proceeded downstairs for the first of my two non-labeled meals of the day. Due to their arbitrary times and smorgasbord of delicacies, I find that none of my meals fit within the traditional concepts of breakfast, lunch, or dinner. My next activity of the day was online school. I made it through two subjects before giving up, which is, unsurprisingly, the best I've done all week. I use the rest of my supposed "homework time" to reward myself with episodes of Kids Baking Championship and Dance Moms. I already watched Outer Banks and All American, which I don't recommend, as neither show is very good, but for some reason, during quarantine, they seemed Emmy-worthy. I hobbled into my bathroom, both legs asleep, and looked longingly into the mirror. I can almost see an alternate version of myself in a different time, frolicking through fields and buying toilet paper from my local grocery store. Finally, for some inexplicable reason, I reach for an electric razor and shave my head. I don't think of the consequences or what my mom will think; I only think of the amazing TikTok I can make with the footage. Oh so sincerely, Johnny Boy

BYE BYE, DEAR PHILLIPIAN, TILL SEPTEMBER. PLEASE DON'T MAKE US DO ONLINE ISSUES AGAIN.

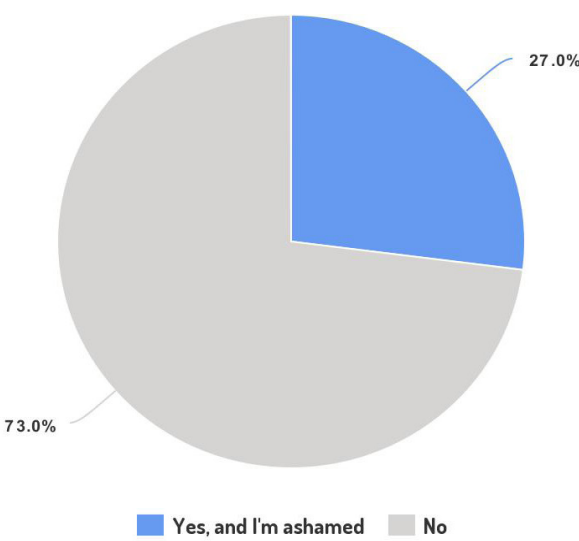
Every year, *The Phillipian* releases State of the Academy, a survey that polls Andover students on topics such as race, class, gender, sex, and drug use. Of course, the rest of *The Phillipian* are a bunch of wusses, and did not publish any of the very cool data that the Eighth Page kindly collected. Most notably, 10 percent of students subjected to a room search were found in possession of BDSM “tools,” there are at least 24 liars in the male student body (drawn from the 24 responses that declined ever masturbating), and 37 students reported that telling their teachers traffic was bad worked as an excuse to get out of online classes.. In one of the most confusing sets of data yet, 36 respondents declined even attending Andover.



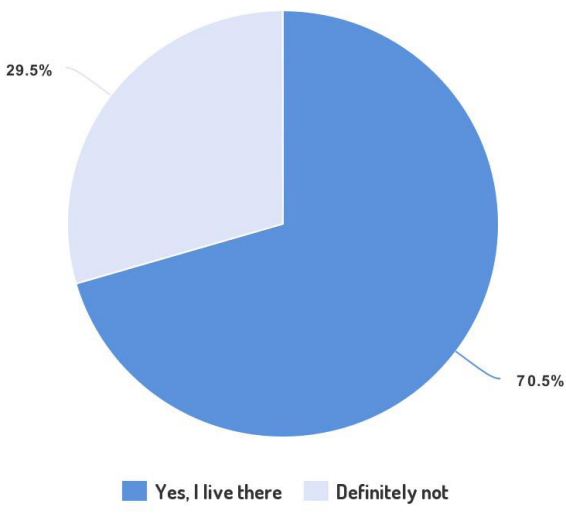
ARE YOU WITH YOUR FAMILY DURING THE COVID-19 PANDEMIC? IF SO, HOW TENSE IS THE RELATIONSHIP BETWEEN YOU AND YOUR PARENTS?



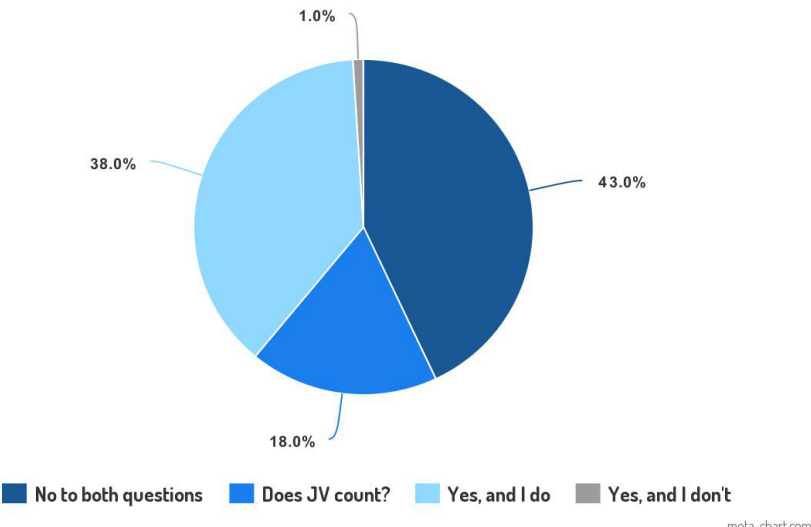
HAVE YOU EVER TRIED THE CLAM CHOWDER IN COMMONS?



CAN YOU CORRECTLY LABEL THREE DORMS IN PINE KNOLL?



ARE YOU ON THE FOOTBALL TEAM? IF SO, DO YOU RUN AN ONLY FANS ACCOUNT?



10 Questions with Outgoing Senior Terri Price '20

LOULOU SLOSS



Terri Price was a remarkably unimportant member of campus during her time at Andover.

I got the immense pleasure of having a conversation with the senior who lived next to me in my

dorm as we were moving out. She had been someone I looked up to throughout my year in Bancroft Hall. Next year she will be heading to UC Santa Barbara, Go Banana Slugs! On behalf of the Eighth Page, I asked her a few questions:
How has missing out on your senior spring affected you?
It is the worst injustice since Greenbook won the Oscar. For once in my life, I was gonna be the cool one, the top of the pile, the cream of the crop, but instead I had to go back to my eight brothers and ten sisters in Idaho, just to be forgotten about.
Are you excited about the alumni opportunities Andover provides?
Oh sure. I could always use some new T-Shirts to mop up my cat's barf. Seeing how everyone's life turns out will be interesting as well, I guess. Once they can actually grow facial hair, we will see

which of the Stu boys gives into the goatee.
Are you planning on participating in Greek Life?
I mean I lived in Banc, so I think the closest thing would be a home where a baking reality TV show is being filmed. You have no privacy and have to eat more cakes than you could imagine. But to answer your question, I would definitely consider it. Maybe joining a sorority would show me what it would have been like in Flagstaff.
Which of the skills you gained from your Andover experience do you think will help you most in college?
Laundry. I have a deep sense of the ways of the laundry machine. I feel it in my bones when my clothing is dry. In the middle of a nap, a race, or even crying to Liability by Lorde in my room during Thursday conference period, I know

when to put my Lululemons in the dryer. I wouldn't replace that with anything I learned in the classroom.
Is there anything you'd like to say to your friends after not having seen them for the whole of Spring Term?
You know what, yeah, there is. Stacey, I'm still mad at you for calling me fat in the Den that one time. You never said it verbally, but I could see you thinking it. Sarah, I hope you ditch Trevor soon because he's a horrible boyfriend and his only plus was that he was on Ultimate. Plus, he's going to some rando college outwest—like, who's even heard of UCLA? And Liza, I love you so much and you are an amazing friend. I'm so sad prom got canceled, but it's also kind of for the best because your dress was ugly and none of us wanted to tell you.

Okay, do you think that Andover will reopen in the fall?
I don't know and I don't care! See you suckers in five years if I'm still alive.
She then gave me the middle finger and walked out of the stall she was in. Seniors are so cool.

WRITE 4 THE EIGHTH PAGE ?!





Congratulations, Alex!

We are so proud of you and all that you have accomplished at Andover. Cherish the incredible friendships and memories you have made and carry them with you into the next chapters of your life. It has been such a blessing watching you grow over the years and we look forward to seeing what the future will bring.

With love,
Mom, Dad, and Christina











Congratulations Alice on all of your Andover accomplishments! What an amazing three years. We are so proud of you and the contributions you have made to your community.

All our love, Dad, Mum and Molly

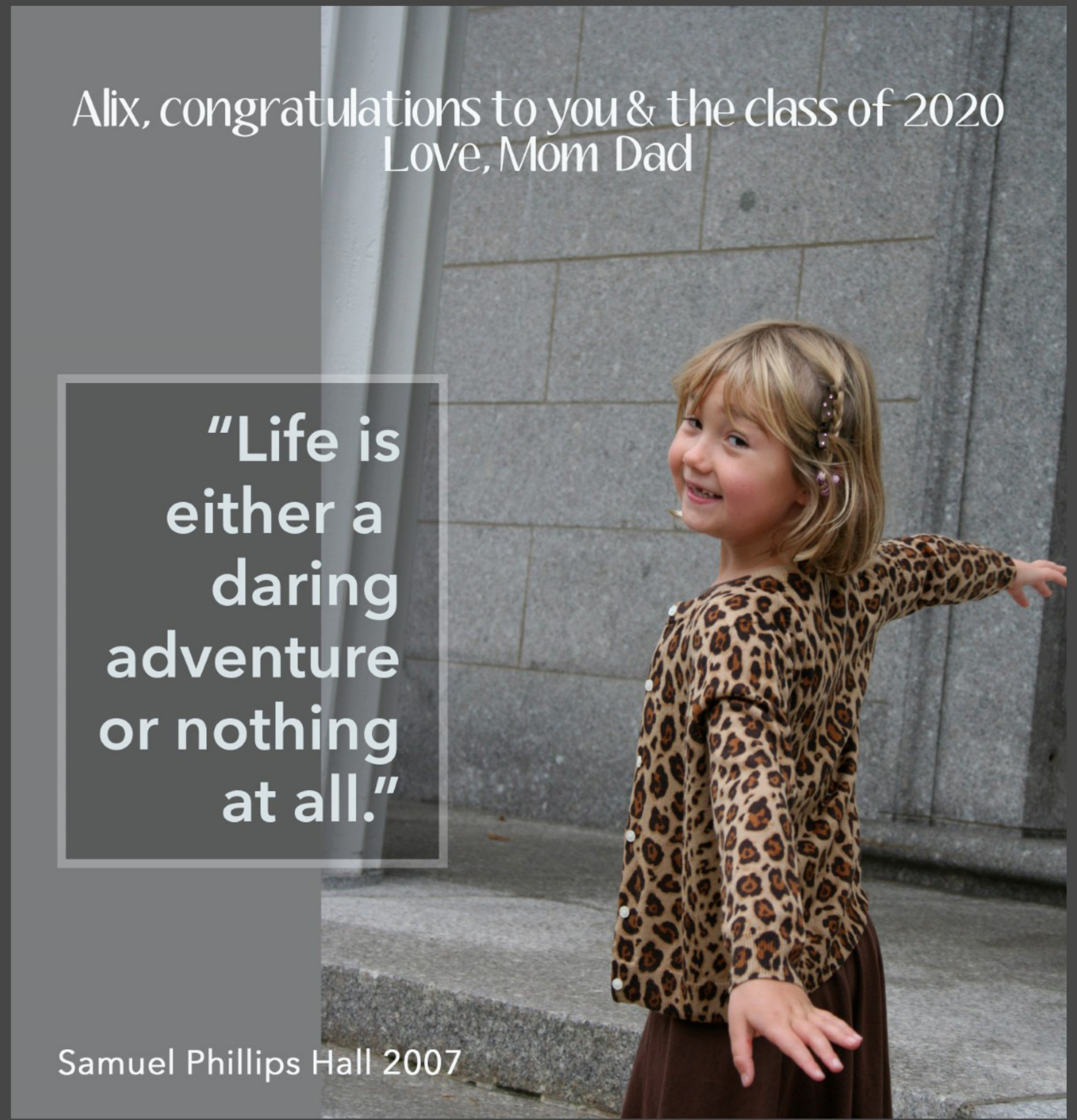




Amy,

You have accomplished a lot in the last 3 years at Andover. To your parents, you have become a confident, purposeful, loving, passionate, intelligent, beautiful, incredibly talented, wonderful young woman. We are so proud of you! We are so excited for you and what you will experience and become!

Love mom and dad.



Alix, congratulations to you & the class of 2020
Love, Mom Dad

“Life is either a daring adventure or nothing at all.”

Samuel Phillips Hall 2007



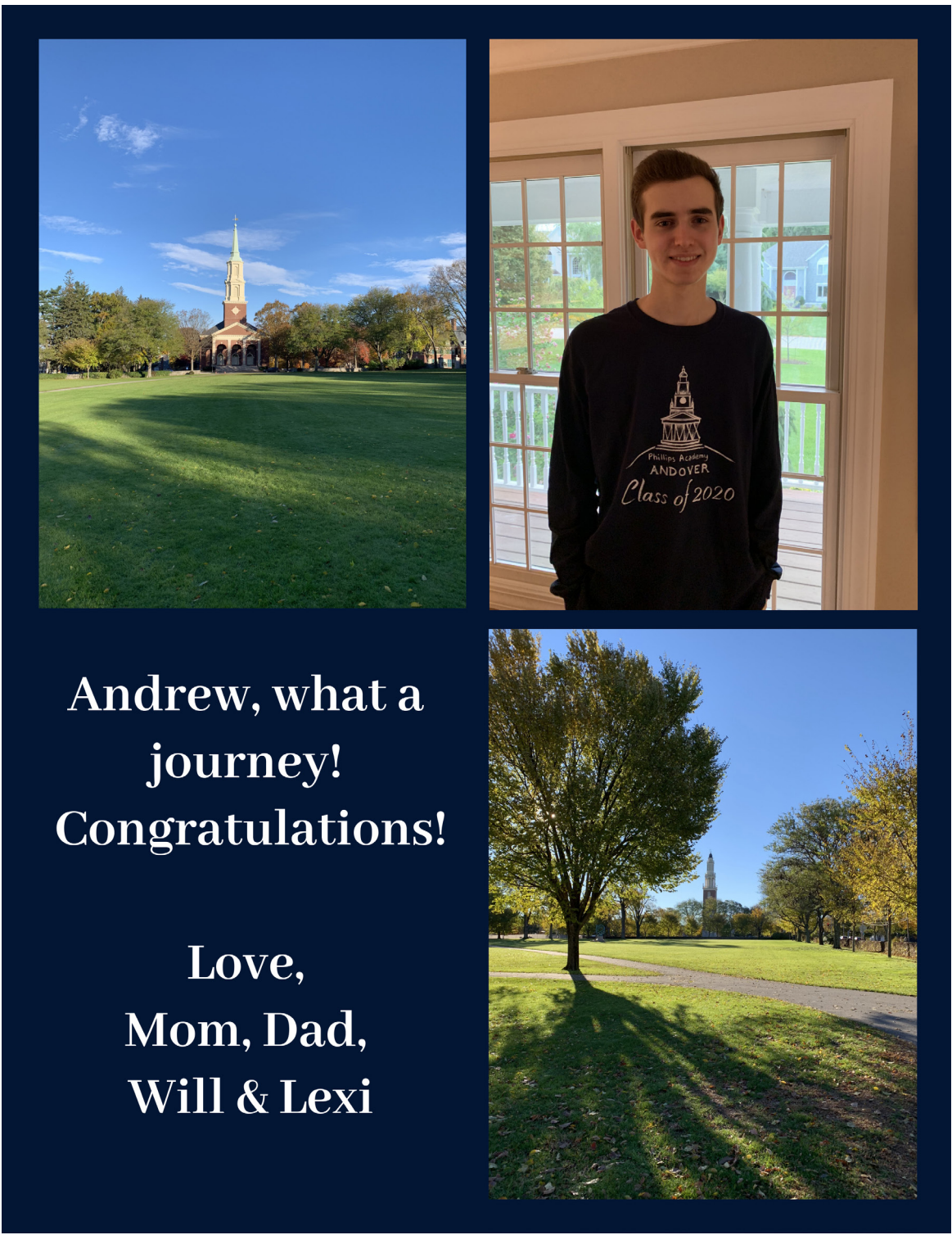
Congratulations Brandon!
We are so proud of you.

Love Mom, Dad and
Nathan



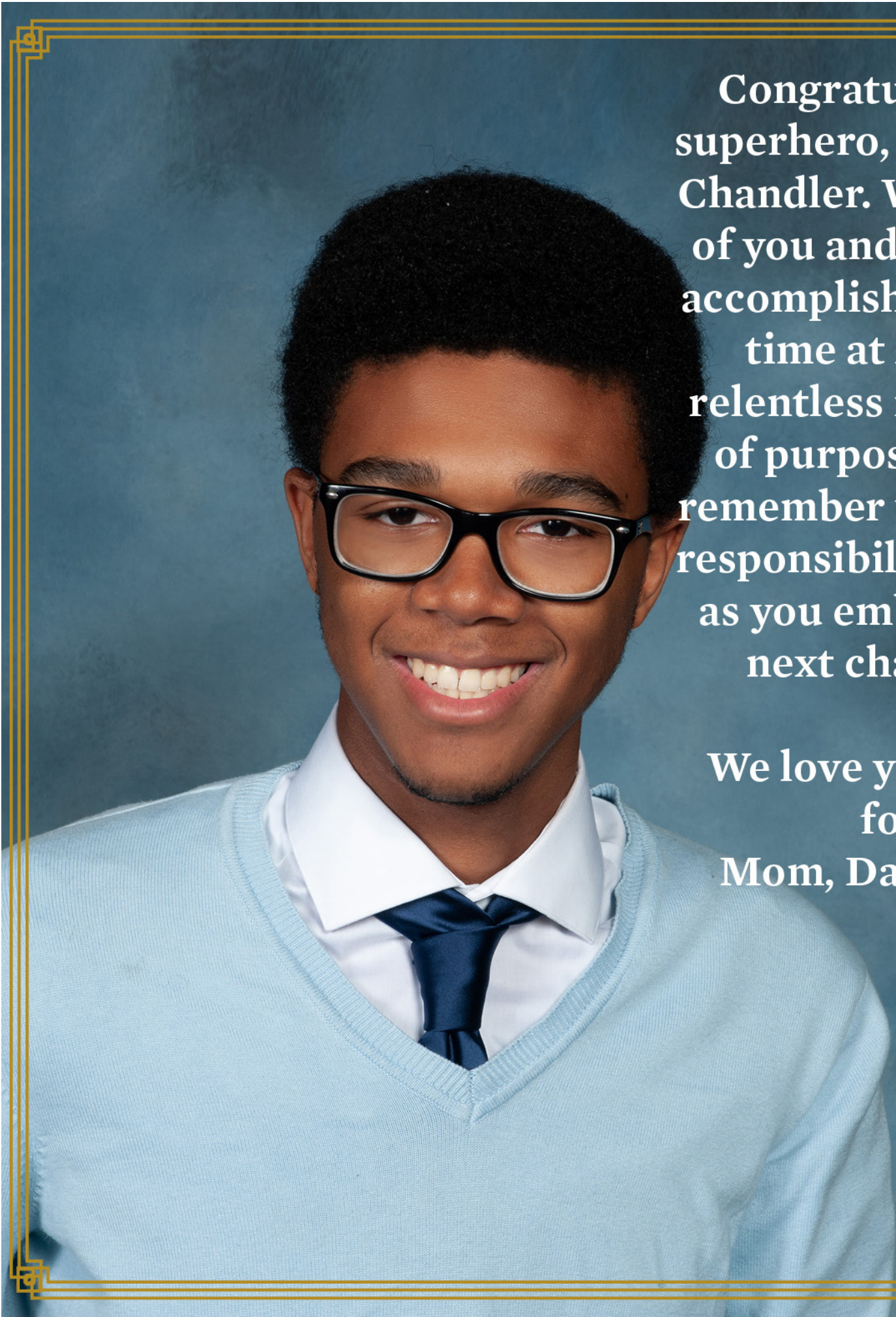
Congratulations, Charles!
We wish you all the
happiness in your
new journey.

Love you so much!
Dad, Mom, and William



Andrew, what a
journey!
Congratulations!

Love,
Mom, Dad,
Will & Lexi

A portrait of a young man with dark skin, curly hair, and glasses, wearing a light blue V-neck sweater over a white collared shirt and a dark blue tie. He is smiling and looking towards the camera. The background is a textured blue-grey.

Congratulations to our superhero, Brandon James Chandler. We are so proud of you and all that you’ve accomplished during your time at Andover. Be relentless in your pursuit of purpose, and always remember your “non-sibi” responsibility to the world as you embark upon this next chapter of life.

We love you always and forever!
Mom, Dad and Austin.


A young man in a blue shirt and jeans standing on a rocky path in a mountainous area with snow patches.

A young man in a dark t-shirt and shorts climbing a tree, holding a red and white striped ball.

A young man on a beach, wrapped in a blue and white striped towel, with the ocean in the background.

A young man in a dark polo shirt reading a book in a grassy field.

A young man in a blue t-shirt and white shorts walking on a paved path with trees in the background.

A young man in a blue t-shirt and pink shorts standing in a garden with large green plants and sunflowers.

A young man and a friend standing in a snowy forest, both wearing winter jackets.

Axel


Big heart. Big steps. Big mind. Be proud of the steps you have taken so far and keep exploring the path you have forged while staying true to yourself.

Love you,
Mama, Papa, Oscar, Niclas, Stina

"Thank you PA for 3 amazing years." - Ladd Family

Three young men standing together by a lake at sunset, with mountains in the background.

A young man sitting at a table, smiling, with a plate of food and a drink in front of him.



Though you are transitioning during a difficult and unprecedented time, you remain brave and hopeful. You represent the DREAMS OF YOUR ANCESTORS! You continue to fuel our spirits with your love, laughter and aspirations. We could never have wished for a child so kind, thoughtful, conscientious, funny, courageous, sweet, creative, brilliant and absolutely stunning and AWESOOOOOOME! We love you! Keep growing, keep God first and enjoy these years to come!

Love,
Mommy and Daddy





Jessica, we are so proud of the accomplished young woman you have become at Andover. You are brilliant, funny, and beautiful inside and out.

We love you forever and ever.
Mom, Dad, Ashley, and Davis



“Do not follow where the path may lead. Go, instead, where there is no path and leave a trail.” – Ralph Waldo Emerson

Hannah,
You have overcome so much to get to this place. We could not be more proud. Your brilliance, grace and perseverance will take you wherever you choose to go. Congratulations!!
Love, Dad, Mom, and Daniel



CONGRATULATIONS, DAISY, ON A JOB WELL DONE. WE ARE SO PROUD OF YOU. WE ARE VERY EXCITED ABOUT YOUR NEXT JOURNEY AT NORTHEASTERN UNIVERSITY.

LOVE,
MOM, DAD AND GAGE

CONGRATULATIONS

DOUGLAS YANG FROM YOUR FAMILY



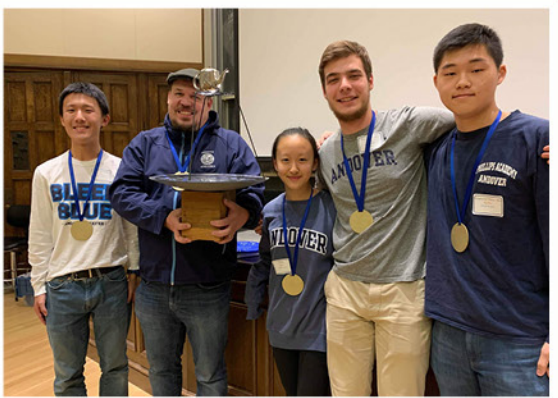
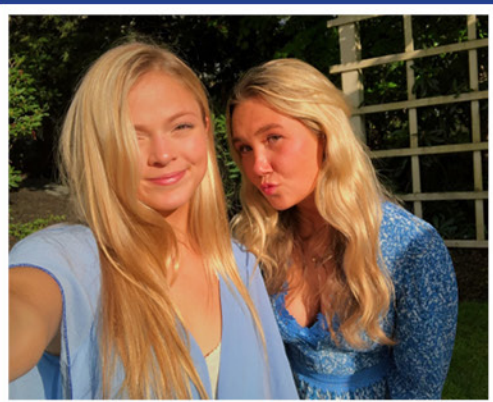
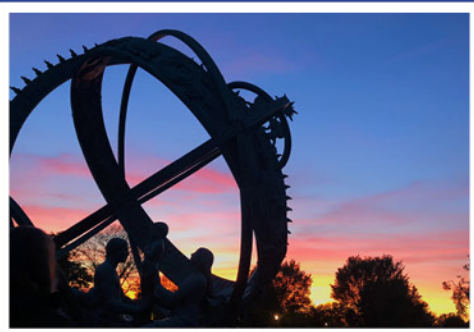
THANK YOU ANDOVER





Congratulations Juliet!
This is not the spring you deserved...
but, we are more proud of your hard work,
kindness, grace, and resilience then ever
before. With your strength and courage, you
will never be stopped. We look
forward to seeing what your beautiful
future holds!
Best of luck to you and the entire
Class of 2020!

Much love,
Mom, Dad, Arthur and Lucie



Congratulations, Harry! We are so
proud of all you have achieved at
Andover. May God bless you and
guide you on your next journey.
Love, Mom, Dad, David and Claris



Congratulations Kaela!
An incredible achievement
for an incredible girl. We are
all so proud of you and look
forward to the next chapter of
your life's story. So lucky to be
able to call you our girl!

Love, Mom, Dad, Connor
and Brianna



Tyler Cox
here's to your new
extended family!

Congratulations
Andover
Class of 2020!



now go
Seize The Day!

Dear Claire, with much love

May you realize that fulfilling your
dreams will take courage, acceptance of
failure and perseverance

Bella and Poppy

Thank you Andover



Congratulations Mark and the Class of 2020!
We are so proud of you!

Love you - Mom, Dad, John, Annie, all the Gasinks and all the Witts



Congratulations Matteo on all the results achieved during this particular year in Andover. We are very proud of you.

With love, mamma, papà e Pietro.



CONGRATULATIONS

Ogden W. Nutting, '20 from your Family



Phillips Academy
ANDOVER



G. Ogden Nutting,
Alexia Nutting '18,
“Snookie” Nutting, Ogden,
Veronica Nutting '16

THANK YOU ANDOVER

CONGRATULATIONS JEFFREY



Be strong and let your heart take courage,
All you who hope in the Lord.
Psalm 31:24



Congratulations Reese! We are so proud of all that you've accomplished at Andover. In four years you've grown as a student, as an athlete, and become a beautiful/strong young woman.

Love, Mom, Dad, and Kenyon



Congratulations on all of your accomplishments at Andover — you amaze us every day!

We are so proud of you and we love you!

Mom, Dad and Anna



My dear Samson,
I know how much you love THE PHILLIPIAN!
You have worked so hard. Congratulations to your accomplishments.
You have high goals, go for it! May all your dreams come true. We are so proud of you and love you forever!

Mom Dad & Melody

“If you ask me
what I came into
this life to do, I will
tell you: I came
to live out loud.”
-Emile Zola

Nora, we could not
be prouder
of you, and we
wish you and all of
your Andover
family a future
filled with joy!



Oh! The places you'll go!
You'll be on your way up!
You'll be seeing great sights!
You'll join the high fliers
who soar to high heights.
- By Dr. Seuss

Congratulations Valerie on your new venture!
#Andover2020 #WeipingValerieTang



Congratulations Piper and the entire Class of 2020!

Love your family





“Only where love and need are one,
And the work is play for mortal stakes,
Is the deed ever really done
For Heaven and the future’s sakes.” Robert Frost

“Ooh Rah”.
United States Marines

“To strive, to seek, to find, and not to yield.”
Alfred Lord Tennyson

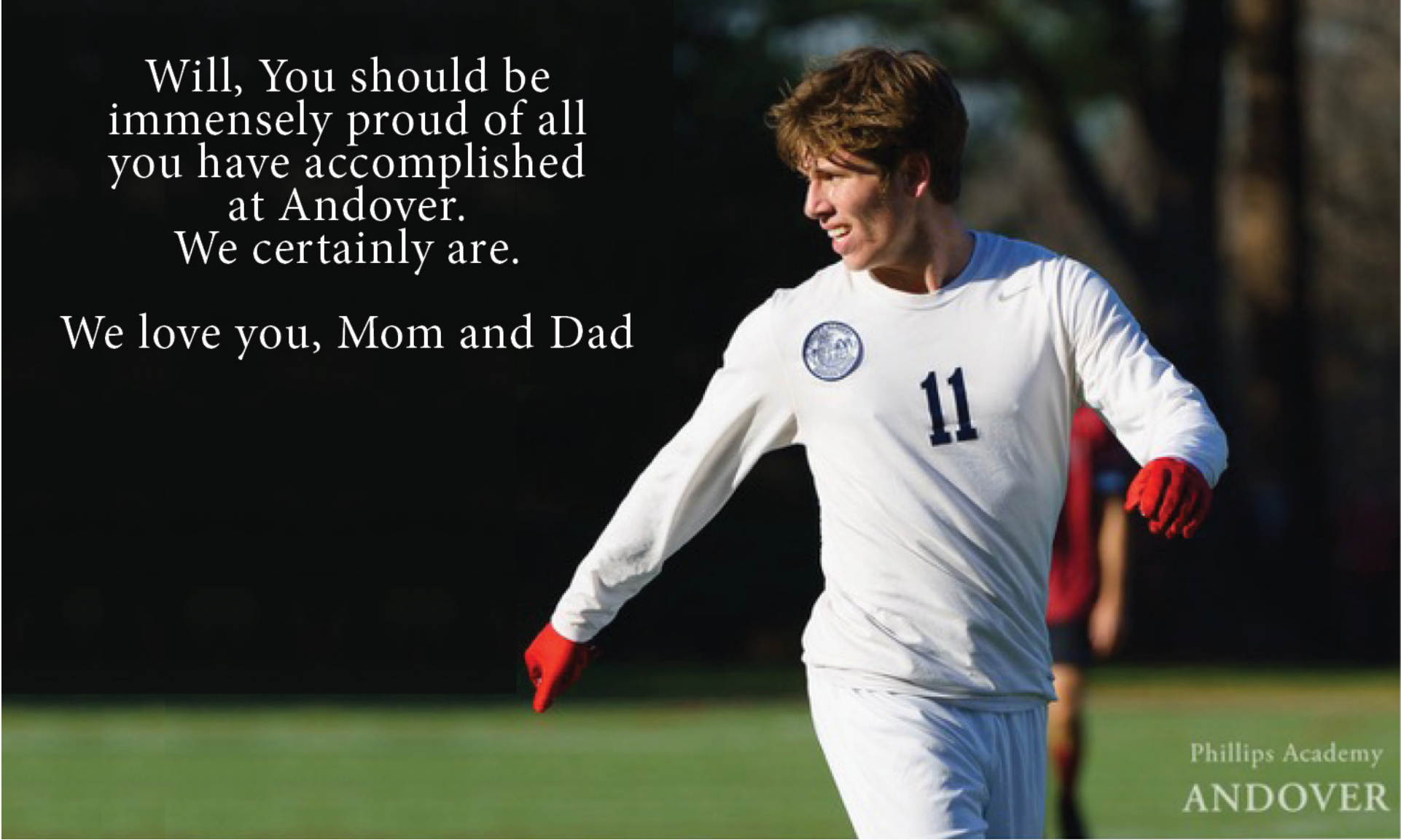
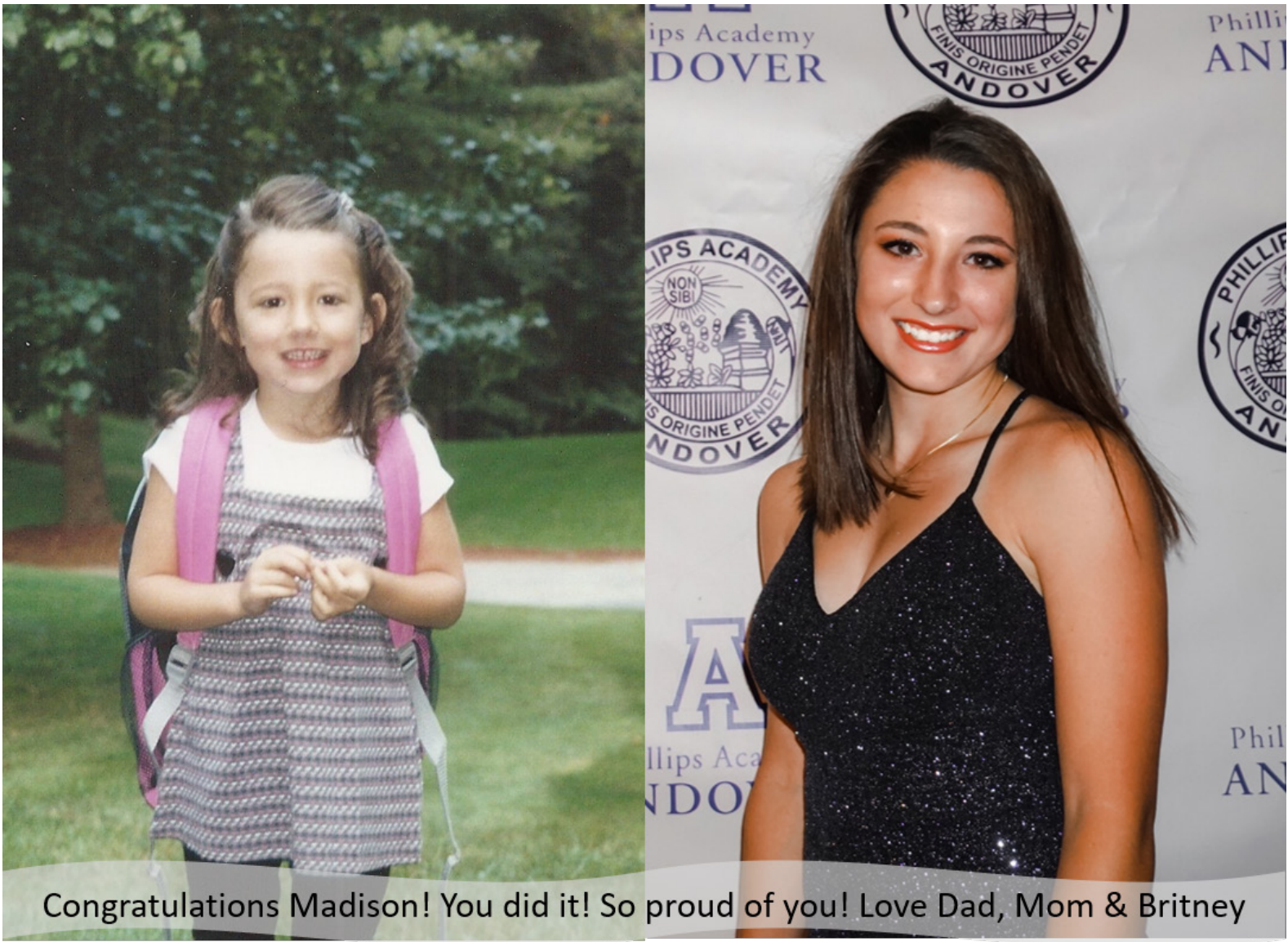
We have watched you grow and drink in all that Andover has to offer, and we couldn’t be prouder, Rebecca! We wish you all good things as you march to your next adventure, and we’ll always be with you.

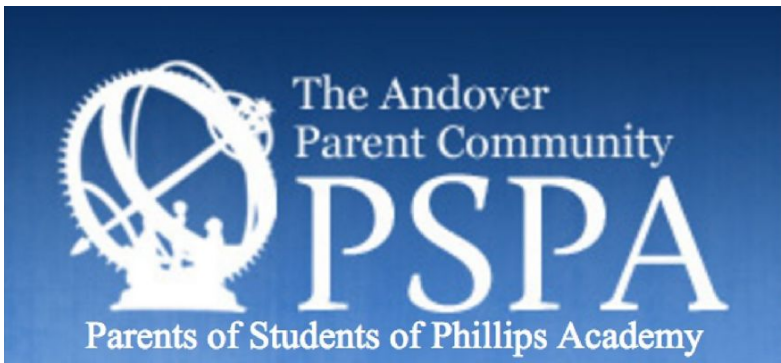
All our love, Dad and Jenn, Mom and Dave, Jason, Maya, Maier, Austin, Hayley, and of course Hershey

“The best way to predict the future is to create it.”
~ Abraham Lincoln



As you cherish the results of your hard work, we hope that success continues to follow you in all that you do. Today and always...
with love, Mom, Dharma, and Uncle Mark



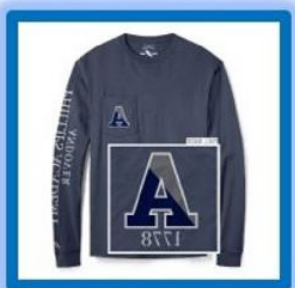


Congratulations to the Class of 2020!

Today is your day. You’re off to Great Places!

You’re off and away! -- Dr. Seuss

Shop Andover merchandise at www.pspaandover.org



PSPA donates profits to Phillips Academy to support student activities

We are so proud of the person that you are, the hard work you have put in, and all the amazing things that you participated in at Andover. Your experience has been a wonderful journey for all of us and we can't wait to see what comes next.

Congratulations, Peter. We love you.
Mom, Mike, Hudson and Tom



Congratulations, Gigi!

We are so proud of you and all you have accomplished. We love you more than you could ever imagine.

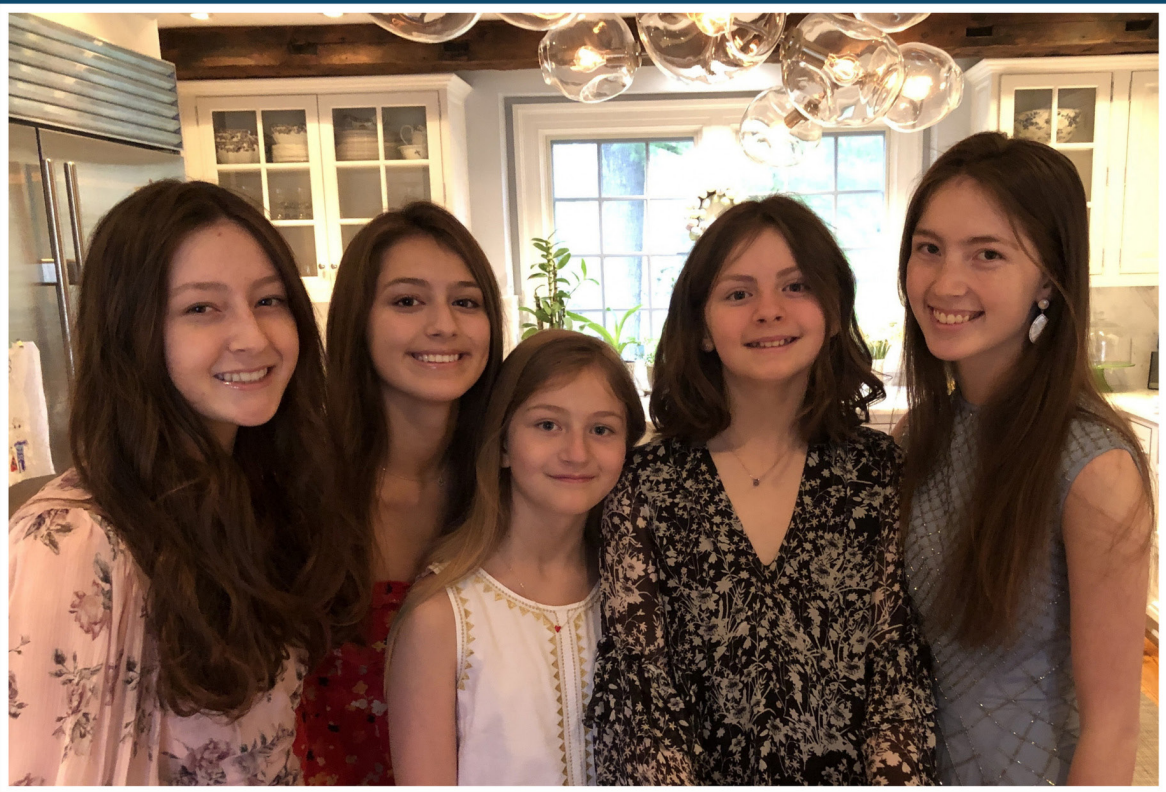
Hugs from Mom, Dad and Thomas



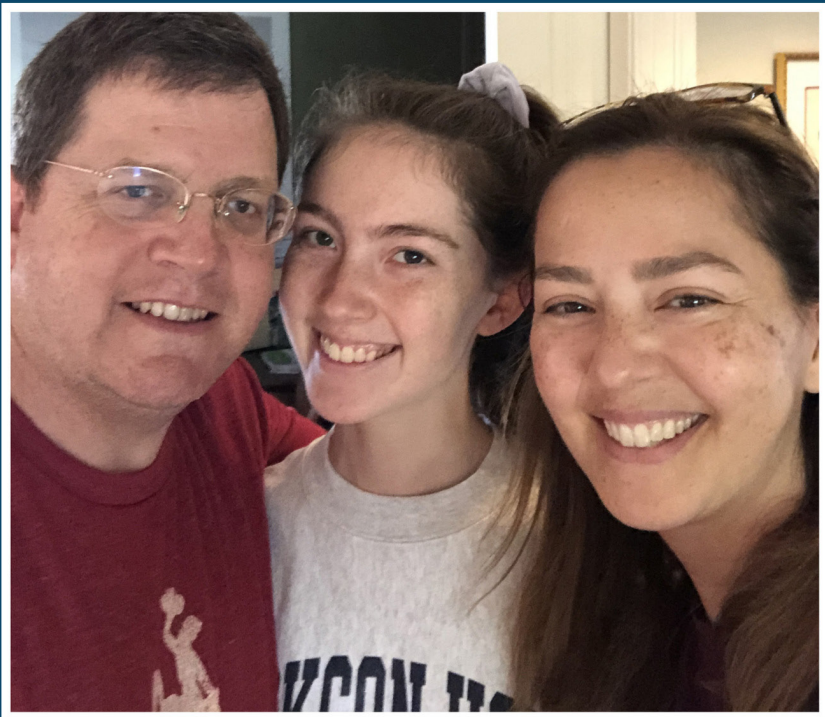
CONGRATULATIONS ALEXANDRA AND THE CLASS OF 2020!



Alexandra, we are so incredibly proud of you and all of your achievements at Andover during the last four years. You have an amazing future ahead of you at UChicago and beyond. We love you so much!
Love, Mom, Dad, Emma, Katie, Brooke, Sloane, Zoe & Poppy



Class
of
2020!
♥





Congratulations Tessa! We're so proud of you and your Andover accomplishments. We know you will always strive to do great things, and succeed at whatever you set out to do. Excited to see what the future holds for you!



CONGRATS 2020!

Best of luck in all your endeavors—
we'll miss you, and we'll do our best
to fill your shoes

Love,
Class of 2021