

Fall Term in Review



Andover made use of tents across campus this term for students to study and eat meals while social distancing.

MELINDA ZHANG/THE PHILLIPIAN

MAX GUAN

Following an unprecedented remote Spring Term, the Andover community entered the summer months unsure about what would come of the 2020-2021 school year. On July 10, the administration announced that students would, in fact, return to campus, with

Juniors and Seniors arriving as Cohort 1 in September and Lowers and Uppers arriving as Cohort 2 in October.

Andover announced its social distancing guidelines on August 7. According to an email from the administration, all students would be required to wear masks and remain six feet apart from others unless within their dorm pod. The

Non Sibi Safety Pledge established community expectations during and beyond the mandatory two-week quarantine for boarders.

On September 3, students from Cohort 1 received their housing assignments. The modified housing system eliminated triples and one-room doubles to limit student contact.

Both new and returning students participated in synchronous orientation on September 8 and 9, in addition to completing orientation modules on Canvas. This year's matriculation took place via Zoom on September 13.

Rajesh Mundra, Dean of Studies, notified students before the first day of classes about renewed Zoom ex-

pectations to accommodate Covid-19 guidelines. Mundra additionally explained the new weekly class schedule, which includes evening classes to ensure more synchronous opportunities for remote international students.

Consistent with the new-

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Head of School Dr. Raynard Kington Completes First Term at Andover

ANANYA MADDURI & HOPE NARDONE

"I'm not seeing the real Andover," said 16th Head of School Dr. Raynard Kington. "It's like you're seeing someone in a costume." Transitioning amidst a global pandemic from his role as President of Grinnell College, Kington's first term on campus has been marked by consequential decisions that affect the education and safety of the Andover community.

Kington worked with Medical Director Dr. Amy Patel to put forth a plan that included a staged return back to campus for students, frequent Covid-19 testing for Andover students, faculty, and staff, and weekly campus health updates. Kington is proud of Andover's progress and the way instruction was delivered this

term through various formats.

"I think, overall, the school has done a pretty good job... It may not be apparent how much work it has taken to redesign the entire institution. Everything was redesigned in a short period of time. Faculty had to learn how to teach online. We had to figure out how to disinfect and how to distribute equipment and encourage people to keep distance. Overall, I think the empirical evidence shows that one, we've had a low rate so far, but two, that we've been able to catch when people are positive," said Kington.

Prior to his role at Grinnell, Kington served as Acting Director for the National Institutes of Health and Division Director at the Centers for Disease Control and Prevention. In 2006, Kington was elected to the National Academy of Medicine. Channeling his past experience in

the field of medicine and education, he has applied a more evidence-based approach to the opening of Andover in the Covid-19 pandemic.

Jennifer Elliott '94, Assistant Head of School for Residential Life and Dean of Students, appreciates Kington's knowledge and experience, and she highlighted the positive attributes Kington has embodied throughout the term.

"I have been so grateful for Dr. Kington's steadfast, wise, and experienced guidance as we navigate unprecedented times. Dr. Kington has modeled how to make evidence-based decisions and choices, and he has kept our focus squarely on the safety, support, and well-being of our students. This has been

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Addison Gallery Reopens to Public

ELYSE GONCALVES & CHRISTINE LEE

After six months of closure, the Addison Gallery of American Art reopened on October 17 with new guidelines and hours. For the fall of 2020, the Addison has six exhibits planned. According to Jamie Gibbons, Head of Education, the Addison staff worked closely with Andover administration and the Art World peer museums in Boston to devise a plan for reconnecting the museum with the community in a safe manner. The Addison is the first building on campus open to the public.

The Addison is open Tuesday to Thursday for the Andover on-campus community, or those who are in Andover's Covid-19 testing rotation. The gallery is then open to the public on Friday and Saturday. To visit the Addison during these hours, both Andover community members and public groups will be required to register for a time slot and maintain safe distancing measures, as well as masking.

Gibbons said, "We'll continue to offer virtual events, as well as support faculty and students from both [Andover] and our public schools groups with remote learning. However, we also know that there is no substitute for direct engagement with works of art. So, we are thrilled to welcome our on and off campus communities back into the galleries."

Gibbons continued, "To control capacity and meet

state-mandated occupancy limits, visitors, both [Andover] and public, will be required to register and obtain a free, timed reservation in advance. They'll be asked to show that reservation at the door and the links to sign up for those reservations are both on PANet under the Community tab, and on our website. Once inside the museum, we have signage and enhanced cleaning measures to keep everyone safe. And of course, everyone will continue to wear a mask at all times."

With these precautions, board members of Andover's Addison Club, such as Emiliano Caceres Manzano '22, are confident in the Addison staff's ability to ensure visitor safety.

Caceres Manzano said, "I think they're doing a really good job about having people sign up for time slots and everything and trying to separate people who are in the testing rotation from people who aren't in the testing rotation."

Along with the new guidelines, visitors will be able to see six new exhibitions that the museum has on display. The exhibitions include a map collection, photography, and other works of art.

"We're finally able to present the exhibition 'Wayfinding': contemporary artists, critical dialogues, and the Sydney Arc Nofel map collection. For this exhibition, we commissioned six artists to produce new

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MELINDA ZHANG/THE PHILLIPIAN

After six months of closure, the Addison Gallery of American Art became the first building on campus to open to the public.

Looking Ahead: Andover Plans for Winter Term

ERIN KIM & PHIL KO

Editor's Note: This article was written before the announcement that remote learning will be extended to the end of January 2021 and that only Seniors (boarding and day) will have the option to live on campus for the remainder of Winter Term. For an updated version of Andover's winter plans, please visit <https://phillipian.net/2020/11/07/andover-announces-plans-for-winter-term/>

As Fall Term draws to a close, the administration has begun planning health procedures for the upcoming winter term. The colder weather, the forthcoming flu season, and the local and national uptick in Covid-19 cases are all challenges that the administration is considering while making decisions, according to Jennifer Elliott '94, Assistant Head of School for Residential Life and Dean of Students, and Tyren Bynum, 11th Grade Dean.

One concern is the usage of tents during the winter season. Various tents across campus serve as the primary way for students to study, socialize, and eat with others who are not in their pod. However, due to regulations from the town of Andover, space

heaters are not allowed in tents, posing a safety issue as the temperature begins to drop.

According to the Guidance for Safety Considerations for Schools Utilizing Tents of the Commonwealth of Massachusetts, written by the Department of Fire Services Division of Professional Licensure on August 12, 2020, patio heaters are not permitted within tents with enclosed walls. Tent occupancy can be based on the actual number of seats available; places of assembly over 50 people are required to have a posted occupant load.

"We have the same concerns about where kids can be in and convene without the tents. The town [of Andover] will not let us put space heaters in the tents. So some of our peer schools are able to have space heaters there, and we are not. So we're trying to look into all sorts of different options with dining, because tents are the primary location where day students are eating right now. On really cold days, we've approved for them to be in their carrels," said Elliott.

The day student carrels—assigned locations in academic buildings for day students to study, attend classes, and eat—have received mixed feedback. Although serving well as a great

place of quiet study, the carrels, which are assigned by last name rather than preference, can feel isolating for day students, even with the usage of tents in the Fall term, according to Brooklyn Regan '22.

"I think working in the carrel is really good, because it's quiet and you're on your own. When you want to get work done, it's great. But when you're in the mood to just sit and be on campus... the carrels are very isolated. Because they are assigned by alphabetical order, you're not really with people you know and there are really no familiar faces so you're just sitting there doing work for hours on end," said Regan. "As a day student, [it's] one of the only places I can go."

In collaboration with Medical Director Dr. Amy Patel, Elliott has been considering ways to better support students, especially during Winter Term. The winter coincides with an influx of seasonal flu on campus and a general downturn in students' mental health, according to Elliott.

"I'm thinking a lot about the flu season, and I'm also thinking about student mental health.

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Editorial

Holding On and Letting Go

Marked by virtual learning and heightened safety precautions both on and off campus, the Fall Term of 2020 has presented a new normal for the Andover community. As we’ve adapted to the Covid-19 pandemic and reflected on our paper’s mission, this term has served as a period of growth and understanding for us as members of both *The Phillipian* and the Andover community.

Without the physical paper or newsroom, we have often struggled to uphold our central value of collaboration and have faced obstacles in our efforts to pursue lasting change in our community. It’s hard to collaborate with other people remotely; it’s hard to replicate the energy of our newsroom that makes all the hard work worth it.

What does it mean to be a newspaper? At what point does *The Phillipian* cease to be recognizable? We’ve grappled with these questions every week of the term, yet we continue to think about what we can do. Confronting our losses has been both painful and renewing, a chance to pause and consider who we are and how we will rebuild ourselves moving forward. A digital newsletter. Board meetings over Zoom. Writers’ hours on FaceTime. A growing dependence on Slack to coordinate our efforts. A single print paper concerning the term at large,

as opposed to weekly editions.

Even with the unique challenges of this term, we at *The Phillipian* have strived to continue serving our school. We are still *The Phillipian* without our newsroom and our campus. We are still *The Phillipian* without the physical paper, without many of our traditions, and without a physical connection to each other. We are not defined by our space, our past, or the ink on our pages. *The Phillipian* exists as long as there are writers who contribute their efforts, and as long as there are readers to engage with our content and hold us accountable.

With this End of Term issue—the only physical culmination of our work this fall—we hope to express our gratitude and our hopes for the future. From the very start of this pandemic, Andover has emphasized student health, brought the classroom experience across the globe, and learned to cherish the small moments that continue to hold us together. This issue is a reflection of our collective effort to document those moments in this historic Fall Term.

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



TESSA CONRARDY / THE PHILLIPIAN

Fall Term Reflections

JAEHO LEE



I DON’T KNOW WHAT I was expecting from Andover. Coming from a public school, I would be lying if I said I hadn’t made some generalizations about private schools. Half of my expectations involved castles, owls, and evil wizards. The other half contained images of overworked, coffee-fueled students running themselves raw around the clock and then relieving stress in odd ways.

Then, the pandemic hit. At first, it seemed to be a foreign, faraway issue. Within the span of a few days, however, gatherings were banned, all the schools shut down, and online learning began. I really started worrying during the summer when it became clear that quarantine was not going to end any time soon. All I wanted was to

go to school in a normal way, but I just had a few concerns. Would it be worth the hassle to move into the dorm? Would I really end up feeling like an actual member of the Andover community?

Well, I was a bit taken aback by the experience of attending boarding school in the middle of a pandemic—in a good way, that is.

Where do I start? First, the people. I haven’t yet seen an evil wizard pop out the back of a teacher’s head, which made me pretty happy. On a more serious note, the people who I’ve met at Andover were unlike those of any other place. At first I thought “Big Blue Nice” was just a slogan, a phrase with no particular meaning attached to it.

However, I have found that the people here are genuinely kind and sincere in the most gratifying way possible. If two boys started a game of chess at my old school, they would have been casted off as “nerds,” or even laughed at. However, this is certainly not the case in Stearns House, a dorm of 26 boys. When you step into the common room, there’s a high chance that you might witness an intense game of chess, surrounded by excited boys chanting, jeering, and coaching each chess-player. It’s only been a few weeks, but I have found myself opening up to my friends and prefects about issues I’m having or just asking

for advice. I see myself becoming lifelong friends with these people. The number of deep connections I’ve made in this short time, none of which would’ve happened otherwise, astounds me.

Moreover, I feel safe in this uncertain environment because I feel that the school is actually prioritizing our health. This safety is largely in part due to a great system and appropriately strict enforcement of rules. All the precautions put in place may seem excessive to some, but it really does help curb the spread of infection. Though it’s hard for me to meet my friends on the second floor, this measure contains all possible infections to a pod. I’m also glad that we as a campus have adhered so well to these rules; it is

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a sign that both the administration and the community are taking the

situation seriously. Our levels of infection have remained low, so I can learn and experience my first year of high school without worrying excessively about contracting Covid-19.

Throughout this term, I felt a sense of welcoming and acceptance. I am not just a student taking classes, but a true member of the Andover community. I genuinely feel a connection with the rest of the campus. It really helps to know that others are in the same situation that I’m in, attending virtual boarding school in pandemic times.

At the events, I have been able to engage in different communities and immerse myself in new activities. From the club rally, I was able to discover clubs like Math Club, Andover Korean Society, and Computer Science Club, and through this discovery, I’ve better understood my niche on campus as a STEM-oriented student, an Asian-American, and even as a musician. I am not only engaging in the activities I find joy in but also meeting people who share my passions and interests as well.

Other events, such as the ice cream social, the chicken nugget food truck munch for my class, and the Halloween Scavenger Hunt, helped lift spirits in these uncertain times. I have discovered that making friends comes rather

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easily when chicken nuggets and ice cream are involved in some way, shape, or form. The freshman class celebrated the end of Cohort 1’s quarantine and the unofficial beginning of our first year of high school with colorful ice cream bars. In that moment, as we bonded over what quarantining was like, whether we shared any classes, or our hopes and worries for the future, I truly felt as if I was a member of the Class of 2024.

Though I was first nervous about the entire process of moving to Andover, attending classes, and living away from home with the added multiplier of a global pandemic, I can say one thing for sure: it was a good choice.

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Counterpoint

Electoral College

Is Tyranny of the Majority Really the Answer?

ALEX MITCHELL



COURTESY OF ALEX MITCHELL

RADICAL INSTITUTIONAL change often yields political instability and social conflict. Just ask our friends in France: they have undergone five different republics, two revolutions, and countless other incidents of violence and disorder. On the other side of the globe, the Ecuadorian people have written 20 different constitutions, yet they continue to live under political instability. This observation holds true even at home; change of political institutions and norms in the U.S. has led to significant public conflict. In 2013, led by Senate Majority Leader Harry Reid, Senate Democrats abolished the filibuster for executive appointments. Now, those same Democratic politicians are enraged at Senate Republicans for utilizing those rules to bypass the filibuster and confirm Neil Gorsuch, Brett Kavanaugh, and Amy Coney Barrett to

the Supreme Court. The future effects of radical institutional change must be considered at great length, and regardless of its intentions, such change will lead to social disorder and further polarization of an already ever-polarized American society. Therefore, we should not entertain the possibility of eliminating the electoral college, but instead, should consider reforming it.

The authors of the Constitution sought to create a system in which every citizen's vote mattered to those running for office: the electoral college accomplishes this in ways that a simple popular vote system never could. If only the popular vote mattered, urban citizens would control elections because of their far greater numbers. A system in which the citizens of our biggest cities controlled elections, where no one else's votes mattered, would give urban voters a monopoly on political attention. Campaigns would likely never visit states with smaller populations, and thus those states' interests would go ignored. On October 26 and 27, President Trump campaigned in Wisconsin, Michigan, Pennsylvania, and Nebraska, speaking on manufacturing and agricultural jobs. Joe Biden visited Pennsylvania and Wisconsin, along

with Florida, where he spoke about immigration, an issue very pertinent to the people of Florida. In a popular vote system, however, both candidates would likely hold events only in New York, Los Angeles, Houston, and Chicago, and would discuss only the issues that matter to their urban constituents. The electoral college gives middle and lower-class communities in rural areas political capital, while a popular vote system would place all of that power in upper and upper-middle-class communities in urban and suburban areas.

It is also important to un-

The authors of the Constitution sought to create a system in which every citizen's vote mattered to those running for office: the electoral college accomplishes this in ways that a simple popular vote system never could.

derstand that the electoral college as it exists today is deeply flawed. Voters in Wyoming hold a single electoral vote for every 200,000 voters

while in New York that number exceeds 500,000. In addition, plurality voting means that candidates do not have to win a majority of votes in a state, just more votes than any other candidate, to receive that state's electoral votes. These issues should be addressed with reform, rather than by eliminating the electoral college system entirely. Fortunately, two states have already given us a strong blueprint for electoral reform. Nebraska and Maine both assign electoral votes proportionally, giving electoral votes to the candidates who win their individual congressional districts, not just to the winner of the state's popular vote. Consequently, these two states see increased attention from campaigns. On October 27, for example, President Trump visited the solidly red Nebraska, and on election day in 2008, John McCain campaigned in Maine in the hopes of winning the second district's electoral vote. If all states adopted this system, all populations would have voting power and would thus receive equal attention from campaigns.

Our founders' worst nightmare was an America controlled by wealthy urban elites. James Madison's fear of the tyranny of the majority was central to the Consti-

James Madison's fear of the tyranny of the majority was central to the Constitution. This is what America would become with a simple popular vote system.

tution. This is what America would become with a simple popular vote system. Furthermore, partisanship tends to cloud long-term thinking: politicians will not support changing a system that elected them, and unfortunately those are the politicians in power. Eliminating the electoral college in favor of a popular vote system eliminates vast segments of the American population from having their interests considered and voices heard, and thus reforming the electoral college is a better way to improve the fairness of federal elections.

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Equal Votes for All

SOPHIE GLASER



MELINDA ZHANG / THE PHILLIPIAN

DEMOCRACY: A TERM closely associated with the United States, a word repeated in speeches by presidential candidates, critics, and politicians alike, a word that inspires ideas of liberty, freedom, and the American way. Federal elections are considered to be pillars of this idea of democracy, but they do not live up to this narrative. Our elections do not represent the people of the United States and the will of American citizens due to an outdated remnant of the past that serves only to impede representation in government: the electoral college.

In short, America's electoral college system means that citizens do not directly vote for their president. Instead, they vote for state electors, who then cast their votes. These electors assemble in mid-December to vote for the next President of the United States. Each state is allotted a certain number of electors, and a majority of electors—270, to be exact—is required to become president-elect. All but two states employ a “winner-take-all” system, meaning that all their electoral votes go to the winner of the popular vote in that state, instead of being allotted proportionally to the candidates. Because this “winner-take-all” system essentially erases the actual vote count of those who don't vote

for the leading candidate, politicians can lose the popular vote of the country as a whole, but still win the election. In addition, certain states that tend to flip between political parties in the general election end up gaining favor as “swing states” that are considered crucial to win elections, as they each contain around ten to 30 of the coveted electors needed to win.

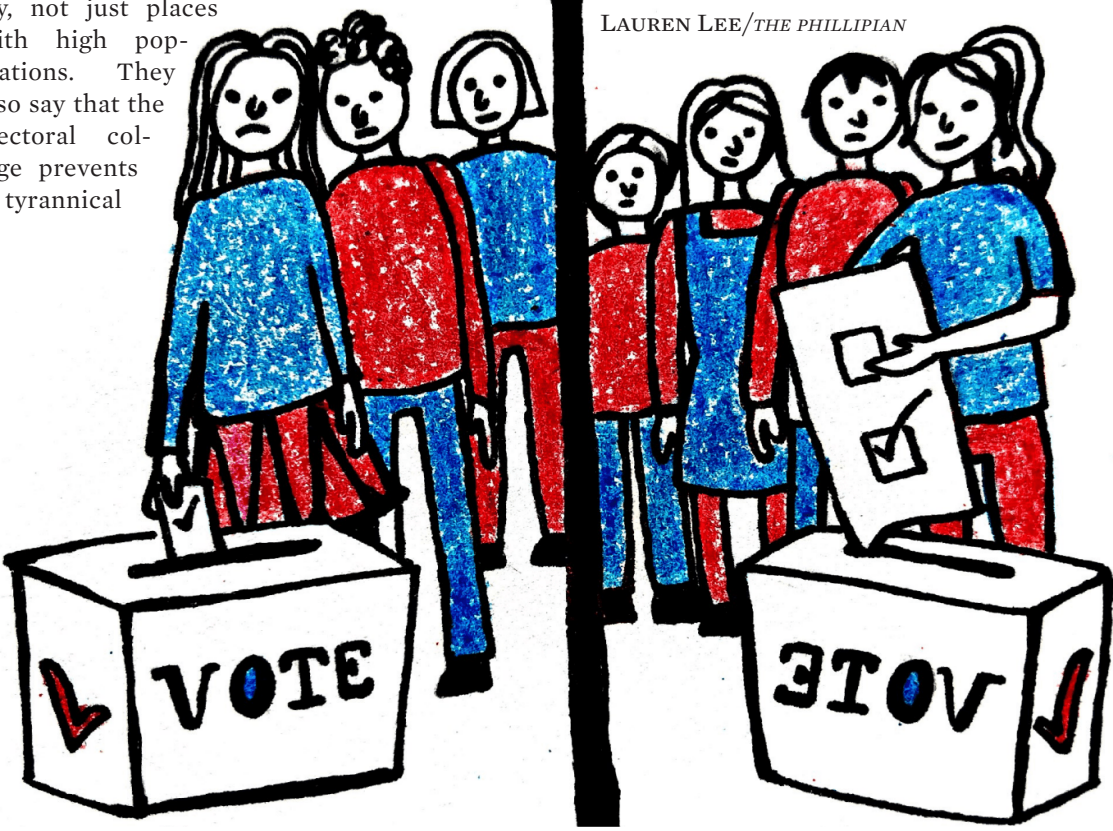
Advocates of the electoral college argue a few things. They claim that the electoral college forces candidates to focus on all parts of the country, not just places with high populations. They also say that the electoral college prevents a tyrannical

lar vote in favor of electors allows politicians to ignore large portions of the country. Republican candidates aren't concentrating their efforts in Massachusetts, just as Democratic candidates aren't focusing on the deep red regions of North Dakota. Because these states are viewed as “unwinnable” to the opposing party, candidates don't spend their time campaigning there and listening to the issues of voters in these regions. Instead, candidates focus mainly on “swing states” to tip the election in their favor. This leads

dedicated to climate change only briefly mentioned actual policy and was quickly derailed by a heated segment about who would and would not ban fracking. While this seems like an obscure issue to talk about during a national debate, there was a reason behind fracking's appearance at the debate. The economy of Pennsylvania, a crucial swing state, relies heavily on fracking, and President Trump has been consistently attacking Joe Biden on the issue in local ads.

While there's nothing

LAUREN LEE/THE PHILLIPIAN



majority rule, and that the electoral college is an important legacy of the Founding Fathers (which is a convenient way of ignoring the fact that the electoral college helped white elites maintain power in early America, but that's a whole other article), and more. However, proponents of the electoral college ignore its effects on the American election system and its flawed method of determining representation in government.

Casting aside the popu-

them to put certain issues on the back burner. Gun violence and climate change, for example, are some of the most important issues to young voters, who will make up around 37 percent of the voting populace in the 2020 election, according to Pew Research Center. Yet due to the electoral college, candidates don't feel the need to address these issues: even at the Vice Presidential Debate on October 7, climate change remained largely undiscussed. In fact, the section

wrong about discussing issues important to a specific state, it is also important to ask which issues are being ignored. Due to the electoral college, candidates have to focus their efforts on niche issues in a few key states in order to win enough electoral votes, rather than focusing on the country as a whole. But here's the thing: land doesn't vote. People vote. So why must regions and arbitrary state lanes shape our elections, instead of the issues that affect people

regardless of where they live? When the election is determined only by a few random states, everyone is harmed.

There are so many other problems surrounding our federal elections, and I could spend hours writing about all of them. Votes are weighted unequally from state to

So why must regions and arbitrary state lanes shape our elections, instead of the issues that affect people regardless of where they live?

state, with a vote in California counting three times less than a vote in Wyoming. A flawed system, based not on the popular vote but rather on delegations of states in Congress, is used to decide the election in the result of a tie. Voter suppression runs rampant across the country, with Georgia's 2018 gubernatorial election serving as a prime example. Election Day isn't even a federal holiday. Between these problems, the electoral college, and more, the country that claims to be one of the greatest democracies on the planet is not living up to its ideals. If we want to embody our ideals of liberty, democracy, and effective representation, Americans must abolish the electoral college. Our government must reflect the people that it governs, not the land they vote on.

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QAnon Conspiracies and my Local Pizza Shop

CHARLOTTE REDIKER



what other harm other false theories could cause to other kids, communities, and the nation at large.

We cannot simply accept conspiracy theories and rampant disinformation as normal parts of growing up as I did, nor the threats of violence that sometimes accompany them. This idea should not be controversial. It should be a basic right—a right the government

rie Taylor Greene, a Republican Congressional candidate who has publicly supported the QAnon theory, calling her a “future Republican star.” Asked again about the group again at his recent town hall, President Trump said that he “know[s] nothing of QAnon” other than that they are “against pedophilia.”

In a world where, to many,

claims has allowed them to rapidly pick up supporters and shows American citizens that the Trump administration not only does not value facts, but is also willing to risk the safety of its people in exchange for political support. The President’s failure to denounce QAnon represents a massive disservice to the nation, a disgrace to the office he holds, and a potential danger for

The President’s failure to denounce QAnon represents a massive disservice to the nation, a disgrace to the office he holds, and a potential danger for communities everywhere of another incident similar to Pizzagate, or worse.

MANY OF US HAVE A local pizza shop in our neighborhood—the one you grow up in that forever represents an outsized chunk of your childhood. Comet Ping Pong is mine. Comet is the place I went after our annual elementary school book fair; the pizza wasn’t particularly different or special, but the place was home to me and to scores of other neighborhood children. Comet is the place I first begrudgingly ate a salad when I was ten years old, finally overcoming my general aversion to eating leaves. Comet is the place where, after eating, I would scurry off to the ping-pong room in the back of the restaurant to mingle with other kids.

But Comet isn’t just my local pizza shop anymore, it’s also the place where on December 4, 2016, a man named Edgar Maddison Welch broke in with a loaded AR-15 rifle and fired three shots, apparently looking for children enslaved in the basement by a ring of pedophiles led by prominent Democratic politicians and officials, based on a conspiracy theory known as Pizzagate.

Luckily, nobody was injured, and the day Welch chose was not the day that elementary schoolers were actually congregated around ping-pong tables awaiting piping hot pizzas. When I initially heard about the incident, I supposed that this was a normal part of growing up. I was coming to terms with the fact that no place is truly safe from the threats of violence that accompany disinformation, even a harmless quintessential American venue like a local pizza shop. The theories so many people had been led to believe weren’t just trivial falsehoods; they had immense potential to harm my local community. However, I began to question my initial normalization of the situation, wondering

has the obligation to protect by condemning conspiracy groups and providing guidance to social media companies on how best to regulate false information.

Recently, a group called QAnon has gained significant political and media traction. QAnon is a social media-based conspiracy group that was founded on the back of anonymous claims of a supposed high-ranking Trump administration official, who goes by Q. According to QAnon theorists, President Trump is working from the inside to dismantle a child sex trafficking ring run by influential politicians. The F.B.I. has declared QAnon as a potential domestic terrorism threat, and yet the sitting American President has not distanced himself from QAnon, nor condemned the falsehoods they spread. Instead, he has said its followers “love our country” and that he “appreciates” their support. The President has also spoken highly of Marjo-

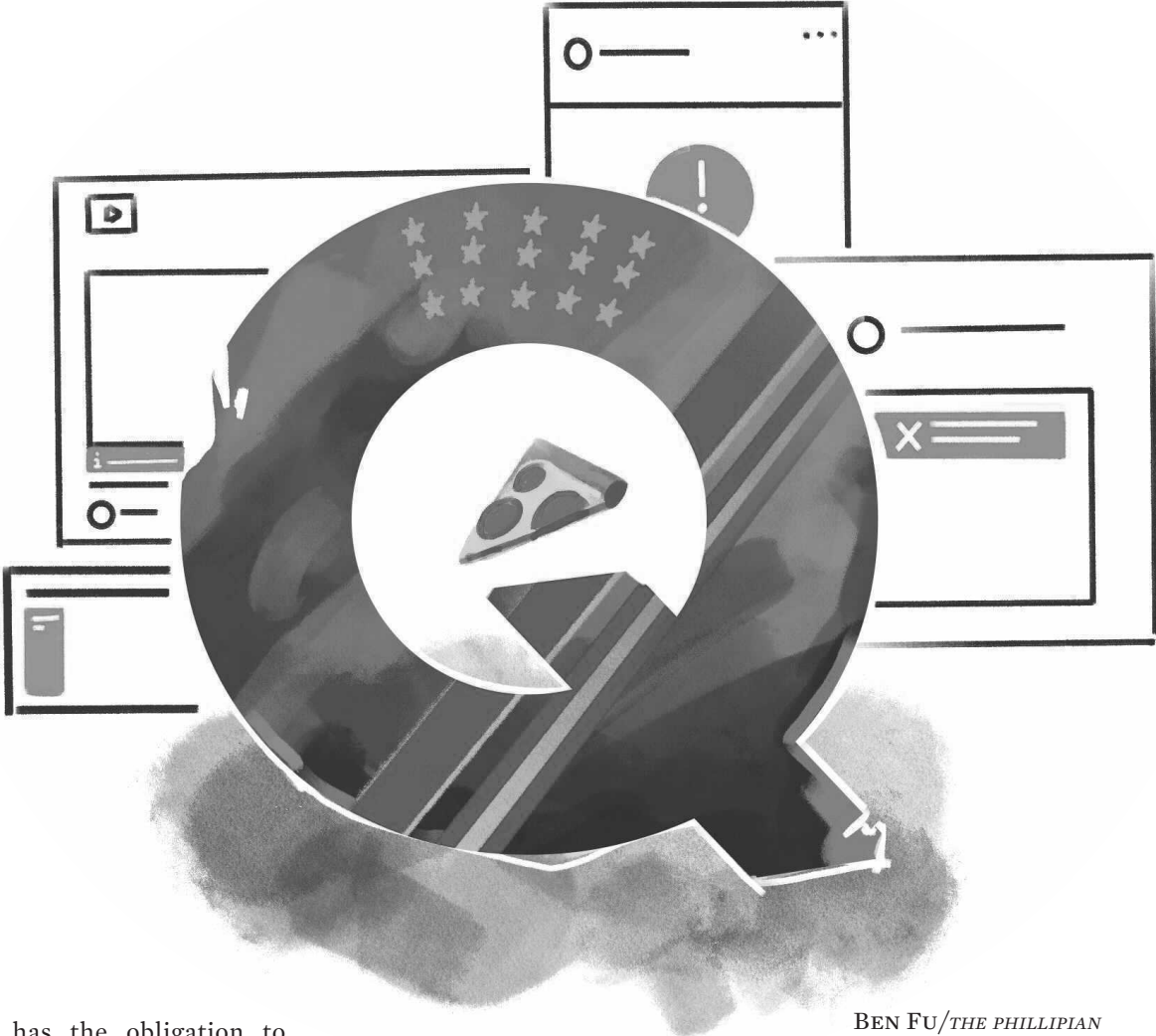
facts are no longer unambiguous, where a person can barge into a pizza parlor and fire a gun on the basis of unfounded claims spewed by conspiracy theorists, we need to fully recognize that words have real power—power that can end in danger or tragedy. The President’s reluctance to denounce QAnon likely stems from the fact that its supporters treat him as a hero trying to save the nation from villainous Democratic pedophiles, but this shallow praise should not be all it takes to win over the President’s support, given the power of his office. The President should not tiptoe around QAnon or disregard the fact that disinformation can have a direct negative influence on the nation in ways akin to my experience at Comet. The President’s words are still heard far and wide and hold immense power; his refusal to denounce QAnon groups in spite of their obviously false

communities everywhere of another incident similar to Pizzagate, or worse.

Unlike the President, some social media companies have been actively working to improve their policies surrounding this kind of disinformation and its spread on their platforms, but there’s still a lot of progress to be made. YouTube recently updated its policies to prohibit

“content that targets an individual or group with conspiracy theories that have been used to justify real-world violence,” which is a move in the right direction, but QAnon content is still permitted so long as specific individuals are not targeted.

There are difficult questions confronting social media companies in restricting information, particularly in maintaining the balance between First Amendment rights to free speech defending truth and avoiding incitement of violence. Given this,



BEN FU/THE PHILLIPIAN

the government might need to ultimately step in with guidelines for how social media companies should combat the formation and spread of QAnon-like groups, rather than leaving it up to the companies themselves.

The issue of combating the spread of conspiracy theory groups should be much more clear cut for the President, who has shirked his clear moral obligation to condemn them, seemingly for his own political purposes. In the case of the President, this isn’t a matter of free speech. It’s about whether political leaders will condemn or defend a system that allows someone like Edgar Maddison Welch to find a reason to barge into a pizza shop firing a gun, or, as the movement gains popularity, to do much worse. There are hundreds of thousands of people involved in QAnon groups, yet it would only take one misled person to believe baseless, but widespread conspiracy theories and attack another beloved Pizza joint. QAnon groups must be denounced from the highest office and banned by the companies providing a platform for their growth, because next time we might not be lucky enough to say that the elementary school kids chose to show up a different day, and that nobody lost their life.

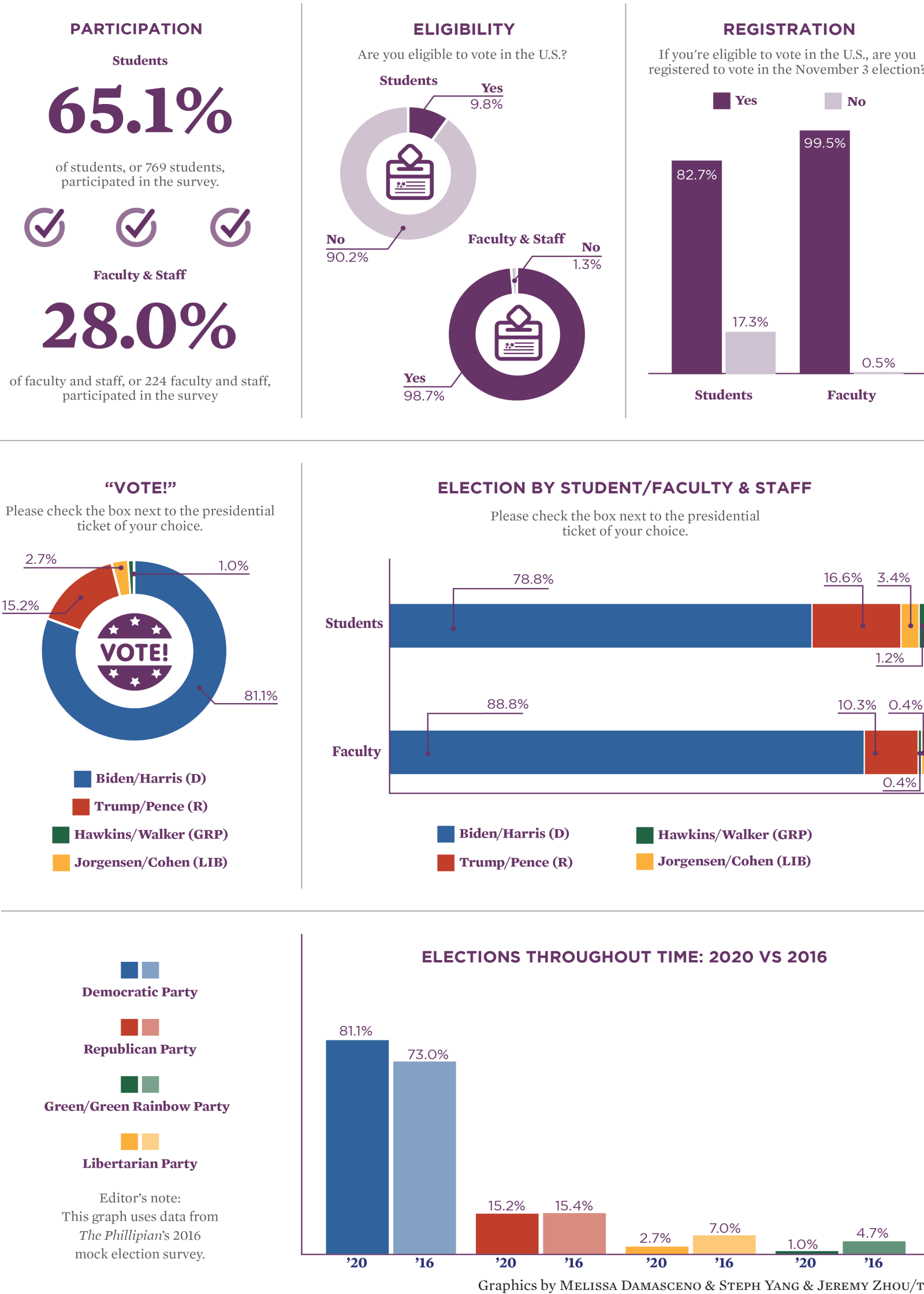
Editor’s Note: This article originally ran on October 23, 2020.

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Write for Commentary!

email lhardy22 or jpark22

2020 Mock Election: Politics at Andover



Kington Looks Forward to Discovering “Real Andover” In Coming Terms



ELIZABETH CHOU/THE PHILLIPIAN
Dr. Raynard Kington has considered becoming a Complementary House Counselor and teaching mini courses in order to connect with students.

Continued from A1, Column 3

such a challenging time to join a new community. Dr. Kington has navigated this transition with grace, generosity, empathy, courage, and good humor,” wrote Elliott in an email to *The Phillipian*.

With no in-person classes, large gatherings, or meals in Paresky Commons, Covid-19 has challenged many aspects of Andover’s sense of community. However, during these difficult times, many students, including Molly MacQueen ’21, remain grateful for Kington’s efforts to promote the wellbeing of the Andover community.

“I have a lot of sympathy for the position [Dr. Kington] is coming into, because it’s obviously a really difficult time to start [at] a new school. But, I think the way he has spoken about our situation is very poised and very hopeful, which I have appreciated... The video he sent to the Seniors of him doing the Vista Walk, I think people appreciate his efforts in that way. He’s tried to reach out in a lot of different ways,” said MacQueen.

For students, most of their interaction with Kington is through the weekly virtual All-School Meeting (ASM), where he opens and closes the Zoom webinar sessions. Sylvie Archer ’23 enjoys his talks during ASM and overall dedication to the community.

“I think he’s really good at keeping the community involved, and keeping us all connected and [unified]...It is a really hard time to join a new community, I think for how difficult it should be, he’s doing really well, and the things he and the rest of Andover have us focus on, Joy and Justice have been really good... He has kept us all connected and in the loop... I really appreciate that everything he is sending us is science-based and backed by fact. I think he goes into good detail about why he is making

the decisions he’s making,” said Archer.

Kington has connected with faculty through a series of small group meetings. In order to connect better with the community, he hopes to extend these meetings to students as well, and he is even considering becoming a dorm complement.

“What I realized is it’s not going to happen spontaneously. For example, I had a whole series of gatherings with groups of eight to 12 faculty at a time. Each night, 5:30 to 6:30, with drinks and little snacks, and then 7:00 to 8:00. I think I met 80 or so faculty that way. I did at least seven of those, and I have two more that are virtual that are coming up. I did those because it became clear that if I didn’t do that, I was never going to meet anyone, because in real life I’d actually see them. That turned out to be really useful. Now, I have to figure out how to do a version of that with students,” said Kington.

Looking ahead, the school is still unsure about how Winter Term will pan out. There are many variables that the school must consider as they continue to apply an evidence-based and health-focused approach to students’ return.

Kington said, “We’re still having conversations about the winter term, so I think we haven’t decided yet. It’s a complicated decision. Once you make one decision, then there are 50 more that follow from that one. I’ve made complicated decisions before, but this is really hard. The only comparison I can make it to is taking care of a really complicated patient in intensive care, where you’re getting hundreds of bits and pieces of information and lab tests and blood pressure and heart rate and respiration and oxygenation, and then you’re trying to figure out what disease the person has. You’re juggling all of this information and trying to aggregate it and make the best decision under uncertainty.”

Continued from A1, Column 3

Quarantine is really hard and many students have felt isolated. And in the past, our experience has been that students have struggled more in the winter, and so that’s something that’s on my mind for sure,” said Elliott.

While there is a possibility of Lowers and Uppers comprising the first cohort to return back to campus after winter break, as stated in emails over the summer, Elliott said that which students invited back has not been determined yet. Additionally, an increase in Covid-19 cases has elicited concerns about the winter term. As of October 31, the United States broke the global daily Covid-19 case record with 99,321 cases on Friday, October 30, according to “The New York Times.”

“We haven’t determined yet which students will be back. And part of that just has to do with the concerns you’ve raised in terms of capacity and where it is that kids would live and also trying to monitor, most importantly, our public health measures. As we’re seeing spikes, internationally, nationally, and then, you know, more locally within Massachusetts, it’s giving us concern around the winter. So we’re just asking all sorts of questions in terms of how we can safely have students on-campus, how many, and which students could be here,” said Elliott.

With the change of students who decide to come back to campus in Winter Term compared to Fall Term, the administration cannot guarantee students will be placed in the same dorms as Fall Term. According to Elliott, the administration will be completing an entirely other housing process for the Winter term. The Dean’s Office will ask boarding students to list three to five peers whom they would feel comfortable living with in their dorm pods.

“We’ll do our best to puzzle together [student preferences] and really honor student choice based

upon their peer preferences as opposed to their dorm preferences,” Elliott said.

Regarding Winter Term classes, the number of in-person classes will entirely depend on the faculty member teaching each class, who will be given the choice about whether or not to teach in-person. While many faculty members are waiting to see how many students will be on-campus in the winter term, some have made a decision already.

Considering that day students and their family members, as well as faculty members commuting to school, can all contribute as potential risk factors to the community, the administration has been carefully considering how day students will fit into the program. This includes the recent introduction of testing three times a week for day students in particular.

However, for some day students, making the necessary trips to school has become quite difficult, according to Regan. The mandatory three testing days a week has been an inconvenience to some day students, including Regan.

“It’s been very difficult to get to campus at certain times because both of my parents work, so they can’t always get me to campus for certain times on Monday, Wednesday, and Friday. Now that they have to, that’s a big sudden change in my family,” Regan said.

Rohan Kapoor ’23, a Cohort 2 boarding student, hopes to come back to campus in Winter Term. However, he wishes there were more opportunities to socialize with others not in his pod without having to endure the coldness of the tents.

“I think [Andover has] done the best job with the resources provided and ultimately right now this is just the way things are going to be. I think I would like to see better execution on certain parts of it. Dorm life, apart from being inside your pod, is very minimal right now. I don’t interact with my friends outside of my pod that often, unfortunately, so I wonder, if there’s a certain fix to that, but maybe there

could be more safe spaces created rather than having to sit outside in a freezing cold tent,” said Kapoor.

The class deans have continued to work on improving the student life on campus, in light of Andover’s new situation. According to Bynum, the Deans altered policies in the Blue Book to better suit the evolving conditions on campus and to prevent any microaggressions from occurring on campus, especially with the prevalence of anti-Asian racism correlated with Covid-19.

“We changed the language in the Blue Book to be more empathetic, respectful, and sensitive to community members. We knew [the school’s culture] would be a challenging time for students and faculty. We knew that students may be overwhelmed or find humor in things that aren’t funny... We want to make sure the micro- and macro-aggressions [have an appropriate response], so we worked on policies to have a direct response to [problematic language and behavior],” said Bynum.

Elliott is continuing to discuss specific plans for the Winter term with the Board of Trustees and Head of School Dr. Raynard Kington. She hopes that more solidified plans about Winter Term can be released to students and parents by the end of the week of November 2. According to Kington, Andover’s decisions in regards to Winter Term cannot be compared to other boarding schools due to differing factors such as location and percentage of boarding students in the student body.

“You have all these different nuances, and you’re trying to be evidence-based. You’re trying to use scientific principles and knowledge that’s rigorous and relying on the advice of experts. You’re trying to do all that, and it still leaves you with all these questions because people can have the exact same information and make very different decisions as we’re seeing looking across institutions,” said Kington.

Addison Implements Safety Measures for Reopening Plan

Continued from A1, Column 5

works of art inspired by their two-year study of Andover’s map collection. The exhibition, “Currents Crosscurrents,” American art 1850 to 1950, is composed entirely from the museum’s collection and it explores a century of creative expression in America,” said Gibbons.

He continued, “We’re showing the photographic series, “The Americans,” by Robert Frank from the 1950s and The Addison is one of four museums in the world to own a complete set of those images. The exhibition, “To Make Visible: Art and Activism,” 1980–2000, explores the ways in which artists have

held a mirror up to society in order to provoke change. The first floor hallway is dedicated to the photographs of Roy DeCarava, and the museum learning center has the exhibition, “An Incomplete History of Photography,” 1860–1960, which highlights key moments in the development of photography and in American history.”

According to Ava Ratcliff ’21, an Addison Ambassador, the ambassadors are planning on organizing a student event in the Addison during Winter Term.

Ratcliff said, “Usually Addison Ambassadors hosts a big night at the Addison in the winter for all students. We’re not sure that’s going to happen this year because of [Covid-19], but we are planning a big student

event in the Winter term, so look forward to that.”

For those who are not close enough to visit the gallery, the Addison hopes to provide a 3-D tour of the exhibitions soon, according to Gibbons. Jessica Xu ’23, a board member of the Addison Club, thinks that this virtual format will give community members more accessibility to the artwork in the Addison.

“Because people are busy and aren’t drawn so into the art museum necessarily, hopefully with the virtual format, it’ll be more accessible to people and it’ll kind of give them the chance to be like, ‘maybe I could just take a look at this,’ instead of ‘no I’m not interested in art, I don’t really want to do this,’” said Xu.

Students React to 2020 Election

REPORTING BY ERIN KIM & PHIL KO

Alice Fan ’23

For me, this election was full of ups and downs. At times, it seemed like Trump would win, while sometimes it leaned more towards Biden. While it’s frustrating that we don’t know the results yet, I’m glad that election officials are taking time to make sure every vote is counted.

Joshua Fry ’21

It’s not a particularly controversial statement to say that this has been a stressful and really difficult election... The first thing my mind goes to is that I should check if any new votes have come in. Then the second thing is, oh, I should do my homework. You keep up with both, but it’s a drain on both free time and your ability to focus.

Melissa Chang ’23

I didn’t think this election would be so competitive and close. This year we have the highest voter turnout, and I think this is a good thing because more people are involved in politics and playing their role as a citizen.

Students and Faculty React to Fall Term

REPORTING BY ALMA MARK-FONG & KAREN WANG

The 2020 Fall Term was distinct from those of the past. From September 10-12, students in Cohort 1 arrived on campus and went through quarantine for two weeks. Virtual classes began on September 14. Though Cohort 2 arrived on campus from October 10-11, they ended their quarantine period five days early on October 20. Beginning October 19, teachers were offered the option of teaching their classes in-person in a hybrid mode. Family weekend was held virtually from October 22-24. Throughout the term, various safety precautions were put in place by the school, including having students test for Covid-19 two to three times per week and enforcing masking, physical distancing, hand sanitizing, and more. As of November 3, 2020, Andover has had seven confirmed positive Covid-19 cases.

Angela Chen '23, Boarding Student

The beginning of school, at home, was really stressful for me because of how different it was this year than last year. You need so much more self-determination and better time management in order to stay on top of your work. Now, after we're back to school, I'm used to having online school. But, since we're moving back to Andover and it's a completely new environment, you have to get used to another lifestyle. This year has just been a lot of transitions.

Claire Gallou, Instructor in French

This term was a roller coaster for me. It constantly tested or went beyond my limits. I had to adapt to a risky and fluid situation every day, had an endless to-do list, and had so many new things to juggle. I have been pushed to practice what I preach by making time for essential self-care (music, time with friends, sleep) and prioritizing. That said, this intense stress was sometimes positive and rewarding. It was so nice to see my dorm, Stimson [House], bond and come to life, with the kindest, most cooperative and engaged group of students I could have imagined.

Athena Rhee '24, Remote Student

Although I am a remote student, I had an amazing Fall Term. It was great meeting new friends and trying out different clubs, even if it was online via Zoom. I look forward to having a great Winter Term as well.

Alex Oder '21, Boarding Student

In terms of the downs, Zoom has definitely been very difficult to work with. I think that it's made classes that rely heavily on discussions a lot harder, though I do think that it made conferences easier to attend. I think teachers are doing a really good job of trying to be available and trying their best to make it not awkward as possible. One other thing is that between third assignments and keeping up with Canvas inbox and emails, it can often be very difficult for us, especially [in] Senior electives, to know exactly when different things are due. That's definitely caused confusion.

Yanna Dorotan '23, Boarding Student

This was my first term as an Andover student and despite the chaos, I had a blast. It was so nice getting to meet my new classmates and teachers. By far, my favorite part was seeing snow for the first time in a couple of years.

Joyce Li '23, Boarding Student

It's nice to be back in New England. I feel like the fall weather is really nice and then the winter is really bad. But it's so good, the leaves are nice and I can be outside with my friends. In terms of club activities, I'm on the board of Phact this term, a fact-checking club for politics. We're doing a lot of stuff online which works out fine because it's a lot of writing and research, and so being online is not a big issue. I feel like sometimes Zoom meetings can get a little difficult just because of the nature of Zoom, where it seems like it's hard for there to be a democracy for someone to jump in and say something.

Catherine Carter, Instructor in Latin

Since my usual dorm, Hearsey [House], didn't open this fall, I was glad to get a chance to work with the Seniors and Lower in Day [House]. I haven't lived in a big dorm for a lot of years, so that was fun. I was especially glad to get to see students in person in those first weeks when classes were all remote, day students were home, and the campus was so quiet. The quarantine period was tough, but I thought the cohorts in Day did an amazing job.

Adrian Lin '22, Day Student

The return to some in-person classes marked at least a tinge of normalcy. With strings of months hooked on Zoom, it's easy to forget the depth and fun that the physical classroom setting offers. Be it the warmth of [Pearson Hall] or openness of [Gelb Science Center], the first few physical classes of the term were refreshing in a whole new way. Lamenting about painful tests and assignments to as many people as possible over text instead of complaining over a [Paresky Commons] table is definitely weird.

BECKETT MCKEE/THE PHILLIPIAN

Andover Anti-Racism Task Force Incorporates Community Perspectives into Mission

STAFF REPORT

The Andover Anti-Racism Task Force (AATF) is currently dividing its members into working groups to address specific issues regarding racism at Andover. According to the AATF mission statement, the final goal is a comprehensive report on the state of racism at Andover to be presented to the Board of Trustees and Head of School Dr. Raynard Kington in Spring 2021.

The AATF was announced on September 10 and is co-chaired by Gary Lee '74, Chair of the Trustee Committee on Equity and Inclusion, and Linda Carter Griffith, Associate Head of School for Equity, Inclusion, and Wellness. Despite challenges posed by the Covid-19 pandemic, the AATF is on its way to producing its final assessment, according to Kington.

"It's always a slow ramping up when you put things like this [into place], and it's made even more complicated because of the pandemic. It just makes everything harder, but the beginning is to form into the groups that will try to figure out where we are as

an institution in that domain, and then what we need to do," said Kington.

He continued, "If we, by the end of this term, if the Task Force gets that far—sort of divvy up the key parts and start to figure out the state of where we are now—that will be a big beginning of this process toward coming up with a blueprint for us to do better."

A group of 17 faculty of color published a letter in "The Andover Gazette" on October 16 in which they described their experience with racism at Andover and the corollaries they see to the experience of students of color. The group of faculty began writing the letter in June 2020 following the deaths of George Floyd, Breonna Taylor, and other Black people at the hands of police.

"Racism permeates every level of our common existence on this campus. Don't be misguided: There is not a magic checklist of things you do to not be a racist. You have a choice to be anti-racist every single day, through every single action—this includes when you choose not to act," the group wrote.

"The students' experience mirrors that of adults of col-

or: we are constantly confused with others and misnamed; we get micromanaged and assessed by supervisors in ways that don't apply to white colleagues; we are told 'there are already enough of you' when we apply for higher-level positions; our trauma gets ignored in meetings when white colleagues feel uncomfortable addressing it; we are made to feel inadequate for wanting to gather and socialize in affinity spaces," they continued.

The letter closed by stating that the work of the AATF is only one part of the goal to root out racism at Andover. According to the letter, the work of anti-racism begins with personal accountability.

"What we can expect as a result of the Anti-Racism Task Force is yet to be seen, but it is not the only work needed. Self-assessment and individual work are needed to fight racism and anti-Black sentiment on our campus and in our communities... So, in closing, as the Anti-Racism Task Force works to hold the institution accountable, we will again ask you to examine yourself and realize just how your action and inaction, your words and your silence have

harmed your colleagues," they wrote.

Kington preceded the faculty letter with an introduction in which he encouraged the Andover community to read with an open mind. Kington also noted that he shared the letter with the AATF and pointed readers to upcoming focus groups with the AATF and the Equity and Inclusion Committee.

"There's a lot of debate about [the letter]. Not everyone thought it should have been disseminated, and I disagree. I don't know how many people it represents. I know it was circulated to a lot more people than who signed it, but for the people who signed it—I met with some of them—it was a sincere representation of the way they feel and the way they experience this institution in the context of race," said Kington.

While Kington acknowledged disagreements surrounding the letter, he decided that the Andover community needed to hear the perspective of the authors.

"Some people felt that it didn't recognize the work that a lot of people have already been doing, for exam-

ple, or that it led people to believe that there were only two groups of people: the people who are oppressors and people [who] are oppressed. Some people thought it was simplistic, rather, or they felt that they were being accused of being something that they didn't like to be accused of, even though I don't think that was the intent," said Kington.

According to Kington, the AATF is working to gather information and testimonies such as the one captured in the faculty letter. The AATF plans to craft effective solutions with these perspectives in mind, according to Kington.

"In order for us to pivot to solutions, it might be a necessary step to listen, but then you pivot. I'm okay with saying now that we've heard as much as we can about perspectives and views, we need to figure out what the work is before us... This is a stage, but we will pivot at some point. It doesn't mean we stop listening, but at some point you have to start saying, now we need to focus on what we do next," said Kington.

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Fall Term Sees Minimal Spread of Covid-19

Continued from A1, Column 5

ly imposed social distancing guidelines, Andover canceled all in-person community engagement programs, according to an email sent by Monique Cueto-Potts, Director of Community Engagement, on September 24. In response to these guidelines, new programs have been created to accommodate remote options, while others have been put on hiatus.

During the first several weeks of the term, Paresky Commons experimented with different food delivery methods. During the mandatory two-week quarantine for Cohort 1 boarders, Commons delivered food to dormitories twice daily.

Commons has worked closely with Allison Guerette, Campus Sustainability Coordinator, to balance student safety and sustainability efforts. Commons switched from single-use plastic containers to reusable ones after the Cohort 1 quarantine ended on September 27.

Prior to the arrival of Cohort 2 on October 10 and 11, testing records starting from August 23 indicated two positive and 44 indeterminate results out of 4,196 tests. The quarantine period for Cohort 2 students was lifted five days earlier than the projected October 20 release date. According to Medical Director Dr. Amy Patel and Head of School Dr. Raynard Kington, Andover made this decision out of confidence in the school's testing methods, protocols, and low positivity rate.

Andover began hosting hybrid classes on October 21, making use of plexiglass dividers, face masks, social dis-

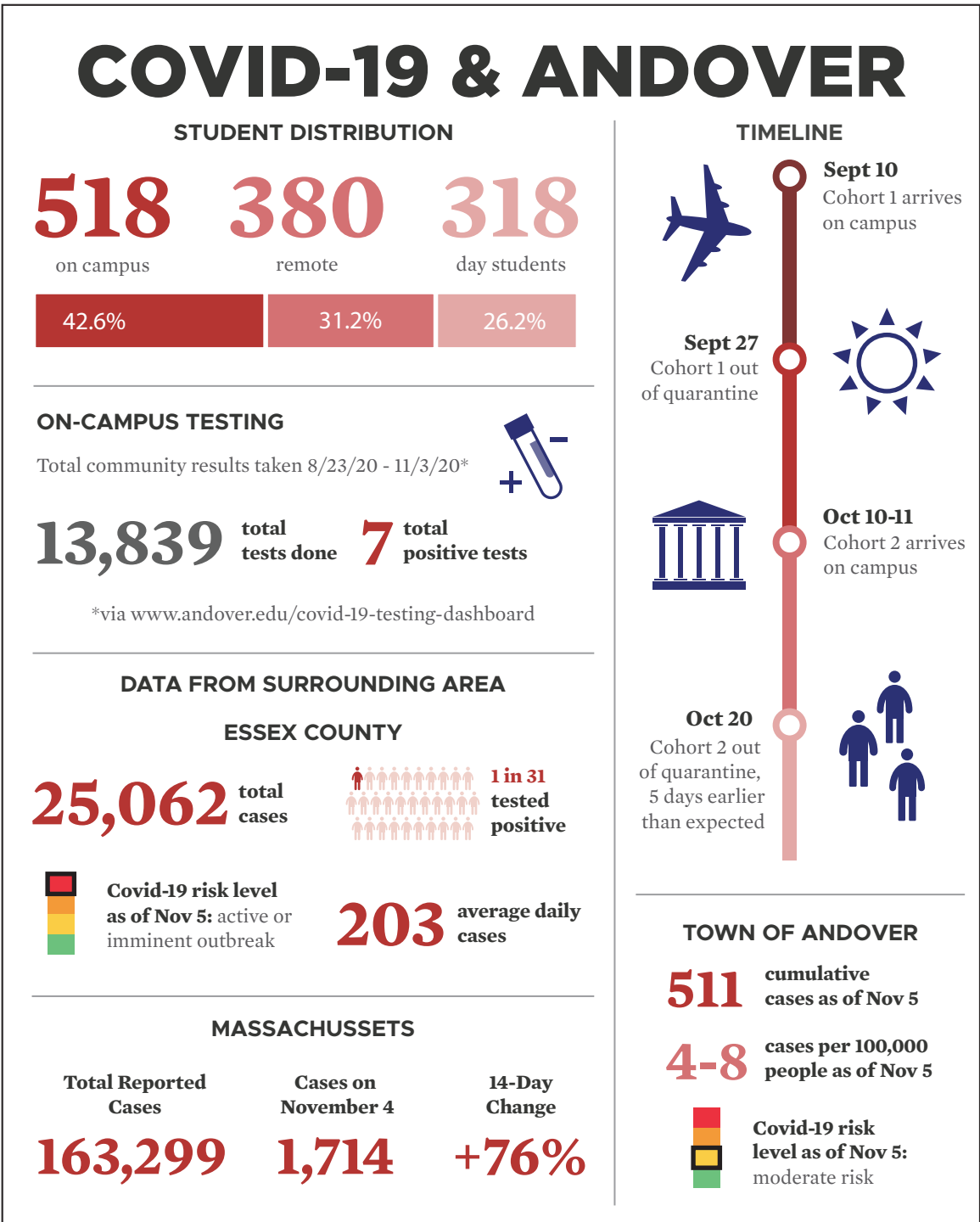
tancing, and camera systems. If instructors opted to hold hybrid classes, boarding and day students were able to decide if they wanted to attend classes in person or connect virtually.

Shortly after the end of quarantine for Cohort 2 students, two day students and one campus dependent tested positive for Covid-19. According to Patel and Kington, the positive cases reflected the surge of Covid-19 in local areas. In response to the positive cases, day students were required to test for the virus three times a week instead of two.

Michael Barker, Director of Academy Research, Information, and Library Services, and other members of the Oliver Wendell Holmes Library (OWHL) modified the library to ensure all day students had areas to work safely. The OWHL staff created over 360 total carrels in the library and Samuel Phillips Hall to separate Cohort 1 and Cohort 2 students. The library also adapted to the term's new learning environment by emphasizing the live chat feature on the OWHL website and by providing electronic versions of books for students to access online.

Reflecting on his first term at Andover, Kington shared that while he still has much to learn, he has been reassured by the school's commitment to thoughtfulness and care.

Kington said, "[Andover has aligned with my expectations] certainly in that it's a complicated and caring institution, and a thoughtful institution. Everyone tries to do the right thing and tries to think about what they're doing, so that's all very consistent with what I would have expected."



A Look into Andover’s First Pandemic

ERIN KIM &
ELYSE GONCALVES

Canceled musical performances and club activities, postponed athletic tournaments and chapel services, a pandemic and major social unrest at national and international levels: although these circumstances may sound familiar to current Andover students, they were also the reality of Andover students during the 1918 influenza pandemic.

Last spring, Paige Roberts, Director of Archives and Special Collections, researched how the 1918 pandemic impacted Andover. She explained that the virus—specifically, the H1N1 influenza A virus—likely began in Kansas, traveled to Europe with American military troops in early 1918, and arrived in Boston in late August 1918. Between 1918 and 1920, the influenza virus took the lives of 50 to 100 million people around the world, including 675,000 Americans.

According to “The Atlantic,” people aged 20 to 40 may have comprised around half of those killed by the virus. Roberts noted that despite the risk that the flu presented to students and faculty, Andover remained open throughout the pandemic. During this time, the Andover community suffered no major outbreaks and recorded the death of only one student, George Vose, Class of 1921.

Similar to Andover’s response to Covid-19, campus activities in the fall of 1918 were postponed. Besides these changes, however, the flu pandemic had a relatively minor impact on the Andover community, according to

Roberts. In fact, the 1919 “Pot Pourri” and “Mirror,” the student literary magazine, had no mentions of the influenza. The only allusion to the impacts of the flu at Andover was a February 5, 1919, student Letter to the Editor in *The Phillipian* advocating for increased vacation time.

“The major difference between 1918 and 2020 is that at the time, they did not know about viruses... Another reason that there was a limited response besides wearing masks was because they just did not understand the disease from a scientific standpoint, yet,” said Roberts.

According to Roberts’s research article on the Andover website, the school’s health record was among the best of New England prep schools during the early and mid twentieth century. Dr. Peirson S. Page oversaw this record in his tenure as both athletic director and medical advisor from 1902 to 1939.

“According to Athletics For All (written by Fred H. Harrison ’38), Page took extremely good care of the boys’ aches, bruises, and minor illnesses and referred very sick students to local physicians or specialists in Boston,” wrote Roberts in her article.

Roberts believes that one of the main factors separating the flu from Covid-19 was the impact of World War I. According to Roberts, the war both accelerated the spread of the disease and caused governments to be more secretive about the pandemic.

“[There are] probably a few important differences between the influenza at that time compared to the situation now, one of which is a huge issue of World War I.



WWI soldiers training on the Great Lawn in the winter of 1918.

COURTESY OF ANDOVER ARCHIVES

That was a major reason that the United States and other countries didn’t want to talk about the influenza cases that they had because they felt like it would show weakness compared to Germany,” said Roberts.

In the course of a pandemic and a world war, students and graduates of both Abbot Academy and Andover focused their attention on ways to support their wider communities. Throughout the 1918 flu pandemic, many Abbot graduates worked as nurses, providing care and comfort for those suffering

with the disease, and Andover alumni served as soldiers throughout the war.

As Andover continues to face the Covid-19 pandemic, Suhaila Cotton ’24 looks to the example of Andover and Abbot students who rose to the challenge of a world war and flu pandemic and helped their communities more than a century ago.

“It was inspiring to learn about the courage, bravery, and dedication of Andover’s past students and gave me a greater sense of hope that the Andover community will get through these uncertain

times but also help the communities around us,” said Cotton.

For Roberts, it can feel difficult to conceptualize the scale of the flu pandemic in 1918, yet Roberts finds continuity in Andover’s priorities both then and now.

“Even going way back 100 years, it’s something that everybody is concerned about: the health of students,” said Roberts.

Editor’s Note: This article originally ran on October 9, 2020.

Tracing the Development of Latinx Students at Andover

ELYSE GONCALVES &
KAREN WANG

Editor’s Note: From September 15 to October 15, Andover celebrated Latinx Heritage Month, a time in the U.S. dedicated to honoring the influence, contributions, and rich cultural legacy of Latinx Americans. This article is an overview of the historic and contemporary relationship Latinx students have with Andover.

Though he considered the overall experience of Latinx students a success at Andover, Jorge Allen, former Instructor in Spanish, expressed that they lacked a way to address their culture on campus in his 2003 lecture titled “Ni de Aquí ni de Alla [From Neither Here Nor There]: The Latino/Latina Experience at Phillips Academy Andover.”

In a May 2003 *Phillipian* article covering the event, Maria Blackwood ’06 summarized that Allen believed that “while the Andover campus is very diverse, the general student body lacks a good awareness of Latino issues and the value of Latino culture.”

At the time of Allen’s presentation in 2003, there was no club or organization specifically created for the needs of the Latinx students. Although Alianza Latina was formed in 1996, it “disintegrated” after 1998, according to a 2006 *Phillipian* article. Today, however, Alianza Latina has re-emerged and serves as a cultural group for all Latinx-identifying students, becoming an affinity space in 2017. Additionally, reflecting an increased commitment to learning about Latinx identity, Andover recently celebrated its second annual

Latinx Heritage Month, taking place from September 15 to October 15. Before 2019, Andover celebrated Latin Arts Weekend instead of the full month.

Andover’s history with Latinx students dates back to 1963, when the school helped initiate the “A Better Chance” (A.B.C.) program, an access organization founded to increase the number of students of color at preparatory schools, according to Allen. Through this recruitment program, Andover began admitting Latinx students in the 1960s and 70s. Six years after the African-American students’ group Af-Am Society was founded in 1967, the club was renamed to African-Latinx-American Society (Af-Lat-Am) in order to include more students of color in their space, according to the brochure for Af-Lat-Am’s 50th Anniversary in 2018.

In the 1980s, however, students began discussing forming an affinity space exclusively for Latinx students. Students such as Ricardo Dobles ’85 argued that Af-Lat-Am primarily served the African-American experience, according to Allen. In 1996, Nick Olmo ’98 formed La Alianza Latina, Alianza Latina’s predecessor, with three other students to focus on the Latinx experience at Andover.

“A lot of us [Latinos on campus] at the time did not know nearly enough about our own cultures to be ambassadors on campus. We felt that we needed La Alianza Latina to exist for our own education so that we could then share our knowledge and experiences with the entire community,” said Olmo in a November 2006 *Phillipian* article.

When Olmo graduated, interest for a Latinx affinity

space remained, however, the club was disbanded due to lack of leadership. A 2006 *Phillipian* article reported meetings between Latinx students to create another affinity group. The current club, Alianza Latina, was officially founded in the 2010s.

According to Allen, both Latinx alumni and students of the early 2000’s reported a lack of connection with their cultural background while at Andover. This duality is further explored in his presentation title, translated from Spanish, “From Neither Here Nor There.”

“As part of the Greener Study, alumni and alumnae of Latino origin were asked about their experiences at Andover. Many noted a ‘duality’ and loss of connection with their home communities and cultural backgrounds during their Andover years. Mr. Allen said this sentiment is still expressed by students today. He emphasized the need for Latino students and others to explore their identities and cultural heritages, questioning whether Andover provides sufficient opportunities for this to occur,” wrote Blackwood.

Current Latinx-identifying students Fred Javier ’23 and Victoria Ortiz ’23 both believe that Alianza Latina helped them find community at Andover. For Javier, coming to Andover from a predominantly Black and Latinx neighborhood, he felt cultural shock when arriving at a predominantly-white institution like Andover.

“[Alianza Latina talks] about the issues of how we feel in Andover and how our Latinx identity related to the issues we experience at Andover and our overall experience.

I would say that early Alianza Latina definitely helped a lot in that because there was a space where all the Latinx students were, so I could relate to everyone there and I could make connections with people that I felt comfortable talking to,” said Javier.

Victoria Ortiz ’23 shares a similar experience with Javier. In classroom discussions, she feels that her perspective is taken to represent every Latinx experience, since Latinx students are underrepresented on campus. According to the 2020 State of the Academy, 7.2-percent of the student body identifies as Latinx, an increase from 5-percent in 2006. After finding more spaces on campus for Latinx students, Ortiz enjoyed sharing her experiences with those from backgrounds like hers.

“There’s not that many [Latinx people] on campus. I think there’s [about] 100 out of the whole school. In classes and stuff, we’re very underrepresented in those spaces, and it’s very awkward sometimes because in a lot of my classes I’m the only Latinx person in them, and I kind of have to account for all of our experiences and represent everyone. It’s really nice because in [Office of Community and Multicultural Development, where Alianza Latina meets], I can go back to all those people and share experiences,” said Ortiz.

According to Jessica Acosta-Chavez ’06, Associate Director of Admissions and Director of Multicultural Outreach and a Latinx graduate, while many of Andover’s students of color were recruited through access organizations in the past decades, Andover’s recent recruitment efforts and online resources have made

the school more accessible to students of color.

“From my own experience learning about Andover, it was through an access organization that helped me learn more about boarding schools, and I think for many maybe over the last couple of decades, that was one way for Andover to find students of color, including Latinx students, but I also think students have always found Andover in some way shape or form... Sometimes people assume that, not just Latinx students, but students of color are only coming from access organizations, and we actually have much more students of color not coming from access programs,” said Acosta-Chavez.

After the 2019-20 school year, 53-percent of the student body identified students of color, and 35-percent of the faculty are people of color. Acosta-Chavez expressed that Andover’s progress in diversifying the student body is a place of pride for the school and students and faculty of color.

Acosta-Chavez said, “I’m proud of the direction that Andover is going to recruit Latinx and students of color in general. You know, I think having our school be over 50-percent students of color now is a big deal, and I think that’s something to be proud of. I think that reflects our growing efforts in the admissions office, but also our multicultural changing country and the kinds of students that are interested in Andover.”

Editor’s Note: This article originally ran on October 23, 2020.

WRITE FOR NEWS!

Email jchung22, hjusticz22, loispina22, & wyue22

ARE YOU THERE, GOD?
IT'S US, THE EIGHTH PAGE.

In Aramark-Commons Scandal, The Biggest Crime Is the Biscuits

JOHN COLLETT



How yummy!

Where does our food come from? And, if you're on campus, why is it so cold? To really understand this question as a student at Andover, it is best to look to Aramark. Aramark supplies our Commons food, along with the food of various other businesses, schools, and, of course, prisons. Yep, that's right, the widely unpopular biscuits Aramark peddles are served throughout many American institutions, from storied boarding schools to maximum-security state penitentiaries.

This publication finds it kind of pathetic that Phillips Academy has yet to drop Aramark. With a billion dollars, couldn't we at least get Revitalise? Or maybe Whole Foods? If that's too expensive, I

vote we sell Borden Gym for parts and open up the Sanctuary to fracking. And why isn't the Log Cabin on AirBnB yet? When our catering company can't figure out how to keep moldy lettuce out of salads, or learn how to serve caesar salads with actual caesar dressing (honey mustard vinaigrette is an obvious faux pas), it's time to take a page out of our president's reality TV past and say: you're fired. Even Commons workers are embarrassed at the state of their employer—they've been seen DoorDash-ing food for lunch to avoid

eating what's served on campus and shaking their heads at what we're forced to eat.

Obviously, this can't go on. But although there have been many suggestions, there are no feasible solutions in sight. Except, of course, changing catering companies. It seems rather simple when you think about it, actually--perhaps because it is--but then again, the administration has never been known for their thoughtful decision-making, have they?

THE TERM'S TOP HEADLINES

- 
- *Administration Announces Class of 2025 Admissions Will Be Decided by Golden Ticket*
 - *Barf Found on Lawn on Saturday Night Tests Negative for Covid, But Positive for a Good Time!*
 - *Freshman Repeatedly Crosses Main Street In Hopes of Being Cat Bonered at Least Once This Term*
 - *Teachers Figure Out They Don't Have to Show Up to Class If They Put Everyone in 45-Minute Breakout Rooms*
 - *Cases of Hypothermia and Covid-19 Traced Back to Students Huddling for Warmth in Gelb Tent*
 - *Nantucket Nectar in Commons Makes Full-Tuition Students Feel Right at Home*
 - *Day Students Finally Added to Gati Delivery Driver Payroll After Term of Working for Free*

Classifieds For The Lovelorn...

Andover can be a lonely place, and it's not always easy to meet new people. So every week, we highlight one real, actual student who is on this campus and looking for love (serious relationships only—we don't advertise hook-ups). If interested in putting your name here, email lrademacher21@andover.edu.

Cool Facts About Me!

- I am a horrible driver.
- I cry during movies.
- Perk addiction supported by embezzled PoP funds.
- If you think I'm an introvert, I don't like you.

bsantos21@andover.edu

Dealbreaker(s):

- Under 6'0.
- Only children.
- People who say y'all and aren't from the South.
- People who think Marine Sciences is a real extra-curricular.



Bridget Santos '21...

...is looking for some-
one to do the cooking
and the cleaning.

Ideal Date Spot:

Anywhere that is not the
academy right now.

Low Quality of Life on Campus Pushes All but One Senior to Choose Remote for Winter Term

ARIANA WHITE

This past week *The Phil-
lipian* conducted an Inter-
view with Michael Coney
Barrett, a Boarder from All-
livesmatter, Texas, who is
the only student returning
to campus this Winter.

Please introduce yourself.

Hi, y'all. My name is Michael, Mike for short, or as my friends call me, Mikalicious. I'm a two year Upper from the bland hills of All-livesmatter, Texas, and I'm super excited to be here!

Why are you returning to campus?

Well, I'm happy you asked. I know campus will feel like the arctic tundra, we won't have the ability to shiver through any Boys Varsity Hockey games, and

I will most likely be malnourished after living off only Commons food. However, Alllivematter is full of racists and, arguably worse, horse girls. The pain I feel as I leave my house just to see the Steve Bannon statue in the park makes it hard to leave the comfort of my liberal haven of "The New York Times" op-eds. I almost got fired from my summer job at Chick-fil-A for wearing my "I'm Still With Her" leg warmers!

You know you're gonna be the only one on campus, right?

Actually, Jellicott and I have plans to play bridge every Monday after ASM. My parents bribed her to spend time with me, and since I am the only student in Bartlett, we might even get to have a sleepover! I see most of my friends during

conference periods where I can ask them questions about the class reading and calculus. Although they are 45 and getting paid to be my teachers, I know they are my real friends.

Are you going to miss your family?

I hate my family. Hate is a strong word. I want my family to have all of their teeth picked out and then get forced to eat them. I haven't looked my brother in the eyes since I realized he kisses my dog on the mouth. Sometimes with tongue. I don't even mind that they cropped me out of the Christmas card last year. *sniffles* I have Jelliot.

Thank you so much for being a part of this interview, Mikalicious. I hope you enjoy the Winter term as much as the rest of us won't.

With this year's restrictions on food deliveries, outside visitors, and trips downtown, we spoiled Andover students are exploiting our day student friends more than ever before. Here's a quick snapshot of some of the things day students brought to campus for boarders this term.

- A fire starter to warm my cold, hard soul.
- Violent flashbacks to life outside of campus.
- A bedazzling gun for my lanyard.
- Medicinal herbs from a friend in Providence.
- Enough coffee to wake a dead man.
- Tons of lotion (Rockwell).
- A raw t-bone steak for Andover Cottage's George Foreman grill.
- And a cough that they promise is just a cold.

Thank you, pack mules—we mean,
day students!

THE EXONIAN WELCOMES YOU, BUT ONLY IF YOU GOT A 1500+ ON THE SAT

Exonian Commentary: Covid-19 Is the Best Thing to Happen to Exeter Since Quizlet

MARY LORD

As a student body, I think we can all agree that the changes made to the school this year due to Covid-19 should become permanent. In a normal year, Exeter students are forced to participate in pesky, frivolous activities such as socialising and athletics. It was expected of students to leave their room and have (trigger warning) human interaction, and eating all meals alone in one's school-standard 9x9 single was considered "anti-social" and "weird." The pressure to seem interested in anything other than school and my illegal pet gecko Samuel was beginning to feel overwhelming. Not a weekend went by where I wasn't constantly being confronted with events to go to and fellow pimply teens to practice laughing with. Sorry, Big Red, I'm a little too busy studying for the LSAT to attend your football match. I can't even



My new desk is both Covid-19- and distraction free.

network there. Nowadays, not only is Samuel free to roam my room without nosy house counselors interrupting us, neglecting to speak to anyone at all is seen as responsible and selfless. Heroic, even! When we eat alone, we are not reclusive, but socially conscious. Teachers also feel perfectly fine assigning as much homework as they want, and there is no longer the constant feeling of not being pushed enough by my 600-level classes because they want me to "get some sun." We're finally pushing ten hours of homework a day, and from what I can

At Exeter, we're thankful for a lot of things. We pretty much wrote the book on being thankful (it was a textbook, actually). As we approach Thanksgiving this year, *The Exonian* thought it timely to share all of the things our fellow students are especially grateful for right now.

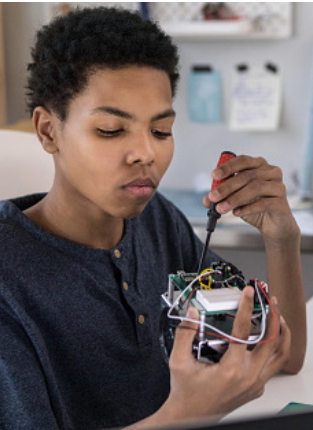
- Masks that cover horrible cystic acne
- The underwear their mommy sent them because they didn't plan for accidents
- The decline button on phone calls with their dad
- The boy on their Robotics Zoom who messaged them "u make my heart go 101010"
- The possibility of transferring to Andover next year
- Erno Rubik, creator of the Rubik's Cube
- The Anti-Bullying Act of 2013
- The pandemic, for cancelling all sports
- Urban Dictionary to help during the occasional conversation with a normal human person

This Week's All-Star "Athletes"



Geoffrey Jefferson, or Geoff-Jeff as his teammates know him, started playing Quidditch at the ripe age of 13 when his dad finally gave up on swim lessons. It's become an integral part of his identity, especially at Exeter. In fact, his obsession has gotten in the way of his basic hygiene. "I haven't entered a bathroom since 2015. I didn't really shower at all when I won a Quidditch match, so why start now?" Geoff-Jeff exclaims, gesturing to the buckets, Wet-Wipes, and dirty Harry Potter-themed diapers surrounding him. Much like a bludger; you'll never see his sneak attack coming (though you can smell him from a mile away).

"No, it's not competitive mopping," said Jennifer Sock, curling PG recruited from Stickupthebutt, BC, Canada. Jennifer's teammates have learned to stay out of her way after an incident last year involving their equipment and Exeter's custodial staff. Her broom is special, a family heirloom of sorts. "We all know Swiffer is a sports brand not to be used for cleaning," she said. The misunderstanding occurred when a custodian was cleaning the locker room and used her mop to wipe up a Sharpay-Evans-High-School-Musical-Cheese-Fries-Style spill. Enraged, Jennifer hissed at him, hurled a curling stone at him, and ordered for his immediate termination (of life, that is). After his arm was sewn back on, the Exeter curling team released an official apology, and their locker room has gone uncleaned since.



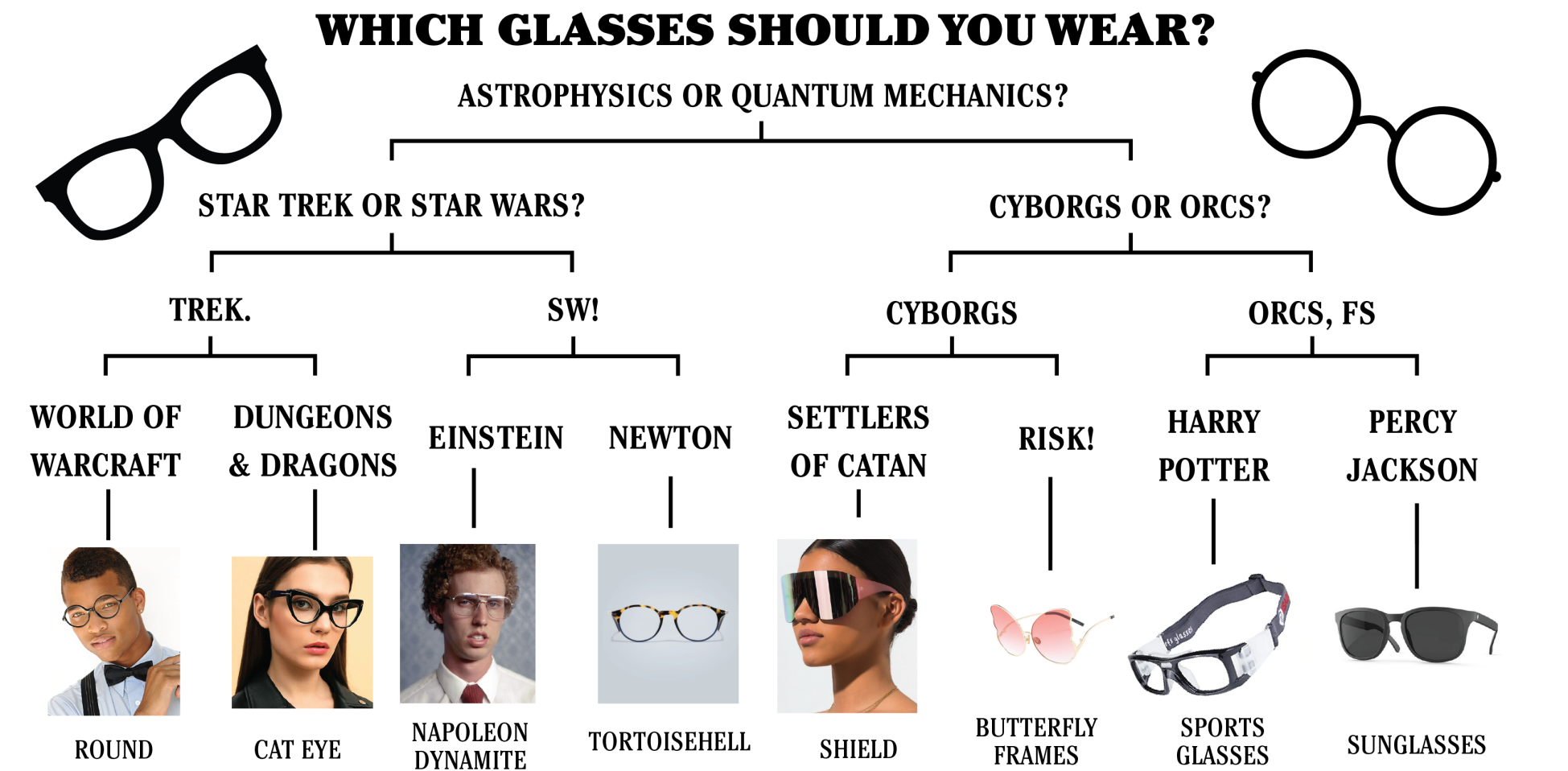
Mitchell "one-zero-one-one-zero-zero" Cruz has led Exeter's Varsity Robotics team since his freshman year at the ripe young age of six and a half! While his love for robots distances him from his friends and family, he has continued to pursue his academic interests. In fact, he's already a majority stakeholder in Tesla, and will join the board when he graduates. "If not for SARS-CoV-2, I'd be in the lab right now working on my rocket. The rocket's name, you ask? XÆ-A12," he said.

"Have you ever seen Friday Night Lights? That's the chess team here at Exeter...and I'm the quarterback." Evan is a very confident senior and, rightly so, he is the runner-up to the runner-up to the second place finisher in the country, excuse me, county at Chess (boys aged 14-17). "I walk around the lawn, and girls are throwing themselves at me," says Bass-Johnson with the bravado of an elementary-schooler wearing their crush's Rainbow Loom bracelet. After losing in the second round of semi-finals last year, he is ready to make a comeback against whichever chess star rules the school here at Andover.



Power-walking recruit Rainbow Feitelberg '21 came Rainbow Feitelberg came to Exeter this fall from Portland, OR. Just to add to her quirkiness, Rainbow has been proven a medical anomaly. "Every single time, my test results are inconclusive," she explained. "They think I'm either 3 meerkats in a human suit or I was bitten by a radioactive day student!" Because of this, she's the last student still in quarantine, which has been very disruptive to her training. "Power-walking is all about distance. How am I supposed to maintain my dominance while stuck inside a 200 square foot box? I'm practically playing a game of Snake with myself!" Even though she has been restrained, she has walked the distance of 2 sahara deserts, 3 football fields, and your mom!

It's common knowledge that every Exonian has terrible eyesight from the many hours they've spent with their face pressed up against a book. Contacts aren't an option, however, because of our irregularly shaped corneas. Hence, here's a handy flowchart to help you choose your next pair of spectacles. Toodles!





The Phillippian SPORTS

Volume CXLIII | Number 16

Election
Week Woo!!!

November 13, 2020

ANDOVER



EXETER

MELISSA DAMASCENO/THE PHILLIPIAN

Andover/Exeter Day Canceled for First Time in Over Century

CHARLIE FERGUSON

With the cancelation of all Fall Term interscholastic competitions, this term's Andover/Exeter (A/E) Day has been called off, marking only its third cancelation in the 142-year history of the event.

First taking place on November 2, 1878, as the A/E football game has evolved to become the tradition that fans know today. A/E Day was last canceled in 1895 following a controversy over a baseball game between the two rival schools.

In his book, "Athletics for All," former Andover player, coach, and Athletic Director Fred "Ted" Harrison '38 explains that the relationship between the teams was quite personal 142 years ago, perhaps even more so than today. Yet, according to students and faculty, the spirit that Harrison describes has endured.

Harrison wrote, "The [Phillips Exeter Academy] team was treated to lunch by the Andover team, and after the game, to a dinner at 'Hatches,' whereupon they were returned to the station. The victors then returned up the hill to celebrate by making the rounds of all the teachers and extracting a speech or a cheer from everyone."

Harrison added that the annual games serve as both the culmination of the fall season and

an opportunity to foster unity among the student body.

"Nothing does more to generate enthusiasm for the athletic program of a school or college than the existence of a traditional rival, contests which are, almost literally, matters of life and death to the undergraduates. Those games, usually the last of the term, mark the success or failure of the season as a whole... The morale of the academy rose or fell with the successes of those two varsity teams," wrote Harrison.

The same feelings of intense enthusiasm and school spirit have remained integral to the event, according to Danny Ferris '22.

"[A/E is] kind of like our version of the Super Bowl. It's the biggest game of the year. We don't prepare for it all season, but for the few weeks leading up to it, it's all we talk about. I played in it for the first time last year, and it was the most fun I've ever had in a football game. The crowd brings a lot of energy to the game, and I think that that's a really important aspect of the event," said Ferris.

Athletic Director Lisa Joel believes that A/E Day is one of the school's most notable traditions due to its history and the exhilaration it generates among the Andover community.

"While we love to compete anytime for the Big Blue, there is something unique, special, and

electric on this day. I think Andover pride is never more apparent than on this day. Everything about A/E is special for so many – I believe it is one of the most important Andover traditions. What an honor it is to be part of the oldest high school rivalry in the country!" wrote Joel in an email to The Phillippian.

For Anna Bargman '21, A/E stands out for its importance to Andover's players, regardless of their grade or team.

Bargman said, "When we talk about it during [field hockey] season, the thing that always comes up is that every year is going to be someone's first A/E, and I think that as a team we always want to make it really special for those kids. For another group of kids, it's always going to be their last A/E. It's a unique experience because so many people are there to cheer you on and support you. The school comes together as one team and everyone's rooting for Andover, not just one specific sport."

Having never attended A/E Day, Nigel Savage '23 looks forward to his first A/E experience and the competitive atmosphere it brings.

"I have heard a lot about A/E day, mostly about the intense competition, large crowds, and that it [is] the best day on campus. As a new student, it was one of the things I was most looking forward to. The school spirit seemed like it would be a great way to



COURTESY OF ANDOVER ARCHIVES

The 1879 Football team was the first to compete in an away Andover/Exeter Day.

bond with my fellow classmates. The mutual respect between the competitor schools seemed like a way to make new friends who went to Exeter. Overall, it seemed like a day I wouldn't forget," said Savage.

According to Joel, while this year's cancelation was difficult, especially for Senior athletes, the decision was necessary.

"This was a decision made at the senior administrative level as they weighed this day – and what it entails—against the parameters guiding all school decisions due to [Covid-19]. Disappointment cannot capture the feeling of knowing we cannot host A/E felt by coaches, parents, and most

importantly, our athletes—more than anything, our Class of 2021 athletes," wrote Joel.

Despite his disappointment at the cancelation of A/E Day, Ferris recognizes that it is ultimately out of students' control. Ferris, however, is already looking forward to next year's matchup.

"[Covid-19] will overshadow this year. [A/E is] a really important school tradition, so it's unfortunate that we're going to miss out on it this year. There's nothing we can do about it. It's unfortunate that we can't end the season with A/E, but there's only so much we can do. All we can do is prepare now to make it a good one next year," said Ferris.

SENIOR REFLECTIONS

Senior Fall Athletes Reflect on Athletics at Andover

REPORTING BY ETHAN QI
GRAPHICS BY JEREMY ZHOU

Sam Capobianco '21 (Boys Cross Country):

One of my favorite races was my Upper year. We did this race called [Bobcat Invitational]. It was a race early in the season which we did with seven to 15 guys, and I just remember that it was the first race of the season, and the course was absolutely spectacular. It was on an apple orchard in New Hampshire. It was the first time that we bonded together as a new team to compete, and I just remember it being a really big day for all of us—it was just a lot of fun.

Kate Pfister '21 (Girls Cross Country):

My favorite part about the team is how close we all are. It's so much more than just running together. We have fun practices, whether it be decorating cowbells to cheer, doing a scavenger hunt, or running to Smolak Farms for apple cider donuts. We have team dinners every Friday, and we also all get so close that we hang out a lot together outside of practice. Cross country is hard, both mentally and physically because the races are challenging, and it's just a ton of running, but the team builds such a close community around it which makes me so happy and makes everything worth it. I will definitely have life-long friends from this team. The bonding on a cross country team is really special and unique.

Alan Fang '21 (Boys Soccer):

The soccer team was my first family on campus. I love the team chemistry that I've built up with my teammates over the years and walking onto Smoyer with my brothers is a memory I will never forget. All the ups and downs, the victories and struggles that we've experienced together have taught me the true, beautiful nature of winning.

Katherine Marquis '21 (Girls Soccer):

Mutual support is a huge part of Andover athletics. Not only do teammates support each other, but teams will support other teams by going to their games. It may not seem like much to just go watch another sporting event, but seeing your friends in the crowd is a real confidence booster.

Anna Bargman '21 (Field Hockey):

My Lower year, we won the Nepsac championships... It was just really special to see all the Seniors who had also won before and the people who had never won before. It was a really joint community effort and we could share that experience and excitement together afterwards. I think all the playoff games that year were really tough, and beating Greenwich in the semi-finals was special because the year before we had lost to them in the finals, so I think everyone played really great. There's a great gif of [Captain Katie Wimmer '21] making a save from that game. It was all very exciting—every game is a battle and fun which is what makes the team so special. It doesn't matter who you're playing. Everyone puts forth their best effort.

Stephen Needham '21 (Football):

I think the whole aspect of athletics at boarding school is great. Just being able to be with my teammates throughout the day in my classes, at meals, doing homework together, and hanging out in dorms. That bond we've built, especially at Andover, is really special. It has been my favorite thing about athletics, and that's setting aside the brotherhood on the field, on the ice, and through games—the whole experience.

Warren Clark '21 (Girls Volleyball):

I think Andover athletics achieve the perfect balance between the importance of sports in relation to the importance of other aspects of our life. [Head Coach Clyfe Beckwith] has always told us that our health is on the top of the priority list, way above the importance of a game or practice.

Alexander Grande '21 (Boys Water Polo):

In all three sports I play, the teams are really close. [Our team], it's just like a band of brothers. We're all super close, my best friends are on the team, and we spend so much time together.

FALL ATHLETICS

Quick Facts

In-person coaches:

61

New Fall sport offerings:

8

Winter sports offered:

4

Spring sports offered:

4

Nepsac schools with competitive seasons:

8

In-person athletes:

836

Remote athletes:

380

Total sports offered:

30

Interscholastic competitions:

0

PG REFLECTIONS

Post-Graduates Reflect on an Unconventional Fall Season

REPORTING BY SIA GANDHI & JACK ROGUS

Liam Hall PG’21:

I thought [being a PG would be] a great opportunity to mature physically and academically... That’s why I really started thinking about it, all the facilities here are ridiculous, nothing I’ve really ever experienced before... just training with Coach Escobar and a bunch of other kids [has helped me]. It’s high intensity high quality practices with that team and with Coach Escobar, and also Coach Collins. I’ve been meeting up with [Coach Collins] a couple times each week in the weight room and that has helped me going into college athletics.

Aidan Reidy PG’21:

I know with Covid-19 it has kind of derailed the season for a lot of sports, especially football, but right when I got here, the captains, [Troy Pollock ’21] and [Ben Carbeau ’21], they showed great camaraderie in getting the guys together... It is a crazy thing to see everybody out for the same goal, that is to win. There is just tremendous chemistry between the team, and it is really great.

Thomas Jordan PG’21:

I think I know a lot about soccer since I’ve been playing my whole life, and I also bring a different perspective about the way the game is played. Since here it is a lot more physical based, and down in South America it is a lot more technical based, I bring a different perspective to the way the team plays... It motivates me because here, everyone is really into soccer and are willing to stay after practice to kick more balls and go the extra mile. [In South America], it really wasn’t that way, so it really helps to keep me motivated.

Zane Olmstead PG’21:

I feel like over the years, the [football] community has changed in the sense that everyone is a lot more helpful with each other, especially with a personal game rather than a team game... As a player, my football IQ has increased tremendously, and I have hit the weight room and got a little bigger as well to put a little more zip on the ball.

Fritz Lalley PG’21:

[My goal is] to get stronger and prepare myself well for track season because we don’t have any real races during cross country, so I definitely want to train wise and become a lot stronger... [I want to become] more experienced. [Cross country] is a pretty simple sport, but you will come to find once you do it how intricate it actually is.

Addy Fenton PG’21:

Having the experience of being on a team for four years prior to coming to Andover is just really beneficial to my knowledge of the game and being able to understand how [teammates] are feeling. Since I have been a freshman on a team, I use that [knowledge] to guide them, to learn the team culture and love, live, play.

Juan-Martín Morales Condit PG’21:

My favorite thing [about soccer] is [that since] I’m a defender and as the center back, anyone can tell you they like to touch the ball, of course I like that. I also like to have rallies with the people I’m playing against, like sliding for the ball and tackles. [Andover has] helped very much. I started going to the gym which is something that previously in my old school I have never gone to. And of course trying to be more in contact with the ball rather than just physical training, which is important. In my old school, that was most important, rather than touching the ball and playing the game.

Chase Anderson PG’21:

[My favorite thing about football is] the depth that the sport has strategically. It is a very heavily layered game, and you never get bored because you are always learning something, and there is always something that you haven’t thought about before, like a way to approach a play or a situation that you didn’t realize.

PHOTO SPREAD

Andover Cross Country Springbok-Gazelle Intrasquad Race



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Athletic Training Team Incorporates Social Distancing Guidelines into Services

CHARLIE FERGUSON

As campus gradually re-opens, the athletic training rooms have opened their doors along with it. The athletic training team includes Head Athletic Trainer Michael Kuta, Associate Athletic Trainer Amy Wiggins, and Assistant Athletic Trainer Devin O'Reilly. According to Kuta, the team has worked closely with the Rebecca M. Sykes Wellness Center to design a safe, proactive athletic program to support athletes even amid the pandemic.

"The athletic trainers in general work together with the Sykes Wellness team and the athletic department team. We all work together and it's far reaching. It's not just taking care of injuries, but athletic trainers are trained with the prevention, treatment, and rehabilitation of athletic injuries. We have spent a lot of

time designing a safe program, as safe as we can make it. Everything from practice design to facilities to preventative programs for heat," said Kuta.

According to O'Reilly, the trainers are taking the necessary steps to stay open during Covid-19. The team uses an appointment-based system to minimize crowding in training areas, while also providing its usual services in accordance with distancing protocols.

"We are by appointment only. Each training room has a signup genius calendar that students can go on and sign up for an appointment. Before going in the training room, students do a symptom screening check and if the student passes the symptom screening check, they are allowed to come in during their allotted appointment time. Each training room has tables at least six feet apart, sometimes ten, and we have set up barriers so students are separated and the

athletic training staff can protect themselves, so we provide the same services to get back from injuries in a welcoming environment," said O'Reilly.

According to O'Reilly, the training team is currently assisting athletes through their recovery processes, while working with other athletes on movement fundamentals to prevent injury.

"My role here at Andover as a trainer is to prevent and help people get back from injuries. We prevent injuries by correcting students on important techniques, stretching, and all those things. And then when students are injured, we are there to assist them through the rehab process and help them get through an injury and help them get back to play their sport," said O'Reilly.

Despite Covid-19 restrictions, the training rooms are still functioning as important spaces for students to bond and forge connections with

the trainers, according to Wiggins.

"The students [are what I love most about Andover]. They make me happy. I enjoy meeting all the students we have. We have great conversations in the training room. We talk about not only their injuries and getting better, but we talk about everything and we have great discussions," said Wiggins.

While operating with fewer people at a time, the training room continues to meet the physical needs for Andover athletes and create a fun atmosphere, according to Eliza Dow '22.

"I have been going to the trainers every day after practice to ensure an old injury doesn't come back because it has been starting to resurface during practice. I go to the trainers to stretch and work with the affected area and then get ice. The [training room] has been different since

[Covid-19] because there are a lot less people, but the positive energy in the room hasn't changed," said Dow.

According to Wiggins, the return to campus posed various challenges due to Covid-19 restrictions, but the training team has been able to adapt and continue to support athletes.

"This year, we had to be really creative to bring the service to [athletes] and get our rooms set for social distancing and [Covid-19]-related reasons. This year has dramatically changed us, but I think the three of us have put together the best that we can put forward in trying to get our services out there to all the students that need it," said Wiggins.

Editor's Note: This article originally ran on October 13, 2020.

Athletic Director Lisa Joel Aims to Stretch the Boundaries of Athletics During Covid-19

JUSTIN HARDY

Now entering her second year as Athletic Director, Lisa Joel has built a virtual athletic community within Andover to keep students active and connected. According to Andover Girls Soccer Co-Captain Emma Fogg '21, Joel continues to bring positivity and persistence to the athletics program, despite the many challenges presented by Covid-19.

"Lisa is one of the most positive people I've ever met. She puts so many other people's needs before her own, and she's also one of the most determined people I've ever met. I feel like I can go to her with anything, and I know that she is always there for me," wrote Fogg in an email to The Phillipian.

What are some of the biggest changes you have implemented due to Covid-19?

"Certainly canceling an interscholastic season, which is happening all around the country at the collegiate level, at public high schools, at private high schools. This is an extraordinary moment. In perspective, we never lose sight that the health and safety of our whole community is the driver in all of our decisions. But I don't underestimate, particularly for our competitive athletes, and it resonates quite strongly with me as the [Andover Girls Soccer] Coach... this loss of a competitive season is significant. It opens the door to opportunities of what we can do now. I think that's the focus we've tried to say to everyone. We can obsess about what we can't do, but I think we have to turn our heads to what we can do. Re-thinking athletics in a [Covid-19] environment, no matter whether you're at the high school or collegiate level, poses challenges, and I think that Andover is rising to the occasion."

Have you been working with athletic directors at

other Nepsta schools?

"One great outcome of what's happened since last March is, since the start, the core group of Athletic Directors throughout New England prep schools, the Eight Schools Association... have been meeting weekly on Zoom...We are actually on a massive group text nearly daily. Especially since we have started the school year, we have been in contact to see what other schools are doing, schools giving us a heads up on things that they've done that haven't worked out well. We see ourselves actually as an athletic director team. I don't think we would have had that collaboration at all if we were not in this [Covid-19] environment."

Do you expect that winter and spring interscholastic teams will be able to compete?

"I think that's the question on everyone's mind. Whether you're a high school athlete, a club athlete, or a college athlete, and quite frankly a professional athlete, we really need to recognize that the uncertainty is the uncertainty for all. We're watching the NFL, the NHL, the NBA. We are watching games of professional organizations that have every financial resource at their disposal, and they still have enormous restrictions on how they are operating. The answer to that is that Andover doesn't have that answer. We aren't hiding that answer from anyone, but no school does. What I think we need to see is what the next couple of weeks and maybe the mid to late fall looks like before we feel we can make an informed decision... I don't want to make any predictions because we are waiting on the science and the medical side in the middle of a pandemic to inform our decisions."

With about three weeks left in the Fall Term, The Phillipian reconnected with Joel to gain some insight into how this unique term of athletics played out, and what athletics

might look like in the winter.

Do you have any takeaways from the Fall Term, or any lessons that you have learned that you will carry into the next term of athletics?

Joel: "I would say what we know to be true about exercise and the joy that is derived from play and competing was very evident. It was really important for people's physical health and mental health that we were able to find a way to do sports at Andover. So I would say that that is not a new lesson, [but] an affirmation of something we know to be true. So that is certainly something we would carry going forward."

What challenges does the Winter Term pose for athletics at Andover and how have you addressed these possible obstacles?

"Going forward, I think bringing sports inside is definitely a bigger challenge because of safety and [the] parameters of the school and the state... I think the reality is that we are going to have to think creatively about the blocks in the day. When I say that, I particularly think about the 11:00 a.m. to 1:00 p.m. time period as potentially a time to look for executing life sports. Not only are we challenged by indoor spaces, but we are also challenged by the dark. So, [we are trying to] move some of our athletic programming, as some of our peers do, [to] earlier into the daytime. We might try to use the turf in creative ways with the lights on for sports like lacrosse or soccer, and in that way, we would be happy to use that facility because it allows for lights, and kids would bundle up a bit more. But overall, we just want the students exercising, and they want to be exercising too and playing games."

What were some things that went really well this past term in athletics?

"I would say the creativity of the coaches to design training. To do drills and skill



DAVID ZHU/THE PHILLIPIAN

Lisa Joel has been with Andover Athletics as both a Coach and an Athletic Director for over 20 years.

work, you have to be able to think about how you can do these things while keeping training fresh and exciting and interesting for the students. I am not surprised but I think that all of us as coaches had to rethink practice plans. What I also would say is to the students' credit, they brought a great attitude. It was not always easy and we all wanted to be doing it differently but what was pretty stunning to me was that there was no complaining. Everyone understood the framework we were working in and that we were going to make the best of it. So that was a real credit to the students and was pretty awesome."

What was the rationale behind the decision to not have sports offerings for remote students in the Winter Term?

"[As a school,] we wanted to set an expectation that even if students were not here that they were trying to get some level of activity to meet our minimum requirement here at Andover,

which is three or four days a week, and that they would check-in with an adult once maybe twice a week. I think that some remote groups really looked forward to that and felt that that was a good check-in. I think for [others], it was less effective. What I hope is that students continue to exercise in the winter. What I want students to know is that if they are wanting to make connections with folks in the Athletic Department, whether they need an exercise program, or they have an injury and they want to understand a little bit more about how to rehab, that they know they can reach out to us. But we also know that kids want to make social connections that are ones they choose and that lots of Zoom meetings can start feeling counterproductive. So we did not want to create something that would be taking the place of something else kids would rather do."

Editor's Note: This article originally ran on September 25, 2020.

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ARTS&LEISURE

Dance Teaches Rachel Lee '21 About Persistence and “Listening to Herself”

ZOE YU

In fifth grade, Rachel Lee '21 arrived at her dance studio for a group rehearsal and witnessed the high-school dancers practicing their own choreography. As they launched into the official rehearsal, she watched their movements, controlled and precise compared to her own relatively miniature ones. Despite this, Lee eventually found her confidence on stage with the support of her teammates.

“I was really nervous because I thought I would bring [my teammates] down skill-wise and performance-wise. But that was probably one of the most successful competition seasons I’ve ever had in my life. Knowing that I didn’t let them down, and knowing that they all respected me and cared for me...made me feel like I belonged,” said Lee.

Starting ballet at the age of four, Lee has since competed in competitions such as Youth America Grand Prix and Dance Power Competition. She is currently a member of Andover Dance Group (ADG), Blue Strut, and the 2020-2021 Dance Board. Through challenges, she has learned to persist and persevere.

“There were times where I just wanted to quit because I wanted to focus on other things—I wanted to focus on school. But... [I remembered how] I love dance and I couldn’t get myself to quit.

[Overall], dance has taught me the importance of listening to myself and acknowledging my passion,” said Lee.

Sydney Morris '22, fellow member of ADG and Blue Strut, noted that Lee has expanded her dance repertoire in the two and a half years they’ve danced together. According to Morris, by exploring new movements and dance styles, Lee has grown as a performer and choreographer.

“I think she started to come out of her comfort zone more and explore different moves and techniques... Especially when we [self-choreograph], she really puts meaning behind [her movements] and gets the message across in a not-too-obvious way,” said Morris.

Originally focused on ballet, Lee has since expanded her portfolio of dance styles to include lyrical and contemporary. According to Lee, her favorite style of dance is lyrical, as she can interpret and express a music’s lyrics through her movements and expressions.

“I think one of the biggest reasons I like [lyrical] is because of the songs... It can really be anything. I find that in other styles, there’s usually no lyrics. And it’s nice to dance along to lyrics because it gives you more inspiration for the movements you choose to do,” said Lee.

Echoing Lee’s expression of sentiments in lyrical dance, Lesley Tan '22, a member of ADG and Blue Strut, shared



COURTESY OF RACHEL LEE

In the 2018 Dance Power Competition in Vancouver, Canada, Rachel Lee '21 danced her solo, “Breathe Again” in the lyrical style, one of her favorite dance styles among contemporary and ballet.

that the way Lee conveys emotions through her movements is distinctive of her style.

“She is able to connect her movements really well and put emotion through her movements, which is something that all dancers strive for, and she is able to do it in her own way,” said Tan.

Looking toward the future, Lee will continue to dance in college and afterward. Although she might not commit as much time to the sport, she plans on participating in drop-in classes or other similar workshops.

“I want to continue doing [dance], even though it may not be to the intensity

I danced with in elementary, middle, and high school. Whether it’s just dropping into a master class, or whether it’s teaching a combination to a group of young students, I’d like to continue dancing at least a little bit even in the future,” said Lee.

Movie Review: “The Devil All the Time” is Really Just Mediocre All the Time

JACKIE LI & JASMINE MA

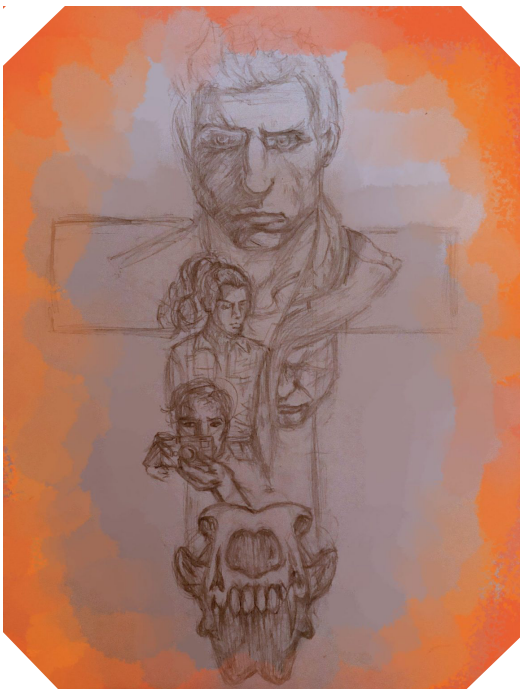
On September 16, “The Devil All the Time,” a horror-thriller movie adapted from Donald Ray Pollock’s novel of the same name, was released exclusively on Netflix. Directed by Antonio Campos and starring Tom Holland, Bill Skarsgård, Robert Pattinson, Sebastian Stan, Elizabeth Scanlen, Harry Melling, and Riley Keough, the movie follows intertwining stories that explore the extent of religious faith and delusion in the era of post-World War II Ohio and West Virginia. However, despite the cast’s vivid performances and noteworthy post-production editing, “The Devil All the Time” inadequately incorporates dimensional elements to complement its gory plot.

Throughout the movie, Pollock’s third-person omniscient narrations and sequential repetitiveness cushion the shock during numerous scenes. For a horror movie that is dependent on the element of surprise, this excessive use of foreshadowing and rationalization diverts from the thrilling, fear-inducing suspense that viewers seek. (SPOILER ALERT) For instance, when Helen leaves her daughter with her friends to go pray with her husband in the woods, the narrator announces how Helen’s tragic fate will unfold. This strategy merely gains temporary sympathy from the audience while trading away an opportunity that would have otherwise caused their hearts to skip a beat.

Right off the bat, “The Devil All the Time” presents itself as a commentary on religion, sin, and delusion, a triple threat combination that could have easily made it one of the best psychological thrillers of the year. However, a sudden theme shift in the middle of the movie makes the strong messages it initially paraded feel lackluster at the end. (SPOILER ALERT) Take the unsatisfactory ending scene, for example. The helpful

actions of the van driver and the main character’s hopeful daydreaming convey a message that delusions and paranoia, not devotion to religion, can lead to peace and kindness in the end. The switch to more positive messages steers the focus away from a cynical commentary on religion and undermines the intense build-up of the initial themes throughout the movie.

With Netflix’s generous production budget, it is reassuring that the casting and post-production editing steer clear from burdening the movie with any more



DANIELA VELASQUEZ/THE PHILLIPIAN

negative critics. The star-studded list of actors undoubtedly constructs a sturdy foundation for the movie with their convincing portrayals, which are only enhanced by the film scoring and sound mixing. (SPOILER ALERT) One of the most notable performances is Pattinson’s character: a treacherous preacher whose predatory and manipulative actions trigger the plot’s spiral into merciless revenge. When Pattinson delivers his opening line in an impeccable Southern accent, all preconceptions of him as his past roles evaporate at once. Other memorable performances include Melling’s character, Roy, another disturbing evangelical who sends chills

down spines when he pours a bottle of crawling spiders onto his own face while preaching his distorted perception of fear.

However, even with a cast of talented actors, the movie itself had no way to make up for the handful of underdeveloped characters in the story. For most of them, there’s just a lack of well-founded internal conflict—take Sandy, half of the psycho-serial-killer duo. (SPOILER ALERT) There’s a scene in which she’s sitting in a car, crying and contemplating her relationship with her husband Carl, thus demonstrating her reluctance to go along with his crimes. That being said, nowhere in the movie is there an explanation as to how or why she was even convinced to be an accomplice to his horrendous killing scheme in the first place, effectively leaving the development and solidification of their relationship a mystery. Additionally, the audience does not get to watch Sandy’s slow descent into the immoral abyss; we only get to see her try to crawl her way out. In a way, without the context to set the foundation of her development, her storyline throughout the movie does not live up to its potential.

It’s like they always say: the book was better. Proving that point once again, the movie adaptation of “The Devil All the Time” takes a cast, crew, and promising premise, and waters it all down to only the goriest and basic elements of the plot, creating a violent-centric bloodlust film.

But, with the ingenuity of the book’s storyline alone, who knows what kind of heights it would have reached had it been adapted as a gruesome, slice-of-life TV show. Multiple parts allow transitions between plot points to flow smoother; longer run time brings the opportunity of nuanced character development—the list of benefits goes on. Maybe some books aren’t meant to be movies.

Editor’s Note: This article originally ran on October 2, 2020.

Movie Review: “Enola Holmes” Addresses Feminism by Revisiting Victorian England

HOPE NARDONE & DORIAN WANG

Focusing on themes of individuality, social progress, and rebellion, “Enola Holmes” is a poignantly modern film with a profoundly relatable message. Its characters are bound by strict societal norms in a world that vehemently (and, at times, violently) opposes progress. They fight oppressive societal structures while navigating their world and uncovering their own identities. Directed by Harry Bradbeer and based on Nancy Springer’s series of young adult mystery books, Netflix released “Enola Holmes” on September 23, 2020. Set in Victorian England, the film follows

ters’ arcs without forcing a romance. At one point, Enola grieves the loss of her friend, thinking he is dead. Though Tewkesbury survives, his “death” subverts the familiar trope of killing off a female character to further the plot. This moment feeds into the larger theme of independence; the character Enola Holmes is fiercely unconventional, and so is the film itself.

“Enola Holmes” emphasizes present-day issues through a historical lens. By focusing on Enola rather than Sherlock, the film highlights its feminist and activist undertones. Throughout the film, Enola rebukes her older brother, Mycroft (Sam Claflin), for his reductive views



ELIZABETH CHOU/THE PHILLIPIAN

the journey of Enola Holmes (Millie Bobby Brown), the unconventional and charismatic younger sister of Sherlock Holmes (Henry Cavill), as she searches for her mother. Caution: there are spoilers in the next few paragraphs!

A key aspect of Enola’s character is feminism: she defies gender roles, combats the patriarchy, and establishes herself as an influential woman. Moreover, she is not the quintessential Victorian heroine. Within the first ten minutes of the film, she falls off her bike into a puddle of mud. Soon after, she plays tennis indoors with her mother and tallies the points on the walls. She faces henchmen in combat and more often than not, emerges victorious. Moreover—and by far the most disturbing—she can’t even embroider! At the end of the film, her mother, Eudoria Holmes (Helena Bonham-Carter), touched by her contributions to voting rights, remarks to her: “What a woman you’ve become.”

Another standout aspect of “Enola Holmes” is its refreshing portrayal of the friendship between Enola and Lord Tewkesbury (Louis Partridge). Their friendship, though predictable, defies young adult genre norms when the film explores the charac-

on women. By correcting him, she evokes modern feminist imagery.

Despite its abundance of positive attributes, the film’s sole weakness is the way it alludes to the Suffragette movement without exploring its impact on the story. At one point in the film, an entire Suffragette plotline is never explored beyond serving as a plot MacGuffin: Enola discovers a warehouse that her mother has filled with explosives and women’s rights pamphlets. She remarks with unease: “Mycroft was right. You are dangerous.” Enola lights the explosives during a fight scene, and her mother gives a vague “it wasn’t safe” to explain why she left.

In the last shot of the film, the camera pans up to the crowded London skyline. With a bright blue horizon and billowing black smoke, the film leaves the viewer with a strong sense of hope. However, the smog and jutting chimneys hint at a subtle unease. Beneath the peppy soundtrack and loveable character, there is an invocation to fight: not only for ourselves, but also for the rights of others.

Editor’s Note: This article originally ran on October 16, 2020.

★★★★★

This film receives 4.5/5 stars for its relatability, genre-bending characteristics, and its reflection of modern society.



Summer Seward ’21: Same Interview, Four Years Apart

REPORTING BY CHLOE KINDANGEN

“Uppers and Seniors have this sort of confidence when they walk around campus...When I see Seniors on stage, their stage presence is spectacular and they aren’t afraid to mess up, they just want to do what they love. I think that inspires me...I hope to be like that one day to, to inspire others, to be that upper-classman that everyone is like ‘oh, she has the confidence, I want to talk to her.’” said Summer Seward ’21 in 2017.

During her Junior fall term, Seward performed at her first Coffeehouse and was interviewed about her singing experience. Now entering her fourth year at Andover, Seward, now a Senior, was asked those same questions again. She described her evolution as a singer-songwriter and the fulfillment of her Junior year goal: finishing an album before graduation.

What are your favorite things about singing?

Junior: I love, and I can quote Lady Gaga on this, “I live for the applause.” I love being on stage, I love hearing people clap and scream, and I love making people happy. I love seeing my mom when I sing, because sometimes she even cries, and I love making other people happy.

Senior: I like singing because I like the feeling I get when I do it, especially when I sing in front of other people. I think music is something so beautiful to me and so when you perfect it and you do it right, it’s just so pleasing to do it. It’s pleasing to me and to work on something for so long and make it how I want it to sound.

How have you grown specifically at Andover?

Junior: I started out at Coffeehouse. It started by someone saying that I’d get a four in voice lessons, and I was so happy, so I signed up for voice lessons right away, because I’ve never done them before, and I was so excited. Then I did Coffeehouse, a lot of people got to hear me sing, which is great. I auditioned for Azure and Keynotes and I got in, which is great. That’s how I’ve started, what I’ve done so far. A lot [of people] want to sing and accompany me, which is awesome.

Senior: I actually started at Andover just [as] a performer, just getting into a cappella and getting into more classical music, and I’ve kind of evolved into working on an album. [I’ve been] working on my own music and working on my sound and my style which has been a long journey, but something I love doing. Doing that transition from a performer to a singer and songwriter, I think, is really important in an artist’s career because it allows you to develop your own style and what you want. You don’t have to follow someone else’s rule or follow someone else’s tendency and vocal range. You make your own and you decide for yourself who you are as an artist.

Do you write your own songs?

Junior: Yeah, I do dabble in writing songs. I definitely look forward to trying more here, especially with this feeling at this beautiful place of being able to try anything.

Senior: Yes. I think the process [of songwriting] for me is when something happens to me or someone’s like, ‘oh my gosh this is gonna be a fire song,’ I just go into the song. I sit down and the first thing I do is get on the piano or whatever I’m using and I get my melody or my chords. From there, stuff just flows. Once I get my chords, once I get the basis of my song, like ‘okay this is my verse, this is my bridge, and this is my chorus,’ I literally start freestyling. So I freestyle and I take what I like and I write it down. I do that three times, and I have a song.

What are your favorite/proudest memories involving singing?

Junior: My favorite memories have to be at my old school, the first [time] I really made a big bang, was [in] my first show I did, Godspell. I sang “Turn Back O Man,” and it was probably one of the highlights of my career. And then, Bread-loaf. I started to do talent shows right before Andover over the summer, and that’s when I started to warm up to performing in front of a lot of people. Grasshopper will hopefully be another one.

Senior: I have so many. But, definitely, I would say Grasshopper. I [have] performed in a duet with Denise [Taveras ’21] two years in a row which was really great; it was really awesome. And that, for me, showed my talent to the rest of the school, but it also reassured me that I can do anything I put my mind to. And then, also, Upper Year, in the winter, I debuted my original song. I thought that that was a very special moment for me because not only was I singing, but I was playing what I wrote, so I thought that was really special to me.

What are you looking forward to in the future with your singing at Andover?

Junior: Of course, Keynotes and Azure, and I’m so excited to be doing concerts and choir. Hopefully Gospel Choir concerts. My goal is to have an album before the time I graduate Andover. I want to create an album of my favorite songs I like to sing before I leave. [It would be] mostly covers. I write original songs, but it’s not my strong suit.

Senior: So, I pretty much finished all the songs [on my album]. I think I’m going to have ten, all original music. All of them have a piano base, but in a few of them I added bass, I added drums, [and] bass guitar. So, I rounded up the sound and hopefully it’ll round out in the studio once it gets done.

New Addison Acquisition, “The Wanderer,” Brings History of Slave Trade to Renowned Ship Collection

MAGGIE SATTERTHWAITE & KAREN WANG

The Addison Gallery of American Art curates a model ship collection that visually recounts the evolution of American ships from 1480 to 1923. During her tenure, however, former Director of the Addison Judith Dolkart realized that the collection was missing an important narrative involving the slave trade. After four years of careful search and negotiation with various collectors, “The Wanderer”, a model reflecting the history of American slavery, became the first model ship added to the Addison’s collection in over 80 years.

“The Wanderer” is a sculpture crafted by British-Nigerian artist Yinka Shonibare in 2006. The ship is made from wood, plexiglass, and brass, and its sails are colored with patterns along the Dutch wax-print cloth. According to Jamie

Gibbons, Head of Education at the Addison, the ship’s sail pattern is open to a variety of interpretations.

“The sails speak both as a symbol of African culture and as a symbol of colonialism. By using this textile as a sail, it’s like they’re sailing under African colors, but could also be read as symbolic of the diaspora,” wrote Gibbons in an email to *The Phillipian*.

Originally used as a racing yacht and pleasure schooner, the small ship was later used to smuggle enslaved people from Africa to the U.S. by hundreds at a time. Dolkart described the ship as an important reminder of the sufferings and injustices inflicted upon enslaved people.

“Almost 500 people were crammed into the ship in a very inhumane way... The suffering that the people who were on ‘The Wanderer’ went through was just abominable... It’s important to face those parts of history that are the worst so that we know them,” said Dolkart.

Recently, the Addison has been trying to collect other pieces to depict a more complete version of American history. According to Allison Kemmerer, Interim Director of the Addison, obtaining “The Wanderer” was a step in this larger goal of sharing the stories that go untold.

“Rather than compartmentalizing objects by media or time period, we [at the Addison] are interested in ways in which works of art speak to each other across time and media, formally, historically, and thematically. We have recently been focusing on expanding our collection by acquiring more works by women, African American, Asian American, Latinx, [LGBTQIA+], Native American, and other artists of historically marginalized communities,” wrote Kemmerer in an email to *The Phillipian*.

Editor’s Note: This article originally ran on October 23, 2020.

Arts Faculty Incorporate High Technology in “Low-Tech Discipline”

SARAH HASSANEIN & ZOE YU

The Art Department has encountered both challenges and advantages to the new learning environment. Thayer Zaeder, Instructor and Chair in Art, for example, has adapted to hybrid teaching by setting up three poly-cameras in his classroom studio, allowing him to capture different angles of his live instruction on ceramics.

“It’s funny how Covid-19 has kind of forced all this technology on what is normally a fairly low-tech discipline. Ceramics [is about] the material and your hands and your mind and basic tools, and we don’t get into a lot of high tech. Now, suddenly, I’m teaching with lots of cameras and high-tech stuff,” said Zaeder.

A key feature of arts classes is the in-person instruction where students and instructors can work alongside each other in a studio. In the absence of a physical space this term, Caroline Shen ’24 has had to navigate issues of communication and feedback in her Art-225 class.

“The downsides, I’d say, is there isn’t a teacher there, so communication is a lot harder...

It’s also really nice to have someone giving advice every step of the way and seeing where you can improve and all that. Art is such a creative thing, and often it’s just much better if you can have discussions,” said Shen.

Remote learning has raised issues regarding student access to art supplies. Hector Membreno-Canales, Instructor in Art, has been working with his department to ensure that students have access to all necessary materials.

“The Art Department is working as a cohort... to simplify our supply list so that multiple teachers have the same supplies so we can sort of streamline getting those materials and make materials available,” said Membreno-Canales.

Despite its obstacles, remote learning has also brought some benefits, according to Rafael Kelman, Instructor in Art. Kelman highlighted the opportunity for remote students to offer perspectives on their home communities in new ways.

“This is a great opportunity for kids to really explore the specificity of the space that they’re in... I think it’s really cool that we have some kids in our class who are liv-

ing in a city and some kids are living out in the countryside and some kids who are living in other countries and that they can bring that into their artwork,” said Kelman.

According to Art-600 student Leo Deng ’21, working from home has positively impacted his work. He now has ample space and a judgment-free environment in which to produce his artwork.

“I’m at home and I have my basement to myself and I made this very abstract installation of my thoughts on existentialism and fascism and things that are emblematic about it... I think less stressful environments are always beneficial to art, especially the nature of it is very individualistic,” said Deng.

Regardless of the challenges and benefits of new class structures, Zaeder reminded students of the faculty’s enduring passion for teaching art.

“I hope students realize that teachers are still very committed. You know they’re working late hours and they’re working at night. So, we still care a lot about trying to teach you guys and we’re just trying to do the best we can,” said Zaeder.

Dancer Alexandra Koch-Liu ’22 Never Stops Striving to Reach the “Unreachable Perfection”

JASMINE MA & JACKIE LI

When Alexandra Koch-Liu ’22 went to see The Royal Swedish Ballet’s live production of Swan Lake on her first birthday, her mom bought her a DVD. of the performance. Before she had even learned how to walk, Koch-Liu watched the DVD. Every single day, imitating the agile movements of professional dancers.

“A lot of dancers have a phase when they [are] little. Many kids just sign up for ballet class or stuff like that, but then they quit. But for me, I exceeded that phase because I was so passionate about it,” said Koch-Liu.

Although Koch-Liu started ballet classes at the relatively late age of nine and struggled at first to develop flexibility, her technique quickly excelled. According to Koch-Liu, she began to grow complacent as she surpassed her peers, and ultimately learned the importance of constantly striving for excellence.

“Dance taught me professionalism. It has given me my work ethic. Because, especially with ballet, you’re basically trying to reach the unreachable perfection, so it’s always striving to be better

because no matter how good you are, you can always go higher, [and] you can always turn more pirouettes,” said Koch-Liu.

Fellow dancer Victoria Zhou ’22 commented on Koch-Liu’s combination of both smooth, gradual motions and tough, direct movements in her dance. According to Zhou, the varied movements Koch-Liu takes on are what make her dancing captivating.

“I would say [Koch-Liu] has a very flowy type of dance style. I like how her moves all connect really well after another, and sometimes she plays with hard hitting moments which makes her style so nice to watch... Her play on speed makes it more dynamic,” said Zhou.

As a member of Andover Dance Group (ADG), Koch-Liu reflected on the different approaches to dance at Andover compared to at home in Berlin. Apart from being exposed to a diverse range of styles and more performance opportunities, she has also learned about choreographing since coming to Andover.

“I think at Andover, the focus is a lot on creating choreography, [focusing] more on the creative aspect of dance instead of the technical. Back home, we focus a lot on technical training, flexibility, and turns. Andover focuses

more on the general art form,” said Koch-Liu.

Koch-Liu also expressed the importance of finding a family within her dancing community, whether at home or at Andover. Madison Yuan ’23, a fellow dancer, described how Koch-Liu contributes to the dance groups she is a part of by bringing her passion and energy to every rehearsal.

“She definitely brings a lot of joy to dance, and she collaborates with others very well. And she definitely has a lot of great ideas to share every time,” said Yuan.

Koch-Liu is no stranger to the stage; according to her, she has developed confidence over the years under the pressure of audience scrutiny. While being a dancer requires some level of attention to the audience’s opinion, she believes it should not be a barrier to how she expresses herself in performances.

“As a dancer, our feedback on how we do and everything comes from the crowd... Obviously, you care about what the audience thinks but it shouldn’t be the end of the world. I feel like a lot of times performing on stage [makes] you become tougher and more confident,” said Koch-Liu.

Editor’s Note: This article originally ran on October 23, 2020.

ARTS&LEISURE

ARINISA ZHANG/THE PHILLIPIAN

After Andover: Sara Su Jones '91 Remains on the Path of Life-long Learning

JASMINE MA &
JACKIE LI

After graduating Andover, Sara Su Jones '91 began working as a consultant and educator, playing the violin in concert halls around the world. Jones' interest in the violin began when she was two, and she later brought the instrument into her experiences at Andover. Throughout the years after her graduation, music has remained an essential part of Jones' life.

"[As a toddler], I'd sit in my high chair with a baby spoon and a baby fork and go through the bowing motions with those items... I was making it really clear that [the violin] was something I was interested in, so [my mother] started letting me use my brother's violin once in a while," said Jones.

Jones rarely practiced violin prior to her arrival at Andover, but the rigorous music program and supportive community on campus encouraged her to immerse herself in practicing. During her Senior year, she was the concertmaster of both the Chamber and Symphony Orchestras, as well as president of Chamber Music Society.

"I came back [Lower Year], inspired, already much better, and much more serious about music, and eager to learn and grow as much as I could as a violinist in the next three years. And so, that was kind of the launching point [for] my getting really, really serious about the violin," said Jones.

In addition to playing the violin, Jones has sung as a soprano in various selective choirs, including the St. James Cathedral Choir in Chicago. Jones continues to explore the notion of transforming her bow and strings into tools for singing.

"It is so important to keep coming back as an instrumentalist to the idea that what we are doing is actually singing. The way we make music should be as natural as possible and as uncontrived as possible in terms of where you pause, where you take your breath, and how you allow the music and the phrase to ebb and flow," said Jones.

Jones has performed on many international stages, including a 2013 solo recital at Harpa, the home of the Iceland Symphony Orchestra. With every performance, Jones tries to tell a musical story in her own natural and authentic way.

"I want to engage the audience, to grab their ears and

their hearts so that we can go together on this journey that runs the gamut from amusing pieces that stir a little chuckle, to intense, dramatic, or melancholy pieces that [sometimes make people] cry. As a performer, you always want each audience member to walk out at the end of the concert feeling like that was worthwhile," said Jones.

Even though she involves herself deeply in music, Jones seeks to preserve her enjoyment in music without the burdens of financially supporting herself through music and the obligation of producing music for work.

"Because music is so special to me, I'd never wanted it to be the way I made a living. I wanted to always have music as a separate oasis, or a separate refuge. Music could be that space where I go when everything else in my life is crazy or stressful, but I never wanted music to become the thing... that I would want to escape from," said Jones.

Jones resumed private lessons a decade after graduating college, and she currently studies with violinist Gerardo Ribeiro. She emphasizes that the purpose of playing an instrument should be continuous growth and style development, rather than hav-



COURTESY OF SARA SU JONES
Sara Su Jones '91 credits Andover in inspiring her to rigorously pursue her musical interests in playing the violin.

ing everything in life revolve around music.

"The more other non-music things you do in your life, the more stories you have to tell through your music, and the more diverse and fulfilling of a life you might lead. If you have lots of different experiences, you can bring them all back into your music-making," said Jones.

Editor's Note: This article originally ran on October 23, 2020.

Maggie Qi '24 Finds Personal Freedom Through Artistic Fluidity

DORIAN WANG

Maggie Qi '24 began drawing at the same time she began learning to read and write, honing her skills by following art trends and taking lessons. Although she has been drawing for a long time, Qi was able to discover a deeper passion for art last year.

"[Last year] was the point in my life when I realised that art is so free... Sometimes I look at a blank piece of paper, and I realize I can put anything on there. That was such a weird moment for me. It was so inspirational," said Qi.

Qi primarily takes inspiration from nature. She brings her sketchbook with her on walks and hikes and combines her imagination with the fluidity of the natural world to create her art.

"Something that could be really bland may not look like there's much going on. That's the point where I use my imagination and put whatever I want in there... Nature and things, they change. You can always see it as something new. It changes, and that's [why] I'm interested in [it]," said Qi.

According to Qi, the most

compelling aspect of art is the freedom it provides her. She uses art to explore the bounds of her creativity as well as the constantly changing landscape around her.

"When I'm doing art, I don't have to follow the rules of the world that I live in now. There's no hard deadline, there [are] no rules, there [are] no instructions. I could really just pick up a piece of paper anytime I want and do anything I want with it. That aspect of freedom...appeals to me," said Qi.

One of Qi's friends, Dora Lu '24, has noticed Qi's artistic freedom through the diverse mediums she uses. Lu expressed that the pieces on Qi's art Instagram showcase a variety of Qi's artistic styles.

"She has a lot of different perspectives and a lot of different things she wants to express using her art. She does a lot of different mediums too, so I think she's trying everything out but also putting her perspective into it," said Lu.

In addition to creating art, Qi is also a writer. She expressed that the common theme of freedom ties together her passion for both disciplines.

"A lot of things in our lives are so set in schedule. We have certain things to do at

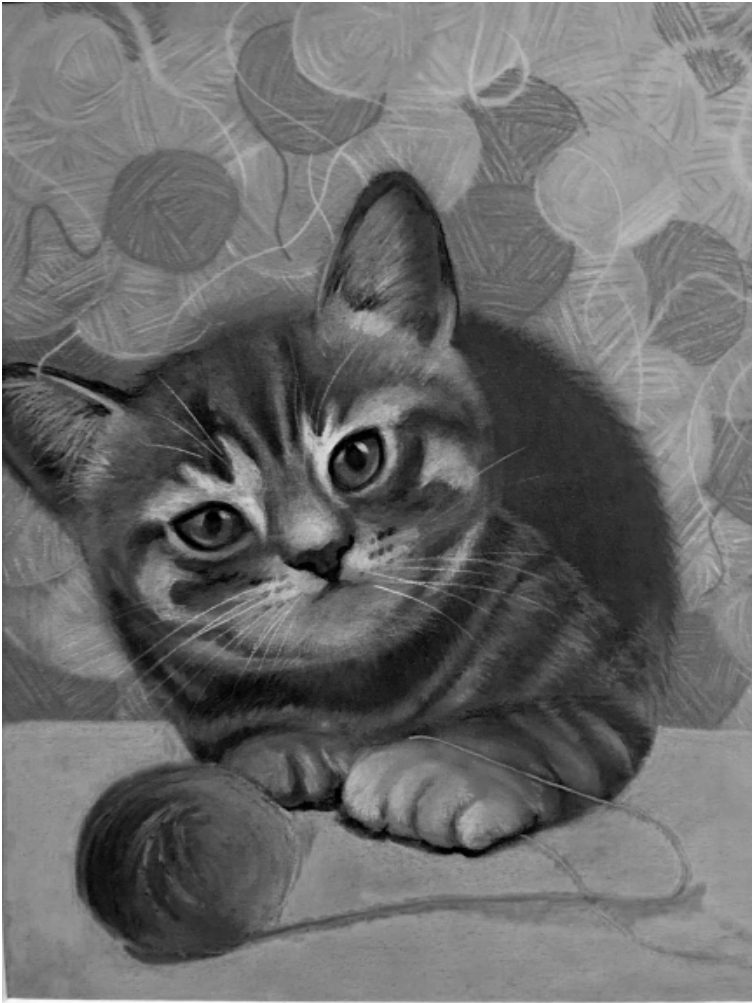
certain times, and we can't miss that. But for things like writing or art, the freedom that comes with that makes me think of all the possibilities in the world, and I don't really feel so hunkered down," said Qi.

Emily Fan '24, another friend of Qi's, has also noticed Qi's artistic diversity. Fan stated that Qi's exploration of different mediums has inspired her own art as well.

"You can see her style constantly changing. She's definitely learning [through] the way she explores a lot of different things in her art...[Her style] is definitely still developing. There's differences in her art from before and now. I think she explores a lot of different colors and mediums," said Fan.

Qi believes that being at Andover will help her develop her artistic abilities. While still exploring her art style, she hopes that gaining new experiences will guide her on her artistic journey.

"Style is something that's fluid. It can always change. It's always being developed, and so I think I'm still in that developing stage... When I see things, experience new things, and meet new people, I think that'll be something that drives my art," said Qi.



COURTESY OF MAGGIE QI
Qi's piece, titled "Distracted" won an honorable mention at the Scholastic Art and Writing Competition in 2019.

Jack Swales '24 Brings Extensive Experience to Theater at Andover

JACKIE LI

Though Covid-19 has presented unexpected difficulties for new students' involvement in extracurriculars, Jack Swales '24 has remained steadfast in his passion for theater. In his short time at Andover, Swales has found a home in Andover's theater programs, having earned the role of Peter Quince in the upcoming production of "A Midsummer Night's Dream."

In his seven years of acting, Swales has performed in nearly 18 shows. According to Swales, his interest in theater originated from his mother, who had suggested it as an extracurricular when nothing else stood out.

"I wasn't a very athletic

kid, so my mom [said], 'Okay, why don't you try this, because you don't like doing the sports and stuff, so how about you give [theater] a try,' and that was the first time that I was actually in the theater process, and it was an amazing experience. That was what drew me in to the whole concept of acting and theater," said Swales.

Swales' favorite part about theater is the community of like-minded people who not only inspire him but also act as a welcoming support system. Swales recounts when theater helped him adjust to a new environment after his family moved to Lynnfield, Massachusetts, in sixth grade.

"I was totally new to the town. My mom signed me up for the Lynnfield theater

community program and the show there, and I had no clue who anyone was. I was going into it blind. Once [everyone] got to know me and who I was, it helped me. Just because I was in a new and unfamiliar setting didn't mean that I wasn't going to fit in. [Everyone] shared common interests with me.... That was one of the best cast experiences I've ever had," said Swales.

In addition to providing Swales with an accepting community, theater has also been a means of measuring his growth and improvement. Swales began to notice that developing his technique might elicit a deeper change within himself. Swales remarks that he first experienced this change as early as his first show.

"My director immediately stopped me in the middle of my line. He then went to the back of the auditorium and yelled, 'Do you think your old grandmother is going to be able to hear you all the way back here?' He kept making me project my voice, and I think that was a very significant moment [for me] because I used to be a very quiet person, and after that experience, I feel like my voice started getting louder and louder," said Swales.

Since coming to Andover, Swales has used his extensive background to form his unique style. According to Agnes Agosto '24, Swales' skill for acting comes naturally.

"Jack is very good at [theater] in the sense that it's very natural when he's act-

ing. You almost forget that he's playing a character, just because it comes so easily to him," said Agosto.

Swales is currently working on Andover's production of "A Midsummer Night's Dream," which is set to premiere virtually. Though Zoom lacks the personal touch of normal rehearsals, Swales is still excited to see the production through.

Swales said, "It's definitely different, the Zoom aspect compared to on the actual stage. I miss the actual stage, but at the same time, I love the Zoom setting as well... Even during those five weeks, I feel like it's grown on me. Though it's been a lot better in some shows where you felt the in-real-life experience, [Zoom] is still an amazing place to be in."

ARTS&LEISURE

Director Spotlight:



Barry Jenkins



REPORTING BY LOULOU SLOSS & EMILIANO CACERES

Director Spotlight is our new self-indulgent way to watch movie after movie, complete minimal work, and call ourselves productive. We are two friends who often enjoy the 90-minute-long worlds created by these directors more than the one we are in. We spend most of our time together watching movies, talking about movies, or one-upping each other with our strange, encyclopedic knowledge of independent film. We hope that our enthusiasm for movies will encourage readers to step out of their comfort zones and join us in the world of pseudo-intellectuals and cinema.

Director Background:

Barry Jenkins grew up in Liberty City, Fla. and studied film at Florida State University. After college, he made his first film, “Medicine for Melancholy.” He didn’t make another until his breakout film “Moonlight,” which reaped countless accolades, including the Academy Award for Best Picture and Best Actress with Regina King. Jenkins went on to direct an adaptation of James Baldwin’s “If Beale Street Could Talk,” and will soon release a miniseries version of Colson Whitehead’s novel “The Underground Railroad.”

Lou and Emi’s Picks:

“Medicine for Melancholy”

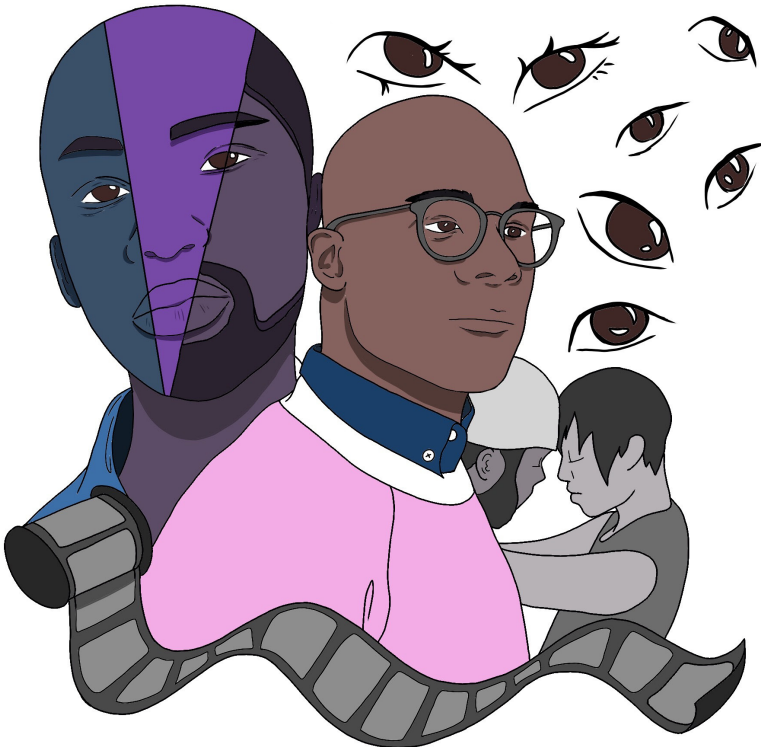
Two twenty-somethings, Joanne and Micah, have a drunken one-night stand. The next morning, they share a cab and eventually the whole day together, while filling the screen with conversations about love, gentrification, and aquariums.

“Moonlight”

Alex Hibbert, Ashton Sanders, and Trevante Rhodes play Chiron, a Black boy growing up in Miami, in the different stages of his life. Each section tracks his evolving relationships with his mother, childhood friend Kevin, and father figure Juan, alongside his experiences with masculinity, sexuality, drugs, and race.

“If Beale Street Could Talk”

Tish and Fonny are a young Black couple in love in 1970s Harlem. While Fonny is in prison on a false rape allegation, Tish visits him and tells him she’s pregnant. As nostalgic flashbacks to their childhood ensue, Tish’s mother Sharon travels to Puerto Rico to ask the woman who falsely accused Fonny to testify on his behalf.



ELIZABETH CHOU/THE PHILLIPIAN

(Artistic) Reasons to Love Jenkins:

Barry Jenkins is one of the leading figures in American cinema today. His work features color schemes that capture the beauty of his worlds, from neons bringing a dreamlike quality to “Moonlight” and the wistful black-and-white turned color scheme in “Medicine.” He uses his artistic eye to both personalize and complicate ongoing conversations about the justice system, gentrification, and Black masculinity.

Jenkins is a master of portraying love and intimacy. He utilizes his actors’ talents toward creating worlds of emotion in even the most simple shot. In “Beale Street,” some of the most memorable shots are the two main characters looking at each other as the world around melts away. Jenkins uses direct eye contact into the camera in a myriad of other ways, too, like in Paula and young Chiron’s arguments in “Moonlight.”

The highlights of Jenkins’s movies are his ending scenes which often stick with the viewer long after they end. **SPOILER ALERT** Each one is a slight, emotionally charged departure from the rest of the film. In “Moonlight,” young Chiron looks into the ocean, then back at us.

A makeshift family dinner in a prison cafeteria concludes “Beale Street” while a brightly colored long shot of Micah’s house and Joanne riding her bike away forever is the last we see before the screen goes black in “Medicine.” These shots end Jenkins’ movies with a melancholy satisfaction that leaves the viewer with a lingering curiosity about the story.

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WENDY ZHANG/THE PHILLIPIAN

Look of the Week:

Lily Haik '22 Thrifts with Purpose

CHLOE KINDANGEN & HOPE NARDONE

Layering a white turtle-neck with a red vintage quarter zip, Lily Haik '22 completes her look with a black down jacket, sunglasses, and distressed blue jeans. Haik describes her style as trendy and minimalist.

"I always try to find items of clothing that most people wouldn't wear or [statement pieces that I can] pair with more basic items from my closet. My main sources of inspiration come from Pinterest, Instagram, and Depop. I am also obsessed with influencers on Instagram and their styles," said Haik.

According to Haik, she repurposes her clothing by shopping at second-hand clothing stores such as Depop, an online thrifting app, or vintage thrift stores. Haik also mixes oversized tops with smaller bottoms and borrows clothes from her parents.

"I think fashion is incredible because absolutely everything is a trend and it always comes back and circulates... I also go into my parents' closets and wear some of their vintage clothing. Vintage is [popular] nowadays, so I love to mix their [older wardrobe] with my newer [clothes]," said Haik.

When it comes to styling her outfits, Haik also gives and takes inspiration from her friends. Occasionally, Haik also offers fashion advice to her friend Hannah Dastgheib '22 and helps her repurpose outdated clothes in her closet.

"At school, she would go thrift shopping and find these things that don't have much hanger appeal, but she would always have an idea of what she wanted to do with [the items]. She knew what to look for in the thrift store that other people would just pass by," said Dastgheib.

After discovering Depop, Haik continued exploring fashion trends. Along with her friend Hailee So '22, Haik has become an avid Depop user, where she made a profit and connected with other members of the fashion community.

"Depop is always a good place to find your own style, because a lot of the times Depop allows you to see different styles [to] choose from. It's not just one single brand where there's only one specific kind of style. So, the variety helps Lily to find her own unique style," said So.

After making the transition from Hong Kong to Andover, Haik found confidence by embracing her personal style. She stresses

the need for not adhering to set expectations and fashion standards.

"I realized I should do whatever I felt comfortable with and what makes me happy. I don't think my style changed. But I think I was able to really deep dive into what my style is and what I like to wear, and really just embrace that," said Haik.

Editor's Note: Hannah Dastgheib is an Associate Graphic Editor for The Phillipian. This article originally ran on October 23, 2020.



COURTESY OF LILY HAIK
Lily Haik '22 regularly combines vintage and modern clothing in one outfit.

Look of the Week: Kennedy

Ndiaye '22 Embraces Details with Jewelry Accessories

ZOE YU & CHLOE RHEE

In her playful pink and white ruffle layered dress, Kennedy Ndiaye '22 completes her outfit with her favorite pair of distressed sneakers covered in a rainbow cheetah print. Donning a red necklace with stacks of gold jewelry on her wrists, her outfit is accentuated with a mix of earrings, including one to match the red heart ring on her right hand along with the silver rings on the left.

"I feel like jewelry is a huge part of my style... Piercings say so much about character and reveal so many tiny aspects of your identity... I like how you can express yourself with tiny details. It's the little things that you can put a lot of together. You can wear so much at once," said Ndiaye.

Ndiaye's eclectic style is a combination of timeless garments, understated jewelry, and distressed shoes. Furthermore, Ndiaye believes that matching is not a requisite for successful outfits—she loves to wear clothing that is often difficult to match.

"I feel like if you find a clothing item and you think nothing goes with it, that's the beauty in it, [since] you don't own anything like that. I don't wear things because they match or don't match, [but] because I feel like wearing it," said Ndiaye.

Ndiaye's friend, Sabby Clemmons '22, believes that Ndiaye's choice of jewelry reflects her detail-oriented personality. According to Clemmons, although the other parts of Ndiaye's outfit may vary daily, her jewelry is the one factor that remains constant and always stands out.

"No matter the outfit, [there's] always jewelry... From a distance, you won't see much, but when she's next to you, you'll see her intricate little jewelry and patterns... Whenever I talk to Kennedy about my day or something in the past, she always remembers it, and I think that is reflected in the jewelry because she always has these tiny little details [which] she can remember too," said Clemmons.

Coming from a middle school that required her to wear a kilt and button-down shirt, Ndiaye recalled struggling to express herself wearing the same uniform every day. While Ndiaye appreciates the freedom of the absence of a dress code, she still tries to define her own style apart from social norms.

"I try to not let [the social and physical environment] influence what I wear. It's cool that you don't have to choose what you wear based on what everyone else is going to have on, and I think that Andover is a really good example of that," said Ndiaye.

Ndiaye's style is largely influenced by her parents, whose outfits often spark creative ideas for her. According to Ndiaye, her parents have always stressed a mentality of independence towards fashion and encouraged her to dress as elaborately as she wanted, regardless of the occasion.

"A quote that my dad always used to tell me from Oscar Wilde is that 'you can never be overeducated or overdressed,' and from that, my dad and mom would tell me that 'you don't need to save clothes for special occasions because every occasion can be something you can dress up,'" said Ndiaye.

Editor's Note: This article originally ran on October 9, 2020.



COURTESY OF KENNEDY NDIAYE
Kennedy Ndiaye '22 reflects her detail-oriented personality in her jewelry and outfits.



COURTESY OF KENNEDY NDIAYE
Kennedy Ndiaye '22 also finds inspiration from her parents' own fashion choices.

Look of the Week: Cam Wacker '21 Takes

Risks in her Fashion Choices Through Versatility and Accessories

DORIAN WANG & ANDY XU

Cam Wacker '21 pairs a black short-sleeved shirt with black trousers. A red and green plaid sleeveless top wraps around her chest. She finishes her look with four gold bracelets on her left arm.

"I like taking risks with what I wear, and I like switching up the type of aesthetic that I have depending on the day... some days I'll wear skirts and a shirt, but other days I'll wear ripped cargo pants and have a much edgier vibe," said Wacker.

Wacker's friend, Su Chermayeff '21, cites this versatility as a key aspect of Wacker's style, specifically in her accessorizing.

"Her style is very simple, but then she has a lot of pieces that are out of the ordinary, so she's able to take something simple, like, let's say, black jeans, or black boots and a white T-shirt, but then she'll have a crazy piece of jewellery that's very unique, or she'll have a jacket that's bright neon green."

Wacker's style was not always so versatile; before coming to Andover, she had to wear a

school uniform, which she described as preppy. However, over the course of her years at Andover, Wacker has developed her own independence.

"Coming to Andover just gave me more of a platform to take risks with what I wear, and I got to choose from more than just a plaid skirt and button-down and every day, so it's been nice to switch it up," said Wacker.

Wacker revealed that it was after discovering the Andover Edition her Lower year, she felt encouraged to branch out with her style.

"During [Lower] Year, I realized that a lot of my friends were wearing cool clothes. A lot of my friends were on Andover Edition and so after looking, I followed [the Instagram] because one of my friends runs it. After looking at the styles, it motivated me to step out of my comfort zone a bit and try new things," said Wacker.

Wacker's friend, Athena Rogers '21, also noticed this evolution. She notes that she feels Wacker's growing confidence also helped her become more bold with her fashion choices and take more risks with color and expression.

"She's always had really good style, but I think now she's got

ten a little bit more expressive, wearing very outstated, colourful statements more. I think it's a really good look for her. I think everything's a really good look for her, but she's been doing a really good job of styling things that I feel like a lot of people would have trouble with," said Rogers.

Editor's Note: This article originally ran on October 9, 2020.



COURTESY OF CAM WACKER
Cam Wacker '21 has diversified her wardrobe after coming to Andover.

Look of the Week: Izzy Alvarez '23 Rejuvenates Style

Through Runway Shows and Social Media

EMILY FAN & DAIGO MORIWAKE

Izzy Alvarez '23 is often seen wearing her signature black boots, which she contrasts with feminine clothing and matching necklaces and rings. Alvarez believes watching fashion shows over quarantine has rejuvenated her style.

"[I stay] updated on fall trends like runway fall. Fall season for [the] runway was in the spring, so it came out with all the summer and fall trends. It was good to pay attention to. I have definitely seen a lot of those trends in how people are dressing currently, so it is nice to be ahead of the game, almost," said Alvarez.

Fall is Alvarez's favorite season to dress for because of the various types of styles that she

can experiment with. According to Ameri Vest '23, the versatility the season brings is reflected in Alvarez's fashion.

"She takes styles and pieces of clothing that are trending, but she puts a twist on them by adding different pieces and accessories that make her outfits unique," said Vest.

In addition to watching fashion shows, Alvarez draws fashion inspiration from Vogue Magazine, Pinterest, and paparazzi photos of model streetwear. She is specifically inspired by the Hadids and Jenners and enjoys looking at their social media posts for creativity.

"I love that I am able to get inspiration from someone and recreate a look. I feel like not many people my age go out of their way to find things they want to recreate or they find really cool

and dress that way. That's something unique I do," said Alvarez.

Jason Kim '23 admires Alvarez's ability to match different—sometimes contrasting—components in her style in a way that seems simple but thoughtful.

"She is good at mixing things up. For example, colors like bright pink, normally people [might find it hard] to pull that off. But she is good at being not too subtle, but not [overdoing it], so right in the middle," said Kim.

According to Alvarez, the simplicity of her style reflects her straightforward and cheerful personality. She enjoys exploring casual everyday clothing and using different aspects of fashion to express herself.

"I would describe my style as simple and futuristic, and recently I have gotten a lot into street style as well as playing



COURTESY OF IZZY ALVAREZ
Izzy Alvarez '23 often pairs her signature black boots (above) with accessories and feminine clothing.

with color schemes," said Alvarez. "I'd like to say I'm a very simple but happy person, so I hope that my style reflects that a little bit... I think that over time I have

gotten more confident in who I am, so with more confidence I feel more secure in dressing the way that makes me happy."

MULTILINGUAL

Un Aperçu de la Première Pandémie d’Andover

**ERIN KIM &
ELYSE GONCLAVES
TRANSLATED BY
SEBASTIAN ALTOMARE**

L'annulation des spectacles musicales et des activités des clubs. Le report des tournois sportifs et des services religieux. Une pandémie et l'agitation sociale aux niveaux national et international. Bien que ces conditions semblent familière aux étudiants d'Andover, elles étaient également la réalité pendant la pandémie de 1918.

Le printemps dernier, Paige Roberts, Directrice des Archives et des Collections Spéciales, a fait des recherches sur l'impact de la pandémie de 1918 sur Andover. Elle a expliqué que le virus – en particulier celui de la grippe A H1N1 – a probablement commencé au Kansas, s'est rendu en Europe avec les soldats Américaines à l'hiver 1918 et finalement est arrivé à Boston à la fin d'Août 1918. Entre 1918 et 1920, la grippe a pris la vie d'environ 50 à 100 millions de personnes autour du monde, dont 675,000 Américains.

Selon « L'Atlantic », les individus âgées de 20 à 40 ans pourraient comprendre environ la moitié des victimes du virus. Roberts a noté que malgré le risque que la grippe présentait aux élèves et aux professeurs, Andover est resté ouvert tout au long de la pandémie. Pendant ce temps, la communauté d'Andover n'a subi aucune épidémie majeure et a enregistré le décès d'un seul élève, George Vose, Classe de 1921.

Comparable à la réaction d'Andover à Covid-19, les activités du campus pendant l'automne de 1918 ont été différées. Outres ces changements, the

pandémie de la grippe a porté un impact plutôt mineur sur la communauté, selon Roberts. En effet, les éditions 1919 de « Pot Pourri » et « Mirror », le magazine littéraire des étudiants, ne mentionnaient aucune grippe. La seule allusion aux effets de la grippe à Andover était une lettre d'étudiant au rédacteur en chef du Phillipian le 5 février, 1919 préconisant pour une augmentation du temps de vacances.

« La différence principale entre 1918 et 2020 c'est qu'à l'époque, ils ne connaissaient pas beaucoup sur le sujet des virus... Une autre raison pour laquelle il y avait une réponse limitée hormis le masquage était le fait qu'ils ne comprenaient pas la maladie d'un point de vue scientifique, » a dit Roberts.

Selon l'article de recherche de Roberts sur le site web d'Andover, le dossier de santé de l'académie figurait parmi les meilleurs des écoles préparatoires de la Nouvelle-Angleterre au début et au milieu du XXe siècle. Le Dr. Peirson S. Page a supervisé ce dossier pendant son mandat de directeur sportif et de conseiller médicale de 1902 à 1939.

« Selon Athletics For All (écrit par Fred H. Harrison '38), Page a pris soin des douleurs, des ecchymoses et des maladies mineures des garçons et a référé des étudiants très malades à des médecins ou spécialistes locaux à Boston, » a écrit Roberts dans son article.

Roberts pense que l'un des facteurs principaux séparant la grippe de Covid-19 était l'influence de la Première Guerre Mondiale. Selon Roberts, la guerre a accéléré la propagation de la maladie et a amené les gouvernements d'être plus réservé sur la pandémie.



Étudiants d'Andover Portant des Masques, 2020

« [Il y a] probablement quelques différences importantes entre la grippe de l'époque et la situation présente, une étant la Première Guerre Mondiale. C'est une raison majeure qui a fait que les États-Unis et des autres pays ne voulaient pas parler des cas de grippe dans leurs patrie car ils pensaient que cela démontrerait une faiblesse par rapport à l'Allemagne, » a déclaré Roberts.

Au cours d'une pandémie et d'une guerre mondiale, les étudiants et les diplômés de l'Académie d'Abbot et Andover ont concentré leur attention sur les moyens de soutenir leurs communautés au sens large.

Tout au long de la pandémie de la grippe de 1918, de nombreux diplômés d'Abbot travaillé comme infirmières, prodiguant soins et réconfort aux personnes atteintes par la maladie et de nombreux diplômés d'Andover ont servi comme soldats pendant la guerre.

Alors qu'Andover continue de faire face à la pandémie de Covid-19, Suhaila Cotton '24 prend l'exemple des étudiants d'Andover et d'Abbot qui ont relevé le défi d'une guerre mondiale et d'une pandémie et ont aidés leurs communautés il y a plus d'un siècle.

« C'était inspirant d'apprendre le courage, la bravoure et le

dévouement des anciens étudiants d'Andover. Ça m'a donné de l'espoir que la communauté d'Andover traversera ces temps incertains et aidera également les communautés qui nous entourent, » a dit Cotton.

Pour Roberts, il est difficile de conceptualiser l'ampleur de la pandémie de la grippe en 1918, mais Roberts trouve une continuité dans les priorités d'Andover à la fois en 1918 et aujourd'hui.

« Il y a même 100 ans, c'est quelque chose qui préoccupe tout le monde, la santé de nos étudiants, » a dit Roberts.

我宿舍外面的世界

**TINA ZENG
TRANSLATED BY
JASMINE MA**

我们在校园的第一个星期六，几个宿舍的同学们聚集在草坪上，但是由于大家仍处于隔离阶段，我们只能坐下来和就近走一走。没有奶昔，冰淇淋车或其他任何类似的东西，并且宿舍顾问老师必须监督我们。刚来到外面，我们坐在潮湿的草地上的最初十分钟非常尴尬；我们可能花了更多的经历在拔草，而不是与对方交流。

尽管我们慢慢回忆起闲聊的概念时，气氛仍然很尴尬。我们的四周充满了带有刺痛醒的寒冷空气和宿舍顾问老师经常大声地提醒，每分每秒督促着我们保持六英尺的距离。但是当尘埃落定后，我发现自己对许多人的名子和面孔都更熟悉了。

虽然我还没有看到整个Andover校园，但是社交活动使我遇到了许多人，使这些毫无生命的建筑变成了充满热情洋溢的家。

九月中旬回到校园的第一个星期六，是一个令人筋疲力尽的日子，但我很享受它的每一秒钟。我觉得我品味到了一丝

在Covid-19前的生活，我总算能想象到了前所未有的生活方式—我仿佛看到了校园里的人声鼎沸。

在现实生活中，没有人可以关闭他们的相机并静音。说话不仅仅需要手指在键盘上飞过，同时也需要更多的意识。这是真实的，纯粹的社交互动，具有所有优点和缺点。这种感觉早已被我遗忘。此时需要更多的人亲自与他人说话：聆听他们的声音，识别他们的脸庞，观看他们的肢体语言。由于它用尽了所有精力，之后我们也更加满意。我们是人类，无论性格多么内向，始终需要进行一定程度的社交互动，以建立在需要时可依赖的支持系统和一群朋友。我们可能会抱怨夜晚的寒冷，或者说我们“只是为了吃的”，我们从这些社交活动中得到的收获超过糖分的摄入：毕竟，这才是我们所有人非常想念的典型校园生活的味道。这让我想起了与朋友们充满友谊的午餐，围坐在桌子旁，争夺座位（失败者只能站着用餐）。它使我想起没有大流行笼罩在我头上的学校，因为我感到那种无忧无而又快乐的能量重新回到了我的生活中。

看着这么多人在同一个空间里聊天，使我想起这种孤立的生活方式不会永持续下去，

我来不仅仅是为了学习诗歌或微积分—与他人交流也是我来这里的目的。我希望Andover能够成为我的家，一个结交朋友，犯错误和做决定的地方。为了做到这一点，我需要熟悉我周围的人。学校不仅仅是学生的集合；它应该是一个使我们轻松愉快地度过未来四年社区的环境。正是这些活动使我们九年级这些新生可以开始组建这样的社区。

我选择离开老学校，老朋友和老房子去Andover的原因之一就是，我想要“第二故乡”，即寄宿学校的沉浸式体验。病毒导致我们不会正常上学后，我的父母曾希望说服我完全呆在家里，告诉我：“有什么意义？无论如何，你只会呆在宿舍里。”这不值得冒险，不值得付出努力。由于发生了Covid-19，我知道拥有一个典型的高中开学典礼是不现实的，但是我仍然决心亲自参加，并坚持希望自己能够享受Andover的任何经历。值得庆幸的是，我的父母允许我做出最终决定，而且很大程度上是由于这些社交因素，我至少能够瞥见我在现实生活中脑海中所描绘的一切。

在保持社交距离，Covid-19安全和一群紧张的青少年之间寻求平衡，几乎是不可能的壮举。但是，尽管这些活动绝非完美无缺，但我没有后悔参加任何活动。困在我们宿舍的房间里，我开始忘记我这个年级有多少人。我开始忘记我与来自各地的才华横溢的学生在一起，而这让我想起即使是一秒钟，我仍然记得这个世界比我的宿舍还大。学校就是你以及你周围的那些人，他们从地球的各个角落飞来，聚集在这个校园中，这些事件是记住（即使只是一点点）大流行之前的生活的一种绝妙方式，如果Covid-19从未传播过，生活将会怎样。这可能会很尴尬，可能会很痛苦，可能会很累。但是在高中结束时，我知道我不会再回忆这个学期了，希望我可以选择独自待在床上。

虚拟俱乐部集会：Andover俱乐部调整集会形式以适应程学习

**MAX GUAN
TRANSLATED BY
JASMINE MA**

学生活动 (Stact) 委员会和学生活动总监Christopher Capano在美东时间周五和周六晚上八点至十一点通过视频会议软件Zoom举办了Andover有史以来第一次虚拟俱乐部集会。

在集会之前，俱乐部负责人通过Google提交了简短的俱乐部说明，并链接了俱乐部长达一小时的Zoom视频，该俱乐部将在注册期间开放，然后Capano和学生活动办公室将此通过电子邮件向所有Andover学生开放。对于无法参加虚拟俱乐部聚会的学生，俱乐部负责人创建了Capano收集的Flipgrid视频，并计划用此加以宣传。

根据Izzy Alvarez '23的说法，她赞赏Zoom风格的俱乐部集会，这是在程学习情况下的一种选择。学生可以自由进入和退出Zoom会议，在那里他们可以提出问题并与俱乐部负责人和会员聊天。

“我认为，就我们的情况而言，俱乐部的集会举办得很好。集会原来通常在Cage体育馆举行，它会非常拥挤，不符合Covid-19法规的要求，但是人气爆棚而且很有趣。我认为虚拟集会是一个很好的替代选择。”Alvarez说。

另一方面，Sadie Burke '23感到，程俱乐部集会的感受并不像面对面那样明显，这是因为气氛不够热烈，并且由于学生不断离开和加入Zoom会议而需要频繁重复基本的俱乐部信息。

Burke说：“大多数俱乐部多次重复此信息，因为人们在会议中进进出出。”“气氛显然与9年级时有很大不同，因为它不是面对面的。但是今年在程参与不过于兴奋的情况下，我参与了解了更多关于不同俱乐部的信息。就是说，去

年的集会比较有趣，因为我必须和所有人在一起。”

模拟联合国 (MUN) 主席，VEX机器人技术 (VEX) 联合负责人，世界各地孩子的STEM创始人CC Song '21，则采用了不同的程策略来准备集会，包括创建一个新的俱乐部Instagram账号。Song描述了MUN如何主要关注其Flipgrid演示，而VEX通过电子邮件与感兴趣的学生联系，以确保人们保持联系并了解项目的详细信息。

“由于MUN是校园内最大的俱乐部之一，并且许多新生都想尝试这项活动，因此，我们希望Flipgrid视频确保涵盖了俱乐部的所有重要信息以及加入MUN的一些充分理由，因为这种形式很可能会吸引大多数学生。对于VEX，我们的大多数成员都是对STEM感兴趣的人，更具体地说是和技术感兴趣的人，因此我们与其他一些技术俱乐部一起参加了团体电子邮件列表注册表。这样一来，即使在集会期间他们只是参观了一个技术俱乐部，学生也有机会注册多个电子邮件列表。”

对于Alana Chiang'24来说，俱乐部的集会在影响她加入俱乐部的决定中起着至关重要的作用。根据Chiang的说法，她很喜欢与俱乐部成员互动，而不仅仅是阅读有关俱乐部的经历。

“对我来说，集会对于决定我想加入哪些俱乐部非常重要，因为有了集会，我可以体会与俱乐部交谈和提问的实际经验，而不必阅读无聊的描述，”Chiang说。

她继续说道：“由于集会是虚拟的，这肯定会影响我加入俱乐部的决定。如果亲自参加集会，我觉得我可以对俱乐部有更好的了解，看看我是否适合。但是，考虑到当前的情况，我相信Andover正在为他们的学生尽力而为，对于我们今年秋天仍有机会加入俱乐部要心存感激。”



ABBIE CHENG/THE PHILLIPIAN

MULTILINGUAL

Deux Étudiants de Jour, Un Dépendant Prouve Positif pour COVID-19

STAFF REPORT
TRANSLATED BY
SEBASTIAN ALTOMARE

Deux étudiants de jour et un étudiant dépendant du campus ont testé positif pour COVID-19, selon un email de Dr Amy Patel, la Directrice Médicale, et de Dr Raynard Kington, le Directeur de l'École. La recherche des contacts des malades a commencé immédiatement après la délivrance des résultats; les trois infectés et les contacts proches sont présentement isolés chez eux. Aucun des individus ou leurs contacts ne réside dans un dortoir.

Selon Patel et Kington, les nouveaux cas reflètent l'augmentation récente de COVID-19 dans les alentours de la région et dans l'état de Massachusetts. Le comté d'Essex, qui comprend la ville d'Andover, maintient le plus grand nombre de cas quotidiens de COVID-19 de tous les comtés de l'état.

« Ces nouveaux cas sont cohérents avec l'augmentation des infections constatée dans les communautés qui nous entourent. Ils nous incitent également à revoir nos propres protocoles et conseils visant à assurer la sécurité de la communauté du campus » ont écrit Patel et Kington.

En réponse aux nouveaux cas, les étudiants de jour seront testés trois fois par semaine au lieu de deux.

« Nous avons décidé de requérir que les étudiants de jour augmentent leur fréquence de tests. A par-

tir de la semaine du 25 octobre, les étudiants de jour seront testés trois fois par semaine sur le campus. Les tests auront lieu lundi, mercredi et vendredi » ont écrit Patel et Kington.

Les nouveaux cas sont les premiers positifs d'Andover depuis la semaine du 6 septembre, selon le tableau des tests de Covid-19 sur le site web d'Andover. Présentement, Andover comprend 518 pensionnaires, 318 étudiants de jour et 380 étudiants à distance, selon Patel et Kington. La quarantaine a terminé pour la deuxième cohorte le mardi 20 octobre et les cours en personne ont commencé le mercredi 21 octobre.

Patel et Kington ont stressé que tous les étudiants sur campus doivent continuer à respecter la Promesse de Sécurité Non Sibi. Les étudiants trouvés en infraction de n'importe quelles procédures décrites dans l'engagement, telles que le masquage à l'extérieur des dortoirs et la distanciation sociale, seront renvoyés chez eux.

Patel et Kington ont écrit: « Comme rappel, tous les pensionnaires et les étudiants de jour doivent suivre la Promesse de Sécurité de Non Sibi. Quiconque enfreint un élément de l'engagement passera à l'apprentissage à distance pour le reste du premier trimestre.... Au cours des prochains jours, nous continuerons de réfléchir à nos protocoles de santé communautaire et de déterminer si les données et les nouvelles preuves suggèrent que des changements supplémentaires sont nécessaires.

Уильям Ю, Преподаватель физики, Использует Стриминговый Сервис Twitch В Класе

REENA KIJOWSKI
TRANSLATED BY
SOFIA MARINA

До 2019-2020 учебного года Уильям Ю, преподаватель физики, попытался совершить свою первую попытку на Twitch, онлайн трансляцию в социальных сетях. Пока его зрители продолжали подписываться на его канал, Ю продолжал транслировать до тех пор, пока подписки не стихли. К концу сеанса Ю транслировался в течение 24 часов. Ю называет этот опыт одним из своих любимых воспоминаний на Twitch.

«[Twitch] был разработан для того, чтобы видеоролики могли транслировать свой игровой процесс в прямом эфире, но он превратился в платформу творческого выхода, где люди будут транслировать свои произведения, путешествовать и вести блоги в реальном времени. Люди будут записывать подкасты и ток-шоу – просто обмениваться опытом. Так что он как бы развился из своей первоначальной цели, которая была просто транслировать видеоролики », – сказал Ю.

Джон Латам '22, бывший студент математики Ю и его коллега-геймер, охарактеризовал канал Ю как разнообразный, позитивный и содержательный. По словам Лэтема, игровой

канал Ю отражает его стиль преподавания и индивидуальность.

«В целом канал Ю является позитивным, развлекательным и инклюзивным. [Он] транслирует все виды контента, от видеоигр до игры на скрипке, и я думаю, что его стиль преподавания действительно отражает его индивидуальность и его стиль стриминг», – написал Латам в электронном письме к Phillipian.

В дополнение к видеоиграм Ю включает платформу в онлайн-занятия для своего урока физики. По словам Ю, чат и функции записи позволяют ему общаться со своими учениками в Интернете и быстро и эффективно отвечать на их вопросы и проблемы.

«В прошлом я проводил несколько обзорных сессий, на которых я брал веб-камеру, направлял её прямо вниз, брал маленькую доску и объяснял физические проблемы класс. [Студенты] будут регистрировать учетные записи, чтобы они могли общаться [и] задавать вопросы об определенных наборах проблем, которые мы делали ... Прямая трансляция может быть воспроизведена, так что даже если кто-то не сможет попасть на эту сессию, они смогут посмотреть видео потом », – сказал Ю.

По словам Лэтема, он связался с Ю из-за общего интереса к Twitch. Он считает,

что аккаунт Ю позволяет ученикам общаться с ним без строгих барьеров между учителем и учеником.

«Я думаю, что большинству людей нравится, что мистер Ю – стример. Это делает его немного более привлекательным и уменьшает барьер между учителями и учениками... У меня мистер Ю преподавал математику в осенний семестр, и как только я узнал о его аккаунте в Twitch, у меня появилась связь с ним », – написал Лэтам.

Точно так же для Ю, для которого положительное влияние обучения на Twitch распространяется не только на физику и другие предметы. Он рассматривает Twitch как инструмент для развития отношений со своими учениками в более неформальной обстановке и общения с другими людьми на личном уровне.

«Я думаю, что есть большой плюс в том, что есть место, в котором меньше роли ученика и учителя и больше неформального общения в некотором смысле... Когда я просто транслирую геймплей или чаты, как в живом подкасте, это для людей, которые хотят проводить больше времени вместе и общаться. Так что в этом смысле я думаю, что это действительно ценно ... иметь более неформальное общение со студентами и показать более аутентичную сторону себя », – сказал Ю.

學生對隔離系統的感受

REPORTING BY ALMA MARK-FONG, KAREN WANG, & CHRISTINE LEE
TRANSLATED BY HANK YANG

除了風紀以外，安多弗“第一組”的九，十二年級的宿生和研究生已經回校園了，並且將結束兩週的強制隔離檢疫工作。雖然大約有370名學生返回校園，但校園仍然相對空缺：學生不但需要在網上上課，吃Paresky Commons送到宿舍的餐食，他們而且只能在教職員工的監督下離開宿舍。安多佛已為整個校園下定了掩蔽和隔離規矩。一下是一些學生對隔離經驗的反應。

Liz Zhao '24

我們白天有很多宿舍活動，通常都會在下午 3:15–4:15 這段時間跟大家到草原娛樂。我們也可以其他時間自由控制自己想做的事情。我和我的朋友都會在有空的時候用 zoom 通話。我一開始對交朋友有點緊張，但是2024的學生在網上開了一個大型的群聊，並且我有跟群裡的同學保持聯絡。雖然我們沒有面對面的交流，可是以其他的方式溝通也沒有問題。

Andrew Ohn '24

到目前為止，我的檢疫和隔離經驗還是順利。雖然早餐和午餐的菜單不是我最愛的，但晚餐通常是我享受的熱餐。我們還能夠參加風紀們在下午組織的戶外活動，從中加強了我和Rockewell同學的聯繫。不能見到宿舍以外的人是挺難過的，但我希望隔離檢疫結束後可以見到其他人。

Sofia Garcia '21

“到目前為止，隔離狀況比我預期的要好得多。我所接觸的每個人都有責任，而我真的很感謝我宿舍的每個人遵守隔離規則，同時間在第一周中找辦法玩得開心和互相陪伴。因此，我們獲得了比我想像中更多的自由。”

Pia Glover '24

到目前為止，安多弗一直都非常嚴格，合理得確保大家都保持著距離，並且不共享個人的設備和食物。但是，我很幸運能夠和我的宿舍經常去散步，一起吃飯，並在“帳篷時間”與其他宿舍的學生交往。總體而言，現在的生活比Andover在以前的電子郵件中指出的更為順暢和社交。

Saffron Agrawal '21

我的宿舍上學第一天進行了Vista Walk，一個十二年級的傳統。能夠穿著我們十二年級特做的襯衫走到Samuel Phillips 大堂可真是有趣。昨晚，我們的宿舍老師帶來了一台投影器，讓我們在宿舍外面的一個帳篷的天花板上享受“Legally Blonde”。

Avin Ramratnam '24

高中第一年的開始的確是有趣的。我第一次聽說我要在宿舍裡上課的時好，我感到很懷疑。但是一周之後，情況比我想像的要好多了。在我們的空間時間裡，我們會在校園裡散步，這是一種與朋友互相交流的好方法。我非常期待剩下的學期。

Victoria Ortiz '23

“我很幸運能夠住在Stimson [House]，並...認識了一些幫我適應校園生活的高年級學生。儘管我們還需要戴著口罩和保持隔離，我們有很多固定的戶外活動時間來提供出門以及呼吸新鮮空氣的時間。當然，我們還是有一些活動的限制，一個基本的是不能在沒有成年人的監督在外面。我們整天和整周都會收到大量電子郵件，內容包括周中發生的事情，安排時間表的步驟，甚至還有The Weekender的歸來。大家一直在盡全力保持校園安全，並提供一些熟悉感。”

Summer Seward '21

“宿舍生活真的很棒。我認為是因為我們的限制，所以宿舍裡的人變得非常親密，而我真的很愛這裡的每個人。我還認為，課程的安排讓我們有時間喘口氣，我們還可以出去玩個痛快，和其他人保持距離得會面”

SCENES FROM CAMPUS

MELISSA DAMASCENO/THE PHILLIPIAN



BECKETT MCKEE/THE PHILLIPIAN



BECKETT MCKEE/THE PHILLIPIAN



TYLER WEI/THE PHILLIPIAN



TYLER WEI/THE PHILLIPIAN



TYLER WEI/THE PHILLIPIAN

REMOTE VIEWS

MELISSA DAMASCENO/THE PHILLIPIAN



AMARA NEAL/THE PHILLIPIAN



AMARA NEAL/THE PHILLIPIAN



AMARA NEAL/THE PHILLIPIAN



YIFEI JIN/THE PHILLIPIAN