

## Campus Wide Burnout Affects Many, Prompts Email to Faculty from Dean of Studies

VERA ZHANG

Switching from a year of remote and hybrid learning to an in-person academic model, the Andover community is in a period of readjustment. Though five weeks into Andover's 2021-2022 school year, many students and faculty members have expressed stress, and what some identify as burnout, according to Ashley Song '23. Faculty members at Andover have received emails from the Dean of Studies asking them to monitor the assigned workload for students.

Faculty members have seen the state of the students and are trying to help alleviate some student stress. Matthew Lisa, Chair in Mathematics, Statistics, and Computer Science, shared that faculty received emails from the Dean of Studies office about student stress

levels.

"Students really worry about themselves sometimes, but I'd say, as a whole, students at [Andover] don't do a lot of complaining. They are more likely to just bear down and do what they're being asked to do, and I think it's important for us as faculty to keep taking the temperature of our classes and seeing how this is going, how the workload is," said Lisa.

He continued, "We've talked a lot about being careful not to just go back to the fall of 2019. We're ramping up a little more slowly than we have in the past, instead of diving deep right back in. I just think there's going to be some bumps along the road in the fall term, but hopefully, instructors are listening and giving students

*Continued on A6, Column 1*

## Final Report of Andover's Anti-Racism Task Force Delayed Until Winter Term

VERA ZHANG

Eight months after its last official progress update, the Andover Anti-Racism Task Force (A.A.T.F.) shared that the final report would be delayed for several months, planning for release in Winter Term. The report was originally scheduled to be released in the spring of 2021, according to the A.A.T.F. launch letter. The delay is partially due to the pandemic, according to Linda Carter Griffith, one of the committee's Co-Chairs and Associate Head of School for Equity, Inclusion and Wellness.

In an email sent to faculty members and in a news update article on the Andover website, Head of School Dr. Raynard S. Kington stated that despite the ongoing effort by the A.A.T.F. to process

their data collected last academic year, delaying the final report would be inevitable.

"The Task Force managed an extraordinary amount of data and information and has briefed trustees on its initial findings. Given the abundance of material and the rapid pace of the year (closing of spring term, summer break, and opening of school), this process has taken longer than we anticipated," wrote Kington in the newsletter.

The update additionally announced that each committee of the task force—representation, systems, experience, and cultural competency—has submitted a working paper. After the A.A.T.F. has synthesized this information, the trustees will include the most essential of those recommendations in the final action plan. According to the update, some initiatives supported by

the A.A.T.F. are currently underway.

Seeing the A.A.T.F. develop from the beginning, Aren Egwuekwe '22 expressed frustration for the institution's lack of transparency and timeliness during the process. The A.A.T.F. update was not sent to the student body.

"So [the final progress report for A.A.T.F.] has been delayed a couple times, and I think that's kind of frustrating from a student perspective, because the transparency on this report is really important. And considering [that] we had a lot of momentum going into last summer and now it is going to slow down, I am hoping it will come out soon, and [bring] some progress and change," said Egwuekwe.

*Continued on A6, Column 1*



H.CHOI/THE PHILLIPIAN

A town of Andover tradition since 1956, Clown Town returned from its pandemic absence last weekend, according to the website of Andona Society, the organization that established the fair.

## Positive Covid-19 Test Prevents Campus From Progressing to Green Zone

STAFF REPORT

An Andover community member tested positive for Covid-19 this week, the first positive test in over a month, according to the Andover Campus Public Health Update for October 14 and the Covid-19 testing dashboard on the andover.edu website. Andover had hoped to progress to the "green zone," the lowest virus transmission risk zone starting this week. This comes a little more than a week before Family Weekend, where families of all students will be welcomed to campus.

The positive case had been from off-campus testing from the past seven days, according to the health update. The community member is now in isolation. When all students were tested on Monday, October 11, no students tested positive from the campus testing.

In order to progress to the green zone, there must be zero Covid-19 cases diagnosed in the Andover community, according to the testing dashboard. A single Covid-19 case forces the campus to remain in the "yellow zone," or the lower risk transmission rate zone, which allows for one to four Covid-19 cases. Andover will not have the opportunity to reach the green zone until next week as the green zone requires there to be no positive cases from the past seven days, according to the dashboard.

With moving to the green zone,

the administration had hoped to adjust restrictions on masking indoors, dorm-visiting, and movement off-campus, according to an email from David Gardner, Dean of the Pine Knoll Cluster, sent to students in the cluster. While boarders are currently restricted from riding in cars with day students, parents, and others, the administration may revise those guidelines once the campus reaches the green zone. Gardner's email additionally noted that day excuses and overnight permission limitations also might ease.

While unvaccinated community members and those who are immunocompromised who opted in for testing will continue to undergo Covid-19 testing, all students will additionally be tested on Monday, October 18, Thursday, October 21, Thursday, October 28, and Monday, November 1, according to the health update. As of October 14, 99.2 percent of Andover students have received 1 or more doses of the Covid-19 vaccine, and 99.1 percent are fully vaccinated.

Locally, the town of Andover reports 13.7 daily Covid-19 cases per 100,000 people, and the state of Massachusetts remains at a "high" Covid-19 risk level with 20.4 daily cases per 100,000 people, according to the health update. Also in the state, vaccination rates of those eligible for the vaccine have reached 78.4 percent for residents with one or more doses and 68.6 percent for those fully vaccinated.

## Alianza Latina Renames Latinx Heritage Month to Latinx Legacy Month to Honor Community's Contributions

BIANCA MORALES

Alianza Latina, the Latinx affinity space on campus, offered salsa and reggaeton music blaring from Gelb Tent on Saturday and warm pastelitos on Sunday afternoon for a Latinx student-faculty brunch. Select members additionally led a Catholic mass on Sunday evening partially in Spanish. All of these events this past weekend were part of "Latin Arts Weekend," an annual event organized by Alianza for Latinx Legacy Month. However, Alianza functions throughout all months of the school year, hosting discussions, movie nights, and celebrations for the Latinx population on campus.

The board includes 8 members: Co-Presidents John Sanchez '23, Melanie Garcia '22, board members Emiliano Cáceres Manzano '22, Emelia Fonseca '22, Fred Javier '23, Kianna Jean-Francois '23, Julia Carmona '24, and Cristina Donovan '24. The board contains members with ethnic ties to Puerto Rico, the Dominican Republic, Colombia, Haiti, Mexico,

Brazil, and Peru.

September 15 to October 15 marks an official month to celebrate Latinx identities and cultures. In the past, it has been referred to as Hispanic Heritage Month, however this year Alianza renamed the month Latinx Legacy Month. Jean-Francois explained the reasoning behind the change.

"We wanted to change Latinx or Hispanic Heritage Month to 'Latinx Legacy Month' because so much of what we do here is only because of those that came before us. We're only able to do what we do because the Latinx people who came before us made sure to pave the way and they worked hard to leave something behind for us to build off of and we have to be grateful for that, we have to acknowledge that, and we also have to remain aware that we are going to be those people someday," Jean-Francois said.

This month to celebrate Latinx Legacy Month, Alianza hosted frequent open-door events, and they will continue to hold weekly meetings in CaMD for Latinx students as the month ends.

To some members, Alianza offers a sense of familiarity and support among others. Co-President Garcia was inspired to join the affinity space because she longed for the same community she had at her home in Lawrence, MA.

"I joined Alianza Latina hoping to find a space where I could be in community with other Latinx people on campus. As a Dominican from Lawrence, Massachusetts, I'm used to being immersed in my culture, and Alianza is a space where I can find it again," Garcia wrote in an email to *The Phillipian*.

While Alianza may offer a sense of familiarity through aspects of shared culture, members also highlight and support each other's differences. Co-President Sanchez attributed the community within Alianza to the understanding of intergenerational experiences.

"We [Latinx people] are one big community with a lot of different identities but we come to-

*Continued on A7, Column 4*



COURTESY OF EMILIANO CÁCERES MANZANO

Above, Alianza Latina during their first meeting of the year, participating in a bonding activity involving yarn and each person's favorite aspect about being Latinx.

## Aaron Chung '22, Charles Irwin '22 Become First High Schoolers to Be Published in Cambridge Journal of Classics Teaching

JENNY JIN

In late September, Aaron Chung '22 and Charles Irwin '22's research paper, "Petrarch and the Significance of Dialogue," became officially published in the Cambridge Journal of Classics Teaching, making them the first high school students to get published in the journal's recent history. Reflecting on this experience, Chung and Irwin viewed the process as challenging but rewarding at the same time.

Chung and Irwin examined Renaissance scholar Petrarch's pedagogy in their paper, which emphasized engagement and conversations between students and instructors. By taking inspiration from Petrarch's insight, they then argued its relevance

to the learning process in modern-day classrooms such as the Harkness method and online classes during Covid-19.

The idea first sparked from Chung's research project in his History-200 class, where he focused on Petrarch's contributions to Latin education and classics. According to Emma Frey, Instructor in History and Social Science, Chung's enthusiasm and the tremendous amount of effort put into the research project were evident within her class.

Frey said, "Aaron already liked studying history and classics, so Petrarch connected those two subjects. Aaron was incredibly engaged in the research and writing process and we talked during almost every class and conference period for the duration of the assignment.

When Aaron submitted the essay, it represented a lot of time dedicated to learning as well as crafting a great paper."

As Chung persisted in his interest in Petrarch even after History-200, he began to develop the paper further when he learned from the Society for Classical Studies that the Cambridge Journal of Classics Teaching was calling for papers. In his edits during quarantine, Chung conducted more research and shifted a more narrow focus to Petrarch's pedagogy of dialectic method to accommodate for the topic of the journal.

"[While] I edited the original version, and I tried to focus more on Petrarch and on engagement

*Continued on A7, Column 1*

### What Does it Mean to Be Latinx at Andover?

The Phillipian's Multilingual and Commentary sections team up to explore the question on A4. Originally written in Spanish by Sofia Checchi '23, the article is printed in Spanish, English, and Portuguese.

Commentary, A2

### What's So Bad About Pumpkin Spice?

Tackling the idea of being "basic," Arim Lee explores the misogynistic implications behind the concept.

Eighth Page, A8

### Subway, Eat Fresh!

This is a sponsored Eighth Page Message Paid For By Subway Sandwiches. For more exclusive deals, go to the actual eighth page.

Sports, B1

### A Step For Inclusivity

Andover Athletics partnership with The Trevor Project aims to build more inclusive environment for LGBTQ+ community.

Arts, B6

### 35 Years Running

The first 2021-2022 Faculty Jazz Ensemble performance plays classics and new compositions alike, enriching Andover's musical community.

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Editorial

There’s a Long Way to Go

The Phillipian’s work in community journalism and its responsibility to reflect various identities and groups of peoples on campus are commitments that we are continuously working to improve. There is still so much work to be done. This week’s editorial serves both as an honest reflection upon these commitments, including the necessary questions that the paper poses to itself in relation to these goals.

Names are one of the most defining aspects of identity. When we as reporters misspell someone’s name or misattribute a quote, we show a disregard for one’s individuality. There’s a power to this kind of public negligence. As a paper, we must acknowledge the ways in which our shortcomings have negatively impacted and even hurt the voices and experiences of those we supposedly represent. Even with an awareness of these problems, the next part of our commitment is one that is harder to execute.

Getting names correctly spelled and attributing the right person is the bare minimum, a low bar for journalistic accuracy. However, the decades of white-centric narratives and lack of cultural competency add up to a lot of burned down bridges, more than those that can simply be created by the actions of one board. But still we must try. The question is how.

In a lot of discussions surrounding the paper’s responsibility to equitable community journalism, there are a lot more questions than there are answers or action-plans towards clarifying these questions. Yet there is earnesty in the questions we pose to ourselves and perhaps a conveyance of a continual commitment to being better.

In creating intentionally diverse communities within the Newsroom, we must ask ourselves if and how this diversity can be sustained and safeguarded. How do we attempt to make bridges between the paper and communities we have harmed in the past

in a way that our current actions can still aid and reach these groups?

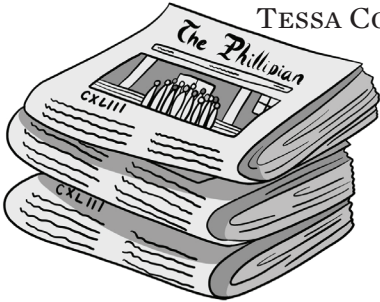
Even if we choose to acknowledge all of the harm done to certain communities across campus, it is not enough to stop there. Over time, it is important to rebuild and create new bridges between groups—something that will not happen overnight—and ensure that we are committed to the practice of excellence throughout campus, as well as within our newsroom. In order to do so, we need to keep in mind the ways in which we reach out to different students, ensuring their consent and comfort are at the forefront of everything The Phillipian does. This is key to building trust among students, and without trust, it is impossible to properly represent our student body and deliver meaningful content that aligns with what the paper stands for. Fundamentally, trust is not something that can be gained as quickly as one may like, and this is why it will take the persistence of all current and future members of The Phillipian to uphold culturally sensitive and inclusive values that can restore and build from our current standing with others on campus.

We wish that we could propose a solution, enact it, and improve. We want to say that we are doing better through more comprehensive associate training and thorough discussions with our contributors—but that also feels like excusing ourselves from journalistic excellence.

So no, we don’t have an end-all solution. We don’t know how to totally avoid misspellings, taxing interviews, and insensitivity. As we work towards a better place, however, we promise that we will remain mindful towards the negligence and lack of diversity within our system. For now, please keep us accountable. Call us out. Tell us when we are in the wrong, and we will do better.

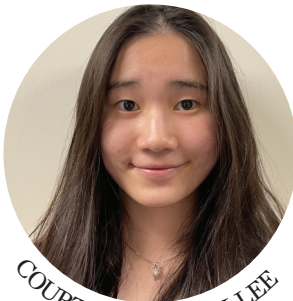
This editorial represents the views of The Phillipian, vol. CXLIV.

TESSA CONRARDY/THE PHILLIPIAN



What’s So Bad about Pumpkin Spice?

ARIM LEE



COURTESY OF ARIM LEE

“THAT’S SO BASIC.” We’ve all heard it before, and probably have uttered some iteration of it ourselves. Usually accompanied by an eye-roll and snickers, we throw around the term “basic” as an insult to make fun of others—almost always teenage girls—for their seemingly unoriginal tastes, be it Olivia Rodrigo, Lululemon, or fairy lights and pho-

We must recognize that society propagated such arguments to chip away at women’s self-worth and keep them under control.

to walls. What we don’t stop to think about is the implications of this word, and the fact that it’s managed to morph into a derogatory term lobbed at young women—often by other young women. Let’s pause and ask ourselves: why is it such a tragedy to like what others like? Why can’t you be like everyone else? And most importantly, why do these standards only appear when it comes to girls when we are far from the only population that is greatly affected by the

latest trends? Although the word’s popularity seems to have declined since hitting its peak a few years ago, “basic” is still everywhere. I, for one, am guilty of laughing and saying, “Gosh, she’s so basic,” while scrolling through an Instagram feed, or shaking my head at a Starbucks pumpkin spice latte because ordering the drink was behavior that was “too much like other girls.” We use the term as a weapon against young women who choose to follow the wave (as all humans do), and with its potential for ridicule comes enormous pressure to stand up and declare that one is, for lack of a better word, “quirky.”

I recognize that wanting to be special is part of our nature. However, there are strong, suspicious ties between this definition of “basic” and misogyny that make it dangerous. The traits of a basic girl are overwhelmingly traits traditionally perceived as feminine. Pink. Rom-coms. Frills and flowers. At some point, conventional femininity became synonymous with drab and predictable. Typical girl behavior, the crowd would boo. Bo-ring. Liking what everyone else liked meant you were unintelligent and tasteless—if you were a girl, that is. We didn’t call men who roared at football games or embarked on fishing trips “basic.”

This phenomenon has started to trivialize the artistic quality of items that are widely adored by young girls. A prime example of this is in the music industry, where boy bands often lament the hordes of girls screaming in their audience, and say that they want to see more guys at their

shows. Five Seconds of Summer drummer Ashton Irwin once said in an interview with “Rolling Stone” that they spend so much time “proving [they’re] a real band” and that they don’t want to “just be, like, for girls.” This clearly insinuates that the



SOLAR LU/THE PHILLIPIAN

kind of bands that girls like should not be considered “real.” As review editor Alexandra Pollard writes in her piece in “The Guardian,” “Bands who bemoan their ‘teenage girl’ fans are missing the point of music”: “Older men are [seen as] the bastions of good taste... while young women’s enthusiasm is dismissed as a sort of mass hysteria.” Again: what would we call these girls, whose love for the music is just as valid as anyone else’s? Basic.

This overused word pops up over and over again and is now also used to describe products and interests that are not gen-

dered as well. “Grey’s Anatomy” is just a show about doctors with a lot of seasons, TikTok is just a social media app, and Nike Air Force Ones are just shoes—but as soon as young girls started liking them, they were deemed basic, and thus, stupid.

We must recognize that society propagated such arguments to chip away at women’s self-worth and keep them under control. By repeatedly telling them that ordinary hobbies were dumb to pursue and forcing them to deviate from trends to gain recognition, people were able to further diminish the command young women had over their identities. Girls became torn between enjoying what they truly liked and risking an overlap with mainstream culture, or hiding their interests to avoid mockery.

Furthermore, many girls who

desired to feel special then adopted tactics like the “I’m not like other girls” trope, in which one uses their eccentricity as a means of looking down upon more “ordinary” girls. This has left many women uncomfortable fully expressing some aspects of themselves out of fear of being lumped into the majority. Tropes like this further pressure girls to deviate from normalcy and femininity, because they knew that so much of the young female demographic already was dismissed for sticking to such ideas. That’s what it meant to be a girl.

I enjoy re-watching really bad teen dramas on Netflix. I spend time curating my VSCO feed, and I’m a proud owner of a pair of Uggs (I’d highly recommend them). But I’d vehemently deny that I was basic if anyone called me out for any of those traits, because that would make me doubt my individuality. Was I really myself, or just a byproduct of the latest trends?

I’ve learned that these doubts are unreasonable. Liking something that many of your friends and peers do does not diminish your value, nor does it detract from the incredibly original person you are. And if you feel otherwise, you should remember that calling young girls “basic” is nothing but a cheap tactic to make them doubt their unique tastes and self-worth.

So go out and buy that pumpkin spice latte, if that’s what you want—it’s the season for it, after all.

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CORRECTIONS: NEWS MISPELLED A NAME. WENDI WANG WROTE ABOUT THE WELLNESS FAIR.

THE PHILLIPIAN REGRETS THE ERROR.



# Addressing Factual Inaccuracies

On Friday, October 8th, *The Phillipian* published a Commentary article titled “Secondary Schools and Silence.” This article attempted to discuss issues of sexual misconduct at private high schools. Unfortunately, it contained several inaccuracies and misleading statements regarding the history and policies of both Phillips Academy and Phillips Exeter Academy. This incident has further underscored the necessity of

dedication to fact-based opinion and research, and Commentary will seek to institute comprehensive investigative and research policies within the writing and editing process. The article inaccurately described Andover’s policies and responses to gender-based sexual violence and misconduct. After the 2016 investigation that revealed former misconduct perpetrated by adults to students in the 70s and 80s, the school insti-

tuted a number of policy changes and further supported those that existed beforehand. These initiatives range from education-based programs (such as Be L.O.V.E.D., YES+ dorm talks, and Rape, Abuse, and Incest National Network (RAINN) listening sessions), to community-based programs, to the recent hiring of a conflict resolution specialist, as well as faculty training on sexual misconduct policies and investigations and concrete policy revi-

sions and clarifications in both the Blue Book and the Faculty/Staff handbook. In addition, the email that Former Head of School John Palfrey sent to the Andover community during the 2016 investigation that is referenced in the article was inaccurately summarized. The email was an update regarding the status of a later report that went unmentioned in the article. This report came out in July 2017 and detailed the steps Andover took to investigate

the misconduct that happened decades earlier. The article also made other claims regarding the past and present policies of Phillips Exeter Academy that were generalized and unsupported by sufficient evidence. Other claims conflated past and current issues at Andover with issues listed in Nancy Jo Sales’ “Vanity Fair” article detailing her experiences at Exeter. *The Phillipian* deeply regrets these errors.

# The Class Schedule is Also to Blame

LEILANI GLACE



COURTESY OF LEILANI GLACE

MONDAYS, Tuesdays, Wednesdays, Thursdays, Fridays, 1:35 p.m. on the dot. A surge of lethargy hits me. Always last period, always History or Theatre class. It has only been five weeks since matriculation, and I have already noticed a trend in my last period classes; a ten-minute period of wishing the class were nap time, a consistent involuntary closing of my eyelids, and a surplus of awkward silence due to the obvious fatigue in the room.

Last-period classes are often unfruitful due to the scarcity of student-led discussions and universal fatigue, and I believe that the structure of our class schedule is to blame. Rather than rotating classes so that a given class meets in the morning on one day, and the afternoon the next, the Andover schedule causes the same class to meet at the same time every other day. As a result, last period fa-

tigue always falls on the same subject.

Every day, my last-period class has a consistent lack of student involvement. A total of four, possibly five students respond to the teacher—on a good day—and that’s only after a 30-second period of silence. I can vividly recall my friend’s dangling head bobbing up and down as she succumbed to the weariness, directly in my instructor’s line of sight. Honestly, I would dread being in my teacher’s position, greeting the class with enthusiasm when there is so clearly none left among the students. “I understand that it’s the end of the

students to determine the correlation between participation and overall academic success. The experiment proved that the more students could relate to a topic, the more they participated, and the higher success they achieved. According to the study, “72 percent of [the students surveyed] felt an increase in classroom involvement would lead to academic improvement,” and when a quiz was administered after an increase of participation on a certain topic, “the students with the highest participation earned the highest score on the assessment.” In last period classes, due to mental exhaus-

Just as the NYU study indicated, it is harder to understand a class that you cannot relate to and cannot participate in, and I certainly could not relate to the automatic work that is copying down notes.

It is not simply the numbers that are important. If students participate more regarding a topic they can relate to, then students would also be more inclined to participate in a classmate-driven, rather than call-and-response style, discussion. I feel far more comfortable speaking in discussions where I am surrounded by the interesting and varied ideas of my classmates. After all, we are all learning together. However, when students are not motivated to participate, overwhelmed by last-period fatigue, that scenario is very unlikely. Modifying the Andover schedule so that class meeting times alternate would result in an increase of productivity and class engagement in all classes, not just the ones in the morning. Furthermore, because these classes are always after lunch, some of us experience post-lunch attention deficit, minimizing the amount of productivity in class. When students are too mentally and physically tired to process and understand the work being taught, the hour and fifteen minutes meant to promote comprehension are utterly ineffective.

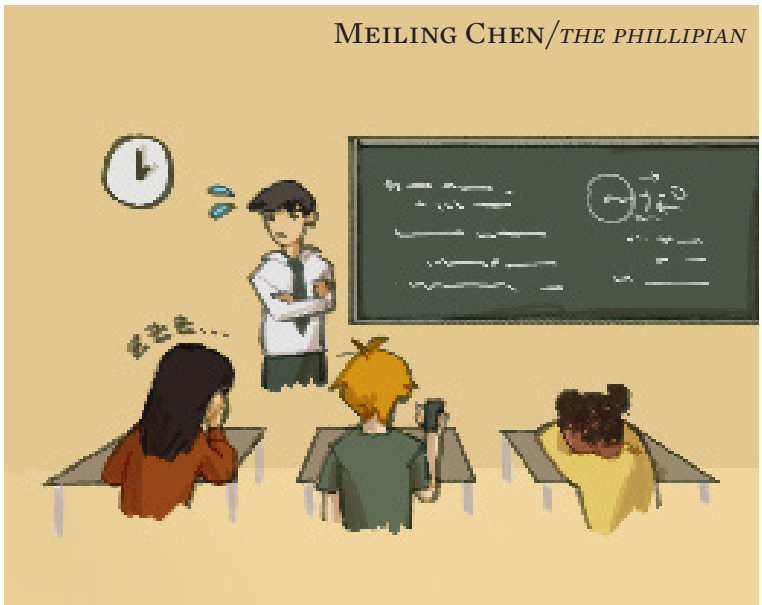
I shouldn’t be concerned about my retention of the material in one class simply because it always falls in the last period. As students, we have other

things to worry about besides the timing of a particular class, and as a school, our class schedule should reflect the natural and real fluctuations in weariness that occur throughout the day. As of now, Mondays, Wednesdays and Fridays have the same last period as well as

It is not simply the numbers that are important. If students participate more regarding a topic that they can relate to, then students would also be more inclined to participate in a classmate-driven

Tuesdays and Thursdays. Instead of keeping a set schedule for these days, we could rotate these classes. For example, instead of having period 7 always meet at 1:35 p.m. or 11:45 a.m., in the case of Wednesday, it could instead meet at 8:30 a.m. on Mondays, 11:45 a.m. on Wednesdays, and 9:55 a.m. on Fridays. This would also apply to all other classes. Alternating class times per meeting is a solution that will minimize fatigue and reduce stress, allowing for students to participate in all classes equally.

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MEILING CHEN/THE PHILLIPIAN

day, but please try to focus,” they say at the start of every class. There can be no learning when there is no motivation.

While the lack of initiative or student discussion in my class might not seem that important—it is. A recent study done by NYU observed stu-

tion, half of our lessons are spent waiting for us to digest the questions proposed, which no sooner turns into a class of listening, transcribing, and re-writing the terms presented on the board; we have to focus more on jotting down notes than comprehending them.

# Give Us a Break

JONATHAN JI



COURTESY OF JONATHAN JI

WALKING THROUGH-campus as midterms near, it’s impossible to avoid the frustrated groans of “I’m drowning in work” and “I’m so done.” These comments are often interlaced with an unhealthy amount of dark humour, and even though we brush them off as jokes, the sentiments and basis of reality behind them re-

which no homework is assigned. This idea of a wellness weekend is not just a hackneyed attempt to get out of

the only one with this concern. Wellness weekend would also release all the pent up

and concentration impairments, and sleep problems. These are all severe impediments to successfully and ef-

the term, as students generally have not built up enough mental stress for wellness weekend to have the most impact. It would be equally ineffective if it were too late in the term, as not enough weeks are left for the recovery to affect student wellbeing for the bulk of the term. Therefore, the best time for this time off would be the weekend after midterms. With each class having wrapped up their respective units and finished their major assessments, students can enter the second half of the term with a fresh mind.

Taking a break should not be seen as a detriment to learning more content or getting further in the curriculum. Andover must foster a culture of learning where students should not have to run themselves into the ground to achieve academic excellence. Wellness weekend will not detract from the excellence we strive for in learning, athletics, and all the other extracurriculars we pursue. Instead, think of it like a one time investment that would return amazing benefits. Maybe, just maybe, having less work isn’t too bad after all.

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work. Breaks come with great benefits to the student body’s mental health and mood. These two days off would allow us to focus on recentering ourselves, unburdened by work. After all, during normal weekends, work is always still in the back of my mind. While spending time with friends, I often think to myself: Do I have time to finish my work? What will my Sunday night be like? My attempts to give myself a break often cause even more stress down the line for when all the work piles up. I can never truly let myself go. I cannot rest properly, nor can I work properly. Listening to the frustrated groans of my friends, I know I’m not

stress and sleep deprivation that every Andover student has and give time for students to prepare for upcoming work. Stress and sleep are interconnected and feed off of one another. Even if wellness weekend would not improve a student’s better sleep habits, it can clear away built up lethargy. Even one or two nights of proper rest can change a lot.

Furthermore, wellness weekend would not take away time from learning; it would actually help it. According to an article written by Mayo Clinic, stress puts you at risk for anxiety, memory

fectively studying. Each night a student endures sleeplessness and stress, their learning starts to degrade more and more. This can be compared to a machine rusting. Like any machine that has started to rust, we take time to clean and maintain it. An Andover student is no different. Wellness weekend gives us time to perform maintenance on ourselves. An Andover student that is well rested and clear minded is an Andover student that is fit for learning.

The best time for a wellness weekend would be around midterms. It would be ineffective if it were earlier in



DYLAN OH/THE PHILLIPIAN

quire confrontation and an evaluation of student health. Thus, I suggest that we have one “wellness weekend” per term during



**Nota del Editor:** En su meta de escribir una de los primeros artículos originales escritos en un idioma además del inglés publicado en *The Phillipian*, Sofia Checchi '23, una Editora Asociada para la sección Multilingüe, escribió su artículo explorando cómo la Latinidad se manifiesta en Andover. El artículo fue originalmente escrito en español, pero *The Phillipian* ha elegido publicarlo en español, inglés y portugués para representar mejor la diversidad de la comunidad Latinx en Andover. Sin embargo, *The Phillipian* reconoce que hay varias lenguas habladas dentro de la comunidad Latinx, incluidas aquellas fundadas e influenciadas por la herencia indígena y africana.

# ¿Que quiere decir ser Latinx en Andover?

SOFIA CHECCHI



COURTESY OF SOFIA CHECCHI

“LA IDENTIDAD SIGU definiendo y construyendo, así que cada quien trae cosas nuevas, tiene cosas nuevas e interesantes que aportar a las conversaciones sobre lo que es ser latino.” Estas son las palabras de Maria Martínez, una profesora de español mexicana. Su entrevista fue completamente en español, dado que el español es su lengua materna. Lo que menciona en esta cita es algo que los miembros de la comunidad Latinx ven cada día en el contexto de la institución de Andover: hay gente de todo el mundo, originaria de todas partes de Latinoamérica, cada persona con una experiencia diferente. Esa es la belleza de ser Latinx en Andover: aunque todos tenemos diferentes conceptos de lo que significa ser Latinx, esa es la cosa que nos une en una escuela donde los Latinx son la minoría. Según el 2021 State of the Academy, 6.6% de la escuela se identifica como Latinx. Aunque la comunidad Latinx de Andover sea pequeña, su influencia y unidad fluyen a través de la escuela a diario.

En Andover, el espacio de afinidad “Alianza Latina” es el lugar perfecto donde los estudiantes Latinx tienen la oportunidad de expresar su identidad. Para los que no saben, Alianza Latina es un club en que los estudiantes se juntan para mantener comunidad, conectar con su propia cultura, y planear eventos que llaman la atención a los varios aspectos de la cultura Latinx.

Entrevistando a los varios estudiantes que hacen parte de Alianza Latina pude realmente entender el papel que desempeña para ayudar a los estudiantes a descubrir su identidad. Para Camila McGinley '23, quien es de ascendencia guatemalteca, Alianza Latina, así como la oficina de Desarrollo Comunitario y Multicultural (CaMD), ha impactado significativamente su identidad.

Camila McGinley '23 dijo en inglés: “Alianza Latina ha hecho un gran trabajo para ayudarnos a todos a enorgullecernos de nuestros diferentes países y antecedentes e historias, incluso cuando el gobierno y otras personas pueden querer quitarnos ese orgullo.”

Añadió que Alianza Latina

ayuda a los estudiantes Latinx a entender que sus experiencias son válidas aunque sean de herencia mixta.

McGinley agregó: “Antes de Andover me sentía como si nunca fuera suficientemente involucrada en mis identidades, pero tener ese espacio para celebrar mi cultura y la cultura Latinx es algo grande.”

Rita Obelleiro, profesora de arte, habiendo tenido una experiencia parecida a la de McGinley, aprecia las discusiones de la interseccionalidad que los estudiantes en Alianza y MOSAIC, el espacio de afinidad para los estudiantes de herencia mixta, traen a la comunidad.

“Tengo una relación complicada con mi identidad cultural porque soy mexicana-americana y alemana-americana y me presento como culturalmente ambigua. Al crecer, no había muchos niños mixtos en mi comunidad mayormente de Latinx en Texas, así que siempre me he sentido como una persona cuya identidad a veces está alineada con las percepciones de otros acerca de quién y cómo debo comportarse culturalmente, y a veces no. Mi estatus de extranjera me ha hecho más empática para aquellos que no encajan con la idea de lo que quiere decir ser Americano,” escribió Obelleiro en inglés.

Hector Membreno-Canales, profesor de arte, expresó este sentimiento de manera perfecta en inglés: “Hay un dicho en español que muchos inmigrantes usan, ‘*ni de aquí ni de allá*’, pero como inmigrante hondureño-americano, prefiero decir que soy de ambos-‘*de aquí y allá*’. Eso es lo que estoy orgulloso de compartir con mis estudiantes y colegas.”

Para Fred Javier '23, miembro de la junta de Alianza Latina, la comunidad Latinx representa un sentido de hogar y familia. Viniendo en un área con una gran población Latinx, Javier puede a veces perder ese sentido de comunidad en una institución predominantemente blanca como Andover. Javier señaló además que Alianza es un espacio para compartir su cultura.

“[Alianza es] un grupo de personas con antecedentes y experiencias similares se reúnen. Ese orgullo y la cultura que viene con la herencia latina es algo que me ha mantenido adelante, todos los días. Este sentido de familia y el sentido comunitario es lo que yo personalmente aprecio,” explicó Javier en inglés. Javier añadió también que Alianza le “da espacio para ser más latino sin contención, así como compartir mi cultura con personas que ya lo han experimentado, y personas que también comparten antecedentes similares.”

Emilia Fonseca '22 tuvo una

experiencia parecida a la de Javier. Explicó en portuges que Alianza “es el lugar en que mi nombre se pronuncia correctamente o en que la gente comparte mis comidas favoritas. En estos espacios también puedo hablar de temas serios y frustrantes relacionados con mi identidad y también ser entendida. Es muy reconfortante poder hablar de mis alegrías y mis penas cómo latina y ser entendida.” En general, Alianza es el lugar en



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que los estudiantes Latinx pueden expresar lo mejor de su identidad pero también discutir sus frustraciones siendo un grupo marginalizado en una escuela predominantemente blanca.

Sin embargo, otros estudiantes y profesores escogen expresar su latinidad a través de la lengua. Por ejemplo, Martínez compartió “Simplemente poder hablar en español todo el tiempo con el departamento de español. La mayor parte de las conversaciones son en español, para compartir bromas o chistes, que se entienden con respecto a nuestras culturas.” Tener la libertad de hablar la lengua con la que una persona creció puede ser una de las cosas más hermosas y reconfortantes, sobre todo cuando mucha gente que nos rodea habla idiomas diferentes.

Fonseca explicó que su experiencia es parecida a la de Martínez, pero para ella el idioma que extraña es el portugués.

“Estoy muy orgullosa de compartir mi idioma. Fue solo después de que comencé a comunicarme constantemente en inglés que me di cuenta de lo hermoso que es el idioma portugués y lo importante que es para mí. Me encanta enseñar nuevas palabras a mis amigos. También hablo mucho de

la música y la cocina brasileñas, porque ahora que tengo la oportunidad de compararlas con la música y la cocina de aquí, me doy cuenta de lo únicas que son.”

Sofia Traversari '23 añadió en español una idea parecida a la de Emilia: “Creo que lo más importante es mantener esa identidad haciendo cosas pequeñas. Yo practico el español todos los días, hablo con mi familia, tengo amigos que hablan español con quienes hablo

principalmente en discusiones dirigidas por los estudiantes sobre temas como la identidad, la política, y la literatura.

Clara Isaza-Bishop, Presidente del Departamento de Español, enseña la clase de español de 620, en que los estudiantes estudian la progresión de las relaciones entre los Estados Unidos y Latinoamérica a través de la historia.

Isaza escribió en español: “Vivo mi lengua y cultura en el salón de clase todos los días. Mi conocimiento de las diferentes culturas latinas ha crecido gracias a trabajar en PA. Un ejemplo, trabajo en un departamento con colegas que tienen conexiones con muchos países del mundo hispano.”

Poder expresar la identidad en un contexto académico es muy gratificante porque añade valor a la lengua que uno habla y a su cultura.

Los profesores Latinx que enseñan clases de arte comparten las mismas experiencias. El profesor Membreno-Canales comentó: “Trabajar en CaMD y en el Departamento de Arte me ha permitido el espacio para apoyarme en lo que valoro mientras defendiendo a los artistas y pensadores con los que me identifico.”

Igualmente, la profesora Obelleiro explicó: “Simplemente tener el papel de profesora en una institución como ésta es una expresión de mi latinidad, ya que estoy en una posición donde yo, y otros como mí, están visibles para compañeros y estudiantes. Al crecer, tenía pocos maestros Latinx y un solo maestro de arte de color hasta que comencé la escuela de posgrado, así que espero que mi presencia ayude a contribuir a un nuevo paradigma.”

Como el arte es una parte integral de la cultura Latinx con que los artistas han hecho declaraciones políticas, defendido a sus pueblos, y unido a su gente, la importancia de la representación Latinx en el contexto de las clases de arte es crucial, y es algo que tiene que ser reconocido en Andover y en el mundo en general.

Para concluir, es importante reconocer el orgullo que los estudiantes y profesores Latinx sienten en el contexto de Andover. Es a través de sus voces que una “minoría” se convertirá en “mayoría” promoviendo el conocimiento, el respeto, y la apreciación no sólo de la cultura Latinx sino de todas las culturas.

Sofia Checchi es un Upper de Granda Hills, California. Puedes contactar la autora en [schecchi23@andover.edu](mailto:schecchi23@andover.edu)

**Editor’s Note:** In her goal to write one of the first pieces of original content written in a language besides English in *The Phillipian*, Sofia Checchi '23, a Multilingual Associate Editor, wrote her article exploring how Latinidad manifests itself at Andover originally in Spanish. The Phillipian has chosen to publish her article in Spanish, English, and Portuguese to better represent the diversity of the Latinx community at Andover. However, The Phillipian acknowledges that there are countless languages represented within the Latinx community, including those founded and influenced by Indigenous and African heritage.

# What Does it Mean to be Latinx at Andover?

SOFIA CHECCHI

“IDENTITY IS A CONCEPT that continues to be defined and built by ourselves, so everyone has a new and interesting perspective to bring to the conversation about what it is to be Latino.” These are the words of María Martínez, Instructor in Spanish, who is of Mexican heritage. Originally shared in Spanish, her native language, what Martínez mentions in this quote is something that members of the Latinx community see every day in the context of Andover’s institution: there are people from all over the world, originating from all parts of Latin America, each person with a different experience.

That’s the beauty of being

Latinx at Andover: although we all have different concepts of what it means to be Latinx, that identity is what unites us at a school where Latinx are the minority. According to the 2021 State of the Academy, 6.6% of the school identifies as Latinx. Although Andover’s Latinx community is small, its influence and unity flow through the school on a daily basis.

At Andover, the Alianza Latina affinity space is the perfect place where Latinx students have the opportunity to express their identity. For those who don’t know, Alianza Latina is a club where students come together to maintain community, connect with their own culture, and plan events that draw attention to the various aspects of Latinx culture.

By interviewing the vari-

ous students who are a part of Alianza Latina, I was able to really understand the role it plays in helping students discover their identity. For Camila McGinley '23, who is of Guatemalan descent, Alianza Latina, as well as Community and Multicultural Development (CaMD) office, has substantially shaped who she is at Andover.

McGinley said in English, “Alianza Latina has done a great job of helping us all take pride in our different countries and backgrounds and histories, even when the government and other people may want to take that pride away from us.”

She added that Alianza Latina helps Latinx students understand that their experiences are valid even if they are of mixed heritage.

McGinley added, “Before

Andover I felt like I was never involved enough in my identities, but to have that space to celebrate my culture and Latinx culture is a great thing.”

Rita Obelleiro, Instructor in Art, having had a similar experience to McGinley growing up, appreciates the discussions of intersectionality that students in Alianza and MOSAIC, the affinity space for students of mixed heritage, bring to the community.

“I have a complicated relationship with my cultural identity because I am Mexican-American and German-American and I am seen as culturally ambiguous. Growing up, there weren’t many mixed children in my largely Latinx community in Texas, so I have always felt like a person whose identity is sometimes aligned

with others’ perceptions of who and how I should behave culturally, and sometimes not. My outsider status has made me more empathetic to those who don’t fit the idea of what it means to be American,” wrote Obelleiro in English.

Hector Membreno-Canales, Instructor in Art, expressed this sentiment perfectly in English: “There is a saying in Spanish that many immigrants use, *ni de aquí ni de allá*, ‘neither from here nor there.’ But as a Honduran-American immigrant, I prefer to say that I am both *de aquí y allá*, ‘from here and there.’ That’s what I’m proud to share with my students and colleagues.”

Continued on A5, Column 1



# What Does it Mean to be Latinx at Andover?

Continued from A4, Column 5

For Alianza board member Fred Javier, the Latinx community represents a sense of home and family. Coming from an area with a large population of Latinx people, Javier can sometimes miss that sense of community at a predominantly white institution like Andover. Javier additionally noted that Alianza has provided a space for him to share his culture.

“[Alianza is a] group of people with similar backgrounds and experiences come together. That pride and culture that comes with Latino heritage is something that has kept me going, every day. This sense of family and sense of community is what I personally appreciate,” said Javier in English. Javier also added that Alianza gives him “room to be more Latino without contention, as well as share my culture with people who have already experienced it, and people who also share similar backgrounds.”

Emilia Fonseca ’22 had a similar experience to Fred. She explained in Portuguese that Alianza “is the place where my name is pronounced correctly or where people share my favorite foods. In these spaces I can also talk about serious

and frustrating issues related to my identity and also be understood.” Overall, Alianza is the place where Latinx students can express the best of their identity but also discuss their frustrations being a marginalized group in a predominantly white school.

Additionally, other Latinx students and teachers choose to express their identity through language. For example, Martínez shared that what makes her most proud is “just being able to speak in Spanish all the time with the Spanish department. Most of the conversations are in Spanish, to share jokes or banter that we understand since they are related to our cultures.” Having the freedom to speak the language a person grew up with can be most beautiful and comforting, especially when many people around us speak different languages.

Fonseca explained that her experience is similar to Martínez, but for her the language she misses is Portuguese. She said, “I am very proud to share my language. It was only after I started communicating constantly in English that I realized how beautiful the Portuguese language is and

how important it is to me. I love teaching new words to my friends. I also talk a lot about Brazilian music and cuisine, because now that I have the opportunity to compare it to the music and cuisine here, I realize how unique they are.”

Sofia Traversari ’23 added in Spanish an idea similar to Emilia’s: “I think the most important thing is to keep that identity by doing small things. I practice Spanish every day, I talk to my family, I have Spanish-speaking friends with whom I speak Spanish, and I think that’s the most important thing, to preserve their culture and identity.”

It is evident that there is a very strong passion in the Latinx community to maintain one’s identity through language.

Other students and faculty choose to connect with their identity and native language through the Spanish classes offered by Andover. Although Ben Perez ’23 doesn’t feel entirely represented on the sports teams in the Athletics Department, he shared that taking classes in the Spanish Department has allowed him to better explore his identity.

Perez said in Spanish, “I have always participated in Spanish classes since I came to Andover, and I think it has

helped me a lot in maintaining my Latinx identity. I try to celebrate that I am Latino, and not have any shame, because why would I?”

Andover’s Spanish classes, especially those at higher levels, focus on discussing the relationship between the United States and Latin America and its impact on the identities of Latinx immigrants living in the United States, according to the Course of Study. Classes consist primarily of student-led discussions on topics such as identity, politics, and literature. Clara Isaza-Bishop, Chair of the Spanish Department, teaches the 620 Spanish class, in which students study the progression of U.S.-Latin American relations throughout history.

Isaza wrote in Spanish, “I live my language and culture in the classroom every day. My knowledge of different Latino cultures has grown because of working in PA. One example, I work in a department with colleagues who have connections to many countries in the Hispanic world.”

Being able to express one’s identity in an academic context is very rewarding because it adds value to one’s language and culture.

Latinx faculty members who teach art classes share the same experiences. Membreno-Can-

les wrote, “Working at CaMD and in the Art Department has allowed me the space to lean into what I value while advocating for artists and thinkers with whom I identify.”

Similarly, Obelleiro wrote, “Simply having the role of professor at an institution like this is an expression of my Latinx identity, as I am in a position where I, and others like me, are visible to peers and students. Growing up, I had few Latinx teachers and only one art teacher of color until I started graduate school, so I hope my presence will help contribute to a new paradigm.”

As art is an integral part of Latinx culture with which artists have made political statements, advocated for their people, and united their people, the importance of Latinx representation in the context of art classes is crucial, and is something that needs to be recognized at Andover and beyond.

In closing, it is important to recognize the pride that Latinx students and faculty feel in the context of Andover. It is through their voices that a “minority” will become a “majority,” promoting knowledge, respect, and appreciation of not only Latinx culture but of all cultures.

**Nota del Editor: Com o objetivo de escrever uma das primeiras obras escritas em um idioma além do inglês no The Phillipian, Sofia Checchi ’23, editora assistente da seção multilíngua, escreveu um artigo em espanhol explorando como a Latinidade se manifesta na Andover. The Phillipian escolheu publicar seu artigo em espanhol, inglês, e português, para melhor representar a diversidade da comunidade Latinx na Andover. Entretanto, The Phillipian reconhece que existem inúmeros idiomas representados na comunidade Latinx, incluindo aquelas fundadas e influenciadas pela origem Indígena e Africana.**

## O Que significa ser Latinx em Andover?

SOFIA CHECCHI  
TRADUZIDO POR  
MELISSA DAMASCENO

“Identidade é um conceito que continua a ser definido e construído por nós mesmos, todo mundo tem uma nova e interessante perspectiva para trazer para discussão sobre o que significa ser Latino.” Essas são as palavras de María Martínez, instrutora de espanhol de origem Mexicana. Originalmente em espanhol, sua língua materna, o que Martinez defende nessa fala é algo que membros da comunidade Latinx vivenciam no dia a dia na Andover: pessoas de todo o mundo, originárias de todas as partes da América Latina, cada uma com sua própria história.

Esse é o brilho de ser Latinx na Andover: embora todos tenhamos diferentes concepções do que significa ser Latinx, é essa identidade que nos une em uma escola que Latinx são minoria. Segundo o State of The Academy de 2021, 6,6 por cento da escola se declara Latinx. Embora a comunidade Latina na Andover seja pequena, sua influência e unidade fluem por toda a escola diariamente.

Em Andover, a Alianza Latina - espaço de afinidade para estudantes e funcionários Latinxs - é o lugar perfeito para alunos Latinx explorarem e expressarem sua identidade. Para aqueles que não conhecem, Alianza Latina é um clube onde alunos se reúnem para estabelecer um senso de comunidade, conectar com suas próprias raízes e planejar eventos que tragam atenção para vários aspectos da cultura latina.

Entrevistando diversos alunos que fazem parte da Alianza Latina, eu consegui entender a importância do seu papel na identidade de cada um dos entrevistados.

Para Camila McGinley ’23, que é de origem guatemalteca, a Alianza Latina, assim como o escritório de Comunidade e Desenvolvimento Multicultural (CaMD), impactaram a visão de quem ela era na Andover significativamente.

McGinley falou em inglês, “A Alianza Latina tem feito um ótimo trabalho em nos ajudar a ter orgulho dos nossos diferentes países e experiências e histórias, mesmo quando o governo e outras pessoas podem querer fazer o oposto.”

Ela acrescentou que a Alianza Latina ajuda alunos Latinxs a entender que as suas experiências são válidas independente deles

serem mestiços.

McGinley adicionou, “Antes da Andover eu sentia que eu nunca estava envolvida o suficiente com a minha identidade, mas ter esse espaço para celebrar a minha cultura e a cultura Latinx é ótimo.”

Rita Obelleiro, instrutora em Artes, tendo tido uma experiência semelhante à de McGinley durante a sua infância, aprecia as discussões sobre interseccionalidade que os alunos na Alianza Latina e no MOSAIC, espaço de afinidade para alunos mestiços, trazem para a comunidade.

“Eu tenho um relacionamento complicado com a minha identidade cultural porque eu sou México-Americana e Alemã-Americana e eu sou vista como culturalmente ambígua. Durante a minha in-

Latinx representa um senso de lar e família. Vindo de uma área com uma grande população de pessoas Latinxs, Javier às vezes sente falta desse senso de comunidade em uma instituição predominantemente branca como Andover. Javier acrescentou que a Alianza tem provido um espaço para ele compartilhar a sua cultura.

“A Alianza é um grupo de pessoas com que tem experiências e histórias de vida semelhantes.. Esse orgulho e essa cultura que vêm com a herança Latina são algo que me fazem seguir em frente, todo dia. Esse senso de família e de comunidade é o que eu pessoalmente aprecio,” disse Javier em inglês. Javier também adicionou que a Alianza o permite “ter espaço para ser mais Latino sem



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contenção, assim como compartilhar minha cultura com pessoas que já tiveram experiência com ela, e pessoas que também compartilham histórias de vida semelhantes.”

Emília Fonseca ’22 teve uma experiência semelhante ao de Fred. Ela explicou em português que a Alianza “é o espaço onde meu nome é pronunciado corretamente ou onde as pessoas compartilham das minhas comidas favoritas. Nesses espaços eu também consigo falar sobre assuntos sérios e frustrantes relacionados à minha identidade e também ser entendida. É muito confortável ser capaz de falar sobre minhas alegrias e tristezas como Latina e ser entendida.” No geral, Alianza é o lugar onde alunos Latinx conseguem expressar o melhor da sua identidade, mas também discutir suas frustrações sendo um grupo marginalizado em uma escola predominantemente branca.

Além disso, outros alunos e professores Latinx escolheram expressar sua identidade pela língua. Por exemplo, Martínez compartilhou que o que mais lhe trouxe orgulho foi “simplesmente ser capaz de falar espanhol o tempo todo com o departamento de espanhol. A maioria das conversas são em espanhol para compartilhar piadas e brincadeiras que nós entendemos já que são relacionadas a nossa cultura.” Ter a liberdade de falar a língua que a pessoa cresceu falando pode ser a coisa mais bonita e confortável, especialmente quando tantas pessoas à nossa volta falam línguas diferentes.

Fonseca explicou que sua experiência é similar a de Martínez, mas que para ela a língua que sentiu a maior falta foi o português.

Ela falou, “eu tenho muito orgulho em compartilhar minha língua. Somente depois que eu comecei a me comunicar constantemente em inglês que eu realizei como é linda a língua portuguesa e como ela é importante para mim. Eu amo ensinar novas palavras para os meus amigos. Eu também falo muito sobre música e culinária brasileira, por que agora tenho a oportunidade de comparar com a música e a culinária daqui, e realizar como são únicas.

Sofia Traversari ’23 adicionou em espanhol uma ideia similar a de Emília: “Eu acho que a coisa mais importante é manter essa identidade através dos pe. Eu pratico espanhol todo dia, falo com minha família, tenho amigos que sabem espanhol com quem eu falo espanhol e eu acho que a coisa mais importante, preservar sua cultura e identidade.”

É evidente que há um grande esforço na comunidade latina para manter sua identidade por meio do idioma.

Outros alunos e funcionários optam por se conectar com suas identidades e línguas maternas por meio das aulas de espanhol oferecidas pela escola. Embora Ben Perez ’23 não se sinta completamente representado nos times de esportes do departamento atlético, ele compartilhou que ter aulas no departamento de espanhol permitiu-lhe explorar sua identidade mais a fundo.

Perez disse em espanhol: “eu sempre participei nas aulas de espanhol desde que eu vim para Andover, e eu acho que me ajudou muito para manter minha identidade latina. Eu quero celebrar que sou latino, e que não tenho vergonha disso - porque... por que eu teria?

As aulas de espanhol de Andover, especialmente as de níveis mais altos, se focam em discutir a relação entre os Estados Unidos e Latinoamérica, e os seus efeitos nas identidades dos imigrantes Latinx que vivem nos Estados Unidos, seguindo o Curso do Estúdio. As aulas consistem principalmente de discussões dirigidas pelos alunos sobre temas como a identidade, a política, e a literatura. Clara Isaza-Bishop, Presidente do Departamento de Espanhol, ensina a aula de espanhol de 620, onde alunos estudam a progressão das relações entre os Estados Unidos e Latinoamérica através da história.

Isaza escreveu em espanhol, “Eu vivo minha língua e a minha cultura dentro da sala de aula todo dia. Trabalhando na PA, meu conhecimento das diferentes culturas Latinas cresceu. Um exemplo, eu trabalho em um departamento com colegas que têm conexões com vários países no mundo Hispano.”

O poder de expressar a identidade em um contexto acadêmico é muito gratificante porque agrega valor a sua própria língua e cultura.

Os professores Latinx que ensinam aulas de arte compartilham experiências similares. O professor Membreno-Canales escreveu, “Trabalhando em CaMD e no Departamento de Arte me deu espaço de apoiar o que eu valorizo, ao mesmo tempo defendendo artistas e pensadores em que eu me identifico.”

De maneira semelhante, Obelleiro escreveu: “ser professora numa instituição como essa também é expressar minha identidade latina, pois estou numa posição na qual eu e outros latinos, estão visíveis para colegas e alunos. Ao longo da minha vida, tive poucos professores latinos e somente um professor de cor até ir para pós-graduação, então espero que minha presença contribua para um novo padrão.”

Já que arte é uma parte fundamental da cultura latina com a qual artistas fazem afirmações políticas, defendem e unem seu povo, a importância da representação latina no contexto de aulas de arte é crucial, é algo que necessita ser reconhecido na Andover e outras escolas.

Por fim, é importante reconhecer o orgulho que alunos e funcionários latinos sentem no contexto da Andover. É por meio de suas vozes que uma “minority” se torna uma “maioria,” promovendo sabedoria, respeito e apreciação não somente da cultura latina mas



# HERE AND THERE: THE WORLD RIGHT NOW

COLLECTED BY WENDY WANG

## Health: W.H.O. Approves First-Ever Malaria Vaccine

The World Health Organization (W.H.O.) approved the first malaria vaccine on Wednesday, October 6. Marking a new milestone in the defeat of the disease, the vaccine will **potentially prevent 5.4 million cases and 23,000 deaths in children**, according to “The New York Times.” Annually, malaria kills close to half a million people in Africa and is prevalent among children. The parasitic disease is carried by mosquitoes and can infect the same person multiple times, resulting in permanent damage to the immune system, if not death. Past preventive methods for the disease, including bed nets, are marginally effective, yielding only a 20 percent reduction in death in children, “The New York Times” reported. In comparison, the **vaccine will be 50 percent effective in the first year** and gradually drop to zero within four years of vaccination, according to clinical trials. The vaccine is the first developed for a parasitic infection.

## Politics: Germany Adds \$767 Million to Holocaust Survivor Reparations

On October 6, the Conference on Jewish Material Claims Against Germany (Claims Conference) announced an extended \$760 million benefit for Holocaust survivors. According to the Claims Conference, the German government has saved more than \$90 billion for Holocaust survivors throughout the past 70 years. After a recent negotiation, much of the set aside money was **granted to Russian Jewish people who had lived through the Nazi siege of Leningrad**. The government money has the potential to impact Jewish communities, as more than 50 percent of Holocaust survivors cur-

rently live below or near the poverty level, according to Mr. Eizenstat, a former U.S. deputy treasury secretary. All survivors of the siege of Leningrad qualify for the pension, including the survivors who hid in France and Romania after fleeing from Russia, “The New York Times” reported. Qualified survivors will receive a \$5,200 pension, which could become their lifeline, according to Mr. Eizenstat.

## Natural Disasters: Death Tolls May Rise in Pakistan Earthquake

Islamabad, **Pakistan was struck by a 5.9 magnitude earthquake** on Thursday, October 7. Hundreds were injured and left homeless after houses collapsed, according to “The New York Times.” At least 20 are reported dead, and the death toll is expected to rise. The Pakistan military reached the majority of the damaged area for medical assistance and rescue; however, **some mountainous areas are still inaccessible to assistance**, according to Adeel Ahmed, an official of the Home Ministry. Injured people are treated under arduous medical conditions, and Prime Minister Imran Khan has urged assistance for victims. Officials are making efforts to clear paths and send help, as roads remain blocked by the rubble and landslides. Pakistan is a region of frequent seismic activities, the most recent a 5.6 magnitude earthquake in 2019. In 2005, a 7.8 magnitude earthquake hit and caused the death of over 87,000, according to “The New York Times.”

## Economy: Congress Shrinks President Biden’s Economic Agenda

Recent new Senate negotiations lead to the curbing of

President Joe Biden’s ambitious economic agenda. Since the beginning of President Biden’s presidency, remaking the economy has been the main goal including efforts like **raising the federal minimum wage, opening up citizenship for undocumented immigrants, and helping communities of color**, according to “The New York Times.” However, tax spending on such programs will be reduced from \$3.5 trillion to \$2 trillion or less. Jennifer Mount, a house health care aide, is unable to pay for her \$3,000 medical bill for treatment of blindness in one eye due to the new economic agenda, reported “The New York Times.” There are many more like Mount whose lives may be affected and who hope federal programs will not be cut as a result of Senate negotiations.

## War/Conflict: Tension Rises in Taiwan During National Day Incursions

On October 1, the 73rd anniversary of the Chinese Communist Party, 25 firefighter jets, bombers, and other warplanes flew across the southern end of Taiwan in orderly formations, according to “The New York Times.” In celebration of National Day, the jets marched to exhibit military power and national pride. However, “The New York Times” reported that the federal government perceived the military show as threatening to their peace and stability. The conflict soon intensified, when one of the jet pilots swore at an air traffic controller who ordered to stop the incursions. Power and control over Taiwan have **inflicted tension between the United States and China**, creating distrust and potential military conflict. Although both sides work towards avoiding war, the unification of Taiwan and China continues to cause conflicts.

# Delay of AATF Report Partially Due to Covid-19 Disruptions

Continued from A1, Column 5

Arim Lee ’24 perceived the update to be unhelpful, considering that Kington’s letter did not directly address the information students have been waiting for. Lee said, “I think that even if there’s a lot of information to process, if the report was originally scheduled to be released now, they should at least release a report of what they’ve been doing because students don’t really know what’s going on. I want to know more about [A.A.T.F.’s progress] because the topics [they cover] are important to me.” Covid-19 was a significant factor in hindering the process of the Task Force, according to Griffith. She touched on how each faculty and administrative staff had to adjust during the time of uncertainty and changes to

continue their research. Griffith said, “The uncertainty of Covid-19 and trying to bring the community back to school in-person definitely interfered [with the A.A.T.F. process]. Because there were numerous and unexpected decisions to make to keep the campus community safe and constant transitions to be made due to the chronic challenges of living through a pandemic, our school administrators and faculty were working non-stop and those demands on individuals were urgent and pressing.” “Still, we engaged with over a thousand members of the community in focus groups, interviews and surveys. While we are certainly excited about progress made to date, we’re still synthesizing and breaking down all of the data— interviews, survey results, and revisiting data we had previously collected. We should anticipate having an official rollout of recom-

mendations early this winter. We remain hopeful that the efforts of the Task Force will have a lasting and positive effect on the community,” added Griffith. Gary Lee ’74, chair of the Trustee Committee on Equity and Inclusion and also a committee Co-Chair, shared some information to expect from the final report and expressed why the formation of A.A.T.F. was significant overall. “[The Task Force] did find that there were some areas that needed to be addressed urgently and some areas that would take a bit more time to figure out the best and most appropriate way to address them. I believe coming out of the report will be recommendations for some things that can happen quite quickly with the endorsement of the board and some that will take further consideration and deliberation. And as Raynard Kington pointed out, I believe that some of the areas of rec-

ommendation are already underway,” said Lee. Lee continued, “What we, as a leadership group, realized is that even though Andover had done a lot of work on equity and inclusion over the years, there were still some unaddressed issues. There’s also the fact that in our community discussions, the central focus had, up until the beginning of the Task Force, really centered around diversity, equity, and inclusion, and not around what we call anti-racism. Overall, this issue is something the Task Force cares about deeply. We have spent a great deal of time and energy and effort and thought, that will show in the formulation of a draft for the Task Force. And so, we care about it. We want the right thing to be done and we recognize that we are in a position as a school that educates leaders to give a high priority on educating leaders to be anti-racist.”

A.A.T.F. was first formed in September of 2020 to examine the school’s policies, practices, and institutional biases with respect to race and ethnicity. According to Kington, A.A.T.F. undertook a formidable charge, in striving to build on the school’s long-standing commitment to diversity, equity, and inclusion (DEI). In the update, Kington wrote, “Our community also recognizes and values the educational continuum that DEI efforts represent. Eager to always improve and grow, Andover will remain a work-in-progress on this front. Those actions and recommendations ultimately adopted by the board will help to create a community in which everyone has voice, agency, and the ability to flourish and reach their full potential.”

# Students from Peer Schools Echo Sentiments of Burnout

Continued from A1, Column 2

opportunities to give them feedback.” This feeling of burnout is not uncommon amongst students in this transitional period, according to Song. She described her own experiences with burnout this year, and explained how she feels constant exhaustion from school and a lack of sleep. “Even though we’re only three weeks into this term, I already feel like I don’t really want to do this anymore. I’m just really tired all the time. [My friends and I] never get enough sleep anymore, so I am losing a lot of energy and interest in a lot of things,” said Song. Raj Mundra, Dean of Studies, commented on the faculty’s attempts to improve the well-being of students. Mundra noted how he and the department chairs have been meeting every week, as well as hosting additional meetings with other faculty to find some solutions to the ongoing problem. Some methods include class check-ins with the teachers and presenting additional resources for the students. “We’ve been asking faculty to check in with their classes, to see how things are going. But I think there has always been a tension between academic excellence and student wellbeing. And we have students here who are curious and creative and hold high standards for themselves. And we also need to have students take care of themselves and get enough sleep and eat and balance all that,” said Mundra. He continued, “I think there has always been a tension between academic excellence and student wellbeing. I know we’re not the only school that is facing this. When I talk to my peers, Dean of Students at all our peer schools, their communities are also feeling a lot of stress around this time,” said Mundra.

Mundra’s comment on other schools was reflected by Gigi Chen ’24, a student from Choate Rosemary Hall. Chen explained how she and her peers are unsatisfied with the school’s measures to help alleviate stress. With a cold going around campus, Chen mentioned that the school’s health center seems understaffed for both physically and mentally struggling students. “The health center is overwhelmed with students who caught the cold. It seems like the health center has less support than ever. They don’t have enough people to deal with the students who are physically ill and mentally ill. If you want to go there for mental support, they [most likely] won’t have time to talk with you,” said Chen. Chen continued, “It doesn’t seem like there is anyone keeping the teachers in check in terms of how much work they give, so they just keep giving and giving. Choate doesn’t have people sending out emails to the teachers on whether they should ease up on homework [or not,] at least not to my knowledge. And it’s really starting to show.” Some Andover students feel that this burnout is in part due to the romanticization of overworking oneself. Ingrid Appen ’22 explained that as a result, this tendency leaves healthier habits to be swept to the side. “People often say, ‘I only got this many hours of sleep’ and, ‘So and so are so busy, they’re never sleeping.’ I think it’s kind of a point of pride... But I think that self-care is not emphasized enough as something that makes someone happier. I think people think you’re doing a good job at Andover if you have a lot of extracurriculars, not if you’re happy and sleeping enough and eating well and taking time to care for yourself,” said Appen. Logan Suryamega ’23 commented on how name recognition of Andover affects the culture

surrounding overworking and overassigning. Similarly to some of his peers, Suryamega felt that it is expected for the students of Andover to be overworked and burnt out. “I mean as a top prep school, they can’t get away with not giving a lot of work. But at the same time, I think they’re aware, maybe not at an administrative level, but individual teachers realize just how much work is being handed out. It’s normalized here. [The] levels of homework as well; it’s the norm at a prestigious school [like Andover,] Everyone says, ‘this is normal for you, you’re in a prestigious school, this is how it’s supposed to be’. But honestly, people shouldn’t have to be so stressed about everything. It’s definitely a culture that’s endorsed at Andover,” said Suryamega. Andover provides students with workload assistance and stress help through resources such as the Rebecca M. Sykes Wellness Center, the Academic Skills Center, and teachers or advisors. Michael Ma ’24, a student who expressed a feeling of burnout, said that Andover’s resources can provide a temporary fix or assistance but can not solve the root of the problem: workloads. “We have some pretty great resources if you seek [them] out. I know people have their gripes with [Sykes,] but I feel like trying it out wouldn’t hurt... Your teachers and advisors, and all those things are great. But it’s not going to address the root issue of why people are going to feel burnt out, and that is school work, without a doubt. I guess [the school is] kind of bouncing around the main issue,” said Ma. Though Ma explained that these resources have their faults, Jack Swales ’24 mentioned that his teachers have been trying to help him and his peers through a difficult academic period. Swales said that some of his teachers have lessened their workloads in order to ease students back into



M.SAITO/THE PHILLIPIAN

Andover, something that he feels necessary when coming back to in-person “Some of my classes, very few, but some have been at least kind of easing the work a bit. But, I definitely say there is still a while to go. Everyone has to remember that we haven’t experienced a normal year in two years, so I know it’s been a couple weeks already, but just like easing our way back into it and then starting to ramp up a bit more would definitely benefit the students,” said Swales. According to Lily Lin ’23, a student at Deerfield Academy, workload stress and burnout is not uncommon in her own life. However, Lin noted that faculty members and teaching staff have proven to be viable resources for help with academic stress and more general stress as well. “I have a lot of adults on campus that I’ve built good relationships with from the years before, and I feel comfortable to go up and talk to them. Whether that’s my advisor or a history teacher from last year, they’re usually very responsive and give good sugges-

tions. If I’m struggling with a class in particular, everyone would suggest to go talk to the faculty. [They] are usually very open to conversation and want to know what’s wrong, so they can help you be better,” said Lin. Mundra explained how students are in varied academic states right now. Mundra emphasized the difficulty some students are facing with academics that are too much for them at this point and time. Mundra said, “This idea also of just offering students these deep learning opportunities and then also understanding that many students don’t have the capacity right now to fully engage in that... [it’s] frustrating for the students because they know that they would enjoy it, they could enjoy it, but they’re just having a hard time. And it’s also for faculty to calibrate what’s appropriate, what’s not appropriate. And this time, I think our students are in such different places where some kids are like, ‘I am ready, let’s go, this is what I came for,’ and others are like, ‘I’m just not there.’”



# 10 Questions with Gordon Wilkins

REPORTING BY JENNY JIN

Gordon Wilkins, Associate Curator of American Art at the Addison Gallery of American Art, joined the Addison team in late October 2018, after three years as the Assistant Curator at the Peabody Essex Museum in Salem, Mass. He manages the Addison’s Instagram account and has hosted many virtual gallery talks on Addison exhibitions.



D.SWANSON-BAKER/THE PHILLIPIAN

1. Why did you want to come work in the Addison in the first place?

I was probably one of the first people to apply because I had some experience working with people from the Addison on shows that I worked on when I was at the Peabody [Essex] Museum, and I really fell in love with the museum. The collection, in particular—I knew how amazing it was, but then I had the chance to come here a few times, see the installation, see the different special exhibitions, and become better acquainted with people who already were here. I knew that this would be a really ideal place. I like the small museum sort of feel... we all wear lots of different hats and are all doing lots of different things, which keeps the excitement.

2. What does a museum curator do? What is your daily life like?

There are lots of different things that we do here at the Addison. One is exhibition development, and so we are working on lots of different exhibitions. What’s unique about the Addison is that we are always changing our galleries, and we don’t have anything that’s permanently installed. I also work a lot with collection development and adding work to the collection. We’re able to identify works and acquire works for a collection. The other part of the job is taking care of the collection that we do have already, which is extraordinary. I mostly focus on everything that came before 1950 in our collection. For the 90th anniversary, I did a lot of collections research and found out lots of interesting things about objects in our collection we didn’t know before, things about our history. Then there are other things that are normally not part of a curator job, that I do all of our social media, something I took over when the pandemic started. Sometimes I also do career trips; I take our work all around the world or bring it back. I do a lot of cultivation work with our supporters. That’s another big part of our job is raising money.

3. You have had several gallery talks to introduce the exhibitions at the Addison. How did you come up with those?

When the pandemic first happened, we knew that we had to do as every other museum did: go digital and do a lot of virtual. So I did tours before going virtual, but we’re small, so we can only accommodate about 20 people for in-person tours. And then [during] the pandemic, we’ve been able to quadruple that and have dozens—if not hundreds—of people attend our talks, whereas we could only have 20 people before. We’ve been able to engage with people all around the world.

4. Do you enjoy leading tours for people interested in the Addison’s exhibitions?

I have always. I started working at a historic house museum in Rhode Island when I was a really little kid, like eight years old, giving tours of this historic house. So I’ve always loved to talk about art with the general public and other people. It’s been a lot of fun to do the virtual programs.

5. What is your favorite part about Andover besides the Addison?

The history of Andover is really fascinating to me, and just the incredible people that have come out of Andover over the years. The campus itself is spectacular. I love the graveyard—to discover that Harriet Beecher Stowe is randomly buried behind my office is pretty amazing. I also think the intelligence and passion of the students is inspiring.

6. What’s your favorite meal from Paresky Commons?

Before the pandemic, I loved the Mediterranean Bar—that was my favorite thing, with the falafel and all of the cut-up pickles and the tzatziki, and the pita was really nice. I also love and miss the really elaborate vegetable and fruit art that they float in the water dispensers. That was always the highlight of my day seeing what they came up with, and I was pretty amazed by that level of intricacy, and it was beautiful to look at.

7. What’s your favorite curating experience?

One of the projects that I probably learned the most about curating from was a big show: Sally Mann’s work. It had six venues that traveled to Europe. It was a major show with a huge book that we did with the National Gallery of Art in Washington. Being able to work with Sally Mann was incredible, and I learned so much about how exhibitions and books publications clicked together, so that was a really rewarding territorial experience.

8. Was there a specific show/gallery talk you did that you thought meant a lot to you?

I loved the very first show that I did here. That was my own from start to finish, which was called “The Wildness Distance from Ourselves.” It was amazing to actually have the resources to do the crazy things that I wanted to do, like bring extinct birds into the museum: I had taxidermy and I had a bison skull. It was a great way for me to learn the collection by just going in and looking through boxes and discovering all this stuff that we have.

9. What do you do outside of Addison? During free time, do you chill or do you work on independent projects?

When I’m home, I have two cats that take up a lot of my mental energy. My cats are [named] Martha and Edward, and I try to keep up with my friends as best as I can. I like to travel as much as possible. That’s getting out of the North Shore from time to time; it’s nice to getaway for a bit if possible. I love any sort of weird, true crime, or weird subculture documentaries, so that occupies a lot of time. And then since I do all the social media, I’m always seeing what’s trending and seeing if we can do something that’s not completely stupid that respond to a popular trend.

10. If you have to choose one book and one book only, and you can only read that one book for the rest of your life, which book will you choose? Or it could also be a piece of artifact.

My favorite book is called “The Heart is a Lonely Hunter” by Carson McCullers. In terms of one work, that’s impossible. I would take the Addison 65 Years Catalog because it has a lot of different collection objects. I could look at lots of different things. If I could live with one object in my house from our collection, it would probably be Winslow Homer’s “Kissing the Moon.” That’s one of my favorite single things in our collection.

## Classics Paper Inspires Chung in Implementation of Educational Non-Profit

Continued from A1, Column 5

and learning, basically similar to the Harkness method about how he wanted both students and instructors in the Latin classroom to converse with each other and to imitate the writers in their own style. And I found the connection between his methods and how a lot of classes are being taught today,” said Chung.

Chung faced several challenges in his editing process, with the biggest factor being the inclination to procrastinate since the research paper was not an in-school assignment.

“For the first time I was writing a research paper that was not due at any certain point, or it was not due for a grade. I think at certain moments, whenever I came upon an obstacle, often it was easy for me to just let it go and forget about it because I’ll be fine without handling it in,” said Chung.

Irwin, who was Chung’s dormmate last year, served as the second author for the research paper. With his shared interest in classics and the pedagogy of Petrarch, he assisted Chung in the research and writing process. To Irwin, the main obstacle was in

finding primary sources.

“It’s really challenging to find these old documents, especially during the research process because these are medieval documents made in the 1300s. So off the bat, it was hard to find some primary sources. Although Petrarch is an important figure in Renaissance literature, [a lot of the research papers] don’t really focus on his pedagogy and his teaching ideals. You kind of had to dive in and find a lot of the parts that were more specific to [our topic],” said Irwin.

Chung and Irwin were excited when their paper got published at the Cambridge Journal of Classics Teaching. Chung believed that the publication was especially meaningful because of the challenges they had overcome and the hard work they had put into crafting the paper.

“I’m obviously very honored and happy that out of the journals on history, I think it’s been around since the 1960s, Charlie and I were the first writers as high schoolers to be published by the journal. Honestly, I think I’m [mostly] happy about it because of the work and effort that both Charlie and I put into this [whole] endeavor,” said Chung.

The writing process addition-

ally allowed Chung and Irwin to reflect on themselves and draw inspiration. Having started a nonprofit to teach Latin to local children of underprivileged communities last year, Chung believes their paper helped him to further develop his interest in classics and education.

Chung added, “A big part of the research paper was a reflective experience or a reflection for me. Since the start of Upper year, I have started a nonprofit, where I can teach Latin to local children of underprivileged communities. I’ve been working on that for over two years and the issue that I faced was how to maximize the learning experience, especially for elementary school students, how to actually help them take away something from the classes that I have with them. And I think that’s where a lot of the curiosity came from. So I think writing this research paper and seeing how some great scholars of the past have been conducting their classroom atmosphere and the way of teaching, especially the dialectic method, gave me a lot of inspiration as to what to do in the future.”

Editor’s Note: Aaron Chung ’22 a News Editor for The Phillipian.

## Alianza Provides Space to Explore Identity and Culture

Continued from A1, Column 5

gether under the sense that society views us in a certain way and we all feel that pressure and that we’re—I wouldn’t say ‘different’—but we’re viewed as not as valuable as, say, white cisgender men... Alianza is just like a place where you feel comfortable and there’s a bunch of loving people who are very understanding of intergenerational stuff, in any context. Intergenerational trauma, intergenerational stories, lessons, and stuff,” Sanchez said.

In addition to many members enjoying the cultural celebrations that Alianza has held over the course of the month, others also acknowledged the multi-faceted experiences that are part of their identities. Fonesca recognizes the multiple layers of her Latinidad from food and music to facing cultural resistance.

“I think, one of the strongest topics of my Latinidad that has been present in my life is just culture in general. Because like, in Alianza Latina meetings we talk a lot about food and music and stuff that brings us happiness, and I really identify with that. And it has also to do with resistance because the situation of Latinx people in

this country is very complicated. And now that I’m here and I’m seeing all these news articles about Brazilians dying at the U.S.-Mexico border, it hits really different because it’s much closer to me,” said Fonesca.

In addition to hosting events on campus, Alianza also provides a critical space for Latinx students to explore their culture and ethnicity. Donovan reflected on why they believe affinity spaces like Alianza are important to Andover.

“I mean, Andover is a predominantly white institution, so it’s important to make space for people of color on campus and Latin people who are often invisible on this campus. And it’s a really good environment too,” Donovan said.

García assured that all Latinx students are welcome to the affinity group meetings, regardless of experience with culture or place of origin. She affirmed that as long as students identify as Latinx, they are welcomed to the meetings.

“If you’re a Latinx or Latino or Latina student reading this, come find one of us and join the email list! It’s a safe space for ALL Latinx students, and we mean ALL of them! If you’re scared you won’t belong, don’t be. We will welcome you!” She wrote.

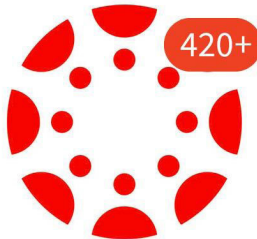


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- *Major Backfire: With Less Work, Seniors Forced to Sleep, Resulting Horrible Nightmares Visits From the Common App Monster*

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# The Phillippian SPORTS

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sadowsky

October 15, 2021

SPECIALFEATURE

## Andover Athletics Partnership with The Trevor Project Aims to Create More Inclusive Space for LGBTQIA+ Community



C.SADOWSKI/THE PHILLIPIAN

Cassidy Sadowski '22 (left) and Liberty Stam '22 (right) wearing The Trevor Project x Puma collaboration t-shirts.

### STAFF REPORT

Led by Cassidy Sadowski '22 and Liberty Stam '22, The Trevor Project looks to provide inclusion for the LGBTQIA+ community in athletics. More specifically, The Trevor Project is a way for those that are part of the LGBTQIA+ community to express their opinions, and have their voices heard.

Last year, The Trevor Project worked alongside Puma to focus on making those part of the LGBTQIA+ community feel included in all athletics throughout the school, according to Athletic Director, Lisa Joel.

“[The Trevor Project] partnered with Puma, the athletic apparel company, last year in an initiative called ReformTheLockerRoom. So, these organizations came together to focus on inclusivity in athletic spaces. I was made aware of this partnership by a colleague in the development office who has a friend that works for Puma and they let us know that this is something Puma is working on. One thing led to the next and it was brought to my attention that Andover Athletics is paying really close attention to matters of inclusivity in athletic spaces, so that is a bit about how this ball got rolling, that was sort of the first seed,” said Joel.

According to Silvia Ng '23, The Trevor Project looks to convey the voices of those that are part of the LGBTQIA

community.

Ng said, “At Andover, we [discuss] a lot about racism, but queer athletes aren’t addressed as much. So I think collaborating with The Trevor Project is a really good way to address that. And I just feel like, as a queer athlete myself, our voices aren’t heard loudly. The school collaborating with The Trevor Project is a really good first step to giving us a voice.”

According to Joel, the first step of the Trevor Project was getting in contact with LGBTQIA+ students, and hearing their voices and opinions.

Joel said, “So what [Puma] said to us that would be helpful was getting feedback from schools. At the time when I met this summer with leading folks from The Trevor Project and Puma, they asked if I could help them speak to some students who identify as LGBTQIA+ as an initial step because they wanted to do a focus group. That happened last week with a group of our students and those were the signs you probably saw

around and about. What we agreed would be a great first step is if our students who wanted to be involved could have a private space with the folks as Puma and The Trevor Project to talk about the issues they wanted to. Now, what we want to do is keep moving forward.”

Co-Organizer of The Trevor Project, Liberty Stam '22, hopes that it will create recognition for LGBTQIA+ athletes from all student-athletes.

Stam said, “I’m hoping that this collaboration will spark more conversations amongst athletic teams and all student-athletes here at Andover about creating truly inclusive spaces. I hope that Andover Athletics and Andover, in general, continues to practice inclusivity as much as it preaches.”

Not only will The Trevor Project teach athletes about including LGBTQIA+ athletes, but according to Ng, it will also teach coaches about including people of all sexualities and genders in their sport.

“I think it’ll definitely make

Andover Athletics a lot more inclusive of sexuality and gender. I know that coaches are not intentionally trying to exclude people ... but it’s the little things that coaches don’t notice but students do notice. And I think The Trevor Project will help coaches recognize what those little things are,” said Ng.

Joel hopes that one day, Andover can be a leader for all schools, displaying inclusion in athletics to all genders and sexualities.

Joel said, “My biggest hope is that we are the school that other schools including at the collegiate level are looking for guidance around matters of inclusivity. If we were to talk about the complexity of a gender binary in sports. We have boys and girls teams, but certainly all-gender teams. We were one of the first secondary schools to call what we traditionally call coed teams, all-gender teams. Being able to say out loud that our teams are all-gendered matters. It pushes other schools to think about even the naming of things makes a difference.”

### FIELDHOCKEY

## Field Hockey Advances to 8-0 After Wins Against Choate and Milton

### MEG STINEMAN

Molly Boyle '25 weaved her way past the goalie, scoring with a pull around for Andover Field Hockey in its 10-0 win against Choate on Saturday at home. Andover followed the win with a 4-2 victory against Milton on Wednesday at home. The team now holds a 8-0 record.

Captain Ellie Harrison '22 explained that the team was working on finishing strong in the circle. She acknowledged that the team built-up well toward the goal, but missed a lot of shooting opportunities.

“I think it’s something we’ve been working on all season, but after our last game, we definitely were working on finishing in the circle. We had so many great passing sequences and efforts to get to the goal but we missed scoring opportunities just because we couldn’t get the final touch,” Harrison said.

According to Kiera Reidy '23, the team had great passing and worked cohesively as one unit on

the field.

“What the team did well was we had great passes, we had pretty good pre-scanning, which is just like looking up the field before you get the ball so you know exactly what to do when the ball comes to you, great spacing, and great time management. On defense, transfers were great, getting the ball out of our end, and playing great down,” said Reidy.

Neily Ware '25 mentioned that the feeling of solidarity and team spirit during plays was an important contributor to success on the field.

“I think we had a lot of energy. We felt really close as a team. We were really supporting each other. We just wanted to be really close, like a family for this game. We have been focusing on coming together and playing for each other. That was our big focus. I think we did a good job with that—just working hard for each other and being close as a team,” Ware said.

Harrison noted that Meg Dunne PG'22 had a specifically

great game against Milton. Harrison also highlighted Tory Rider '22, who scored a goal from a penalty corner.

“There were a lot of different goalscorers, but I do remember Meghan Dunne got a hat-trick. I think everyone did a really good job. Tory Rider also scored a goal today and she’s just been playing really well all season,” Harrison noted.

According to goalie Ellie Parker '25, the Milton team was far more aggressive and was on the attack more often than Choate. Further, she noted the improved communication in each game that contributed to the wins.

“During the Choate game, the other team wasn’t as aggressive. Milton was definitely more aggressive and had more shots against us than Choate did. Our communication was much better than it has been before, and it was important to our success,” Parker said.

Andover Field Hockey looks to maintain its undefeated record at St. Paul’s on Saturday and at Middlesex on Wednesday.



COURTESY OF PHILLIPS ACADEMY

Andover Field Hockey has enjoyed a dominant season thus far, winning all but one of its eight games by two goals or more.

## Boys Water Polo Veteran Sean Meng '22 Prioritizes a ‘Tight-Knit Community’



COURTESY OF PHILLIPS ACADEMY

With only four Seniors on the team, Co-Captain Sean Meng '22 helps lead a relatively young Andover Boys Water Polo group.

### PATRICIA TRAN

Starting out as a swimmer, Boys Water Polo Co-Captain Sean Meng '22 challenged himself in middle school to pursue water polo as his fall sport. Since then, he has fallen in love with the competitiveness and community that water polo brings. From attending preseason as a Junior to being elected Co-Captain of the team, Meng has not only grown tactically as a player but has also found a home within the sport.

According to Meng, the ability to release his emotions in the water serves as a mode of stress

relief.

“Water polo is a really good outlet away from all the academics and extracurricular stresses. If you watch, you’ll see that people fight. We’re like fighting in the water—it’s competitive, but it’s also really good-natured... it’s a very, very good outlet,” said Meng.

Throughout his years on the team, Meng has always loved the tight relationships formed from consistent team bonding. As Co-Captain, he hopes to maintain a similar environment with his teammates this season.

Meng said, “Starting from [my Junior] year, the Seniors took care of me. Every year since then, water polo has been a very, very tight-knit community. We have team dinners every night for a reason because we love everyone on the team. Stepping up as Seniors this year, [me, Hank Yang '22 and Co-Captains James Isenhower '22 and Beckett McKee '22], we’re keeping everyone together, making sure we’re all dedicated to each other.”

According to Trey Wolfe '23 and Isenhower, Meng’s caring personality allows him to build relationships with everyone on the team.

Wolfe said, “Sean’s just one of the most caring people I’ve ever met. The way he asks how everyone is doing, you know he means it. I think that’s how everyone on the team, even the younger ones,

forms a connection with him. He’s just always there for all of us in and out of the pool.”

“Sean’s a great guy. He’s always been super nice, super friendly. He doesn’t hesitate to help people out. I know that I can trust him with anything. In and out of the water he’s super passionate about the sport, but he never prioritizes himself. He’s always willing to put other people first. He’s really compassionate, and he always makes sure that everyone on the team feels comfortable,” Isenhower added.

According to Wolfe, Meng’s charisma allows his teammates to trust and relate to him, which strengthens the effectiveness of his leadership.

“He’s caring, he’s funny; that’s the kind of person you’d want to be your teammate, but at the same time, it’s the person you want to hang out with. I think that’s part of the reason why the team has such good chemistry... [The team is full of] people who you trust to lead you because [they are] the same people you want to hang out with,” Wolfe said.

Along with developing strong team chemistry, Meng wants to ensure that the team’s future is bright and serve as an inspiration to the younger players by sharing his passion for the sport.

Meng said, “[I want] to be able to teach the younger kids how the game works. Have them fall



W.DOUCETTE/THE PHILLIPIAN

In Andover Boys Water Polo’s most recent victory of Choate, Co-Captain Sean Meng '22 (#17) recorded two assists.

in love with the sport as well. If you look at our JV record, we’re doing pretty well. We have a good future for the program. We want to make sure that our new program is sustainable especially with the new pool coming in. We want to try to maintain our quality of play as much as we can.”

With just a few weeks left in the season, Meng hopes to make the most out of his Senior season.

“We’re going into our last few weeks playing water polo [so I] just [want to] go out and have fun, and don’t leave any regrets in the pool. [I] just [want to] give one hundred percent in everything

and be able to walk out of the season thinking that I gave my everything,” Meng said.

*Editor’s Note: Sean Meng '22 is a Business Editor for The Phillipian. Beckett McKee '22 is a Photo Editor for The Phillipian.*



SPECIALFEATURE

‘Girls Who Lift’ Seeks to Make the Gym a More Inclusive Space for Female-Identifying Students



COURTESY OF “PAGIRLSWHOLIFT”

Along with Andover Athletics’ partnership with the Trevor Project, Girls Who Lift is another example of students striving to make wholesale changes to the athletic culture on campus.

DAIGO MORIWAKE

Grace Hammond ’23, Kiley Buckley ’23 and Ava Sullivan ’23 are co-founders of Girls Who Lift, a new club this fall for female-identifying students to lift weights in the weight room at Borden and Memorial Gym. The club has met twice so far, both meetings at 6:30 p.m. on Wednesdays at Borden Gym; about 20 students have attended each meeting. According to Hammond, the club was created out of the feeling that gyms can be an intimidating place to go into especially for beginners.

“Sometimes, it can be really busy and scary to go to the Borden gym after school when it’s packed, and... sometimes, you can feel like people are always watching you, and people are thinking you’re doing things wrong. I think this applies to pretty much any gym — that it can just be kind of scary to go in when it feels like there [are] people that really know what they’re doing. So, we kind of just wanted to give everyone the basics and make everyone feel more comfortable,” said Hammond.

Sullivan says it is particularly important to encourage girls to lift as

the gym is often a male-dominated space.

Sullivan said, “Normally, for example, when I go to Borden gym, there’s probably like 15 guys to every two girls or so, so I think at first that can be very intimidating, and I just think that weightlifting... is kind of known as sort of a guy sort of thing, and a lot of girls that do want to get into it are intimidated by that fact.”

Alya Chatterjee ’22, a member of the previous Girls Who Lift club, says she is happy to see that there is a new club to encourage girls students to lift.

“This just means more girls, more time, more people being empowered. Why would I be sad about that? As a Senior, I’m so happy that even if I leave, there’s going to be a Girls Who Lift club anyways,” said Chatterjee.

Hammond, Buckley and Sullivan started following scheduled workout programs during the Covid-19 pandemic, and they were inspired in that period to create a group that could “embrace” the gym together.

Hammond said, “[Kiley, Ava and I] all sort of started working out during Covid-19, and we all had previously worked out for our sports, but we really started doing planned out workouts during Covid-19, and that was what forced us to go into it, but sometimes going to a local gym, it can be scary to do like barbell stuff, and I just wanted other girls to feel like they could take out heavy-weights and be fine, and to learn techniques. I think [Ava, Kiley and I] have all experienced times when we’ve felt scared, and you kind of just have to learn it, embrace it, that kind of thing.”

According to Sullivan, having a community of girls with whom to go to the gym helps her be motivated to achieve goals in the gym.

“Being able to all be there for each other and build each other up, definitely helps us, especially in a group of girls that we’re going to try to build a community a lot closer, and then once we do, we’ll all be able to go in there and support each other and help each other hit new [personal records] and just learn new things,” said Sullivan.

Buckley says she hopes this club will have the bigger effect of bringing a more diverse community of students into the gym.

Buckley said, “I think just having a good, strong group of girls that really enjoys helping other girls or helping bring confidence will be helpful for the community of the gym and just bringing a more broad community in.”

BOYSXCOUNTRY

Runner Tam Gavenas ’25 Leads the Charge in Andover Boys Cross Country Win Against Choate

PATRICK FLANAGAN

Tam Gavenas ’25 set the 9th grade Andover course record in Andover Boys Cross Country’s first home cross country meet since November 2019. Alongside Gavenas, Aidan Lin ’23 secured a personal best time on the course. With the efforts of the entire team, Andover was able to come out victorious in a 32-23 win against Choate.

Race winner Gavenas expressed that the home course advantage is not ‘make or break’ and believes that the team can create energy and support each other anywhere it goes.

Gavenas said, “it’s all about the team’s energy, and no matter what, our team will be supportive, [so] shout out to the girls’ team for supporting us on ‘Heartbreak Hill.’ I think [the energy] would be the same at Choate, but running here, we’re used to this as we practice here every day.”

According to Captain Matthew Ottenbreit ’22 and Coach Patrick Reilly, running together in packs proved to be a helpful strategy that transferred from practice into the meet.

Ottenbreit said, “We worked on a strategy called pack running. [It is] something that we had been working on all week. When we work out, we make sure to pace with someone else. During the hard parts of the course like the hills and the sanctuary, it is important to keep pace with someone else to stay motivated.”

“So we typically have in a workout or a meet a few things to keep in mind. This week the phrase was pack running. You’ll have teammates in a race with the same abilities as

you, and if you see them make a move, you move with them and if they struggle, cheer them on. [We run in packs] to support each other throughout the race,” Coach Reilly said.

Despite the spectacular races run by certain individuals, the win was by no means a solo effort. Coach Reilly acknowledged how many runners participated and all contributed to the win.

Coach Reilly said, “[Having] really positive energy [was a driving force in the win], and normally in away meets we are limited to the number of seats on the bus. But this meet was home so we were able to have all runners who were healthy to compete, and there was some nervous excitement throughout the race.”

Andover will be hosting the “New England’s” this season which only happens at Andover once every ten years, but for now, the team looks ahead to next week where it will be on the road facing off against St. Paul’s.

CAPTAINFEATURE

Boys Water Polo Co-Captain James Isenhower ’22 Inspires with Discipline and Excitement



M.WILLIAMS/THE PHILLIPIAN

Co-Captain James Isenhower ’22 is one of Andover Boys Water Polo’s most consistent scorers, racking up 11 goals in eight games.

MONISHA KATHIKA

Since first picking up the sport during his Lower year, Andover Boys Water Polo Co-Captain James Isenhower ’22 leads the team with his radiant, caring, and genuine personality. Originally drawn to the sport by his friends on the Andover swim team, Isenhower seeks to foster a well-connected team environment both in and out of the pool.

According to Trey Wolfe ’23 and Co-Captain Sean Meng ’22, Isenhower’s positive energy, constructive criticism, and disciplined work ethic inspire the team to follow.

Wolfe said, “I think James just brings a lot of awesome energy. He’s also, at the same time, a realist. I think all of our captains are good at that. They’re not afraid to tell us what we can work on and that’s a good thing because you need to have positive reinforcements sometimes. He does it in a way where we’re doing really well with this stuff, but here’s where we can improve vs. we’re bad at this. All of our

captains are good at that, but I think with James, that’s where he stands out.”

“He comes from a military family, and [his determination and hardwork can be seen through that]. He’s the most disciplined out of all of us. He gets his stuff done. He never slacks on any drills. In a game, he would be the one sprinting, and I think that is so important as a captain. He really role models by action; the younger kids see it, and that’s a source of inspiration for them,” added Meng.

According to Isenhower, he enjoys water polo for its reliance on team play, which in turn builds a close knit community among the players.

Isenhower said, “I like how close it brings everyone together. There’s a lot of common communication required, but it’s almost harder to communicate in the water because it’s harder to see and all that, but you just kind of have to work with the chemistry between the players on the team. It’s unique, I don’t know how else to describe it in a better way. I think we’re all really close together. Especially at Andover, we’re a relatively small team, there’s only 15 of us so we all hang out together and have team dinners; we’re all just a close community.”

Isenhower’s calculated and intrepid play in the pool make him a formidable and reliable player, according to Wolfe.

“I would probably say [that James is] genuine, you can always count on him no matter what. He’ll always give it to you straight. That’s one of my favorite qualities about James... [He’s also] reliable, I mean in games he’s never afraid to take a shot, but at the same time if he knows he doesn’t have one he’ll pass the ball. I just think that says something about him,

he’s never afraid, but at the same time, he’s a team player,” Wolfe said.

Isenhower aims to lead the team by example and places an emphasis on supporting and guiding new players through the sport.

“I think the biggest way is to lead by example... A lot of us haven’t played water polo before coming to Andover, so I think a lot of us have shared experiences being the scared little freshmen. It’s an intimidating sport when you first try it. Learning how to tread water, it’s the most fundamental thing in water polo. It’s a very unnatural movement, it doesn’t feel right when you first start out. You can be one of the strongest swimmers in the pool, but as soon as you get in the pool for water polo, you have someone trying to climb on top of you, then it’s kind of scary. The biggest thing I can do as a captain, and my captains in the past year have made sure that the new people know that we’re going to be there to support them and it’s going to be unnatural,” Isenhower said.

Outside of the pool, Isenhower seeks to develop chemistry among the players by connecting with the team through regular team dinners and other bonding activities.

Isenhower said, “We hang out a lot outside of the pool. Team dinners are probably our biggest thing. Again, we’re small enough of a team to fit in one table at [Paresky Commons], so we’ll eat together there and we probably spend an hour in [Paresky] just talking. It isn’t always water polo-related, I think that’s also a big thing. Part of having such good team chemistry is not always being focused entirely on the sport.”

GIRLSXCOUNTRY

Andover Girls Cross Country Sets Six Personal Records in Win Over Choate

ANNABEL CURRY

With six new personal records set on its home course, Andover Girls Cross Country continued its strong season with a 41-20 win over Choate this past Saturday. The team was led by Charlotte Whitehurst ’22, who placed second overall with a new personal record.

Naima Reid ’25, who achieved a new personal record of 22:00, commented on the team’s strong performance.

“Both teams did really well, and I think everyone was pretty proud of their experience. We had a lot of PRs which was cool... I know that [in the future] I can beat my time,” said Reid.

This win came following another strong race for Andover Girls Cross Country at the Northfield Mount Hermon Invitational, which is known for its challenging

terrain. Empey pointed out the advantages of running at home.

Empey said, “We start at the bottom of the Great Lawn, we run out on the Great Lawn, go behind the chapel, we run in the sanctuary, and then we come back up the Great Lawn and finish going down the Great Lawn. So yeah, it’s been nice at home because we practice on it all the time. So we all knew it was coming up and we were able to prepare and make race plans that we knew really well.”

Though Reid explains that cross country can be an intimidating sport, she details her favorite moments and memories of each race.

“Running a 5K race is hard, but the pain and the struggle that everyone experiences brings you together, and that feeling at the end of the race when everyone is giving out hugs and high fiving each other is so awesome,” said Reid.

While team Captain Natasha Muromcew ’22 is out with an in-

jury, Whitehurst has been guiding the team, according to Reid.

Reid said, “Charlotte Whitehurst usually leads, she’s the fastest on our team. She’s so supportive, like always super nice. When everyone’s crying and struggling on a hill, she’s literally singing and making a joke.”

To prepare for each race, the team practices its pre-race rituals. According to Reid, the team’s long-lived cheering tradition is one of her favorite aspects of the sport at Andover.

“We’ll do a campus loop, which is like just a specific run that we plan out. It’s like 20 minutes, and we do it easy. And then we run up to Sam Phil, and we cheer, like, give me an A, for Andover; then it’s like, what does that spell? Andover! And then we run down the Great Lawn, from Sam Phil, and we sing this chant. And then we circle up, do more chants and things we’re grateful for, it’s really it’s like

Thanksgiving, but every Friday,” said Reid.

The team is hopeful as they look to the future of this season. It is excited about the possibilities of more races and personal records and, according to Empey, aim to win Interschols, located at home this season.

“As a team I think we would all love to win interschols, especially because it’s at home this year, that would just be really nice from the home course,” said Empey.

Andover will race at St. Paul’s School on October 16.



COURTESY OF PHILLIPS ACADEMY

Andover Girls Cross Country has a rich history of success, last winning the Nepsta Division I title in 2015 and finishing in a top three podium position in nine of the previous ten years.



FOOTBALL

Andover Football Falls One Touchdown Short to Taft

MONISHA KATHIKA

Early in the first quarter, Aidan Porter '23 forced Taft's quarterback to fumble due to a tactical strip-sack. Andover Football successfully recovered the ball and scored a touchdown in the following offensive drive. Despite earning an early 7-0 lead, the team struggled to find the end-zone late in the game in a potentially game-tying drive, resulting in a 23-30 loss to Taft. The team's record now stands at 1-2.

According to Adrian Morrison '23 and Porter, Taft was a team that was neither too strong nor too weak—a perfect matchup for Andover after the grueling loss to Loomis Chaffee. Both sides were able to take advantage of the other team's weaknesses.

"Taft had a couple good players that helped move them offensively and defensively as well, but mainly offensively. I think we also, as a team, made a lot of mistakes collectively, and [Taft] was able to capitalize off that," said Morrison.

"I think our offensive line did a really great job with opening up holes for [Cato Legaspi '22], our running back, to get into open space and make some moves. And then defensively, I think we did a really great job making some decent stops against a pretty touted run game Taft has," added Porter.

Playing its last game two weeks ago, Andover went into the game as the underdogs and want-

ed to prove the skill and strength it gained from the extra time to prepare, according to Morrison.

Morrison said, "I feel like our main goal was just to win. We came into the game as the underdogs [because] the 'Eagle-Tribune' had predicted that we would lose 20-29. I think that definitely motivated the team a bit because Taft had a bunch of guys who had D1 offers. We didn't have much of that, and they [also] had home-field advantage. We had more to prove in this game just because there were people already [doubting] us before really seeing us [play]."

According to Connor Aalto '22 and Porter, the long bus ride also stood as an obstacle for the team in terms of maintaining fresh legs and amping up the team energy.

"One challenge we always face on road games like Taft is the bus ride. We were much more likely to cramp up after sitting down in the bus for [three] hours. The long bus ride means everyone has to really emphasize their stretching and nutrition," said Aalto.

"It's really tough to get people fired up when you're on a three-hour bus ride for an away game, but once you get on that field, I think it's an instinct in everybody that [there is] a switch that turns on... I think our captains do a really great job getting us fired up before the games, so we were feeling pretty good," Porter added.

Despite being the underdogs and facing unpreventable challenges, many individual players

contributed to the team's success, according to Morrison and Kevin Flores Blackmore '23.

"Every time [Legaspi] ran, he was always falling forward and moving the ball forward. He ran really strong, and that gave us a lot of the yards we needed. [Jesse McCullough '22] is always a solid player, and he did well both offensively and defensively. Defensively, he had a couple of clutch catches," said Morrison.

Flores Blackmore added, "[C.J. Egrie '22] and [Emilio Lozada '22] were some key players on defense. They had many open-field tackles and pass breakups. Our defense overall stuffed Taft multiple times."

Despite the team feeling disappointed after the loss, these strong performances left it hopeful for the games ahead, according to Porter.

"Everyone was pretty upset; no one wants to travel three hours, lose a football game, then have to come back... But the thing is, everyone knows what we [did well and what] have to clean up, and I think everyone knows the mentality we have to have [come] into this week as far as preparation goes for [Williston Northampton.] We want to come out on top on Saturday," said Porter.

Andover will look for a win away against Williston this Saturday.

*Editor's Note: Adrian Morrison '23 is a Copy Associate for The Phillipian.*



COURTESY OF DANNY FERRIS

Prior to its close defeat on Saturday, the last time Andover Football lost away to Taft was the fall of 1993.

BOYSSOCCER

After a Loss Against Taft, Boys Soccer Comfortably Defeats Choate and Pingree



K.SUH/THE PHILLIPIAN

Center defensive midfielder, Spencer Madge '25 (#22) is one of three Juniors on Andover Boys Soccer.

MATT LEONARD

Penetrating Choate's defensive line, Josh Park '22 delivered a through ball to Ellis Denby '24, where he scored his 4th goal of the season and the first of the game. Denby had another goal that game, securing the win, and giving Andover its second of the season. The momentum carried to the team's next game, where it took another 2-0 win against Pingree. Andover's record now sits at 3-3-2.

Denby noted that with its losses to Taft and Loomis Chaffee behind it, the team was excited to get out on the field and give its best effort.

Denby said, "The season has been kind of rough, and the losses against Taft and Loomis set us back. We knew that [Pingree] was a great team, but not at the level of Loomis or Taft. We went in excited to show what we could do, that we could put shots on target and score good goals. We had a hungry mentality to win, and to also play our game. Oftentimes this season we have played the other team's game. Today was our chance to play our game and have fun. Sometimes people get frustrated, and the energy isn't too positive, which causes us to make more mistakes. Today, the energy was radiant and we were

happy to just get out there and play."

According to Denby, Andover did just that; the team had a high level of energy and played as it desired. The drills rehearsed in practice, focused on and off-the-ball movement, were reflected in the game.

"We kept possession of the ball the whole game, in a 60-40 percent ratio. In soccer, that is a huge difference. We dominated the game, not only in our backline but also in our midfield. We kept the ball for basically the whole game, and in their half. Attacking-wise for them, they didn't have many chances: one or two shots on goal, and our defense was solid there. Our midfield was solid in winning balls, and our attackers were solid in getting those balls towards and into the net," said Denby.

Gio Pagliuca '23, who scored both goals against Pingree, both believed the team came out ready to play on Wednesday and had the high energy during the first half that they desired. However, Denby and Paglucia also noted how things took a negative turn in the second half, as complacency took a toll on the team's effort.

Pagliuca said, "Today, [Wednesday], we started off strong. We came out fast and played at the level that we know we can play at. Towards the sec-

ond half, after we had already scored twice, our level and speed of play dropped a bit. Pingree is a Nepsac Class-C opponent, whereas we played against Nepsac Class-A opponents recently (Loomis and Taft). The difference in the name of the ranking and division caused our level of play to drop since we didn't take them as seriously at one point. I think we started strong but we didn't maintain that high speed of play throughout the whole game."

The team hopes to apply the tactical and technical work it put in during practices this week in their game this Friday against St. Paul's, a Nepsac Class-A team, according to Pagliuca.

"We know [St. Paul's] is a good opponent, and they are going to come out with a lot of energy. We need to understand and come out with an equal amount of or greater energy than them, and [we have talked all week about how] that starts in practice. We need to practice how we play. We have to make sure to bring our best, play with energy, and bring competitiveness starting at practice. That will translate to the game," said Pagliuca.

The team will look to improve to four wins against St. Paul's on Friday.

BOYSWOPO

Andover Water Polo's Strong Defensive Play Leads To Another Win

MONISHA KATHIKA

With a number of impressive defensive plays and blocks from players such as Ryan Chandor '23, Andover Boys Water Polo beat Choate 11-8 on Saturday. The team's record now stands at 5-3.

According to Co-Captain James Isenhower '22, the team did well with matching Choate's energy, something that they have been able to do well in games throughout the season.

Isenhower said, "I think we did a good job of matching Choate I would say. In the end we were able to pull away from them, but we've done a really good job this season of playing up to our opponent even if they're strong, even if they have a better record than us. I think we've always been able to do a good job of matching their energy in the water and being able to be as aggressive as they are."

According to Trey Wolfe '23 and Marcel Montemayor '23, the team's defense excelled, especially towards the end of the game, which led to scoring chances at the other end of the pool.

"I thought that especially at the end of the game the defense did a phenomenal job. Stopping shots from happening makes my life a lot easier because if the shot never reaches the goal then I don't need to get in front of it. Our defense did a really good job towards the end of the game of shutting them down, I think it frustrated them. That's where we capitalized," Wolfe said.

In an email to *The Phillipian*, Montemayor wrote, "Prior to the game we emphasized working on our defense, and all of that hard work paid off because it was the defense that really won us that game. I think our offense is also in a strong place, but something we really need to work on is setting up our 6 on 5 defense and offense. Choate was able to capitalize on multiple easy mistakes that we made."

According to Isenhower, it was impressive to see the team display so much energy even during the fourth quarter, which gave them the upper hand over Choate.

Isenhower said, "In the fourth quarter, I'm always impressed by how much energy we as a team have left. Like I said, Andover has a pretty big swim

program and that's how we get most of our water polo players, from swimmers who want to stay in the water in the fall and try out water polo. That means that we naturally have a pretty high level of conditioning and it always makes you proud to see in the fourth quarter that none of our boys are getting tired and they're always giving 110 percent. Never giving up, it doesn't matter how far we are ahead or how far we are behind, we're always giving it our all. Especially in the fourth quarter yesterday, I saw a lot of good efforts from people like Ryan Chandor, who in the fourth quarter capitalized off of how tired our opponents were."

According to Wolfe, the team has made a lot of progress since the start of the season.

Wolfe said, "We progressed so much as a team and we've become so much better at being coordinated on offense and defense that these past couple of weeks have been shocking as to how far we've come. I think we've done a really good job so far."

Andover Boys Water Polo's next game will be away on Saturday against Brunswick.



W.DOUCETTE/THE PHILLIPIAN

Continuing his strong goalscoring season, Marek Deveau '23 (pictured above) scored three goals against Choate.



GIRLSSOCCER

Girls Soccer Beats Choate in the ‘Biggest Win of the Season,’ Uses Momentum to Dominate Brooks

PATRICIA TRAN

In an electrifying Saturday game on Graves Field, Liberty Stam '22 rebounded the ball outside the 18-yard box into the top left corner, a beautiful goal that put Andover Girls Soccer in the lead over Choate. The team went on to win 2-1. On Wednesday afternoon, Lily Haik '22 led the team with two goals and one assist in a dominant 4-1 victory over Brooks. The team's record now stands at 4-1-4.

Graves Field has been home to practices since the beginning of the Andover Girls Soccer program and, according to Kate McCool '23, playing on it served as a motivating factor in the Choate game.

“We only play on Graves field once a season against Choate every time, [so] we were saying, ‘We don’t lose on Graves... this is our kitchen,’ This is a place that we spend two hours at every afternoon, so Graves [is] a really special field to us. We didn’t want to lose on it. We wanted to crush Choate on Graves, on our home field, so [there was] definitely a lot of passionate, intense energy before the game,” said McCool.

Going into the game, the team knew that Choate was going to be a strong opponent;

however, it kept a positive mindset that capitalized on Choate's over-confidence, according to Tori Darling '22.

Darling said, “Before every game, we have this mindset of ‘We need to go in, we need to try our best, and we need to show up’ because any opponent on any day can surprise you. I think Choate came in a little confident because they’ve played teams we’ve lost and tied to. [But we knew that [these] records [don’t determine who wins].”

In addition to Andover's positivity, Darling believes the support from injured teammates allowed the team to remain courageous and composed against the obstacles they faced.

“Our coaches always tell us that when you play to not make mistakes, you play scared. You can only make good passes, those through balls, and take those amazing shots when you have courage. The players who are injured, they played a really important role in supporting us and being sideline coaches and just keeping morale really high,” said Darling.

Tactically, the team performed well both offensively and defensively, nullifying a strong Choate attack and being clinical in the final third, according to McCool.

“I think Choate had a very good attacking third, which

was a bit challenging for our defense. I think more than ever, our defense really came together to defend Choate's attack. Also, we just did a really good job on finishing our shots because we have been working on taking more shots and placing them,” said McCool.

According to Darling, the team was propelled forward by multiple individual efforts against Choate.

“Lulu Rourke [’23] played outside back, which is actually not her normal position... and she just had an incredible game moving the ball forwards and really being an offensive player even though she was playing defense. She was a huge threat offensively,” Darling said.

“In the last few minutes, there was a corner kick, and Sofia [Traversari '23,] our goalie, made a diving save that none of us [were] expecting. We thought it was going to be a tie game in the end, but she really dove out there, put her whole body on the line, and saved [the shot],” Darling added.

McCool believes the perseverance and focus required to secure the win on the team's home field made the victory extra rewarding.

McCool said, “When we heard the final whistle, we all ran towards [Traversari]. It was like a mosh pit or doggy pile... We just all ran to each other and hugged each other. I think



COURTESY OF PHILLIPS ACADEMY

**Andover Girls Soccer will play at home against Northfield Mount Hermon in a little over a week's time during Parent's Weekend.**

out of all the teams I've ever been on, this team really cares for each other, and we are a family. This win was so important for us to win on our home [and] out of all the games we've played, this was the most special one to us.”

Andover will face off against St. Paul's on Saturday and Governor's on Wednesday.

GIRLSVOLEYBALL

Girls Volleyball Falls to Choate 3-1 Despite Close Sets



T.ZENG/THE PHILLIPIAN

**Prior to its defeat against Choate, Andover Girls Volleyball had won its last three games.**

MONISHA KATHIKA

With a diving save, Wendy Wang '24 hit the floor, earning a highlight point in Andover Girls Volleyball's 3-1 loss against Choate. Andover competed closely throughout the game, winning the first set 25-19 and losing the final three 17-25, 25-27, and 20-25. Andover's record is now 7-3.

According to Jaedyn Ford '24, the team was confident going into the game due to its three game winning streak.

“We knew that Choate was a good team, so I think a lot of us were nervous, but [we] also had a certain amount of confidence because we'd just been coming off of a winning streak. I think that we were ready to play a good team in that sense,” said Ford.

According to Mary Lord '24, Wang's overall consistency and setting ability allowed her to stand out as a key player in the game.

“Wendy is really on top of it, I mean she always is. I would say that she's one of the most consistent players. She really holds the team together. I mean she could [get] a not-great pass... and she can still turn it into a set that's good enough that the hitters can get a kill on it...Wendy is

so reliable, every ball that she sets up is going to be good and hittable,” Lord said.

According to Wang, the team will look to focus on maintaining confidence throughout the entirety of the game, especially after the team loses points.

“One thing we struggled with was keeping that confidence throughout the game. In every single set we would start off really strong and confident, but then whenever the other team wins a few points, the confidence would start to fade away. That is something that all the players need to work on cautiously. Just to keep that confidence up even if we're losing... Related to confidence, I think just wanting to get the next ball and having the next point mentality. Whenever we mess up a point or something, we need to get over it quickly,” Wang said.

In the coming games, Andover looks to not only improve its on-court energy but also individual skills from the many talented players on the roster, according to Wang.

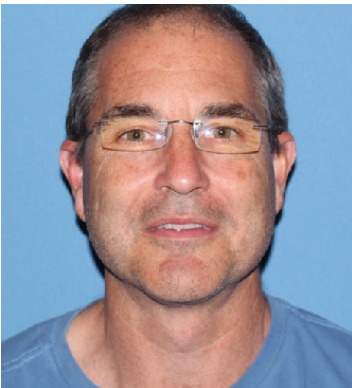
“I'm really proud of our team, just in general. That was like the best volleyball we've seen all season so far. I think as a team we've also grown a lot in terms of our volleyball

skills and also our energy and mentality on the court. Though that's something that we still can improve on, I think we already improved on that a lot. The other team was also really strong, so I'm really proud of taking the lead in almost every single set by a lot, but we just need that last boost that takes us to the win,” said Wang.

Girls Volleyball will look to bounce back at St. Paul's this Friday.

BOYSWOPO

Boys Water Polo Head Coach Dale Hurley Emphasises Continuously Building off of Weaknesses to Improve as a Team



COURTESY OF PHILLIPS ACADEMY

**In addition to coaching Boys Water Polo, Head Coach Dale Hurley leads Girls and Boys Crew during the Spring Term.**

DAIGO MORIWAKE

In his third year leading Boys Water Polo, Head Coach Dale Hurley looks to continue to learn and improve in the team's final six games and three tournaments.

According to Hurley, he focuses on paying attention to both teams during competitions and tries to take away effective strategies. He noted that the

team has gradually improved over the past few seasons after learning from losses.

“The losses are where you learn. So when you lose a game, I always tell the guys that they need to walk away from it and know what the other team did really well so that we can incorporate it in our game. Because they are in the water... They need to know what the other guys are doing, and we've incorporated that into every one of our games throughout the season. That's why our Varsity has gotten better and better through the years, because every team we play and we lose against, we get better. So it feels like the team is riding high right now, but really, they're waiting for the next opponent to beat them so they can learn a little bit more,” said Hurley.

Hurley also emphasizes toughness which forces other teams to have to be scrappy to have a chance at beating Andover.

“Water polo, in general, is a sport where people play dirty and get away with it fairly easily, and I think the main thing that I want the guys to do on our

team is [to] have a different perspective when that happens. If they're playing dirty against us, that means that they really have to play dirty to beat us,” said Hurley.

While other teams may stoop to a lower level of play and sportsmanship, Hurley maintains a set of standards for the Andover team.

Hurley said, “But we don't want to return the favor. We want to play our game, we want to play a clean game, and we want to beat them and be the better team. Sometimes, being the better team doesn't necessarily mean winning, being the better team just means doing it the right way and then learning from what they're doing, and we'll take advantage of it... There are times when there's a lot of physical fighting going on in the water, and the thing is, I tell the guys, don't get tied up in that mess.”

According to Co-Captain Sean Meng '22, Hurley has the eye to identify the team's strengths and weaknesses.

“[Hurley] has also identified our strengths and weaknesses very, very well, so we target

practices to train those. What we've realized throughout the season is that our defense is really good—I would say top three in the league —and so defense is something we pretty much have figured out. At this point we are focusing on fast breaks, we are focusing on counterattack offense because we have that defensive advantage, and I think that has been really helpful in games so far,” said Meng.

Co-Captain James Isenhower '22 describes the team as ‘adaptive’ and attributes that to Hurley's ability to quickly analyze the opposition's strengths and weaknesses.

Isenhower said, “He's very good at assessing the other team like during warmups and during the game. He's really good at adapting to the other team's weaknesses and sort of telling us what we need to do to fix that. I think he does an awesome job of figuring out the other team's strategy and sort of adapting ours to that. We're a very adaptive team and I think we sort of owe that to him.”

According to Hurley, he encourages his team to try and take out opponents' strengths

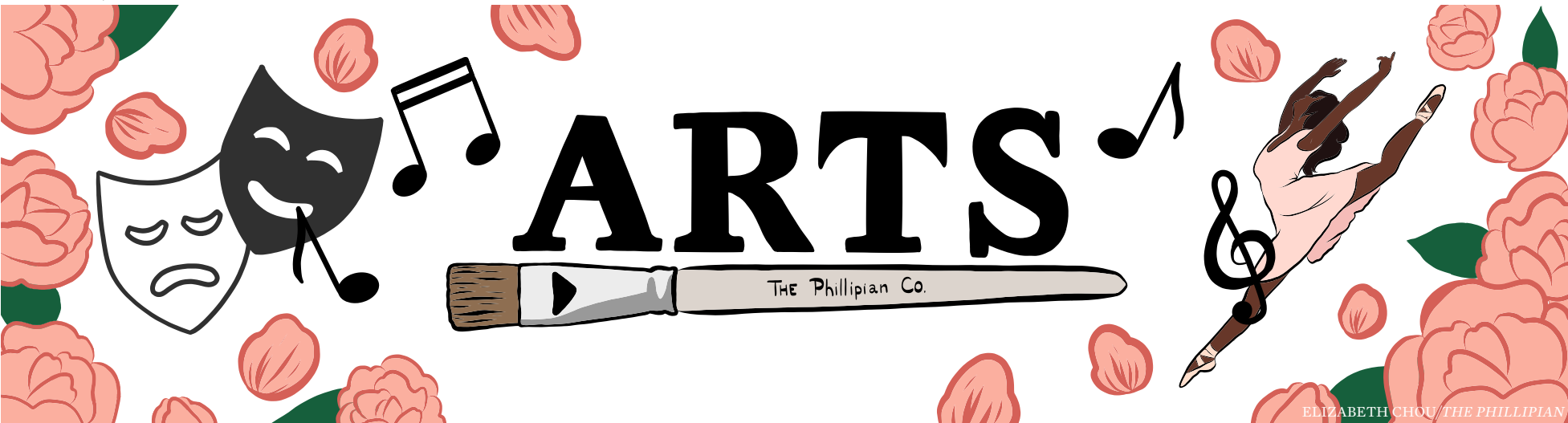
to force them to use their weaknesses.

“There are strengths and weaknesses from each team, and we try to find... a method to take out their strongest thing, and then see if they can rely on everything else. If we can do that, if we can take out their strongest weapon that they have, then we have a better chance of doing well,” said Hurley.

According to Hurley, this adaptive approach has had a positive impact on the team, as it has forced every player to be well-rounded.

“[Being adaptive] has proved to be helpful. I think the guys on our team, across the board, everybody's a threat to score and everybody's a threat to play good defense and they all seem pretty good. Even the guys in the second string have really stepped it up, and they're starting to play remarkably well. As well as the first string was playing [at] the beginning of the year, the second string is playing now, so it's been good. And bringing everybody in the water and playing in every game, it'll continue to get better like that,” said Hurley.





# Eleanor Dehoog '24 Incorporates Traditional Portraiture Skills Into Modern Merchandise Design

AVA CHEN

Working in traditional and modern art, multi-style artist Eleanor Dehoog '24 demonstrates her versatility by experimenting with both intricate graphite portraits and bold clothing—specifically merchandise—designs. With about five years of traditional drawing experience and seven of fashion design, intersectionalities of the two different art styles and their contrasting challenges come into light through her work.

Trained in classical art, Dehoog dabbled in fine portraiture—mainly using graphite, vine charcoal, and pastels as mediums—for most of her life. Her experience with traditional art comes from a classical portraiture course she took in her hometown of New Orleans, where she had a unique experience drawing from live models that motivated her to further pursue art.

“New Orleans itself has a really rich history of art and culture in terms of music, art, and intersectionalities between that, and in one of the courses that I took, my teacher hired live musicians and live bands, and I [got really] interested in it, and I decided I wanted to keep doing it,” said Dehoog.

In middle school, Dehoog

first delved into fashion merchandise design by participating in class t-shirt design competitions and student council activities. Since then, Dehoog has created apparel mainly for teenagers, taking inspiration from clothing brands such as Ripndip, Playboy, Free City, and Hollister, and adapting them with a unique twist.

“I [try] to produce [clothing for] people my own age, and a lot of them aren’t gonna want to wear a working t-shirt...they want something more fun, like a lot of color, stuff like that, so here, [the other class representatives] have typically been the ones to find the images, and then I replicate it but with an Andover-esque style to it,” said Dehoog.

However, according to Dehoog, transitioning from a traditional art style to merchandise design also has its challenges, as traditional portraiture and the modern pop-art of merchandise design are visually very different. While the former utilizes multiple shades of color and puts strong emphasis on detail, modern pop-art—done digitally—prioritizes clean line-art and simplicity. Yet there are underlying connections between the two that Dehoog takes advantage of.

“The same idea of values, contrasting lines, bold lines versus soft lines, a lot of the quite literal style that I’ve learned

from being trained classically has transferred into what I’m working on with designs for merchandise,” said Dehoog.

Dehoog also works with fellow Class of 2024 representatives Emelia Yang '24 and Tina Zeng '24 on merchandise ideas. Having known Dehoog since she released her original class representative platform design, Yang comments on Dehoog’s greater experimentation with elements of modern-pop art as well as the development of her unique style.

“I think Eleanor has a very distinct style, in that she’s constantly communicating and is very adaptable to what the audience and what the target consumers want out of the design...she’s very flexible, on her feet and very creative...she uses a lot of neon and bold colors that compliment each other very well. Her art knowledge pairs colors very well together [in terms of] the degree of saturation and shades,” said Yang.

Though Dehoog does not think of her art as having a major impact on the Andover community, she appreciates the positive campus-wide response that her designs have been getting. According to her, the feedback that she receives from both peers and upperclassmen has been very gratifying.

“I’m not used to having my art on display, and having it on sweatpants and sweatshirts is



COURTESY OF ELEANOR DEHOOG

very much a visual display, especially when you see it everywhere. It’s cool to see people

who enjoy my art, especially considering the amount of time I put into it,” said Dehoog.

# Review & Retrospective: Mitski Emerges from Hiatus with Return to her Musical Roots in ‘Working for the Knife’



MARIKA SAITO/THE PHILLIPIAN

CHLOE RHEE

On October 5, singer-songwriter Mitski released the single “Working for the Knife,” a preview of her sixth studio album. The song marks her re-emergence after a two-year long hiatus—in 2019, she ceased live

performances and deleted all of her social media. Last Monday, her online accounts were suddenly reactivated. Compounded by the announcement of a 2022 spring tour and album release, legions of fans were sent into a frenzy. Known for her unique sounds—a jumbled mix of folk, electronica, indie, and rock—Mitski’s soft voice strikes a mel-

ancholy balance with her philosophical lyrics. Guttural and raw, “Working for the Knife” is emblematic of this confluence of genres. While the song’s musical style is reminiscent of Mitski’s earlier work, it starkly contrasts with the coming-of-age narrative the song’s lyrics tell.

At its core, “Working for the Knife” symbolizes Mitski’s return to her musical roots. The melody, which revolves around an eerie, synth-heavy instrumental with a subtle beat, is emblematic of her 2012 album, “Lush,” characterized by a more primal and unrefined style. Sonically, the song is more unprocessed compared to her other work—composed of five verses and lacking a chorus or bridge, Mitski’s singing sounds more genuine and unrestrained. This callback to her earlier music may allude to her motivations to go on hiatus. In a since-deleted tweet in 2019, she wrote, “I sense that if I don’t step away soon, my self worth/identity will start depending on staying in the game... I don’t want to make art like that.” By imbuing elements of her early work into her new music, “Working for the Knife” reveals that, as desired, Mitski has successfully preserved her identity and originality as an artist.

These are not the only references Mitski makes to her prior

work—the song’s accompanying music video has plenty more. Most frequently referenced is her previous album, “Be the Cowboy,” arguably Mitski’s most popular release before her hiatus. As if to pick up right where she left off, Mitski dons a cowboy hat and silky blue jumpsuit, standing outside an empty theater. She also alludes to the pressures of her last tour—in the middle of the video, a spotlight appears, relentlessly pursuing her as she approaches the stage. Once she reaches it, she passes a hand over her face, a forced, jagged smile suddenly shifting into a frown. This facade falls during the last two minutes of the music video. As the song ends, Mitski dances alone, throwing herself against the stage and closing with a final euphoric grin. It makes the viewers uncomfortable—as it is aimed to. All of the aforementioned scenes parallel the stresses that came with Mitski’s mounting fame before her hiatus—and explains why she embarked on one in the first place. She was emotionally exhausted, she claimed, and, having been on tour for five years, a hiatus would give her the opportunity to rediscover her passion for music.

And rediscover she did. The lyricism in “Working for the Knife” is quintessentially Mitski—subtle yet decisive, meta-

phorical yet direct. While the release is supposed to signify a fresh start, the song primarily reflects the evolution of her career. “It’s about going from being a kid with a dream, to a grown up with a job, and feeling that somewhere along the way you got left behind,” she said of the song in a recent press release. As she reaches adulthood, this disenchantment serves as Mitski’s coming-of-age narrative. Most directly, though, the song has undertones that reflect on capitalist ideals present in the music industry and the world itself, accomplished through the metaphor of the knife. Previously mentioned in songs such as “Blue Light,” the knife represents a labor-conductive society in which raw, unbridled passion is stifled by the need to produce. “I guess [it’s] ‘cause I wish I was making things, too,” she sings. “But I’m working for the knife.” Yet the song celebrates her return to the industry as much as she criticizes it. Although having embarked on a hiatus for her own health, Mitski has always known she would return to music. With the advent of a new album and a 2022 tour, this fact becomes undeniable: Mitski is back and better than ever. “I start the day lying and end with the truth,” she finishes, “I’m dying for the knife.”

# Inspired by Alternative Music, Chloe Bao '24 Embodies Edgy TikTok Styles

ASHLEY PARK

Chloe Bao '24 pieces her outfit together with fishnet leggings, a short black skirt, and a dark crop top with intricate lace designs. She pairs sharp and bright eye makeup with shiny necklaces and bulky combat boots to complete her outfit.

“I’d categorize my style under the vast TikTok alternative subculture. It’s a combination of a diluted tik tok-labeled alternative grunge fashion with hinges of the feminine Lana-core coquette fashion. My color palette consist[s] mostly of black and white, and often with a single playful color either for my top or purse. I pair my outfits with Doc Martens, stockings, and pearl jewelry,” said Bao.

As an international student from China, Bao stated that coming to the U.S. gave her more perspective on a larger array of styles. Taking particular inspiration from Los Angeles’ “alternative scene,” she ascribes to edgier fashions.

“[My style] changed a lot, mainly last summer, because I was in China my entire life before Spring term, and after that, I came to America, and I saw a lot of different styles. Especially over the summer, I went to Los Angeles, and there, I saw a lot of the L.A. alternative scene, and I really liked it, so I adopted it into my own style,” said Bao.

Bao’s friend, Arielsie Li '24, has also noticed this subscription to alternative styles at Andover. Going from sweatshirts and leggings to a quasi-emo aesthetic, Li stated that Bao has both preserved her originality and stayed on trend.

“I feel like her fashion is very unique in the sense that you can’t think of a word to describe it at first...it’s not really emo. It’s sort of a bridge between almost emo and trendy and alt all at the same time, and she adds her own spin to it,” said Li.

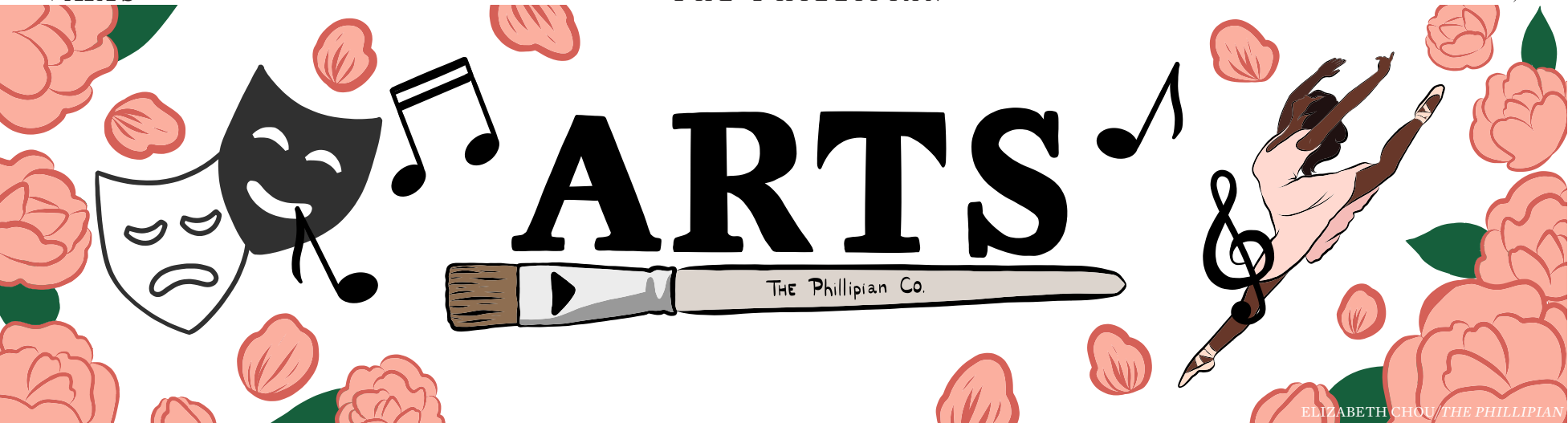
Bao also cites the music she listens to as a major influence on her style. Mostly alternative artists, Bao stated that she wished to embody the aesthetics of these musical communities, which she explores through TikTok.

“I’ve loved alternative music for years which explains my style. I immerse myself in music from Elliott Smith, Radiohead, and The Smiths. I also added touches to the coquette aesthetic. Lana del Rey is an icon; I also attempted to exhibit influence from her music and vibe,” said Bao.



COURTESY OF CHLOE BAO





# Grasshopper Line-Up Interprets and Executes Extravagance Through ‘Never-Done-Before’ Performances

MICHELLE CHEN

*Last week, Grasshopper, the annual fall talent show at Andover, released its line-up for performances featuring student talent. Performers from SLAM x Drumline, Indigo, Yorkies + Azure, Downbeat, and Photon Flow Arts Club gave behind the scenes insights on their performances and shared their interpretations of this year’s theme, “Extravagance.”*

**SLAM x Drumline:**




COURTESY OF PANET

**SILVIA NG '23**

“To me, extravagance means out of the ordinary and over the top. Our Grasshopper performance fits perfectly into the theme of extravagance because SLAM is having a never-done-before collaboration with Drumline. Combining SLAM’s rhythmic stepping and choreography with Drumline’s thundering beats and tricks, our SLAM x Drumline performance is going to raise the bar for extravagance.”

**Indigo:**




COURTESY OF PANET

**DYLAN OH '23**

“I think that... the theme of extravagance is about how we all work on our image and we all have our social lives, but under that there’s this layer of drowning in drama and school work. Extravagance is like a façade. It shows the contrast between how we live and how we show ourselves.”


**Yorkies + Azure:**



COURTESY OF PANET

**PHOEBE ADAMS '22**

“This year, Azure and Yorkies decided to do a combined performance—we’re going to sing ‘Feeling Good’ by Nina Simone... [The song] talks about feeling good and a brand new day with a bird flying high, which applies to the experience of 2020 and coming out of the pandemic... It doesn’t just tie in the 1920s themes of jazz, but it also applies to the 2021 experience.”




COURTESY OF PANET

**SEAN MENG '22**

“Grasshopper is something that the entire school looks forward to. It’s not only important to the [Theatre and Dance] department—it’s important to the entire school. [As] a place to really show off the arts, music, [and] dance, we want to raise the energy. We want to raise people’s spirits.”

**Downbeat:**




COURTESY OF PANET

**KATE HORTON '22**

“Grasshopper is one of the few events on campus in which the entire student body is excited to celebrate the arts. A lot of the other performances either have smaller audiences or not as much hype around it. Grasshopper is very big and very well-known across campus, so everyone runs to get a ticket for it. I want people to walk away thinking, ‘Wow. They were so cool. That was amazing.’”

**Photon Flow Arts Club:**



COURTESY OF PANET

**JOSIE BANSON '22**

“[To me,] ‘extravagance’ also means being able to fully show off your skills with flair and style, which I think is a great way to celebrate all the artistic talents here at Andover. Every group and the tech team will have put so much energy into these performances and we all have a lot of pride in what we do—that’s why the theme of ‘extravagance’ is very fitting in giving us the perfect stage to show it off to our audience.”

# New Addison Exhibition ‘Language, Sequence, and Structure’ Brings Theory, Feminism, and Gay Semiotics Together

SARAH HASSANEIN

In a brightly lit room toward the back of the Addison Gallery, a peek of the upcoming exhibition titled “Language, Sequence, and Structure” occupies the walls. Gordon Wilkins, Associate Curator of American Art at the Addison, chose the artists, Lew Thomas, Donna-Lee Phillips, and Hal Fischer, to be a part of the exhibition because of the unique stories they tell through photography.

“They were all interested in language and photography. And use similar devices like sequences. And we’re interested in multiple images and series-based work—and work that involved the written word and the photographic image, but they went about it in different ways,” said Wilkins.

Wilkins made a point of having these three artists’ photography unite in the same room because of how their worlds offer different points of view of northern California in the seventies. Although their works are similar in format, each artist puts their own twist on their installation.

“Lew was probably the most sort of intellectual or theoretical in his work, Donna-Lee brought this feminist perspective to her work, and then Hal brought a queer perspective which Lew and Donna-Lee really encouraged,” said Wilkins.

According to Wilkins, Hal Fischer is most notable for his work in gay semiotics during the 1970s. Wilkins hoped to incorporate Fischer’s work in this new exhibition to bring an honest and open queer narrative to the Addison.

“It really started with Hal Fischer’s gay semiotic series, which is this really iconic work of conceptual photography, and particularly iconic within a queer art sort of context and something that I’ve been aware of for many years. And this piece was something that I thought would be a really valuable addition to the Addison,” said Wilkins.

As an art curator, Wilkins has noticed that most of the art on the East Coast originates from big cities like New York City. He was motivated to have these three specific artists contribute to this exhibit in hopes to expose West Coast artists and their fresh ideas to the East.

“[My aim was] to shine a light on these three artists who deserve to be better known, particularly on the East Coast, really outside of Northern California. And then I think that just giving people a fuller appreciation of what was going on in the contemporary art world of the ’70s. And California is an area that [is]...not particularly well represented in our collection. We have certain key works, but it’s an area that I’d like to build up and have us be able to tell kind of a more nuanced story of American art that isn’t so focused on the Northeast,” said Wilkins.

The new exhibition will be open to the public at the end of November. The following month, Hal Fischer will be on campus to produce work and/or provide advice at the Addison.

“Hal Fischer will be here on campus as an artist in residence in December. So that is going to be really exciting... And so I’m really excited to have him come as I said, he hasn’t made work since the early ’80s. But he’s had a really full career as a critic and museum professional. And he has a lot of first-hand experience that I think students will find really interesting,” said Wilkins.



COURTESY OF GORDON WILKINS

# Faculty Jazz Ensemble Aims to Rejuvenate and Enrich Andover Community

CHLOE RHEE & SARAH HASSANEIN

The smooth, sonorous tones of Bronislaw Kaper’s “Invitation” filled the air, introducing Andover’s first Faculty Jazz Ensemble of 2021. Composed of seven performances, some which were arranged by the faculty themselves, the set included a diverse range of jazz styles, ranging from swing to bebop to samba.

“It’s an opportunity for us to play together—there are many really good musicians who teach in the Music Department. We get to have a great project and play some great music together,” said Instructor in Music and participant Peter Cirelli.

These faculty performances first began around thirty-five years ago, and while there have been numerous changes in personnel since then, three of the original participants played in the ensemble this past Sunday. This performance was also significant, as it is the first to occur since 2020. To accommodate the changes made by Covid-19, all of the performers, even those who played wind instruments, had to wear specialized masks.

“The mask[s] have a slot in the middle, and you put the mouthpiece through the slot. It is not as much fun as playing without a mask, I can tell you that, because it makes it more difficult to inhale. I play trombone, and I need a lot of air. The mask does not help that cause, but we’re doing what we need to do,” said Cirelli.

Sam Spear, Instructor in Music, remarked that she enjoyed playing original compositions, and her favorite pieces that the group performed were two titled “Contemplation” and “Darn that Dream.” She commented on the importance of staying up to date on the latest trends in music and continuing to practice so she can stay in touch with her students.

“I think that for music or any field, if you are not practicing in that field, if you’re not performing or composing or contributing to the field, then you start to become a little dated or stale, and you don’t have that experience to bring to the students and enrich this community. So I think it’s really important for faculty to be active in their field and [bring] that into the school,” said Spear.

Although many of the participants have been contributing to these ensembles for a long time, this was Spear’s first time participating in the faculty group. Spear hopes that the group’s music will excite musicians and non-musicians alike.

“Whether they’re musicians or not, I hope that our music uplifts them, and gets them ready for a great week... And then for those who are musicians, I hope it inspires them artistically. It gives them ideas on things to work on and songs to check out. And inspiration to keep going for it,” said Spear.