



John Hurley

In Every Quarter

Andover reaches out in new and innovative ways to both youth and adults

by Sarah Zobel

Jamele Adams
(aka Harlym 125) hosts
Andover Bread Loaf's "Speak Your Truth."

"Each student and teacher in Andover Bread Loaf, IRT, PALS, and (MS)² becomes a part of the broad Andover community as they share of themselves and help shape the Academy."

—Fernando Alonso

With service to others as one of the school's most deeply rooted values, Phillips Academy students, faculty, and staff under-

stand what it means to engage in meaningful outreach. In fact, PA's outreach programs engage communities as near as neighboring Lawrence, where students serve as mentors to middle-schoolers, and as far as the West Coast and South Africa, where scholars of color who have been supported through PA-based workshops and guidance are now teaching.

"Andover has consistently searched for ways to fulfill its continuing mission as a private school with a public purpose to 'serve youth from every quarter,'" says Fernando Alonso, director of Outreach and Summer Session. "Our four main programs help Phillips Academy have a positive influence beyond Andover Hill and the students we serve during the academic year."

Those offerings include the Institute for Recruitment of Teachers (IRT), Andover Bread Loaf (ABL), PALS, and (MS)², each of which serves a different constituency through a singular approach, bringing participants to campus or reaching them where they are. And each is in many ways continually evolving, adding special events or new schools, a refined mission or additional opportunities, only some of which are highlighted here. These are the kinds of programs that are as meaningful to the providers as they are to the beneficiaries—if not more so.

"We do this not from a sense of noblesse oblige but instead with a true recognition, understanding, humility, and appreciation that while we work to have a positive impact on the lives of all of those who come into contact with this marvelous institution, each one of those students and teachers also helps to build the intricate tapestry that is Andover," says Alonso. "Each student and teacher in Andover Bread Loaf, IRT, PALS, and (MS)² becomes a part of the broad Andover community as they share of themselves and help shape the Academy."



1944

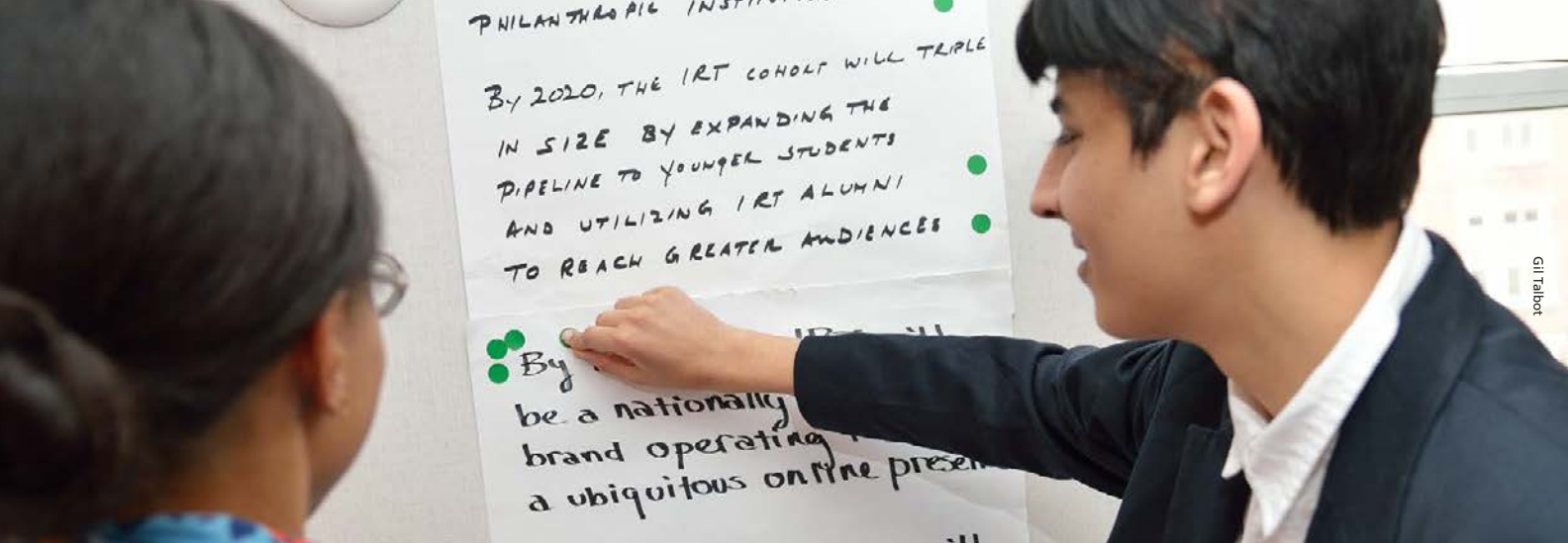
Fuess writes that the two African American students now attending Phillips Academy are enough. More might cause "trouble and excitement."

1946

Fuess, referring to the liberalization of admission policies, writes, "I hate to think of the job the Catholics and Jews could do on us if they got together."

1949

PA Headmaster John Kemper abolishes the school's Secret Societies.



Gil Talbot



IRT

Institute for Recruitment of Teachers

The IRT addresses the lack of diversity in the nation's teaching faculties by recruiting outstanding students of color and other scholars committed to diversity, counseling them through the graduate school application process, and advocating for sufficient funding for advanced study.

LaRose Davis, IRT associate director and program alumna, and Akhil Rajan '17, an IRT Advisory Board member, vote on the IRT's new vision statement and strategic goals.

March 28, 2015, was Visioning Day 2020 for the IRT, and some 50 individuals—a cross section of alumni, IRT board and strategic planning committee members, Andover administrators, and consortium partners—came together to brainstorm a five-year strategic plan for the program. Although it isn't the first time the IRT has created a five-year plan, this is the first since Executive Director Asabe Poloma and Advisory Board Chair Julia Johannsen '96 have come aboard.

"We've talked a lot about our vision for the organization—elevating its visibility and increasing its impact,"

"It was wonderful to have that variety of actors and perspectives. It made the conversation very rich."

—Asabe Poloma

says Johannsen, also the chair of the IRT's strategic planning committee. "And we thought there's no better way to figure out how to do that than to undertake a strategic plan." The first step was identification of a core value statement and a rewrite of the mission statement; the next step was Visioning Day.

With the guidance of consultant Christina Drouin, Poloma and Johannsen led the Visioning Day participants—who came to Boston from as far away as Michigan—in small-group sessions in which they were asked to visualize a "successful IRT," come up with a one-sentence vision statement, and then decide which top six goals and strategies should be prioritized to reach it. The groups presented their vision statements with a consistently high level of energy and enthusiasm—some even danced while doing so—and all then voted to choose one, which will be approved by the board this summer. In addition,

several themes emerged through the small-group work, chief among them that the IRT's model, building strong teachers who are also thought leaders in educational issues, needs to be shared more broadly.

"Andover can't afford to be modest about the innovation that's taking place here," says Poloma. "We have to take a public leadership role in reforming education, and the IRT is one such initiative. Our fellows embark on careers in teaching not to be part of the status quo but to transform it. To do this important work, they state that the support of the IRT and peer networks is essential—not only for the purpose of networking, but to provide opportunities for cutting-edge pedagogical professional development often inaccessible in public education systems." She says that was reinforced through Visioning Day 2020 and will be revisited going forward. 🌈

1949

Abbot Principal Marguerite Hearsey receives a letter from a parent threatening that Southern families will withdraw their daughters should African American girls be admitted.

1949

John Kemper submits a "challenging report" to the PA Alumni Council about a number of issues, including "how to help poor students rather than dismiss them."

1953

Abbot admits its first African American students, Beth Chandler '55 from Atlanta and Sheryl Wormley '55 from Washington, D.C. By midsummer, three Southern families withdraw their daughters.



The crowd cheers at ABL's "Speak Your Truth" event.

ABL



Andover Bread Loaf

ABL teaches, inspires, and empowers student and adult writers of all ages, works with public and private school educators to enhance the teaching and learning of writing, and holds school and community events for the sharing of poetry and prose.



ABL writing leader Nate Báez speaks his poem "Mad Peace."

For years, Andover Bread Loaf director Lou Bernieri wanted to hang an ABL shingle somewhere in Lawrence to get the word out about the program—and create a gathering place for people interested in writing. With the 2013 opening of El Taller, a community-based café and bookstore owned by ABL teacher Mary Guerrero (also a teacher at two nearby middle schools) and husband Antonio, Bernieri says his dream has in many ways come true.

"It's an essential site for the Bread Loaf Teacher Network—and an outgrowth of the network," he says of El Taller. "The network feeds it, as it feeds us." With ABL youth working as waiters, there's a forged connection between the two, and the many cultural events, such as a January open mic night called "Speak Your Truth," only deepen it.

In the wake of the deaths of Eric Garner and Michael Brown, "Speak Your Truth" initially was intended to be an opportunity for participants to voice their feelings about the Black Lives Matter movement. But once the event got under way, says Jamele Adams, the evening's host, "it evolved into all lives matter, and all voices should be heard."

Adams, an edu-activist, spoken word poet, and dean of students at Brandeis University, has been affiliated with ABL for several years; he has even conducted ABL workshops in Haiti. Although he had compiled a list of speakers for "Speak Your Truth," as the evening went on, more people in the crowd of 100-plus wanted a turn at the microphone. El Taller was willing to stay open, so Adams made room on the list for poems and free verse written on the spot. Topics tackled included run-ins with local authorities, relationships with family members and others, what it means to be a person of color, and what speakers see as the world collapsing around them and what can be done to stop it. There also was plenty of reference to Black Lives Matter.

"The most beautiful part of it was that everyone stayed to listen—the house was packed until the end," says Adams, adding that he's eager to participate in future ABL-El Taller events. "El Taller and its owners, together with Lou Bernieri and the Andover Bread Loaf family, know how to expand the tentacles of their mission and love throughout the community." 🌈



1957

Andover adopts its first need-blind admission policy. Only the "most qualified" students are admitted, regardless of their race or social/economic background.

1958

To expand its mission of "every quarter," PA launches a "newspaper boy program," calling upon newspapers around the country to recommend paperboys as scholarship recipients. The program lasts until 1967.

1961

Kemper states there is a double standard for scholarship boys, who must perform four hours of campus duty per week; he also argues they are held to higher expectations and scrutiny.



PALS

Phillips Academy, Andover High School, and Lawrence Schools

With the help of Phillips Academy and Andover High School student volunteers, PALS provides year-round educational and mentoring support for more than 40 seventh- and eighth-graders from families in nearby Lawrence, Massachusetts.

Seventh-grader Jailyn works on her spirit animal sculpture with ceramics instructor Elizabeth Wilkin (left) and with PALS Director Greg Wilkin (right).

Since its founding in 1988, PALS has provided fun summer and academic-year learning experiences for well over 1,000 Lawrence, Mass., middle school students. One of the program's most satisfying aspects is that the learning goes both ways and in circles. High school and college-age teacher-mentors learn skills to "reach and teach" the lively seventh- and eighth-graders—who themselves often return to PALS a few years later as particularly effective teacher-mentors.

Language arts, math, science, music, sports, and chess have been essential program components for many years, but the addition last summer of a distinct visual arts component—ceramics—was something new, wonderfully hands-on, and instantly popular.

Art instructor Elizabeth Wilkin invited PALS seventh-graders to make spirit animals from earthenware clay, with the option of turning their animals into boxes.

Creations included a duck with ducklings on its back, a turtle, a mermaid, a dragon, and an eagle with a secret box. Students colored with underglaze and oxides, and Wilkin applied the final clear glaze. The eighth-graders, meanwhile, made lanterns; the only real instruction, says Wilkin, was to "put into them something that gave them joy and what they hoped for." Those lanterns were lined up and lit during the PALS closing celebration.

Wilkin, wife of PALS Director Gregory Wilkin, will be back this summer and already is planning at least one change: She hopes to have the eighth-graders make their lanterns from porcelain, which, though fragile, is a logical choice because it is translucent. She'd also like to make the projects more integrative with subjects the students are studying, so while the older kids might write poetry based on their hopes and joys, tying in to work they're doing in English, the seventh-graders' spirit animals could reflect their biology studies,

perhaps including something that inspires them in science.

"It's always fun to see what they come up with because it's an expression of something inside them," says Wilkin. "It adds to their being when they've been able to 'say' something and have everybody see it."

The PALS program, which has worked with students from the UP Academy Leonard and Parthum middle schools for many years, recently added a third Lawrence school, UP Academy Oliver. A total of 21 rising seventh-graders and 21 rising eighth-graders—all highly recommended by their teachers—will come to campus by bus each day for five weeks this summer, some for the first time and others for the beginning of their second year. Elizabeth Wilkin hopes that among these smart, motivated, and enthusiastic Lawrence youth also will be some of the city's most creative. 🌈

1961

Time magazine proclaims: "By snubbing Social Register dullards and by combing the country for bright recruits of all races, religions, and incomes, [Andover is] fast becoming more democratic than homogeneous suburban public schools."

1963

Muthoni Githungo from Kenya graduates from Abbot, thanks in part to a \$2,000 scholarship raised on her behalf by her classmates.

1963

PA hosts a consortium of independent schools to find ways to recruit minority students for admission. From this convention, A Better Chance (ABC) is born.



(ms)²

Mathematics & Science for Minority Students

A three-summer residential program held on the Phillips Academy campus, (MS)² teaches math, science, and study skills and offers college counseling to talented and motivated Latino, African American, and Native American students from economically disadvantaged areas around the country.

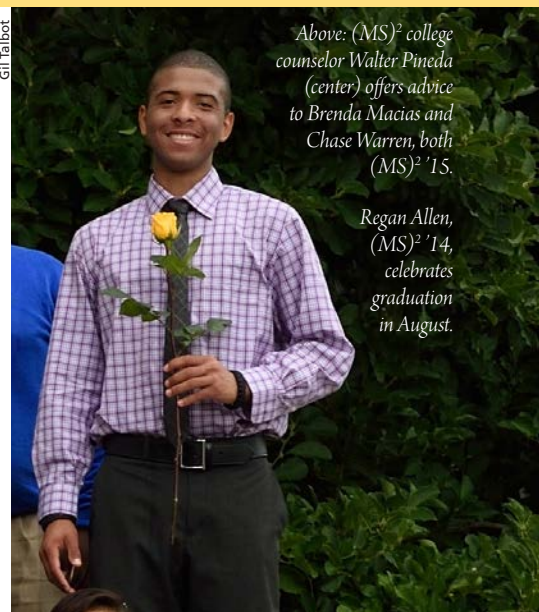
College counseling has always been part of the (MS)² curriculum, with third-year students learning about applications, financial aid, essay writing, and the art of the interview, but historically that has been limited to their time on campus. Although most have guidance counselors to work with once they're back at their home schools, (MS)² Director Dianne Cruz was concerned that opportunities were being missed and that some aspects of the process might be falling through the cracks.

"It was hard for me to get follow-up information as to where the students had applied, if they needed any help, and how the college application process was going," says Cruz. Last summer, as the program was winding down, students were told that (MS)² college counselor LaShawn Springer would be available through the school year to help them on an as-needed basis, gratis. And although not all of the 40 third-year students took her up on the offer, Springer says many were interested in continuing to work with her, on their essays in particular.

"(MS)² is such a time of growth that by the time summer ends, many students are still reflecting on the experiences they've just had. Sometimes, at that point, another essay emerges," says Springer, adding that her familiarity with the program means she can provide more pointed feedback on essays than a school counselor might. In addition, the writing portion of the (MS)² college counseling course is largely focused on the personal statement, so the extra time allows Springer and the students to work together on the larger essays. That's especially helpful for those who apply to be Gates Millennium Scholars, for which they are required to write some eight essays, and those seeking a college match through Questbridge, which requires different essays altogether.

Regan Allen, an (MS)² student from Chicago, worked with Springer in applying to college through Questbridge this winter—not only on improving his essays, but also in soliciting information on time management, the importance of what to fill out when, and how to find scholarships.

Gil Talbot



Above: (MS)² college counselor Walter Pineda (center) offers advice to Brenda Macias and Chase Warren, both (MS)² '15.

Regan Allen, (MS)² '14, celebrates graduation in August.

College applications require a lot of organization, says Allen, but the focus paid off. He was accepted by Georgia Tech, the University of Illinois, and Purdue, and will study engineering. Other (MS)² students also fared well, with Brown, Yale, Bates, Smith, and Dartmouth among the schools sending acceptance letters. 🌈

Sarah Zobel is a Vermont-based writer of profiles and features, primarily on health, wellness, and education.



1965

The PA Steering Committee calls for greater diversity in social, economic, racial, and ethnic backgrounds of Andover students. It also calls for a "more Catholic atmosphere."

1965

Trustees abolish PA's work system for scholarship students.

1967

The PA Steering Committee proposes coeducation.