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Headlight



Written by the students of Marblehead High School for our school and community

2025-2026 Issue

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Why I'd recommend AP Art History

Anna Cruikshank, Assistant Editor, Sophomore

Before taking AP Art History, taught by Ms. Shirley Huller-White, I thought I had a pretty strong understanding of art. I had been exposed mostly to well-known Western paintings and sculptures, the kinds of works you usually associate with museums in Europe or the United States. While I appreciated them, my idea of art was limited to what I already knew and what I had made myself. AP Art History has expanded that perspective and challenged the way I think about what art is, what it can do, and why art matters. It has become the most meaningful class I've taken in high school and one I would recommend to anyone.

One of the most impactful aspects of AP Art History has been learning about non-Western art traditions. Studying works from Africa, Asia, the Americas, and the Islamic world showed me even more that art is deeply tied to culture, religion, politics, and daily life. For example, learning about African, Pacific, and Indigenous American artworks and architecture helped me understand how art from all over has different functions and symbols. Works from the AP Art History collection of 250 were meant to be worn, used in ceremonies, or passed down through generations, not just looked at. Some of my favorite works are ones I would never have known about if I didn't take this class: Ndop, Kongo peoples' Power Figure, the Lakshmana Temple, and Marshall Islands Navigation chart, to name a few.

AP Art History also pushes me to slow down and truly look at art. Instead of glancing at an image and moving on, I'm learning how to analyze details like scale, material, and context. When we studied architecture from different cultures, I began to notice how

buildings communicate power, spirituality, and identity. Learning why certain structures were built the way they were helped me understand how art reflects the values of the society that created it. These skills have stayed with me beyond the classroom when traveling and in everyday landscapes.

As someone who makes art myself, this class has had a direct impact on my creative process. I now think much more intentionally about the choices I make. Studying art from non-Western cultures inspired me to experiment with new materials and techniques instead of sticking to what felt familiar. Rather than focusing only on making something visually pleasing, I ask myself what message I'm trying to communicate and how my choices support that idea.

Another thing I appreciate about AP Art History is how it connects art to larger historical and social themes. Learning about how art responds to colonization, religion, or political change made the subject feel relevant and real. These discussions made class engaging and encouraged me to think critically about things I might overlook.

AP Art History has shown me that art exists everywhere and in many forms, not just in famous paintings we see reproduced in textbooks. Whether you plan to pursue art, history, or something completely different, AP Art History builds skills that are valuable for everyone. It has expanded my understanding of creativity and helped me grow both as a student and as an artist, and I'm incredibly glad I took the class.



Yearbook Information

Yearbook Sales for Grades 9–11:

Make the year memorable with a Marblehead High School yearbook! While the book highlights our seniors, it also includes class photos and feature pages for grades 9–11, plus coverage of clubs, school spirit, music, art, sports, and more. Purchase online with a credit card, debit card, or PayPal at yearbookforever.com.

Yearbook Costs:

\$70 through December 31

\$75 through January 22

(Senior yearbooks are covered by class dues.)

Please email Leah Bordieri (bordieri.leah@marbleheadschoools.org) or Caitlin Fields (fields.caitlin@marbleheadschoools.org) with any questions.

Student leaders unveil new MAGIC Coalition

Grey Collins, Editor-in-Chief, Senior

During Marblehead High School's afternoon Magic block last Thursday, the leaders of the Marblehead High School's new Coalition for Growth, Inclusion, and Connection (MAGIC) presented their new group and their ambitious goals to the student body in the MHS auditorium.

"The event today went well," said co-founder and Junior Class President Max Kane, who spoke at the event on Thursday. "With our coalition still developing, the main goal of this meeting was to announce our existence to our school." The idea for the group was born on October 7, when hateful vandalism in a high school bathroom inspired a group of high schoolers to act to reduce the normalization of hate in the student body. After Michael Labossiere, a student representative for the School Advisory Council, heard about the anti-semitic graffiti in the high school bathrooms, he had the idea to form the coalition.

"Things like this have been happening for three to four years, all the way back to Vets (Veterans Middle School), so I think this time it was a big wake up call for me," said Labossiere, the co-founder and co-organizer of MAGIC.

Michael got to work with fellow organizers Max Kane, Laurel Kearny, Max Karlyn, and Lucy Molinari in brainstorming this new group. They worked together to make a plan, and hosted a meeting with members of student leadership clubs such as GSA (Gay-Straight Alliance),

Team Harmony, JSU (Jewish Student Union), Interact Club, the Student Council, and the Class Officers of all four MHS classes to make it happen.

"We wanted to start this movement because we understand the effects hate has on our community," said Kane. "We understand that these hateful words and actions come from many students, but not because they truly hate the people their jokes are about. In most cases, it comes from a lack of education about what these things actually mean, and how joking about them can make someone feel." The MAGIC coalition is hoping to promote education about these topics in an effort to limit the spread and normalization of hate in the high school community.

"Our mission is to increase knowledge on human connection and educate those who may not know the significance of hateful symbols, actions, and words," said Kane. "We want to help the people who are discriminated against feel safe, respected, and appreciated, and we want to help the ones who discriminate realize that what they say matters, and can really damage another person's well-being." Kane thinks that the meeting was a good start, but there's still a lot more work to be done. He thinks they have a real chance to make a difference in this MHS community.

"Today was the first step in this end goal, and the Marblehead Coalition for Growth, Inclusion, and Connection will continue to grow our cause and help every individual of our school, regardless of personal characteristics," said Kane.



An image of Lakshmana Temple in Khajuraho, India
(image from Smart History's website)

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