



4x5 Schedule to Be Implemented in Fall 2017

By CECELIA VIEIRA AND MAE ZHAO

The faculty voted 119-89 in favor of the 4x5 schedule and calendar option, with six members choosing to abstain. The results were released Thursday in an email from Head of School John Palfrey to the faculty, staff and administrators.

The 4x5 model will be instituted in Fall 2017, and will be subjected to further alterations by the new implementation committee, which will consist of six faculty members.

"The faculty has chosen between two very sound alternatives: a schedule and calendar that has been serving us well and the new 4x5 design. It is now our job, as a community, to focus on how to implement this new design well," wrote Palfrey in an email to *The Phillipian*.

The Schedule and Calendar Implementation Working Group, created as a part of the 2014 Strategic Plan, was tasked with creating a schedule and calendar that sustained the intellectual lives of students in a way that simultaneously

supported their physical and emotional health. Four models were presented to the faculty for a vote in December.

"I expect that work will be both challenging and exciting. From my perspective, the primary benefits of the new design will come as a result of an ongoing deep examination of teaching and learning and how we can continue to improve both at Andover," said Palfrey.

Student input was solicited throughout the process, during the initial drafting of the Strategic Plan, in a School Congress, during focus group discussions and most recently in open houses in Paresky Commons.

Up until the last day of voting for the two schedule and calendar options and the release of the final decision, the faculty remained largely divided between the current schedule and the 4x5 model. The final round of voting was open from Monday to Wednesday.

Continued on A6, Column 1



J. WOLFE/THE PHILLIPPIAN

The sunset illuminates the Armillary Sphere as Andover prepares for its tenth Wellness Week.

Marvin Minsky '45, Pioneer In Artificial Intelligence, Passes Away at 88

By CANDY CHAN

Marvin Minsky '45, Ph.D., a preeminent scientist in the field of artificial intelligence, robotics, cognitive psychology and mathematics, passed away at the age of 88 on January 24 in Boston. The cause of death was cerebral hemorrhage. In November, Minsky was awarded the Andover Alumni Award of Distinction, and spoke at an All-School Meeting (ASM).

Minsky, whose work has contributed to the creation of the personal computer and the Internet, laid the foundation for the study

of artificial intelligence. Seeing no great difference between the thinking processes of humans and those of machines, Minsky worked to characterize human psychological processes into computational ideas that would give computers intelligence, according to an article in "The New York Times."

Minsky came to Andover his Senior year and upon graduation, he served in the U.S. Navy for a few months before returning to study at Harvard College. He received a Bachelor's Degree in Mathematics from Harvard and his doctorate from Princeton

University. Minsky later continued his journey in education as a professor at Massachusetts Institution of Technology (MIT).

"He was a great guy in his work. I knew him as a classmate. Me and a lot of my friends had a lot of things that we did at school that wasn't anything in his league, we were mostly involved in sports. I did grow up with him and everyone respected him because he was fearsome and he was a hard worker," said John Moher '45, Minsky's Andover classmate, in a phone interview with *The Phillipian*.

Minsky built the first neural network simulator, the Stochastic Neural-Analog Reinforcement Computer, in 1951. Just five years later, he created the first ever Confocal Scanning Microscope, an optical instrument known for its advanced image quality and resolution.

In 1959, Minsky co-founded the MIT Artificial Intelligence Project, later called the MIT Artificial Intelligence Lab, with Professor John McCarthy.

Continued on A6, Column 1

Turn to A3 For a Commentary Spread On Wellness At Andover.

NEWS FEATURE

WELLNESS WEEK AT ANDOVER

By CHRISTINA CHO AND NICK TOLDALAGI

To commemorate Andover's tenth Wellness Week, along with the opening of the new Rebecca M. Sykes Wellness Center, this year's events placed an emphasis on mental health and mindfulness. Like previous years, events and workshops were held Monday, Tuesday, Wednesday and Friday.

This year's headlining All-School Meeting (ASM) speaker, Christopher Willard, Psy.D., defined mindfulness during his presentation as paying attention to the present moment and accepting events without

judging them as good or bad.

"Wellness Week is an opportunity for us to engage in conversations around health topics broadly speaking and the programs are centered around health promotion and risk reduction," said Dr. Amy Patel, Medical Director and Co-Director of Wellness Education, at Wednesday's ASM.

Wellness Week was originally known as Freedom from Chemical Dependency (FCD) Week and has since become a regular part of a typical year for Andover students. Unlike FCD Week, Wellness Week has grown to encompass

a broader range of topics than just drug and alcohol addiction. Previous Wellness Week programs have ranged from workshops on athletic competitiveness to talks on drugs and alcohol given by FCD speakers.

The most noticeable change made to this year's programming was that instead of choosing which specific event to attend on Friday, each class had to attend a designated program together all throughout Wellness Week.

"One important shift that we made this year is to [replace] the choice program that Wellness Week had in the past [with having the] entire class get the same

program in an effort to have consistent messaging and promote ongoing dialogue beyond the time of Wellness Week," Dr. Patel said.

Juniors began the week with a one-man show from John Morello titled "I Am Dirt." The performance addressed issues of alcohol, bullying and drug abuse through the use of a panoply of on-stage characters. On Tuesday, the Junior class continued their dialogue on substance abuse with Detective John Delaney and Detective Michael Lane from the Andover Police Department.

Continued on A5, Column 1

Leo Ullman '57 Recounts Tale Of Surviving the Holocaust

By TIFFANY CHANG

When he was four, Leo Ullman '57 was living away from his parents as a refugee with his "war family," the Schimmels. After Germany invaded the Netherlands during the Holocaust in 1940, Ullman spent his days hiding from Nazi soldiers.

Ullman returned to Andover to present in Kemper Auditorium last Friday evening. A survivor of the Holocaust, Ullman recounted stories of living in secrecy and how his childhood in Nazi-occupied Holland shaped his life.

One of the few remaining survivors of the Holocaust, Ullman is the author of "796 Days," a memoir which chronicles his family's experiences in the Holocaust and his eventual escape to the United States.

"I felt there's a real need for people to tell the story of the Holocaust. There are very few of us left, I am probably the youngest at this point, and soon there won't be anyone to tell the story and the story's very, very important," said Ullman in an interview with *The Phillipian*.

He continued, "It's important in terms of teaching about tolerance, in terms of teaching the tremendous evils of propaganda and how effective it can be. It's very important in today's world to see the relevance of what happened [during

the Holocaust] in terms of controlling the media and controlling the courts and the legal process: that's relevant today."

Growing up in a Jewish household in Amsterdam, Ullman and his family lived comfortably until the Nazi invasion in 1940. Ullman's parents decided to go into hiding after his father received labor camp summons in July of 1942. Hoping to protect young Ullman, they contacted a family friend who placed him with the Schimmel family, who were total strangers. The Schimmels did not know who Ullman was - only that he was Jewish - but decided to welcome the boy into their home.

Ullman said during his presentation, "[The Schimmels] knew that if anybody knew that they were hiding a Jewish child, they would be killed... They took the ultimate risk and provided me a loving and good home, I never knowingly suffered, and it was a wonderful experience for me, needless to say I wouldn't be here without them, and many other people who were hidden did not have this benefit."

In the meantime, Ullman's parents contacted a welfare client of his mother's who hid them in the attic of their apartment building.

Continued on A5, Column 5

Christopher Willard Encourages Students to Practice Mindfulness

By LARSON TOLO

As the guest speaker for the Wellness Week All-School Meeting (ASM), Christopher Willard, Psy.D., a psychologist and educator in mindfulness for young people, presented the research and importance of managing stress in high school and beyond through mindfulness and other related practices.

"The facts actually show that the most stressed group in America

[is] the American [teenager], who have so much on their plate. So much stress and not a lot of time to figure out how to deal with it," said Willard during the presentation.

Willard defined mindfulness as staying focused on the present and accepting events without judgement.

Willard cited the increasing stress levels of this generation and age, in which students are so driven to compete for spots at top universities that they begin to overbook their schedules, aim

for the highest test scores and miss the present moment due to intense focus on the future.

"There is more pressure on kids than there ever has been before, and then, at the same time, there are even fewer resources for how to deal with stress. The things that used to be fun, like sports, become very competitive and become four seasons long, rather than just one season, so it becomes like work," said Willard in an interview with *The Phillipian*.



Christopher Willard speaks about practicing mindfulness at ASM.

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Krishna Canning '16 discusses the drawbacks of Wellness Week in a Letter to the Editor.

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"Andover's Ailment"

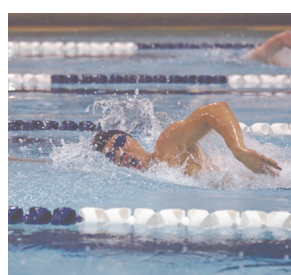
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Faculty Kids

Students with parents as faculty members share experiences living and learning on campus.



J. WOLFE/THE PHILLIPPIAN



L. LUO/THE PHILLIPPIAN

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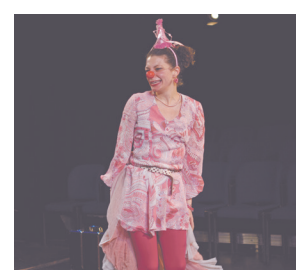
Boys Swimming

Four swimmers break the school and pool record for the 200-Yard Freestyle Relay.

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Guest artist, Marisol Rosa-Shapiro, brings her one-woman clown show to Andover.



T. RYNNNE/THE PHILLIPPIAN

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Andover's Ailment

Atop Andover Hill, it is Wellness Week. Mindfulness will be recommended, the benefits of sleep will be lauded, but nobody will tell us that opiate addiction is ravaging the picturesque town that surrounds our campus.

Many people become hooked on opiates after being prescribed opioids, such as OxyContin, Percocet or Vicodin, for pain relief. When their prescription runs dry, their bodies, still craving opiates, turn to a cheaper, more accessible option: heroin. The heroin sold in the town of Andover is particularly dangerous as much of it is cut with fentanyl, a synthetic opiate 100 times as powerful as morphine, according to the Andover Police Department.

But the damages of addiction reach far beyond the addict. Families pour enormous amounts of money into detox and rehab programs and the road to recovery is grueling. Relapses are seen as an intrinsic part of the process, as heroin keeps such a tight grasp on an individual. The average addict will relapse three times before getting clean, if they ever do.

In only the past year, Andover has seen a dramatic increase in heroin-related overdoses and deaths. In 2014, there were 21 overdoses resulting in two deaths. In 2015, 50 people in Andover overdosed on heroin, and of these, nine people died. Andover's opioid-related death rate was 26.5 per 100,000 residents in 2015, nearly three times the national average in 2014, which was 9.3 opioid-related deaths per 100,000 people. The Andover Police Department estimates that these levels will remain steady for at least five years.

Andover Cares, an event run this past fall by the Rotary Club of Andover, sought to raise awareness about the town's metastasizing heroin epidemic. Phillips Academy pledged to be a Gold Sponsor of the event, donating \$1000, but didn't take the step to inform its students of this donation and this cause.

Phillips Academy cannot ignore an issue so severe and so close to home. It is too important to shy away from. We participate in mindfulness exercises as part of Wellness Week, oblivious to people right in our own town who suffer from heroin addictions. As a community within the town of Andover, Phillips Academy has a responsibility to shed light on this problem, what causes it and what can be done about it. We can run from this reality no longer.

Letter From The Editors

Our time is up. We, the 138th board of *The Phillipian*, are enjoying our last late-night hours under the fluorescent lights of the newsroom in the basement of Morse Hall. The newsroom is really just a small, glorified, windowless room cluttered with old newspapers and empty pouches of Capri Sun. But this space has made us who we are. It is where we have formed friendships stronger than we could have ever imagined, growing to love each other as we strived, week by week, to publish the best newspaper we possibly could. It has taught us the importance of hard work, of speaking with integrity, of doing our legwork. Above all, it has taught us to care deeply, to devote everything we have to one incredible project.

As we pass *The Phillipian* to the capable hands of CXXXIX, we would like to say thank you. Readers, thank you for trusting us as we learned to be journalists. Neil, Ada and Nina, thank you for your unwavering love and support. The past 137 boards, thank you for everything you taught us and for everything you have helped the paper become. CXXXIX, thank you for your energy and enthusiasm. We hope that you make the most of your year with *The Phillipian*.

These editorials represent the views of The Phillipian Editorial Board CXXXVIII.

CORRECTIONS:

A News feature last week omitted Tom Daly '16 from a list of Cum Laude Candidates.

An Arts article last week mistakenly labeled Skylar Sallick '17 as an Associate Video Editor.

The Phillipian regrets the errors.

Letter to the Editor

TO THE EDITOR:
According to *The Phillipian's* 2015 "State of the Academy," 23 percent of students do not consider themselves happy at Andover. In 2014, 48 percent of people said they thought Andover students were unhappy at large. 125 students reportedly engaged in self-harm after coming to Andover. Most students get fewer than eight hours of sleep a night. I do not blame Andover for the stresses of academia or for the inadequacies of the system at large. Students live extremely stressful lives mainly because of external pressures, but the administration, faculty and students have all failed to create an environment wherein we promote wellness over academic achievement. The Wellness Week programming for Seniors on Monday demonstrated a misguided attempt to address these issues.

The Class of 2016, with college applications submitted, walked into mock admissions committees. We were told to read three applications before the workshop (around 50 pages of materials). We spent the session reviewing the applicants.

The intent, I believe, was that we would see how college applications are reviewed, and feel relieved – but the college process is unfair and stressful by nature; students were rightfully angry. The last thing anyone needed for their wellness was to rethink their own already completed college applications and to compare themselves to the fake applicants. It felt like a slap in the face.

At the end of my particular session, the guest admissions officer asked how many of us felt that the exercise was mistimed and unhelpful. Every hand went up. On the Seniors 2016 Facebook page, Peter Hahn '16 received massive support for his criticism of the event when he voiced that an hour-long discussion about the college admissions process did not improve Seniors' health.

Apparently, this workshop will be moved to Upper Spring, which is certainly timed better. But while the information about what colleges actually look for in the applicants would be quite useful to Uppers, the fake applications and review process only

cause unhealthy comparisons.

If Wellness Week failed to address unhealthy stress, then what can we do? There are three bodies on campus – the faculty, the students and the administration – that can take simple steps to make Andover a healthier place without sacrificing intellectual rigor.

Most teachers would agree that grades are a flawed representation of learning and that they promote unhealthy views of self-worth. They know that grades shift the focus from learning to resume-building. Yet, I have only had one teacher in my Andover career who actively attempts to help out with grades and stress. She asks if the homework is reasonable; she gives helpful opportunities for extra credit which call for intellectual thought; she makes it clear what she expects from us and tells us what we can do to improve our grades. She understands that we all take three to five other courses. I've learned more and worked harder in her class than anywhere else.

Other teachers have no shame in giving unmanageable amounts of work. They assign more reading than will be completed by most kids in the name of academic rigor. They assign multiple large assignments in short periods of time. They give busy-work. They keep grading unclear, causing undue stress. They do not make us feel like they are on our side – even though they are, or at least should be. They must pay attention to the fact that not every student is here to become an intellectual powerhouse – many students are here for social mobility or lack of an alternate option. Teachers must be equitable to those who are disadvantaged in the classroom because of their socioeconomic standing. They must have their students' wellness as their number-one priority, they must actively think about any undue stress that they may cause, and they must know, acknowledge and follow the regulations that the administration sets.

The administration recently planned surprise Senior square dancing. I appreciate the genuine effort to help us out, but it really felt like the larger issues were being swept under the rug.

The schedule change is a great place to start. But how can we be assured that this will change the campus dynamic? Maintaining the status quo should not be an option unless there is a call for more regulation on work. The administration has to enforce the rules about major assignments and homework. Almost all students have experienced blatant violations of those policies. The administration needs to address the policies and culture at large – Senior square dancing won't do.

And finally, to the scared, timid students: We are miserable when we have too much to do and get too little sleep, yet we consistently oblige to unreasonable demands, or choose to give up. We cannot sit around idly, letting them cause detriment to our health. We must learn to advocate for healthy, fulfilling lives. Notably, 62 percent of us said 'no' to the question: "In general, are Andover students 'Non Sibi'?" We must learn to empathize with and support our peers. We cannot prioritize our own success over our collective wellbeing.

If we stop pointing fingers at any one group and take individual responsibility for the culture of unhealthy stress, we can make lasting change on campus.

Krishna Canning '16

Signatories:

- Darian Bhatena '16
- Maddie Comer '16
- Jules Comte '16
- Anna Dear '16
- Diana Ding '16
- Rohan Dixit '16
- Allison Dumitriu Carcoana '16
- James Flynn '16
- Nathalie Griffiths '16
- Ian Jackson '16
- Payton Jancsy '16
- Ben Kelleher '16
- Max Kim '16
- Miles Harris '16
- Richard Ira '16
- Joe Lee '16
- Kelly McCarthy '16
- Cam Mesinger '16
- Harper North '16
- Veronica Nutting '16
- Alex-Maree Roberts '16
- James Taylor '16
- Claire Tellekson-Flash '16
- Terrence Xiao '16

Letter to the Editor

TO THE EDITOR:
Faith literacy is the understanding of faiths, religions and their influence. In diverse communities like Andover, it is important to acquire basic knowledge of key beliefs to build empathy between members of Andover's community. But the reality is that faith is seldom, if ever, part of conversations around campus; it's often marginalized because the predominant view is that faith-based talks should not extend outside the circles of faith groups. In addition to faith literacy raising empathy, it also increases knowledge in current politics.

Faith, like race, gender, sexuality, ability and ethnicity, is a facet of identity that should be talked about more on campus. Faith-centered conversations, if done well, can help create a more inclusive community for both members and non-members of faith groups. For example, talks about the intersection between religion and other aspects of identity may be able to spur activism.

Acquiring insight on various faiths allows us to fathom how members of our community orient themselves in this world,

and how their opinions, shaped by their beliefs, might vary on a wide spectrum. It is common in Andover's culture to engage in controversial talks that spur distinct responses including some influenced by faith beliefs. It is important to consider each person's backgrounds in these conversations. While we do not argue that faith should be used as a rationale in political topics, we assert that students should feel comfortable practicing or not practicing faith. Through faith literacy, our community can become well-informed about global faiths, and stereotypes can be dispelled through conversations.

Faith literacy's importance adds another perspective to navigate history, literature, politics and everyday life. Why did the Pilgrims land on Plymouth Rock? How did some Americans justify slavery? Why do some Americans oppose abortion? Faith literacy gives insight on the motives of people in politics and the news. To become effective members in our community, faith literacy should be seen as a critical skill; we should be aware of the impact that faith, religion and spirituality have on the

world.

Sincerely,

Marwa AlAlawi '16
Muslim Student Association
Co-President

Brian Paul Robert '16
Catholic Student Fellowship
President

Signatories:

- Duschia Bodet '16 Andover Christian Fellowship Co-Head
- Jules Comte '16
- Arzu Singh '16 Hindu Student Union Co-Head
- Mihika Sridhar '16 Hindu Student Union Co-Head
- David Todd '16 Andover Atheist Co-President
- Leah Adelman '17 Jewish Student Union President
- Nadha Illikal '17 Muslim Student Association
- Herbert Rimerman '17 Jewish Student Union Director of Programming
- Skyler Sallick '17 KidSpirit Magazine Writer
- Valerie Zhang '17 KidSpirit Magazine Writer
- Anna Zimmer '17 KidSpirit Magazine Writer



Check out *The Phillipian* Video's feature on Wellness at Andover: [youtube.com/phillipianvideo](https://www.youtube.com/phillipianvideo)

“

Wellness seems more to be like an option rather than something everyone is given at Andover.
Emily Ndiokho '18

There was a time after Spring Term when I didn't know whether I would be coming back to school.
Charles Stacy '16

[My concussion] was something that I never thought that I would encounter on my path of life.
Kristen Overly '16

I began eating less and less [and] became selective about the number of calories I consumed.
Candy Chan '17

”

COMMENTARY SPREAD

WELLNESS AT ANDOVER



J.WOLFE/THE PHILLIPIAN

Before It's Too Late

Mika Curran

WRITING THIS ARTICLE IS ONE of the most terrifying things I have ever done. Years of internalized stigma made me feel vulnerable to share my story. Even though I had depression and anxiety before coming to Andover, the culture here around mental illnesses made acknowledging my struggles feel almost impossible. This fall, I seriously considered taking a medical leave. I was only a few excused absences away from being asked to leave and repeat my Upper year over again or to drop out completely. I'm not really sure what it was exactly that made me feel even more miserable – the schoolwork, the overly ambitious atmosphere, the students, the faculty. I discounted my struggles and realized that I needed help only when I reached my breaking point.

I kept telling myself that I was just complaining and being too sensitive or that the stress was too much for me to handle. Upper Year was supposed to be this hard. Because of the intense workloads and my lack of free time, I found myself unable to employ the same coping mechanisms that I used before coming to Andover. I didn't recognize this,

trated I lacked the motivation to do the simplest things, like getting out of bed or walking to the next class. So I didn't say anything. I did not ask for help until I knew that if I didn't, I would need to leave.

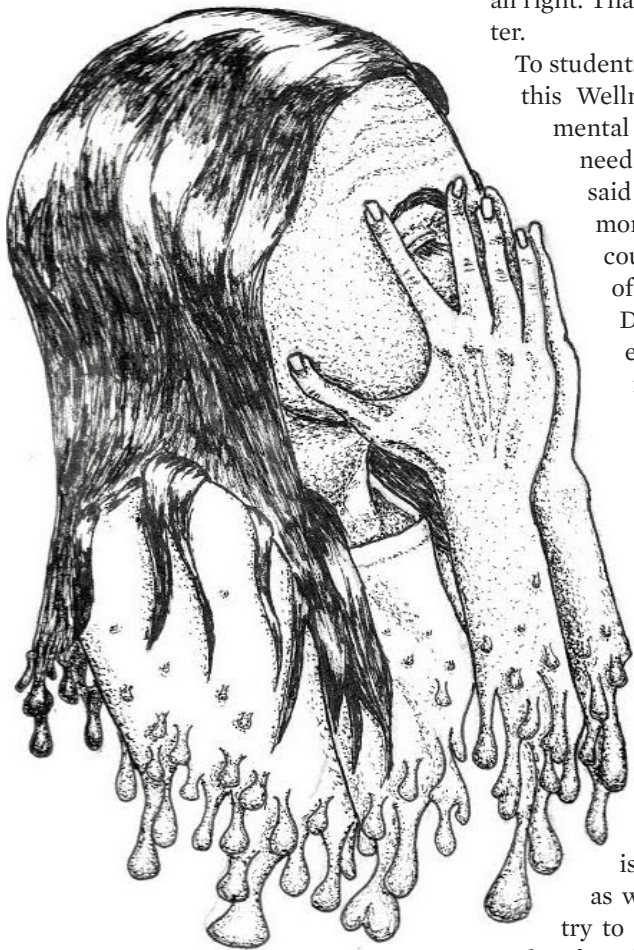
Because of the stigma that stopped me from reaching out until I had no choice, it felt almost impossible, when I did seek help, to fix what had been going on for so long. I had too many absences, even those excused, and was far too behind in schoolwork. I was unable to devote enough time to recovery and spend more time with my family because I had gotten help too late and fell short of too many responsibilities. Even accidentally sleeping through one more class or getting sick with the flu would result in my immediate dismissal. The medicine I was prescribed took at least a month of steadily increasing dosage to even begin to work, and when it did I had to deal with a myriad side effects.

When I finally reached out to the Sykes Center, my parents and my peers, these resources I had been avoiding saved me. I began to enjoy Andover again. I hope that I will feel better by graduation – an accomplishment that seemed unattainable just a few months ago. And if I don't make it to graduation, I know that I will be okay either way. I've learned that it is imperative to admit that things are not all right. That is the only way to get better.

To students, faculty and staff: through this Wellness Week, you recognize mental illnesses and push the need to get help. But it is easier said than done, and there is more that needs to be done to counter the negative stigma of mental health at Andover. Don't let that stigma, however, keep you like it kept me and don't perpetuate it. People like me who talk about mental health should not be viewed as merely looking for sympathy, compliments and attention. It is our job as a part of the Andover community to stop subscribing to that. Life is hard, and nobody is perfect.

I too am guilty of perpetuating this stigma of seeing myself and my issues with mental health as weak and unfounded. But I try to stop it, not just for myself but for others. The way I had to deal with my illness was unnecessary and not worth going through. It was terrible. I would never wish it upon anyone else. The help is there in friends, teachers, counselors, etc. Because I received help, I am now able to stay in the classes that seemed impossible to keep up with before. I can graduate from a school that I enjoy with friends I love. So be well all, you can do it, help is worth it. Life can be good, don't settle for less and whatever other cheesy thing to say.

Mika Curran is a two-year Upper from Hollis, NH., and an Associate Video Editor for The Phillipian.



A.CHENG/THE PHILLIPIAN

however, because these feelings were not new to me. I didn't believe I had the right to feel worse and postponed reaching out to my friends and teachers. I told myself that because I was privileged to even attend Andover, have loving friends, good grades and a supportive family, I shouldn't feel this way. These struggles that I myself discounted seemed to only increase as I was unable to reach out for help. But why?

Stigma. The look in my teacher's eyes when I didn't hand in homework or come to class. The expectation to excel in all aspects of life that made me frus-

Differently Minded



J.FULLER/THE PHILLIPIAN

Adrienne Zhang

I WAS DIAGNOSED WITH ADHD WHEN I was in second grade. My parents were reluctant to put me on medication, so I struggled through bursts of inattention with only the help of a supportive family and counseling sessions. I went through most of elementary and middle school with no major problems, but despite my best efforts, I lost my homework every week and forgot my teacher's simple instructions as soon as they left her mouth. My parents got used to hearing comments from my teachers along the line of, "Adrienne is not putting in an effort to be a responsible and mature student." I always wanted to scream, "I am putting in effort!"

One of the problems with trying to explain ADHD or any other neurobehavioral disorder is that their symptoms can look, to the ignorant and untrained eye, like a lack of willpower. ADHD can manifest as procrastination, hypersensitivity, impulsivity and chronic lateness. Separately, these symptoms can be dismissed as one behavioral shortcoming or another, but their combined impact can lead to far more serious problems in emotional and mental well-being if not properly acknowledged.

Often, it's difficult for others to understand what makes me different from someone who just tends to procrastinate, or someone who isn't willing to put in effort. How do I explain that no matter how hard I work to catch myself, I can still act impulsively and inappropriately? How do I explain that I really did do the reading, and that I just can't remember anything from it, or that my incessant fidgeting is not a sign of disrespect or boredom? How do I explain that I didn't skip the meeting; I just forgot about it despite writing it down in three different places?

The point is that neurobehavioral disorders like ADHD are not an excuse, a phase or a problem of motivation. A student with dyslexia can spend twice the

amount of time on a reading as other students and accomplish half as much. Another student with ADD might spend two hours on a question that takes most other students 20 minutes. It takes more energy for me to concentrate on my teacher than it might take a student without a neurobehavioral disorder. To underestimate or dismiss these learning disabilities is to completely ignore an entire aspect of my identity, something that I must live with everyday.

On the opposite end of the spectrum, there are those who misunderstand ADHD so completely that they would prefer to separate students like myself from other students. Each year before coming to Andover, my parents sent my new teachers a letter explaining my ADHD. One year, my teacher pulled me aside in class and mislabeled me as a "victim" of ADHD. She then proceeded to give me a free pass on every assignment I never handed in and always addressed me slowly and carefully, as if addressing a five-year-old. It was the opposite of what I needed. My teacher stopped treating me like an intelligent, hard-working student. She was treating me like I had a disease.

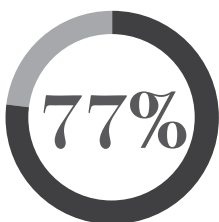
Students with attention disorders need teachers and classmates who can understand the difficulties we face, without dehumanizing us and seeing only our disability.

In the end, I am not asking for anyone's pity. I am just asking for students and faculty at Andover to acknowledge and understand that learning differences are real and that they matter. I am only challenging Andover to embrace the students who are differently abled, because a community that claims to be intentionally diverse needs to know that neurobehavioral diversity is just as important as other types of diversity. As a community, we must strive to be inclusive of Andover students with learning abilities of all kinds.

Adrienne Zhang is a two-year Lower from Hong Kong.

COMMENTARY SPREAD

WELLNESS AT ANDOVER



Students who consider themselves happy at Andover



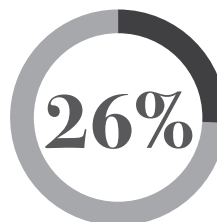
Students who engaged in self-harm after coming to Andover



Females who have ever visited a Graham House Counselor



Students who have developed an eating disorder at Andover



Males who have ever visited a Graham House Counselor

According to State of the Academy 2015

The Weight of Silence

Grace Rademacher

SILENCE SURROUNDING mental illness is toxic. It creates a community in which the people who are struggling are shamed into internalizing their issues, and those who are not struggling are completely uneducated. As a campus, we have found many ways to work on solving this issue, and the progress we have made is tremendous. Although it can be extremely powerful to write in detail about individual experiences with mental illness, I want to focus on why people, including myself, sometimes take so long to reach out, and how we can begin to engender help-seeking mindsets and actions.

During the first month or so of my recovery, I felt this intense shame surrounding my eating disorder. Every time I went to Graham House I would say I had to go to Community Engagement, and when friends asked me what I did, I would panic and say “helping kids.” I wasn’t so much afraid that people would know I was going to Graham House, but that when they found out I had struggled with anorexia, it would become an indelible part of my identity. This was the last thing I wanted. I wanted to leave it behind. I wanted to forget that it had happened, and I did not want other people knowing it happened. I was so afraid that when my name popped up on Facebook or on a class roster that someone would think, “Oh, she’s that anorexic girl,” and for some reason this would leave me unable to change, unable to move past it and be healthy.

I was unable to let go of this fear that somehow if I reached out and said that I was anorexic, I would be taking away from people who had eating disorders so

serious that they were in hospitals. The fact that I had managed to keep myself out of the hospital somehow made it less valid than everyone else’s issues. I thought I would be lying, saying that I had anorexia. I also felt guilty for not recognizing how lucky I was to

[I was afraid] that when [my peers] found out I had struggled with anorexia, it would become an indelible part of my identity.

be alive. The mortality rate associated with anorexia is 12 times higher than any other cause of death for girls 15-24 years old. In my eyes I was someone with a light cold surrounded by people who had the flu. I was lucky to be alive and lucky I didn’t have serious medical problems as a result, and how could I complain about my eating disorder? For so long, I gaslighted myself. I told myself it wasn’t that bad, and that if I said I had an eating disorder I would

It is important... to acknowledge that there is a problem even if it is not visible, and that we then proceed as if the illness were physical.

be invalidating the struggles of so many other people.

A lot of times we do this terrible thing where we criticize ourselves for not being happy or grateful that we don’t have it worse. We look around and see other people with more work, harder classes, harder circum-

stances, less privilege and harder struggles. We then look around at our own issues and downplay them, because we feel we don’t deserve to be complaining about or even recognizing them. We take away our own right to feel sad or angry.

At Andover, this happens so frequently that it prevents us from seeking help. Especially when conversation surrounding mental illness is silenced, people in need stop asking for help, and ultimately stop believing they deserve help at all. Before Andover, I dealt with my eating disorder for a year at a public high school. Not once did mental health come up in conversation in any class, assembly, sport or club. I felt horribly alone. The difficulty that some mental illnesses pose is that they can be invisible. It is important that we are able to acknowledge that there is a problem even if it is not visible, and that we then proceed as if the illness was physical. Say your roommate has mono. The first thing you would do is try to get them to a medical professional that is trained to treat people with mono. There is a gap between how we regard physical and mental illness, and it can be extremely dismissive and exclusive towards survivors of serious mental illnesses. For this reason, in the same way our campus endeavors to be inclusive in other ways, we need to work towards being inclusive in terms of mental illness. We need to be able to have more open conversations about mental illness and the overwhelming stigmas surrounding it so that people feel encouraged to ask for help.

Grace Rademacher is a two-year Lower from Wellesley, Mass.

#foodfought

Candy Chan

I USED TO SPEND AT LEAST four hours every day last year looking at photos of food. Anytime I felt the slightest sense of boredom, I whipped out my phone and scrolled endlessly through ever-popular “food Instagrams,” salivating at pictures of three-tiered cakes frosted with outrageous colors, waffles drowning in heaps of cream and drizzled with dark chocolate.

Then I started to add up the amount of calories those delicious desserts might contain.

Quickly, an obsession took over me. I was fixated on one Instagram user, wondering how she could possibly consume so much food each day and not gain weight. I grew increasingly concerned with my own diet. I couldn’t understand how I could eat anything at all without gaining a pound or two.

I began eating less and less, focused on maintaining my figure. I became selective and picky about the number of calories I consumed. I spent an absurd amount of time on health magazines and websites, searching for meals with the least calories. Counting calories became second nature to me, and this excessive mental math felt as natural as breathing.

Never did I think that I was only months away from developing a serious eating disorder. My dangerous feeding habits did not fall into the standard criteria for anorexia or bulimia or anything else for that matter, and without a name for my condition, I only spiraled further, dismissing my symptoms. I ignored my constant fatigue and I planned what to eat and when to maximize weight loss. I ignored my confusion when I awoke halfway

through the night because my stomach couldn’t stop growling. I thought of myself as pathetic, but not once did I recognize I had an eating disorder. I actually blamed the amount of time I spent facing L.E.D. screens and on my iPhone for my deteriorating state. It was only later that I really understood how true that really was.

I was too embarrassed to talk to the people around me and admit that I needed help. I considered my health issues invalid because my condition didn’t have a name. ‘Other specified feeding or eating disorder’ or OSFED is a catch-all category for eating disorders that do not meet the diagnostic criteria of other more delineated conditions.

At Andover, we need to acknowledge that unconventional eating disorders exist and support those who suffer from them. According to *The Phillipian’s* 2015 “State of the Academy,” 17 percent of students have had an eating disorder, and of that percentage, 54 percent developed that eating disorder on campus. It is unclear in which clinical category of eating disorder each of these cases lie, but every one of them is just as significant as the rest.

I urge students to always seek help, even when their condition seems nameless and undefinable. Some eating disorders may not always manifest themselves in a way that is easily diagnosable; but nevertheless, as I have learned from my own experience, they need to be taken every bit as seriously.

Candy Chan is a three-year Upper from Ho Chi Minh City, Vietnam, and an Associate News Editor for The Phillipian.

The Margins of Mental Illness

Gillian Cline

“CRAZY” HAS A PARTICULARLY harsh connotation for me; I have a visceral reaction to the word, and its usage to describe girls is incredibly venomous on so many levels. It is particularly harmful when coming from somebody mentally stable or someone who is in a position of status and power, such as a male. When socially privileged individuals label someone as “crazy,” that judgment goes unquestioned by other students. The “crazy” phenomenon marginalizes and targets mentally ill girls, like myself.

I have been called “crazy” before. It seems to me that while girls are culturally given some room to express their emotions publicly, a limit is set for what is acceptable or “normal.” Often it seems that when girls on campus do anything deemed beyond the realm of “normal” mental function, an obscurely-drawn line, it is brushed off as “crazy.” Whether directed at a girl breaking down and crying in public or used to discount her argument, the word “crazy” is frequently used to describe the emotional displays of girls on campus.

Many students go on medical leaves of absence for mental health reasons at Andover. I feel that girls struggling with mental illnesses, however, are held to a far different standard than boys are when they leave and subsequently return to Andover. When a boy returns from a year of rehabilitation, he seems to be welcomed back with open arms. If he is kicked out, hoards of so-



E.WU/THE PHILLIPIAN

cial media posts appear instantaneously, lamenting the loss to the school. Boys seem to be either glorified or martyred on campus for abusing substances. Girls, however, come back from leave on the outskirts of social groups they were once part of. When a girl goes on medical leave due to mental illness, self-harm or even attempted suicide, social media tends to remain silent. Girls’ struggles are ignored and erased.

Boys, in some ways, might face a more insidious judgment, one that encourages unhealthy behavior when gender roles hold them to an impossible standard of hypermasculinity. While

many girls in the past few years have stepped forward to discuss mental wellness, rarely do we see a similar acknowledgement

Often it seems that when girls on campus do anything deemed beyond the realm of “normal”... it is brushed off as “crazy.”

of mental health issues for boys. Dangerous habits like substance abuse can be a symptom of depression, not to mention a men-

tal disorder on its own.

While more women report and are treated for depression than men, this does not necessarily mean that more women suffer from depression than men. The difference in prevalence in men and women may not be accurate, as men are culturally encouraged to hide their emotions, which could result in fewer men reporting symptoms of depression to their health care providers.

Still, rather than recognizing the toxic hypermasculinity that plays into male substance abuse on campus, it is brushed off as this group of boys being “partiers” and “legends.”

All people struggling with mental health, regardless of their gender identity or status, need and deserve help. People who suffer from mental illness are not “crazy,” and the dangerous expressions of that mental illness, like drug and alcohol abuse, should not be celebrated, but rather treated. Getting help at Andover, however, can be more difficult in reality than it may seem on the surface. Even just recognizing mental illness is a struggle in itself, full of self-hate and denial. In addition, an attempt to get help for a friend can get that friend sent home. Other times, students may worry that they need to filter what they say to a counselor in order to avoid that same consequence.

Discourse about mental health and its underlying issues on campus need to expand beyond just students who struggle with mental illness and faculty working directly in student counseling. What Andover desperately needs is comprehensive mental health education as a way to bridge this gap. I am very excited about the new Rebecca M. Sykes Center as a way to potentially make comprehensive mental health care more accessible, but I still think that health care is only one facet of mental health that needs to be improved upon at this school.

No, I am not crazy. I am still waiting for our entire community to fully commit to supporting everyone with mental health issues.

Gillian Cline is a three-year Senior from Tampa, FL.

NEWS

WELLNESS AT ANDOVER

Andover Celebrates Wellness Week In Conjunction With New Sykes Center

Cont. from A1, Col. 4

"I thought that it was going to be really interesting, but ['I Am Dirt'] was more educational than it was funny. But the overall message

that the play like wanted to say was very clear and I walked away with a really good mindset on the topic of drugs and the abuse of drugs," Megane Bantefa '19. Uppers and Loweres attended a workshop in the

Cochran Chapel, "An Introduction to Mindfulness," with Jessica Morey. Through meditation exercises, students were able to learn about mindfulness, experience the benefits of reducing stress and become more self-aware. Loweres and Uppers also attended a program run by Andover alum T McKinley '80 on depression. By sharing his own experiences with the mental illness, McKinley showed students how to both recognize and manage depression, whether it's for oneself or for those around you.

"[McKinley] said it in a way that was so real, and very straightforward and not more complicated by big words and long metaphors, that I think we were all able to access what he

was talking about, and it moved me very deeply. People were crying and were just so blown away by the way that he empowered us," said Auguste White '17.

For Seniors, Monday and Tuesday were spent discussing the college admissions process and their upcoming transition to college. Monday's activity, which involved mock admissions cases during which Seniors evaluated the admissions files of fake candidates for a potential college admission, garnered criticism from some of the Senior class.

"Monday's workshop, I thought, was very unnecessary, and I thought it dug up a lot of stress related to college that a lot of us were trying to forget. I know that wasn't the College Counsel-



SWANG/THE PHILLIPIAN

Jessica Morey leads meditation exercises with Loweres and Uppers in Cochran Chapel.

ing Office's intention, but that's the effect it had for a lot of people," said Duschia Bodet '16.

On Tuesday, Seniors tackled questions and activities that focused them

on their remaining time at Andover, as well as how to support themselves and their class in the final months of their time at Andover.



LEE/THE PHILLIPIAN

Detectives John Delany and Michael Lane warned students about substance abuse as part of Wellness Week.

Faculty Kids Share Stories Of Growing Up on Andover's Campus

By ELIZA BIENSTOCK, CHRISTINA CHO AND JB LIM

While most students at Andover are easily categorized as either boarding or day students, some, like Eliot Zaeder '17, fall somewhere in between. Eliot Zaeder resides on campus in Bishop Hall where he lives with his family, which includes his father, Thayer Zaeder, Instructor in Art; his mother and his younger sister.

Unlike most Andover students, Eliot Zaeder has lived on campus since he was just one year old.

"I've lived here basically my whole life... It's definitely an interesting experience. Mostly because I get to live with my family. I'd say it's best of both worlds," said Eliot Zaeder.

For as long as he can remember, Eliot Zaeder imagined himself as an Andover student.

"I always knew that I wanted to come [to Andover]. And I think that having my dad teaching here was kind of a plus because he could help me out with the application process and things like that. This was the only school that I applied to," said Eliot Zaeder.

Even before becoming a student, Eliot Zaeder spent a lot of time with Andover kids.

"As a little kid, boys in the dorm would sometime babysit us. It was really fun, but I can't really remember that

much because I was so young. Also, before I was here as a [Junior], I sometimes went to the dorm munches and hung out with some of the boys. But not very often because obviously I was much smaller," said Eliot Zaeder.

In contrast to Eliot Zaeder, Michaela Hagler '16 finds living in a dorm to be the worst aspect of being the child of a faculty member. She lives with her father, Jeremiah Hagler, Instructor in Biology, her mother, and her two triplets in America House.

"I feel that I do not have privacy and my own space because I can always hear the [boarding students] above me... it is almost as if I am a [boarding student], but I am actually a day student. I don't have that same separation from campus that the other students, whether it be boarder or day student. It is a weird mix," wrote Michaela Hagler in an email to *The Phillipian*.

Siblings Michaela Hagler and Alex Hagler '16 also find having a faculty member as a parent to be both a positive and negative aspect of being a student at Andover.

"In classes it can sometimes be awkward if I know the teacher from before high school, and sometimes even, my classmates or teachers will put undue expectations on me just because I am a faculty kid. But that is very rare, and most of the time my classmates and teachers just treat me as another stu-



JWOLFE/THE PHILLIPIAN

Eliot Zaeder lives in Bishop Hall.

dent," wrote Alex Hagler in an email to *The Phillipian*.

Jordy Fenton '17, daughter of Martha Fenton '83, Dean of West Quad North Cluster, enjoys the mix of boarding and day life.

"[Having a parent who is faculty member] is nice in the fact that I can be on campus, and doing my schoolwork and everything, but also have the home life. So it's kind of the mix between the day student and the [boarding] life, which a lot of the [boarding students] will tell me that being on campus that I'm very lucky to be here because my family is here... Plus the dog, it's always nice to have the dog around," said Jordy Fenton.

Another student who falls in the middle of the boarding-day student spectrum is Reuben Philip '18. Unlike most faculty kids, Reuben does not have the same all-day accessibility to Andover's facilities as other faculty members' children do because he lives off campus.

"I think living on campus would be a benefit for me just being around the whole community at all times would be pretty cool... I think that's good because you get to sort of be away from everyone for part of the day, and it's nice to just go home... I know that some of my friends who are faculty students that live in dorms, their parents are on duty 24/7, and my parents get to step away from that," said Philip.

Philip's mother is Elizabeth Joseph, Instructor in



JWOLFE/THE PHILLIPIAN

Reuben Philip lives off campus in North Andover.

Mathematics, Statistics and Computer Science. On a typical day, Philip leaves campus at around 9:00 p.m. His mother will leave before him except for days when she has dorm duty. His father, Philip Theruvakattil, works as a network and firewall engineer on campus.

"[Being] able to rely on my parents being around here is good because... I rely on them a lot, and just them being close at all times is really securing," said Philip.

Although Philip enjoys being close to his parents while at school, he said running into his parents during the school day can often be awkward.

"It's also pretty awkward when your friends have your parents as teachers. But otherwise, I think that it's not much different than being a regular day student," said Philip.

Since coming to Andover, Philip has been able to see the difference between his peers at Andover compared to those attending other schools. He appreciates the overall friendliness and acceptance that is prevalent in Andover's large but tight-knit community.

"Everyone goes into everything with a positive attitude. And when you meet someone, I know anywhere else someone would judge you at first sight, but here it's a little bit different. They actually get to know you before they judge you," said Philip.

Ullman Describes Living Through Holocaust

Cont. from A1, Col. 6

"My parents, in the meantime, found a hiding place in an attic on the main street of Amsterdam... the attic [was] where my parents were without light, heat or electricity. They paid for that hiding place, and they lived there somehow for basically 796 days... They couldn't make any noise when the people below them were around," said Ullman in his presentation.

Ullman was reunited with his parents with the help of the Dutch Resistance, a secret coalition in the Netherlands that gathered intelligence from allies and destroyed communication lines.

Ullman said, "My parents, through the Resistance, learned my whereabouts and so they came to get me. At a given moment, the doorbell rang at our house and my war mother had a pretty good feeling who this would be. And we opened the door, and there were these terribly gaunt people who I didn't recognize, and they claimed to be my parents."

Unable to speak English when he first arrived in the United States with his family in 1947, Ullman found his transition into American culture challenging at first.

"It was very difficult for me. First of all, I didn't speak a word of English... The principal of the local grade school told my mother that for the first two weeks, some of the other kids would beat me up but after that it would be okay," said Ullman in an interview with *The Phillipian*.

When Ullman arrived at Andover as a new Upper in 1955, he chose not to share his Holocaust background with his peers as he mainly desired to fully assimilate into American culture.

"I did well at Andover, I loved the people and I went to Harvard, and that would never have happened but for Andover. So whatever happened in my life, I feel is

very largely attributable to my time at Andover, which I loved," said Ullman.

He continued, "I never talked about my Holocaust background at Andover, it was never something that I trumpeted at all... At Andover at that point, there were maybe five Jews in our class of 220 and maybe a couple of blacks, and that was really largely it. So it was a different environment and for me, it was okay."

Despite being placed in an unfamiliar environment, Ullman found comfort in playing the cello.

"What was really amazing was that every Sunday I was allowed to go into Boston and take [cello] lessons with a member of the Boston Symphony. Getting off campus was such a badge of honor, even the quarterback on the football team couldn't do that. So, that was really terrific," said Ullman.

Ullman was first motivated to speak out about his story after his parents shared their story with him and his brother.

"[My story] really started coming about when my parents celebrated their 40th wedding anniversary... at that point, my mother wrote her story and that was cathartic for my parents... from that point on, it was a matter of interest to me, and at a given moment I felt I had to write a book about all this because otherwise it would be totally lost, and my kids wouldn't know about it, my grandkids wouldn't, my nephews, nieces, nobody would know the story. So I felt it was important to write it, and I feel good about doing that," said Ullman.

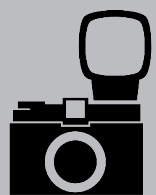
Upon graduating Andover in 1957, Ullman attended Harvard College and Columbia University. He went on to serve in the U.S. Marine Corps and become the Founder and C.E.O. of Cedar Shopping Centers (now Cedar Realty Trust), a real estate investment company.



TRYNNE/THE PHILLIPIAN

Sam Hagler, left, Michaela Hagler and Alex Hagler. The Haglers live in America House.

Shoot for Photo!



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2017-2018 Student Schedule

4x5 Schedule (To be implemented in Fall 2017):

1. Classes would begin at 8:30 a.m.
2. The academic year would be the same length but would be divided into four eight-week terms with no Extended Period Week. The typical student workload would be four courses per term.
3. A year-long course would meet for three of four terms.
4. Classes would meet three times a week for 75-minute periods.
5. Classes would meet at different times during the week. For example, a math class could meet in the morning on Monday, right before lunch on Wednesday and in the afternoon on Friday.
6. Dedicated time is created in the day for health and wellness classes.

Revised Current Schedule (Voted down):

1. Classes would still begin at 8:00 a.m., with the exception of Thursdays.
2. The academic year would remain unchanged: there would be three 10-week terms per year with an Extended Period Week at the end of each term. The typical student workload would be five classes per term.
3. A year-long course would still meet for all three terms.
4. Classes would continue to meet on the same schedule, sometimes with only 45-minute periods and sometimes with a mix of 45- and 75-minute periods.
5. Classes would meet on the same current schedule.
6. No dedicated time exists for a health and wellness curriculum. Thus, students would take these classes during lunch and/or free periods. Some classes might have to meet on Saturday mornings.

Faculty Voice Differing Opinions On Proposed Schedules

Cont. from A1, Col. 2

“[This voting process] probably [was] the most divisive [thing] that I [have] seen since I have been here, which is bizarre. People who don’t like the 4x5 really don’t like the 4x5; the people who don’t like the current, really don’t like the current,” said Shawn Fulford, Instructor in Mathematics, Statistics and Computer Science.

Will Orben, Instructor in Mathematics, Statistics and Computer Science, believes that the 4x5 schedule will offer students more free time.

“I like the change in the use of our daily schedule with the 4x5, as opposed to the current schedule, where we’d have not a lot of time in the day to do other things. I like the possibility that we can use time during the day a little differently than we do right now... I think overall, I’m excited to try something different,” said Orben.

Leon Holley, Instructor and Chair in Biology, thinks that the 4x5 schedule’s class periods could be too long for younger students.

Holley said, “I’m concerned about the length of classes for our younger students, I’m not sure that the longer blocks and the way that the year is split up is in their best interest... I would rather stick with what we have, and see if we can tweak that.”

Though opinions varied among faculty members, many feel that they were be-

ing pushed towards the 4x5 schedule.

Both Holley and Nicholas Kip ’60, Instructor in Classics, believe that some in the administration were biased toward a change in schedule, rather than an adjustment to the current model.

“I don’t know exactly who the people are, but I think there are some people within the administration who want this to happen, even though they don’t teach... [They want] something new,” continued Kip, referencing a time when a proposed schedule was deemed not discussable.

Holley added, “In my opinion, there’s always been a bias toward a new schedule... This would be unpopular to say, and it’s also my opinion only – I think that they were tasked with creating a new schedule, and not to modify the current one.”

Despite the conflict that occurred before the 4x5 was voted on, Fulford is confident that the decision will best benefit the Andover community.

“I think the big picture is that there is a lot that the faculty do agree on. We do agree that students are too stressed, we absolutely see that. We see that students are tired... We want students to have a chance to see students, to have fun, to eat and to sleep and all those kind of things... Where we disagree is how to arrange those pieces,” said Fulford.

Students Offer Perspectives on Schedule Options

According to a recent survey released by *The Phillipian*, students had varying opinions about the two schedule proposals that could have gone into effect in fall 2017, before the 4x5 model was voted by the faculty to be implemented for the 2017-2018 school year. 400 students responded to the survey as of Saturday, January 23. The survey states that 47 percent of students are in favor of the 4x5 schedule proposal, and 53 percent are in favor of the current model. Many prefer the 4x5 model for

its three class periods per week for each course, which would significantly reduce the amount of preparation required each night, but some are skeptical of the four-term design and the 75-minute periods. Only 13 percent attended mid-January’s information session about the Schedule and Calendar models. Regardless of the new 4x5 model or the current schedule, 74 percent of students prefer starting class at 8:30 a.m. with 40-minute periods.

“I prefer our current schedule. I’m fine with the longer periods and fewer classes, but I don’t think that the four terms will work out, just because it conflicts with sports and it makes the time that we have to improve on our grades and our knowledge within a term a lot shorter.”

Amanda Li ’18

“Well I just kind of felt like [the information session] was feedback, it’s not like we are really involved in the process because it is the adults fighting in the end. So I didn’t really think it would do anything to attend.”

Jackie Zhang ’19

“Trimesters are already weird, and I think going to quarters would be stranger. The majority of other schools do semesters... trimesters work, especially because they line up with sports seasons, but going to quarters would throw a lot of things off.”

Brett Sawka ’17

“I feel like now when you have five or six classes and five hours of homework, you’re not putting in the effort, you’re just trying to get through it. If you have three to four class periods [per week] with an hour [homework] each, you are able to put more effort into those fewer classes, and you will get a lot more out of that homework.”

Alex Davenport ’17

“I think it’ll create a lot less stress for students because there’ll be fewer classes in a day, and fewer classes per term... I don’t like how there isn’t much space [in the current schedule] to take non-mandatory classes. The 4x5 schedule would allow for a health and wellness class that was included in the actual school day rather than during a free period.”

Sarika Rao ’19

“I find that [an 8:30 a.m. start] would be more productive for myself because staying up late to do homework and getting up super early makes me want to fall asleep in class. Staying up to study and getting up early is not beneficial to students.”

Anushree Gupta ’18

Minsky Leaves Behind Contributions In Robotics, Psychology And Mathematics

Cont. from A1, Col. 6

His contributions to the fields of artificial intelligence, robotics, mathematics and cognitive psychology earned him a number of prestigious distinctions, among them the ACM Turing Award, IJCAI Award for Research Excellence, Japan Prize, Benjamin Franklin Medal and the Andover Alumni Award of Distinction.

Introducing Minsky at the Andover Alumni Award of Distinction ceremony during ASM on November 4, Camille Little ’16 said, “Although he’s won countless awards, last night during the distinguished alumni dinner, when given the opportunity to talk about his achievements, he spent most of the night answering the audience’s questions. Above all, Dr. Minsky values teaching and sharing his knowledge. Perhaps his most important advice last night was to remind us the significance of curiosity in remaining a lifelong learner.”

That day was Minsky’s final and most recent visit to Andover.

“Somehow in my career I was dropped into the right place at the right time. I was at Andover. I’d always been grateful to have experienced inspiration from teachers and facilities,” said Minsky during the November ASM.

John Thorndike ’45, a fellow classmate, returned to hear Minsky receive the award despite never having had much contact with his peer during their time at Andover.

“Well you know what his first sentence was [at the ASM]? It was something to the effect of: ‘There’s a lot of luck involved in life.’ And I was very surprised that a mathematical scientist, something that I am not, would make such a statement because certainly in my life, luck has been a big factor but I wouldn’t [have] thought it would’ve much in his life. That amazed me,” said Thorndike.

Marvin Lee Minsky was born on August 9, 1927, to Dr. Henry Minsky and Fannie Reiser in New York City. He is survived by his wife, his two daughters, his son, his sister and his four grandchildren.

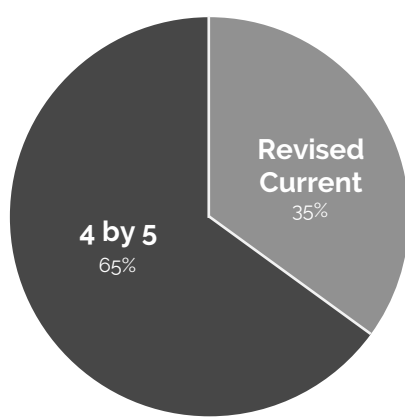


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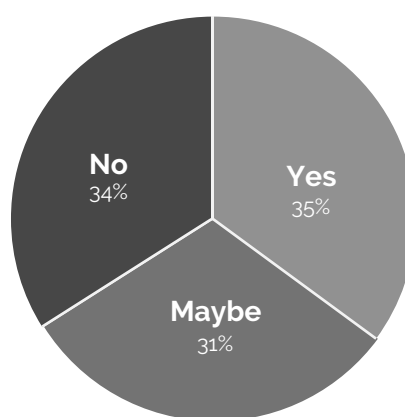
Marvin Minsky ’45 received the Andover Alumni Award of Distinction at All-School Meeting last fall.

SURVEY RESPONSES

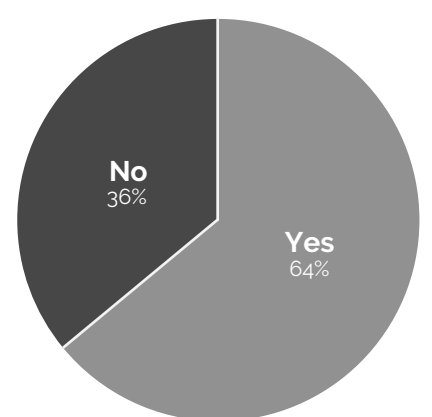
The Phillipian sent out a survey last Thursday detailing the information about the schedules (as provided above) and nine questions, to which 400 students responded as of Saturday, January 23.



Which of the two proposed schedules do you believe would make your day-to-day life less stressful?



Do you think a “cascading” class schedule would be beneficial to learning? Do you like classes meeting at different times each day?



If the 4x5 model were implemented, would you want a designated extended period week each term for final assessments?

Willard Emphasizes Importance Of Stress Management During Wellness Week ASM

Cont. from A1, Col. 4

During his presentation, Willard displayed a slide titled “College Facts,” which emphasized the rapidly growing issue of stress, depression and mental illness in the student population in America. Willard suggested that students practice mindfulness as a coping technique when feeling anxious or overwhelmed, and he emphasized the importance of breathing.

Willard said, “It’s not about getting rid of stress,

it’s about organizing stress... when we change our breath, we can actually change our bodies, and when we change our bodies, we can actually change how we feel.”

At the end of his ASM presentation, Willard led the audience in an activity called 7/11, during which he asked the audience to inhale for seven seconds and exhale for 11 seconds in order to calm the mind and body.

“It doesn’t have to take a lot of time. We can find these little moments throughout the day where maybe we do a

7/11 breath or we do some breathing or we focus on sensations in our body,” said Willard.

Willard first approached practicing mindfulness about 20 years ago, during some time off from Wesleyan University, and was motivated to share the benefits of mindfulness with other young adults in the world.

“When I was in college, I was taking some time off trying to figure out what to do with my life and had my own stress-related issues. Then, I found mindful-

ness and just wanted to bring that into my own life and share that with other people, because it had been helpful in terms of my own mental health, my own physical health and academic performance,” said Willard in an interview with *The Phillipian*.


Willard is the author of “Growing Up Mindful” and “Child’s Mind,” co-author of “The Mindfulness for Teen Depression Workbook” and a co-editor of “Teaching Mindfulness Skills to Kids and Teens.”

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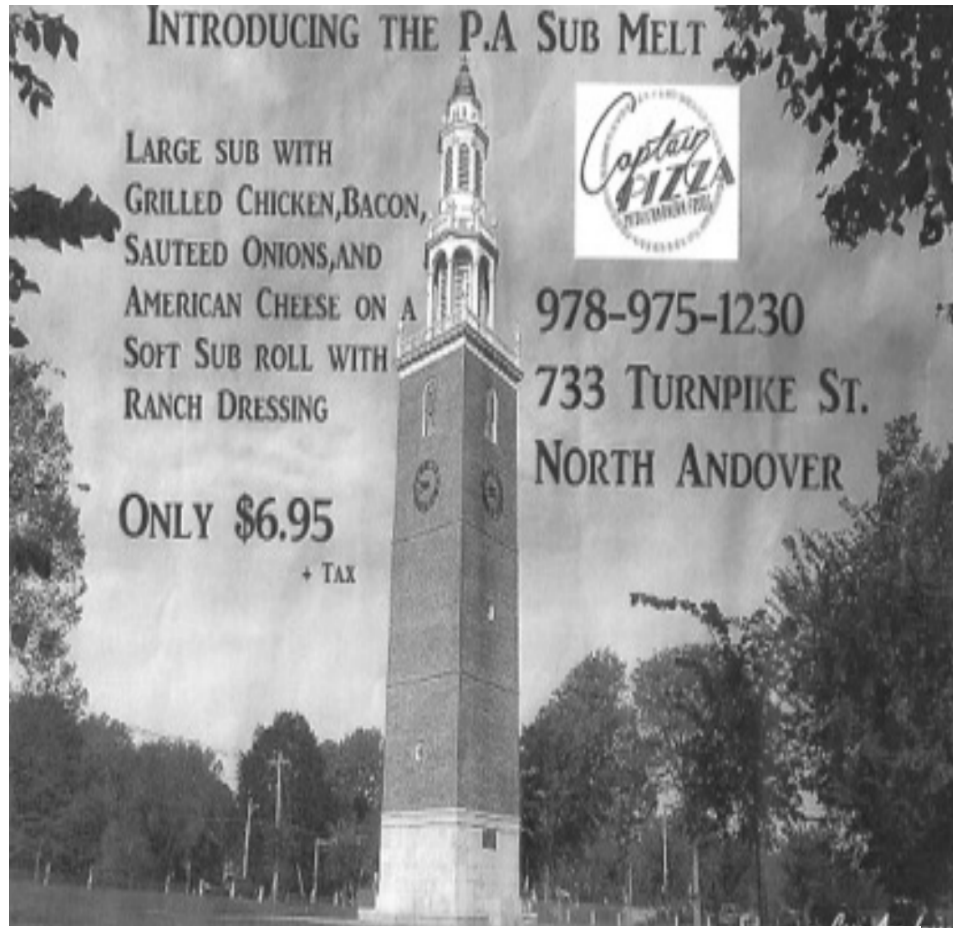
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Features Travels Back in Time..



Features Gets Well in 1801

FEATURES STAFF

My time machine is out of gas – in other words, I ran out of beans to feed the engine – so it sputters and comes to a stop. The screen informs me that I have glided into Andover in 1801. Stepping out, I trip over a potion bottle and fall head-first onto a dirt floor.

“Are you ill?” an old, wizened man inquires. He wears a blue cape emblazoned with silver stars.

I begrudgingly say I am not. “It’s called acne, you jerk.”

“Then you must exit the apothecary,” says the old man, “or you may catch the plague. Go to the Chapel. You must attend today’s Wellness Week workshop: How to Be Mindful of Your Meat Pie by Sniffing It.”

Hey, if it’s 1801, this must be the first ever Wellness Week at Andover! I wonder if these students are as annoyed as I was when they lost their first period free on Tuesday. Suddenly, I feel a growl within my belly. Ugh, I should not have eaten that catfish for lunch.

“Actually, mister, I think I am a tad ill,” I tell

the old man.

“Please, call me ‘The Wizard.’ You’re in luck, young one,” says the old man. “We’re about to commence with the Health Seminar. Follow me to the Armory. It’s where we typically treat people with broken arms.”

The Wizard leads me down a dim stone tunnel, heading deep underground as stinky droplets fall upon my freshly-straightened locks. My claustrophobia kicks in; it’s almost as if I’m back in the Elevator Single. We enter a room filled with young men wearing stiff vests with

pocket watches dangling from their trousers. I feel a bit out of place in my new Aquinnah Aqua Shep Shirt. I feel like how Saint West is going to feel when he hangs out with people who have normal names. Anyway, I digress...

In this dungeon-like room, The Wizard brings out a set of goblets and a jug of something pungent. He calls it “rattlesnake oil” and claims that it will do away with any and all of my discomfort. It tastes rather like cough syrup. Soon enough, my Achilles tendon stops aching. I begin to feel woozy.

Next thing I know, The Wizard has carted out a pot of squirming leeches and he has begun applying them to my face. I’m like, “NAH!”

“Whoa, hold up, Wiz, what do you think you’re doing?!” I demand, peeling the slimy creatures from my skin. I mean, I’m all for experimental skin care, but this is, like, not even holistic. My head is still spinning from the rattlesnake oil.

“Calm yourself, child,” Wiz says soothingly, continuing to apply leeches. “According to a study by the ‘Salem Coven Medical

Journal,’ this treatment will filter your bodily liquid until you’re sprightly and renewed, like a lotus blossom after rain, or like me after a healthy dose of rattlesnake oil!”

At this point I feel so woozy I’m kind of freaking out. I dart away from Wiz and, dodging his waistcoat-wearing cronies, sprint back up the tunnel to my time machine. I speedily enter the coordinates for 2016.

I’m not saying I enjoy Beyond Meat, but anything is better than this.

Shoutout to *Phillipian* Video:

Check out some *cute* PG’s and some weird Den food on our YouTube channel.

Write for Features: the uncontested funniest section of *The Phillipian*!!!

Email jwu and ekelley

FEATURES PRESENTS

TOP TEN

Time Traveling Rookie Mistakes

10. Forgetting to bring your shampoo in travel-sized bottles.
9. Leaving half of your arm in 1989 #splinched.
8. Forgetting your phone in the Dark Ages and prematurely causing the Technological Age.
7. Forgetting where you left your time machine.
6. Accidentally causing yourself to not be born.
5. Going back to when your parents were kids and hitting on your mom.
4. Transporting yourself to Graves Hall after hours.
3. Saying your real age when carded.
2. Trying to walk back to your dorm and realizing that it doesn’t exist.
1. Reading Features before Jumily edited it.

Discovering the Blue Scroll



5th wheelin’

BETSY.ROSS/THE PHILLIPIAN

MOLLY KATARINCIC

Whoa, where am I? This kind of looks like the Den, but with lace drapes and wooden stools. Looks like there is a Den dance going on, but where are

all the girls? There is an accordion player sneakily blasting out Chopin and daring students nervously getting up to square dance with no adult supervision. As I stride into the Den Market, the smell of churning butter over-

whelms my nostrils. I try to use my BlueCard to pay for my number five crumpets comb, but the cashier gives me a nasty look and demands two pennies.

Look! It’s Paul Revere, leading the Junior Varsity Non-Water Polo team on

a ride across the quads. What’s this, an original copy of the Blue Scroll from 1778, hand-scribed with the quill of Samuel Phillips? Let’s see what this Andover from the past is all about.

The Andover Constitution - *The Blue Scroll*

I, Samuel Phillips, move to establish a school where our mission is to educate youth from every quarter, but especially the top 10%. Any student who does not meet our expectations will be publicly tarred and feathered; this will double as student entertainment and will be published on the Weekender every week. Here are the rules:

Horse Drawn Carriage Permission: Any student wishing to go for a jaunt in someone’s horse-drawn carriage must send a carrier pigeon with a formal, handwritten letter to Samuel Phillips requesting permission. The letter must be sent two weeks in advance because the pigeon might get lost or catch bird flu. Permission will most likely not be granted.

Candlelights Out: Our youngest gentlemen, the Juniors, will be required to blow out all of their candles when the bell tolls. Any students found with a candle lit after hours will be dumped into Rabbit Pond along with the Wild Sweet Orange Tea. Additionally, we would like to remind students that matches, neither wooden nor romantic, are permitted.

Abbot Social Hour: At five o’clock sharp every 29th of February, the gates of Phillips Academy will be opened for students from Abbot Academy. During this hour, the Abbot students may roam around the campus, seeking for the companionship of Andover students. If they are to enter a dormitory, the door must be propped open with a phonograph.

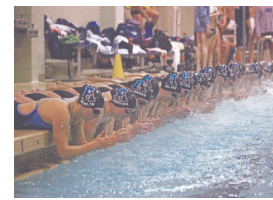
The Transportation Act: Students are reminded that washing boards are not allowed on campus. This is to ensure the safety of our community, as our messenger informed us yesterday that there was a tragic incident at our peer school two years ago involving a washing board.



Andover Boys Swimming
Undefeated Season
 Read about the successful season of Andover Boys Swimming on B3.



Andover Boys Basketball
Player Profile
 Read about Sam Jefferson '16 and his 39-point performance on B2.



Andover Girls Swimming
First Place Sweep
 Read about Andover Girls Swimming and its impressive performance against NMH on B3.



The Phillipian

SPORTS

this is the end
 #skyfall

January 29, 2016

Volume CXXXVIII | Number 30



L.LUO/THE PHILLIPIAN

From left to right: Christian Alberga '17, Nick Isenhower '18, Marcello Rossi '16 and Darren Ty '16 took first place and broke a school record in the 200-Yard Freestyle.

Boys Relay Team Shatters School Record

Stephan Min
 PHILLIPIAN SPORTS WRITER

Bursting down the lane with the rest of Andover Boys Swimming & Diving cheering him on, Christian Alberga '17 covered the last length of a record-breaking performance against Northfield Mount Hermon (NMH) as he, Co-Captain Marcello Rossi '16, Co-Captain Darren Ty '16 and Nick Isenhower '18 broke the school and pool record for the 200-Yard Freestyle Relay with a time of 1:25.30 minutes.

Alberga and Rossi set the previous school record in 2014 at 1:27.05 along with David Cao '14 and Travis Bouscaren '14. The new record is the sev-

enth fastest in New England history and also qualifies for All-American consideration.

Ty started the event and finished in 21.68 seconds, Rossi and Isenhower followed in 21.38 and 21.41, respectively, and Alberga capped off the race at 20.83.

Reflecting on the race, Rossi said, "[The race] was legendary. I was second, so I had the chance to get out of the pool and watch the record be swum, so it was just very, very exciting watching Christian come in for the last 25 [yards]. When he finished the race he slapped the water and all of us went crazy and I gave him a really big high five."

Especially for Seniors Rossi and

Ty, competing in the last home meet of the season was the relay team's motivation for breaking the record. The Co-Captains also found their achievement particularly meaningful as they both looked up to the previous record-holders when they were Lower's.

Rossi said, "The main sentiment I felt was that I had a lot of respect for the seniors in the Class of 14 and the fact that we were able to beat their record. The realization that we had surmounted that was something that was just very powerful for me because I had always looked up to them and now we were on the same level and we exceeded their level."

Ty said, "I think our mentality

before the meet really drove us. For our last home meet in our Andover careers, Marcello and I wanted to leave our own legacy on the school. We thought, What better way to do it than to break a school record? We told the the other guys this idea and they were excited to give it a shot."

Individually, Rossi and Isenhower compete in the 200-Yard and 500-Yard Freestyle events, while Ty races in the 200-Yard Individual Medley and 100-Yard Butterfly. Alberga is the only sprinter of the four, competing in the 50-Yard and the 100-Yard Freestyle.

Rossi said, "A lot of people can do the 50 just because it's such a short distance, so all of us were training

hard in our respective events and that in and of itself allowed us to prepare well for the 50-Yard Freestyle."

Although the team did say prior to the race that it wanted to set a new record, the swimmers were nonetheless surprised after making history. The strong result put Andover in a strong position to succeed at the New England Championships.

Alberga said, "We certainly were not expecting to break this record by so much, as this is our historically weakest relay. This has given us confidence heading to New England Championships and frightened the other teams."

GIRLSHOCKEY

Undefeated Streak Stretches to 15 Games

Isabelle Beckwith
 PHILLIPIAN SPORTS WRITER

Andover	3
St. Mark's	1
Andover	2
BB&N	2
Andover	4
Cushing	2

After pulling its goalie to field six offensive players with fewer than three minutes remaining in the third period, Andover Girls Hockey launched an all-out offensive onslaught against BB&N on Monday in an attempt to whittle down BB&N's 2-0 lead. Before long, forward Sarah Rigazio '18 received a pass from Charlotte Welch '18 and slotted a pinpoint shot to the back of the net, bringing the score to 2-1. 13 seconds later, Post-Graduate Jacqueline Diffley '16 found the net to tie the game at 2-2 and preserve Andover's officially undefeated season. A 3-1 win over St. Mark's and 4-2 victory over Cushing brought Andover's season record to 11-0-4.

Against BB&N, Andover struggled to find its groove early in the game and BB&N took advantage of this sluggishness.

Rigazio said, "We came out really slow and unprepared. BB&N was ready to go, and right from the start, they capitalized on our slowness and mistakes. I think the thing that pulled us together was



R.KINDANGEN/THE PHILLIPIAN

Meggan Rodriguez '17 defends a pass.

the energy and support that was coming from the bench; that motivated us to be able to come back."

Despite Andover's slow start, the team's determination allowed it to rally and control the neutral zone of the rink in the later periods.

"Toward the end of the game, I think we did a good job of stopping them in the neutral zone, which we had struggled with at the beginning of the game. That created a big change in the sway of things," added Rigazio.

Diffley said, "Our strength was definitely our willingness to not give up until the buzzer had gone off. Our team was able to come back and tie the game due to [the high level of energy] provided by the bench."

The tie against BB&N was preceded by an impressive

victory over St. Mark's on Saturday. After a scoreless first period, Emily Batchelor '19 netted a goal during the second period and Elizabeth Welch '18 scored two goals in the third period.

To wrap up its week, Andover clinched a 4-2 win against a winless Cushing team. The team roared off to a strong start, with Olivia Keefe '17 netting a goal and Charlotte Welch scoring two to establish a 3-0 lead heading into the third period. Cushing managed to cut Andover's lead to 3-2 in the third before Kaitlin Hoang '17 secured the victory with a goal late in the third.

Now embarking on a stretch of challenging league games that includes a one-loss Noble & Greenough, Andover first welcomes Deerfield at home this Saturday.

GIRLSBASKETBALL

Blowout Win Powered By 25 Points Off Turnovers

Reed Findlay
 PHILLIPIAN SPORTS WRITER

Andover	59
Deerfield	27

Heading into its game against Deerfield, Andover had been outscored 464-378 by its opponents en route to a 2-6 record. The team has consistently depended on its Co-Captain Emma Kelley '17, the leading scorer among Massachusetts prep school players with 20.6 points per game. Kelley once again proved her offensive prowess, leading Andover in scoring during its 59-27 game against Deerfield, in which the team forced 15 turnovers to improve its record to 3-6.

These steals took the pressure off of Andover offensively, and the increased time of possession made room for other key contributors to pair with Kelley. Co-Captain Sarah Humes '16 and Kaela Ol-

sen '18 were among the top scorers with seven points each.

On the defensive end, Andover played an aggressive zone defense, limiting Deerfield to mainly outside shots. This forced Deerfield to make poor passes in its attempts to move the ball into the interior and let Andover play an offense largely based on fast breaks.

"It was our first game playing zone for the majority of the time, and it worked pretty well. Deerfield was not particularly aggressive when attacking the basket, so our zone helped us keep the ball on the perimeter and get easy steals at the top," said Molly Katarincic '18.

Andover's defense kept it in the game after a slow start offensively. Although the team shot just 27 percent from the field and 58 percent from the foul line, its 25 points from turnovers and four fast break points enabled it to maintain an extremely large

lead. "Our great defense then translated into offensive momentum as we were able to get breakaway opportunities off of steals and forced turnovers," said Victoria Bergeron '16.

By working hard on defense, Andover eventually began to get in a steady flow offensively and move off ball to get open shots and make them consistently. The offensive load was carried largely by Kelley, who managed to equal Deerfield's scoring by herself tallying 27 points while hitting 10 of 16 shots from the field.

In the second half, Andover's offense was strong in all facets of the game. By stealing the ball from Deerfield early and often, Andover capitalized on fast break opportunities and extended its lead. Andover also used a variety of spots on the court to attack the basket, including the post.

"Going into the second half we had a bunch of steals which heightened our momentum. We were swinging the ball in and out of the posts. It was definitely a team effort, and that is why we succeeded," said Kelley.

After a week off, Andover will look to continue its success against Worcester Academy on Saturday at home.

Editor's Note: Victoria Bergeron is a Sports Editor and Emma Kelley is an Associate Features Editor for



T.RYNNE/THE PHILLIPIAN

Janneke Evans '18 extends for a layup.

Boys Basketball Feature

Athlete of the Week

Sam Jefferson '16

Reuben Philip

PHILLIPIAN SPORTS WRITER

New to Andover Boys Basketball as a Post-Graduate (PG), Sam Jefferson '16 recently posted one of the most impressive individual performances in recent history. Scoring a career-high 39 points in front of a raucous Deerfield crowd, an unstoppable Jefferson broke Andover's record for most 3-pointers in one game, totaling eight 3-pointers

on 73 percent shooting from beyond the arc.

In a game where many of Andover's most dependable players struggled to adjust to the atmosphere, Jefferson, who has a history of playing in challenging environments from his time at Newton North High School in Newton, Mass., single-handedly guided the team to victory.

Head Coach Terrell Ivory '00 said, "[In the last game], I was very impressed with [Jefferson's] poise in a very adverse environment. His leadership and shot making abilities will be very important to our collective success moving forward."

Jefferson scored over half of the team's points while remaining efficient, sinking seven of his eight free throw attempts.

Where did you play before coming to Andover and how was it different?

Before [Andover] I played at Newton North High School and in a lot of ways it was really similar. Both have really good coaches and playing styles. One difference, though, is [at Newton North] the program had been very established for many years so my old team was trying to keep a tradition standing. Here, we are trying to rebuild the program and get it back to where it used to be and that is competing for a [New England Preparatory School Athletic Council] Class A championship.

How do you keep your cool in high-stakes situations?

I think to myself that [high-stakes situations] are times when my team has to step up the most, so I know that if I lose my

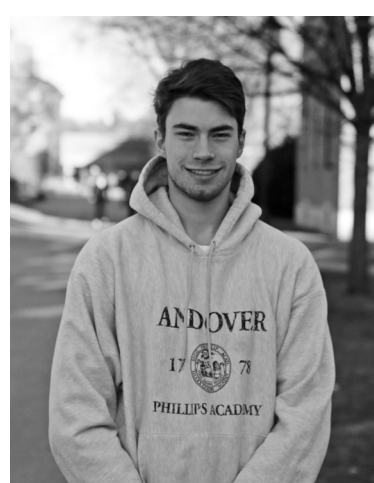
cool in those situations then that will obviously hurt our team as well as my personal performance. So I think I am usually pretty level-headed and just try to stay in the moment.

What do you do to keep your shooting sharp?

We do some shooting drills in practice, but also shooting during free periods and in between classes. I have to do extra shooting to keep it at a high level or I will lose my stroke. So I think just the repetition over and over and having friends like [Andrew Sasanuma '16 and Matt Shea '18] rebounding for me definitely helps me stay motivated.

What is your favorite play?

Basically all of our out-of-bounds plays are great and they are pretty much all for me, but "Up" is probably my favorite one. I start in the corner and come off a screen until I am under the hoop, and then [point guard Danny Evans '16] gets [the ball] and dribbles to the wing. Then I go through a double screen, which my defender usually runs into, and then I am wide-open for a 3-pointer.



J. REYNOLDS/THE PHILLIPIAN

Jefferson exploded for 39 points against Deerfield.

What are you looking forward to for the rest of the season?

I am looking forward to [Andover] finishing strong and getting in the top eight for a playoff spot. I think that would be a really cool thing to do after a disappointing season last year - to be able to turn around this year and [possibly] compete for a championship this year, especially being new to the prep school league and seeing what the environment is all about.



H. JOHNSON/THE PHILLIPIAN

Sam Jefferson '16 broke Andover's single-game 3-point record.

BOYS BASKETBALL

Andover Handles Deerfield Crowd in Six-Point Victory

Anjunae Chandran
PHILLIPIAN SPORTS WRITER

Andover	68
Deerfield	62
Andover	39
Cushing	58

more than half of Andover's total. Later in the week, Andover fell to Cushing 58-39.

Jefferson made eight of his 11 shots from beyond the arc, as well as seven of his eight shots from the foul line. His eight 3-pointers tied a school record.

For most of the game, Andover trailed Deerfield by as much as ten points in a critical matchup against its New England Preparatory School Athletic Council (NEPSAC) Class-A rival. Playing on the road in front of a rambunctious crowd, Jefferson seized this opportunity to lead Andover on the offensive end.

Jefferson said, "I was able to feed off of the energy from the Deerfield fans. They were very rowdy, and it was nice to shut them up at the end of the game."

Andover had a difficult time putting away Deerfield's scrappy team, and yet the team was continually bailed out by the stellar play of Jefferson and Co-Captain Andrew Reavis '17.

Reavis netted 16 points on 8-8 shooting from the foul line.

This past Wednesday, Andover faced off against Cushing. Going into the game, Andover expected a gritty matchup.

After falling behind by 19 points in the first half, Andover entered the second half with renewed vigor.

Reavis said, "I think in the second half we did a much better job executing and hustling, and it enabled us to get back in the game."

The effort, however, turned out to be not enough, as Andover was not able to overcome Cush-

ing's lead.

With a win and a loss, Andover's record moved to 5-9. The team hopes to improve upon

its performance in its weekend matchups against Worcester Academy and Noble and Greenough.



T. RYNNÉ/THE PHILLIPIAN

Co-Captain Andrew Reavis '17 drives to the hoop.

GIRLS INDOOR TRACK & FIELD

Andover Tests Itself At Unscored Invitational

Cedric Elkouh
PHILLIPIAN SPORTS WRITER

With a time of 5:00.99 minutes, Peyton McGovern '16 outran several college-aged and older competitors to clinch first place in the Women's One Mile race at the Greater Boston Track Club (GBTC) Invitational Indoor Track Meet at Harvard University. McGovern's race was one of many strong performances from Andover Girls Indoor Track & Field last Sunday as the girls raced alongside several high schools, universities and

private track clubs. The varied competition, including athletes from Brandeis University and Fitchburg State University, allowed Andover to test its abilities in an unscored environment. The pristine facility at Harvard was also a refreshing experience for Andover's runners.

Captain Camille Little '16 ran to a first-place finish in the 200-Meter Dash and a third-place finish in the 60-Meter Dash with times of 26.02 seconds and 7.91 seconds.

"There weren't team scores, it was really just a

chance for us to run on a 200-Meter track and really get up to full speed. Our track [at Andover] is in yards so we don't get to run on a 200-Meter track often. Everyone was also able to use spikes, which is something we are not able to do [at Andover]," said Little.

Little added, "[The meet was] just another thing to do as a team. I thought it was good for team bonding and having fun competing in a different setting."

Olivia LaMarche '16, who ran the One-Mile in 5:37.69 minutes, said, "[The meet was at] a much nicer track than we're used to. There was a lot of hype around that, getting to race on the really nice Harvard track."

Andover used the experience at Harvard as an opportunity to strengthen its bonds and emphasize the goal of its program.

Head Coach Rebecca Hession wrote in an email to *The Phillipian*, "I think participating at the GBTC helps underscore our program's message that track and field can be a lifelong passion."

The team looks forward to capitalizing on its upward momentum in league competition when it faces Governor's, The Hyde School, Wilbraham and Monson Academy and Marianapolis Prep at Andover on Wednesday.

BOYS INDOOR TRACK & FIELD

Andover Tops Collegiate And Club Athletes

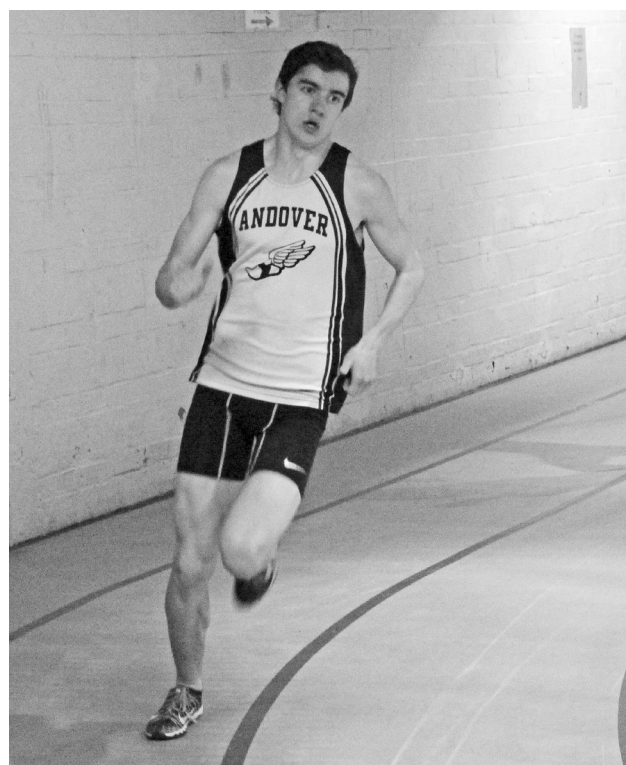
Cedric Elkouh
PHILLIPIAN SPORTS WRITER

Post-Graduate Robert Jones '16 set a new personal record (PR) with a blazing fast time of 7.19 seconds in the 60-Meter Dash and finished fourth overall as the Andover Boys Indoor Track & Field team participated in the Greater Boston Track Club (GBTC) Invitational Indoor Track Meet last Sunday. The unscored invitational, hosted at Harvard University, pitted Andover against a variety of strong teams that included universities, private track clubs and other high schools such as rival Phillips Exeter Academy.

Head Coach Rebecca Hession wrote in an email to *The Phillipian*, "[Andover was] fortunate to have the opportunity to be a part of the Greater Boston track & field community. It's always a great experience to compete at a top-notch facility alongside scholastic, collegiate, club and masters athletes."

Jones said, "The major difference in this meet was racing against major college programs like Bentley [University] and Brandeis [University]. It was definitely good for us to face the older competition."

Andover's enthusiasm produced strong results, with several competitors



SWANG/THE PHILLIPIAN

Ralph Skinner '16 placed second in the One-Mile at GBTC. setting PRs. Noah Ward '17 threw a distance of 54 feet, once again setting his own PR for the fourth time in four weeks.

Joe Okafor '17, who set a PR of 39 feet, five inches in the Shot-Put and finished fifth overall, said, "This was a good showing of our potential as a team; we faced off against older competitors and still did exceptionally well."

Even though official team scores were not kept at the Invitational, Andover took advantage of the meet, using it as an opportunity to test itself in a different environment.

Ralph Skinner '16, who



T. RYNNÉ/THE PHILLIPIAN

Deyana Marsh '17 hurdling earlier this year.

GIRLSSWIMMING

Andover Leaves NMH in its Wake

Jack Warden

PHILLIPIAN SPORTS WRITER

Swimming against Northfield Mount Hermon (NMH) in the first event of its meet, Andover Girls Swimming & Diving swept NMH, clinching first, second and third places in the 200-Yard Medley Relay. Co-Captain Sasha Newton '16, Morgan Rooney '17, Emma Donchi '18 and Kathleen Ty '19 claimed the win with a time of 1:57.20 minutes. After the score reached a margin of 90-68 in Andover's favor, both teams agreed to stop keeping track of the competition's score. With this victory, the team improved its record to 3-2.

In the meet, Andover's swimmers swept the top three places in nearly every event, with the only exception being the 100-Yard Backstroke. Andover's large lead gave many swimmers the opportunity to try new events.

Donchi wrote in an email to *The Phillipian*, "Going into this meet, we expected to win by a fairly large margin, so our coach encouraged us to swim events that we don't usually compete in."

As this was the last home meet of the season, the team's Seniors were honored before the start of the meet.

Katherine Sweetser '17 said, "Every year at the last home meet we recognize the Seniors before the meet starts and younger teammates will present a rose to each senior. It's always a



L.LUO/THE PHILLIPIAN

Andover finished first in every event.

sweet day for the team, and it's a way of honoring the Seniors and thanking them for all that they have contributed to the team."

Sarah Choi '18 wrote in an email to *The Phillipian*, "The last home meet against NMH was an emotional one. As a new Lower, all five seniors made me feel welcome and a part of the team. I've made so many memorable moments, and I can't imagine the team without them."

In the 200-Yard Freestyle, Andover topped NMH yet again. Elizabeth Tran '19 and Choi placed first and second, with times of 2:01.46 and 2:11.22 minutes, respectively.

In the 500-Yard Freestyle, Jess Gearan '18 placed first, winning the event by a massive margin of 17 seconds

with a blistering time of 5:27.12.

Gearan later anchored the winning 400-Yard Freestyle Relay that also consisted of Sweetser, Tran and Allyson Ty '18. The relay finished in a blazing time of 3:48.25 minutes, winning the event by a full 15 seconds.

Allyson Ty wrote in an email to *The Phillipian*, "We have a strong team right now. We push each other to do better in practice and motivate one another at meets. Improvement on our swims and times are well on the way. I'm so proud of the team."

Andover will channel its confidence from this recent success into its meet against Deerfield's talented team this weekend.

BOYSSWIMMING

Boys Extend Undefeated Record

Juliette Farmer

PHILLIPIAN SPORTS WRITER

Finishing with a powerful stroke into the wall, Christian Alberga '17 secured a first-place finish for his relay team in the 200-Yard Freestyle Relay by a ten second margin, beating both the school and pool records. Andover Boys Swimming routed Northfield Mount Hermon (NMH) to extend its undefeated record to 4-0. Although the official score was 88-49, the score was not recorded toward the end of the meet as it became clear that Andover would win by a large margin.

Although Andover posted many victories, the highlight of the meet was the record-breaking 200-Yard Freestyle Relay. Co-Captains Marcello Rossi '16 and Darren Ty '16, Nick Isenhower '18 and Alberga won in a record time of 1:25.30 minutes. The relay finished less than a second away from the New England league record, despite not being tapered or rested, for the meet.

Rossi said, "We broke the

pool record, then we got another one. We'll keep on riding on the journey to more success."

Competing against NMH, swimmers were placed in events that they would not typically race during the season. In spite of swimming different events, Andover still clinched first, second and third place in almost every event.

In an email to *The Phillipian*, Ty wrote, "During this meet, we swam events we would not typically do, giving us the opportunity to better understand our depth. We created a rivalry between ourselves, and since it was the last home meet, it was just fun to go out and race our fastest after another week's worth of hard practices."

In the 200-Yard Medley Relay, Thomas Choi '16, Michael Najem '16, Sarp Orgul '16 and Ty brought home a first-place finish with a time of 1:43.23 minutes.

With times of 1:49.28, 1:59.35 and 2:00.00, respectively, Ty, Jonathan Xue '17 and Alberga took first, sec-

ond and third places in the 200-Yard Freestyle. Racing in the 200-Yard Individual Medley, Rossi snagged a first-place finish by over eight seconds.

After a successful meet against NMH, the team is looking forward to competing against Deerfield this Saturday.

Alberga said, "I am extremely proud of how we performed and am excited for the rest of the season. This week we can expect a hard week of training before Deerfield, who are our biggest competitors. I am confident that we will beat them and win New England's."

Xue said, "The meet was a great confidence-booster for the whole team as we prepare for Deerfield. All the guys are pumped for the meet next weekend."

Andover Boys Swimming will face off against Deerfield, the 2015 Division I New England Preparatory School Athletic Council champions, this Saturday at Deerfield.



L.LUO/THE PHILLIPIAN

Dan Tran '17 swam four events for Andover.

WRESTLING

Andover Rebounds from Three Consecutive Losses

Jennifer Lee

PHILLIPIAN SPORTS WRITER

Andover	12
Belmont Hill	66
Andover	22
Roxbury Latin	55
Andover	21
Exeter	54
Andover	42
Worcester	25

Evan Park '18 swiftly dove at his opponent's legs and pinned him to secure a small victory for Andover Wrestling against Phillips Exeter Academy last Saturday.

Andover left the quad-meet against Exeter, Roxbury Latin and Belmont Hill without a win, losing 54-21, 55-22 and 66-12, respectively. Determined to rebound from its losing streak, the team followed up with a 55-24 victory against Worcester Academy on Wednesday. The four matches brought Andover's season record to 3-7 and its record in the New England Preparatory School Athletic Conference (NEP-SAC) Class A league to 3-3.

Park said, "Overall, we didn't perform well. However, two of the three schools that we were up against

were the top two teams in our New England league. So, we went into our matches with pretty low expectations. Though we kind of expected the results that we got, it was still really tough and disappointing."

Head Coach Rich Gorham said, "Our competition this Saturday consisted of some of the best prep teams in New England. We definitely needed to improve our physical and mental toughness throughout our matches."

Against Exeter, the number-one ranked team in New England, Park won by pin and David Moon '17 won by decision. Although Park and Moon secured crucial points for Andover, Co-Captain Justin Muchnick '16, Alex Cleveland '17 and Pierce Bausano '18 were unable to pin their opponents, ultimately losing in some of the closest and hardest-fought matches of the quad-meet.

Kal Parvanov '16 said, "We lost by a lot against Exeter. It was a tough fight, especially since Exeter is a team that has really good chances of winning the New England Championship. A highlight of the meet was definitely Co-Captain Justin Muchnick's match against Exeter's Joey Rosetti. Joey was a top ranked wrestler and a really tough guy to go up against. However, Muchnick did not give up and wrestled extremely hard. Although he lost, he didn't allow this particular defeat to distract him from his next matches, which eventually enabled him to win his third match against Dan Penella from Roxbury Latin."

Similar to the Exeter match, against Roxbury Latin and Belmont Hill, the team struggled to maintain momentum and consistency. The team dropped points in crucial situations and suffered from its inability to recover from the hard blows coming from its opponents.

Andover started off strong against Roxbury Latin with decisive wins from Adam Cohen '18, Moon, Parvanov and Muchnick, while Cleveland earned key points against his Belmont Hill opponent to take the match. These impressive individual performances, however, were not enough to win.

Parvanov said, "We should have been more physical, because at the

end of the day, although there are some limitations to what one could do on the mat, wrestling is a physical sport. We should not be afraid of using all of our skills, strength, mentality and endurance to get the pin that we have been working so hard for."

Martha Gao '17 said, "In our matches on Saturday, we really needed to improve our aggression, moves off bottom, our confidence, as well as our pinning combinations. A lot of us know what to do, but don't appear to have the confidence to really hit the moves hard in a match."

Determined to avenge its losses, Andover squared off against Worcester on Wednesday with confidence and persistence. Pins from

Bausano, Cleveland, Co-Captain Ian Blythe '16 and Bennett Sherr '17 all propelled Andover to a decisive 42-25 victory.

Danny Levine '18, who did not wrestle due to his concussion, said, "Overall, the team performed really well. We got some really good pins, some close and some not as close. One highlight was definitely Bennett Sherr's match, as he won in a really close and tough-fought match."

Looking forward, Andover hopes to build on its newfound momentum when it hits the road for the Bidstrup Duals on Saturday.



TRYNNE/THE PHILLIPIAN

Even Park '18 grapples with his opponent.

NORDIC

Carmen Bango '16 Places First Out of 79 Competitors

Sofie Brown

PHILLIPIAN SPORTS WRITER

Biting wind and frigid temperatures could not stop Andover Nordic last Wednesday, January 20, at Proctor Academy. With a time of 13:46 in the Girls Five-Kilometer, Co-Captain Carmen Bango '16 sped across the finish line first out of 79 racers. In the Boys Five-Kilometer, Rex Noble '18, Andover's fastest boys skier, clinched 21st place out of 99 racers with a time of 14:45 minutes.

Andover faced tough competition at Proctor, taking on nine

competing schools in the girls race and ten in the boys. However, the team seized the opportunity to exhibit its depth, with four boys and six girls placing in the top 50 racers of their respective races.

Cole DeMeulemeester '18, who placed 75 in the boys race with a time of 20:19, said, "In this race, we had a strong showing from all of our team. And while only Carmen, Rex and [Isaac Newell '18] were toward the front of the girls and guys groups, we definitely competed well against the other schools."

Girls Nordic came in fifth

overall with 85 points, largely due to Bango's first place finish in the event. She was supported by some strong performances from Claudia Leopold '18, Co-Captain Claire Glover '16 and Evelyn Mesler '17 who clocked times of 18:57, 19:29 and 19:48 minutes, respectively, to take 26th, 30th and 33rd places.

Boys Nordic came in eighth overall with a score of 148 points. Following Noble's top 25 finish, Newell, Spencer Davis '18 and Aditya Krishnamachar '17 finished within a minute of each other with times of 16:32, 16:53 and 17:08, respectively, to

place 42nd, 47th and 48th.

The team worked hard all week to prepare for the Five-Kilometer Skate Race, which requires competitors to mimic an ice skating motion with their skies. This technique differed from that of a classic-style Nordic race, in which the racers' skies go straight back and forth. Krishnamachar said, "We worked on technique because [Wednesday] was a Five-Kilometer skate race, so [the race] was big on getting our style correct."

Parker Tope '16 said, "Since there hasn't been a ton of snow,

it's been difficult to train. Mostly we have just been doing strength work and running and small balancing exercises."

Andover had to adapt for this week's competition against Cardigan on Wednesday, where it returned to classic Nordic-style skiing. The team looks to continue its strong performance as it shifts into the later half of its season.

Editor's Note: This article is covering last week's Nordic race, as the results were released on Friday

BOYSSQUASH

Boys Suffer Back to Back Losses

Nicholas Schoeller PHILLIPIAN SPORTS WRITER	
Andover	1
Tabor	6
Andover	0
St. Paul's	7

Earning the only victory for Andover Boys Squash against Tabor on Saturday, sixth seed Xander Schwartz '19 hammered the ball into the back of the court to seal his match 3-1. Andover lost 1-6 to Tabor and went onto lose 0-7 to St. Paul's on Wednesday, bringing its record to 3-6.

shutout wins against Middlesex and St. Paul's last week. Although the team's winning streak came to an abrupt end at Tabor, the final score did not capture how closely contested some of the matches were.

Seventh seed Eric Wu '18, who narrowly lost his match 2-3, said, "Tabor was a bit of a disappointment. It was a close match that was not reflected by the score. A lot of the matches went to [five games], but we just had difficulty finishing the matches."

In addition to Wu, third seed Ishaan Patel '18 and fifth seed David Tsai '18 both battled to five set losses and fell just short of clinching wins.

Against St. Paul's on Wednesday, Andover faced a similar situa-

tion. Although five players fell 3-0, the individual games of several matches were narrow losses.

Second seed and Captain Jack Quamme '16 said, "There were a couple close matches and even more close games, but St. Paul's has improved a lot since last year. Ishaan took his [match] to five games but came up short."

Patel said, "Overall, I think the team struggled with becoming disheartened. We have come off of some tough losses, but we need to keep our heads up and keep on chugging through the season."

Despite the two losses this week, the team still possesses a positive outlook for the rest of the season.

Eighth seed Sean Kim '18 said, "As a team we have amazing spirit, and we always give it our best regardless of how good the opponent may be. With all the effort, I think we have been getting better and better throughout the season."

Quamme said, "Moving forward I think we're just trying to not let this match discourage us. After the match, Coach Hodgson tried to emphasize that this was just one match, and we should learn from it but keep our focus on the rest of the season, not our past record."

The team hopes to come back strong in its games against Westminster and Choate on Saturday.



Jerry Yang '17 hits a backhand shot.

T. RYNNE/ THE PHILLIPIAN

GIRLSSQUASH

Andover Suffers Narrow Loss to Rival Exeter

Yuji Chan PHILLIPIAN SPORTS WRITER	
Andover	3
Exeter	4
Andover	5
St. Paul's	2

After an extended rally, Jennifer Lee '18 struck a deep forehand into the back of the court and out of her opponent's reach to clinch her match. Lee's victory secured Andover Girls Squash a win in its match against St. Paul's this past Wednesday, bringing the team's record to 5-2.

adjustments definitely improved my game," continued Lee.

Lee won her match in a three-set sweep with scores of 11-7, 11-6 and a dominant final set victory of 11-1.

Oasis elevated her play against her St. Paul's opponent, who is their first seed player. She executed a clean and fast-paced match with set scores of 11-9, 11-6 and 11-6.

First seed Prianca Patel '19 said, "Zoe Oasis won her game in three and she played really well, hitting all the right shots and constructing the rallies smartly and with determination."

Last Saturday, Andover squared off against archrival Phillips Exeter Academy, losing 3-4.

Patel lost her first two games with scores 5-11 and 8-11 respectively, but managed to recover, however, in her

third game with a score of 12-10, before falling 9-11 in the fourth.

Patel said, "I was playing with a slightly broken finger, so it was hard for me to execute the game plan, [but] I tried my hardest and was able to steal a game from my opponent."

Yun won her match against her Exeter opponent with scores 12-10, 11-4 and 11-8 respectively.

"I played a safe game, getting balls back in play but also volleying a lot to hit offensive winners," said Yun.

Motivated by the close margin of the loss against Exeter, the team attacked St. Paul's with renewed vigor and secured a victory.

Andover will take the court with newfound vigor to start a winning streak against Groton this Friday.



Avery Westerfield '18 won her match against St. Paul's.

R.KINDANGEN/ THE PHILLIPIAN

BOYSHOCKEY

Boys Struggle Offensively in Homestand

Leo Brother PHILLIPIAN SPORTS WRITER	
Andover	2
Nobles	6
Andover	0
Winchendon	2

With a player in the penalty box for 30 percent of the game, Andover Boys Hockey suffered a 6-2 loss to Noble and Greenough on Saturday at home. The defeat against Nobles, coupled with a 2-0 loss on Wednesday against Winchendon, dropped Andover's record to 6-10-1.

impact players that have recently had to take time off the ice.

On Saturday, the scoring started early for Nobles, with a screened slap shot going in Andover's net less than four minutes into the game. Towards the end of the first period, Nobles got a short-handed breakaway goal to end the period with a 2-0 lead.

Andover played aggressively throughout the game by quickly racking up penalty minutes in the process. It totaled 16 minutes of penalties in the 54 minute game, which deeply disadvantaged the injury-ravaged team.

Head Coach Paul Tortorella '80 said, "[The reason for the penalties] was a lack of awareness of the stress that it puts on the lineup to consistently have to kill penalties. It's just that it's an energy drain, and when it comes time to producing offense, the energy isn't there."

Nobles kept its momentum going through the second period, scoring

two more unanswered goals. After a team gathering off the ice, however, Andover picked up the pace in the third period.

Coach Tortorella said, "We talked in the locker room [between the second and third periods]. We're never going to give up, and we need to show ourselves that we can compete. We just looked at that one period as its own game."

Tortorella's speech resonated with the team. On a power play early in the period, forward Billy Stahley '16 scored a breakaway goal. Then, Jonny Edelson '17 put away a hard wrist shot in the last minute. Despite the improvement, Nobles stayed with Andover every step of the way and scored two of its own goals in the final period.

Against Winchendon, Andover's offense was strong, but a steadfast 34-save performance by the Winchendon goalie kept the puck out of the net.

Goaltender Matt Schoen '16 ri-

valued the Winchendon goalie, contributing 37 saves for Andover in total. In spite of this, a beautifully tipped shot by the opposition in the first period and a crowded slap shot in the third period slipped through

to give the defensive battle its final score.

Despite the two defeats this week, Andover remains determined to regain its momentum.



Andover struggled despite the return of many injured players.

T. RYNNE/ THE PHILLIPIAN

Winter Sports
BY THE NUMBERS

57

percent of points by Andover Boys Basketball against Deerfield scored by Sam Jefferson '16 in its 68-62 victory.

1:25.30

the new 200-Yard Freestyle Relay record set by Christian Alberga '17, Nick Isenhower '18, Marcello Rossi '16 and Darren Ty '16

15

turnovers forced by Andover Girls Basketball in its 59-27 victory over Deerfield.

17




shots taken by Andover Girls Hockey against Cushing in the first period.

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ARTS & LEISURE

TRYNNE/THE PHILLIPIAN

Fashion · Style · Design CHLOE'S CORNER

A weekly column by Chloe Lee '17



Turtlenecks scream winter! They are retro pieces that can act as the key for keeping you warm this season. The utility value of turtlenecks aside, they provide a streamlined look, allowing you to take a break from layering and wearing scarves. Here are a few tips on how to rock the turtleneck. Try them out and don't be afraid!



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Wear a statement necklace or a choker around your neck. Rhinestones and colorful beads are a great way to add some personality to your outfit. There's nothing like a sparkly or colorful necklace to adorn a plain turtleneck!

Wear a light sweater on top of your turtleneck. If you have a plain white turtleneck lying around, you can throw a colorful, textured or brightly-patterned sweater over it to give your outfit a preppy feel. This is especially nice for those of you who love wearing white button-down shirts in the fall. The 100 percent cotton turtleneck provides warmth that cannot be beat!



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Tuck the front part of your turtleneck into a pair of skinny jeans. It's okay for the sides and back portion of the turtleneck to hang out. It will add an effortless flair to your outfit, while also looking sleek and clean-cut. Monochromatic turtlenecks are great for this styling technique.

Pair your turtleneck with a jacket, preferably denim or leather. Throwing your favorite jacket over a colorful turtleneck, exposing only the top part of your turtleneck, makes your covered neck the centerpiece of the look. And don't forget to wear your parka on the very top to stay warm!



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Dakoury Godo-Solo Tackles Authenticity Through Spoken-Word Poetry

Kelly Sheng

Equipped with only a microphone, Dakoury Godo-Solo '17 stepped nervously onto the stage of Tang Theatre at the first Upper All-Class Meeting this past fall to perform an original poem. In order to calm his nerves, Godo-Solo began reciting Shakespeare under his breath, he recalled in an interview with *The Phillipian*.

"I really like performing and so whatever nerves I have are usually replaced by a sort of giddiness and joy when I perform. When I'm performing a poem, my whole body hums along to a song I just barely know. So while I was nervous in my earlier days, I kind of forgot those nerves as I performed more and more," said Godo-Solo.

Godo-Solo was first introduced to poetry in the summer of 2011 when he participated in Andover Bread Loaf, a middle and high school program dedicated to writing. From there, Godo-Solo's affinity for writing poetry grew. In eighth grade, he discovered a collection of videos of slam poetry, the art of reading poetry aloud, on YouTube. The videos inspired him to begin exploring poetry as a means of expression.

"What spoken-word poetry allowed me to do is to punctuate things in the way that I knew they should sound. I know how the words sound in my head, and when I say them, I can make them sound exactly how they sound in my head. But coming from a more performing background, it just felt natural to be yelling and punctuating things the way I wanted them to happen, because it was kind of what I was used to," said Godo-Solo.

Godo-Solo said the main inspiration for his poems comes from his daily experiences. He always aims to share the most interesting aspects of himself truthfully, no matter how nerve-racking it may be to share these parts of himself.

"Authenticity scares me," said Godo-Solo. "That's what gets me nervous through every part of my poem. Because [the] truth and having my audience like me always seem to be two contradictory forces in my writing... You can kind of hide behind a written poem,



R.KINDANGEN/THE PHILLIPIAN

Dakoury Godo-Solo '17 enjoys the poetry of Danez Smith, Anthony McPherson and Franny Choi.

you can submit it anonymously, you can do a lot of things to kind of make it less than what it is. But in a slam poem, you're there, you're like, 'This is my whole heart, here. Please don't trample on it,' or 'This is my art, these are the things that I think and the words that come out of my brain, please don't hate me, dislike me or shame me for these things that I made.'"

During his Lower year, Godo-Solo co-founded Word, the spoken-word poetry club on campus, with Cam Mesinger '16, Chaya Holch '17 and Rosie Poku '17. Word has allowed Godo-Solo to establish himself as a poet on campus and has provided him with additional inspiration by exposing him to other people's work and poetry styles.

"Listening to other people's poetry really gives me perspective on my own poetry and allows me to distance myself, because in my head, poetry sounds one way, but there are a lot of cool things that other people do that I kind of take note of, and I'm like, 'I really

wanna do this later.' The accessibility of different poems and poets like Danez Smith, Anthony McPherson and Franny Choi, who came to campus last year: they're [also] all very inspiring," he said.

Godo-Solo said poetry has helped shape his identity at Andover. He uses it as a means of expressing his frustration or emotions.

"If I didn't have poetry, I would be like a snowball of anger, and I'd just keep rolling down this hill until I was big and crushing everything in my life, which is not good... [Poetry] not only lets me escape, but lets me understand things that I don't think I ever could have understood if I did not have poetry," said Godo-Solo.

Editor's Note: Chaya Holch is an Associate Commentary Editor for The Phillipian.

Students Perform Pieces By Wide Variety of Composers in Recital

Iris Zheng

Rapidly moving his bow to produce a strong, quick sequence of notes on the violin, Alex Goldberg '18 commenced Wednesday's student recital with "Violin Concerto No. 3 in B minor, Op. 61" by Camille Saint-Saëns. He built up the melody with fast and choppy violin scales before finally ending the piece with two booming notes.

Goldberg was one of 13 students who performed in the re-

cital on Wednesday afternoon in the Timken Room of Graves Hall.

Contrasting with Goldberg's intense playing, Yixuan Zhao '18 performed "Sonata for Flute and Piano," by Francis Poulenc, with a slow, playful melody. The piece began with piercing, cascading trills. Swiftly transitioning between high and low pitches, the melody included light, drawn-out notes. The song then reverted back to a variation of the original, high-pitched melody.

"I don't have a favorite

movement [from 'Sonata for Flute and Piano']. The first [movement] is really traditional: it's the one that everyone hears and knows... The second one is really beautiful to listen to, but playing it is a bit of a drag. But the third one is really fast. It's really bouncy. It's a total contrast to the second one," said Zhao.

Next, John Witt '18 played "Concerto in C minor" by Johann Christian Bach on the cello. The piece opened with a deep, even tune. The melody consisted of long notes with a steady, slow rhythm. The melody's volume increased as the piece progressed, before the song finished on one extended note.

Witt said, "I've always liked playing slow songs, contrary to a lot of people who like fast... I was shaking out of my mind in the start [of the piece], and I kinda pulled it together as I went along. I've done recitals before, but not one here, so this was my first time playing in front of people from the school."

Daniel Yen '18 performed "Suite No. 4 in E-flat major, BWV 1010" by Johann Sebastian Bach on the cello. Starting with smooth, rich notes, the melody slowly rose and fell using repeating phrases, evoking a feeling of calm. Towards the end, the piece rapidly ascended the scale to a trill and then ended on a loud, prolonged note.

"It's generally regarded as



R.KINDANGEN/THE PHILLIPIAN

Daniel Yen '18 played a piece by Johann Sebastian Bach.

one of the hardest Bach suites," said Yen. "It's in E-flat major, which is a very awkward key signature, especially for the cello. A lot of music historians think that 'Suite No. 4' was composed for a different instrument that had like five or six strings instead of four strings like the cello, but now those don't exist anymore."

Closing the concert, Yuji Chan '18 performed the first movement of "Violin Concerto No. 2 Op. 22" by Henri Wieniawski on the violin. Soft, mellow notes started the piece, which then grew louder before reaching a sudden climax. Af-

ter a brief pause, the melody returned to a quiet, low hum. These rapid changes in volume repeated throughout the piece before the song ended on a single, lingering note.

"Wieniawski's [Violin Concerto No. 2 Op. 22] is such a beautiful piece with a good balance of lyrical and fast sections...[I think] my performances went well. I managed to hit the right pitches for the octaves, but my fingers did fumble on one passage," said Chan.



R.KINDANGEN/THE PHILLIPIAN

Alex Goldberg '18 played "Violin Concerto in B minor" by Camille Saint-Saëns.

"HERE AT HOME"

A ONE-WOMAN SHOW



TRYNNE/THE PHILLIPIAN

Guest artist Marisol Rosa-Shapiro plays Princess Mildred, a clown she created.

Andi Cheng

As she yelled at her boyfriend through an imaginary cell phone, Princess Mildred, a clown created and played by Marisol Rosa-Shapiro, pulled at her puffy, pink floral dress. Rosa-Shapiro pretended to hurl the phone away, stomping around the stage in flamingo-pink tights, striped socks, a pink, cone-shaped hat, massive black boots and a red nose.

Rosa-Shapiro, a guest artist, performed her one-woman physical theater show in the Theatre Classroom last Friday night. Physical theater relies on the actors' hand gestures, body language and other physical characteristics. Rosa-Shapiro specializes in red-nose clowning, a form of physical theater in which actors create an alternate persona that only comes out when the actor puts on a red nose. Rosa-Shapiro learned this style of clowning in Italy at the Helikos International School of Theatre Creation under the instruction of Giovanni Fusetti, a world-renowned clown.

"The clown that comes out of this kind of training with Giovanni is very much about exaggerating, emphasizing, highlighting elements of a person's personality, especially the form and the shape of the body and also the voice," said Rosa-Shapiro in an interview with *The Phillipian*. "[Princess Mildred] came about as a collaboration between me, Giovanni and an-

other one of my classmates who helped me by imitating the way that I moved through space. With Giovanni's help, I found her spirit more and more and found her voice."

Rosa-Shapiro was brought to campus by an Abbot Grant proposed by Kieto Mahaniah

"Before bringing her to campus, I was like, 'I want to bring this to campus because it's really cool, it's a different type of performance.'"

KIETO MAHANIAH
Class of 2016

'16 during fall term.

"Before bringing her to campus, I was like, 'I want to bring this to campus because it's really cool, it's a different type of performance,'" said Mahaniah. "But there's a serious stigma against clowns in our school and in our society. But seeing a performance like this provides a different view of what a clown is than most people are used to. And that's sort of what I like about it, that you can see a new

form of theater, a new form of creation, a new form of social phenomenon that you haven't seen before."

The show focused on a day in Princess Mildred's life. Events such as planning a party, breaking up with a significant other and falling asleep allowed Rosa-Shapiro to perform a wide range of emotions that constructed her character's personality.

"I loved how quirky [Rosa-Shapiro's] character was," said Lydia Paris '17, who attended the performance. "It was just so crazy. You could tell that she put so much thought into her character... She would move her jaw and move her hands a certain way, and that made me start thinking about how to maintain a character and the little things you can do with your body to make things funny."

The idea of home was a central theme in the show. Throughout the play, Mildred tried to find a home for herself, a search that gained greater significance after she broke up with her significant other.

"[While I was writing this show], this question of home was a really big question for me, because I'd just been home a few months from Italy, where I'd lived for three years. I was in New York, which is where I'm from, but it didn't really feel like home for me anymore. I, as an artist and as a person, was looking for home and also experiencing the joys and terrors of that search and feeling really lonely without my cre-

ative community that I'd built in Italy that is now scattered all over the world," said Rosa-Shapiro.

Rosa-Shapiro also used the tone of her voice to express Princess Mildred's personality. Squeaky and slightly shrill, the voice gave Mildred an innocent character, which added to the persona that Rosa-Shapiro cre-

"I, as an artist and as a person, was looking for home and also experiencing the joys and terrors of that search and feeling really lonely without my creative community."

MARISOL ROSA-SHAPIRO
Guest Artist

ated to transform herself into her character.

"I would say, in the simplest terms, physical theater's about space and 'mask,'" she said. "A mask can be a thing that you put on your face, but mask is also about [the] style or shape

or form of a piece of theater. The thing you put on your face is a mask, a costume is a mask, a voice is a mask, a set is a mask, music is a mask – all of these things that inform the nature of the world of the show."

Although the show had a predetermined narrative, Rosa-Shapiro also interacted with audience members. In one scene, she pretended that the audience was a garden of flowers that she planted, pointing at each audience member and calling them a daisy, a tulip or a rose.

Paris said, "I think it was good that it was just a small audience, because then she could interact with us a lot and talk to us, which just made it more funny because we could watch people's reaction to [the performance] and how some people got into it and some people didn't."

In addition to the one-woman show, Rosa-Shapiro led four workshops centered around physical theater over the course of the week. The workshops focused on melodrama, grotesque animals and fantastical creatures, Shakespeare reading and red-nose clown performance.

"My favorite thing about the workshop was how positive the ambiance of the environment was. In the spirit of 'wellness,' I felt totally calm, totally rested, totally safe with the workshop leader and the workshop attendees. It was an awesome and fairly rare feeling," wrote Justice Robinson '18, who attended a workshop on Tuesday, in an email to *The Phillipian*.

Leaving a Legacy: Concert Celebrates Christopher Walter's Decades of Teaching

Kaitlin Kan

Siblings Sasha Scolnik-Brower '13 and Sophie Scolnik-Brower '08 struck the last note of "Cello Sonata" by Claude Debussy in perfect unison, performing at a concert dedicated to Christopher Walter, Instructor in Music.

This past Saturday evening, six students, alumni and former faculty performed at a piano dedication concert for Walter in the Timken Room of Graves Hall. Walter has been at Andover

for 39 years and will be retiring in the spring. During his time at Andover, Walter has been the Chair in Music and the Director of Performance. He has also directed the Academy Chorus and The Fidelio Society. In addition to organizing the concert, the Music Department also dedicated a piano to Walter.

"The first I knew of [the concert] was [when] I read about it when somebody sent me the concert calendar, so it was a total surprise," said Walter. "I knew at the end of last year that they had this idea that they were going to

dedicate this piano to me, which was, of course, very touching, but that was all I knew. I didn't know there was going to be a concert."

Seho Young '15 returned to Andover to perform "Piano Sonata No. 7 in B-flat Major, Op. 83" by Sergei Prokofiev. The sonata began with choppy chords and rapidly ascending melodies. At times, Young almost launched himself from the piano bench, adding energy and intensity to the piece. The piece featured a smooth, fluid melody in the middle before quickly returning to the energetic mood of the beginning of the piece.

"I was listening to one of my friends play [Piano Sonata No. 7 in B-flat Major, Op. 83], and he said, 'This is definitely the piece you have to play.' I was really intrigued by that fact that it's complicated, and it sounds like you're improvising, almost," said Young.

In contrast with the piano sonata, "Sonetto 104 del Petrarca" by Franz Liszt, played by John Gibson '15, had a smoother melody. Gibson began his performance with a reading of a poem, whose title translates to "I find no peace." Originally, "Sonetto 104 del Petrarca" was written with a vocal part based on the poem. In order to illustrate the conflict within the poem's narrator, the piece alternates between grand melodies and softer tunes.

"Liszt wrote [Sonetto 104 del Petrarca] when he was on a pilgrimage to Italy, and he had earlier written it as a piece for tenor and piano, and so in that version, of course, the tenor was singing the poem, and then he rewrote it



CELKOUH/THE PHILLIPIAN

Sergio De Iudicibus '16 played a piece by Rachmaninoff for piano," said Gibson. "I think

the piano version is a lot better, but unfortunately, we miss out on the text, so I really wanted to incorporate that element into the performance by reading the poem before I played the piece."

Sergio De Iudicibus '16 performed Sergei Rachmaninoff's "Prelude in D Major, Op. 23, No. 4." The prelude began with a simple, flowing melody. Featuring variations of this initial melody throughout the song, the piece maintained a slow rhythm with sections of low trills and loud, powerful notes. The piece then finished on a soft, resolved

chord. "Rachmaninoff is always a favorite composer of mine, but he's usually known for his very bombastic pieces, and this is the one exception," said De Iudicibus. "It's very lyrical, it's very slow, and I know that Mr. Walter prefers more slow and meaningful pieces. I think it's a form to honor the man that did so much for every music student who passed through here. I know he was an enormous mentor for me and for other people. In addition to being an outstanding teacher, he's an outstanding person, very supportive."



L.HAMANN/THE PHILLIPIAN
Christopher Walter directed The Fidelio Society, as pictured in a performance last year.