



T.RYNN/THEPHILLIPIAN

2016 Lunar New Year

Students performed the Dragon Dance for the Chinese New Year talent show in Kemper Auditorium.

Noah Rachlin Encourages Students To Embrace Failure in the Andover Community

By JUNGWOO PARK

Noah Rachlin, Tang Fellow and Instructor in History, began his project, called “I Can’t Do That... Yet,” in the spring of 2014 as a school-wide initiative to help the Andover community embrace failure and struggle. The project aims to promote the idea that mistakes have real value, and it is underscores the growth mindset, a concept that individuals can develop their abilities through hard work and perseverance.

A graduate of Harvard Graduate School of Education (HGSE), Rachlin was approached by the “Harvard

Ed Magazine” last month for his project on growth mindset at Andover.

Rachlin said in an interview with *The Phillipian*, “We are trying to work with teachers and students to try to cultivate a learning disposition with the idea that it’s going to help students achieve their greatest level of success both while they’re here and once they leave Andover and embark on whatever comes next.”

Rachlin was inspired to begin his project after reflecting upon his experience as an instructor in History at Andover. Realizing that failure is often perceived negatively within the Andover community, Rachlin was

determined to help students overcome this common misconception. His project encourages students to regard failure as an opportunity to learn from their mistakes.

“There are tons of clichés about the value of hard work, how you shouldn’t be deterred by failure. But, in my experience in the classroom, I’ve felt that a lot of these clichés don’t actually follow through... This struck me as really dangerous, because it means that there’s a really profound missed opportunity around learning, taking risks and embracing challenge,” said Rachlin.

Since the 2014-2015 academic school year, Lower and Uppers, who are chosen



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Noah Rachlin began his learning disposition project in 2014.

Continued on A4, Column 1

Four Faculty Selected As Empathy and Balance Coordinators

By JB LIM and TIFFANY CHANG

Four Empathy and Balance curriculum coordinators were chosen as part of Andover’s 2014 Strategic Plan.

Anny Candelario Escobar, Instructor in Mathematics, Statistics and Computer Science; Erin Strong, Instructor in Theatre and Dance; Taylor Ware, Associate Director of College Counseling; and Aya Murata, Associate Director of College Counseling will officially assume their roles as coordinators of the Empathy and Balance curriculum the next school year.

In the upcoming years, the coordinators will work to ensure that students across all four grades are exposed to a curriculum that not only emphasizes individual well-being, but also fosters a culture of mutual respect and understanding among students and faculty members alike.

Carol Israel, Ph.D., Co-Director of Wellness Education, wrote in an email to *The Phillipian*, “[The coordinators will] oversee the recruitment of teachers and the train-

ing of teachers (both faculty teachers and student teachers), develop and revise the curriculum, build alliances and create support for the [Empathy and Balance] program.”

The new coordinators will promote the growing effort on campus to integrate wellness in Andover’s educational program. These efforts will include incorporating social-emotional learning in the classroom, re-examining the athletics program and increasing study-abroad opportunities so that students can be exposed to various cultures.

In particular, the new curriculum aims to expand the Personal and Community Education (PACE) seminar that is currently designed exclusively for Lower into a more comprehensive, multi-year curriculum.

Strong said, “I call what we do in PACE the 100-200 level... We’re going to be fleshing out what would be a 100 level, looking at sex-ed, personal identity, stress management, community education and diversity.”

Continued on A4, Column 3

Read about Girls Basketball’s Victory over Exeter on B1

Andover Promotes Francophone Culture Through First Annual Fête de la Francophonie

By MAE ZHAO

After students and faculty enjoyed homemade croissants, crêpes and other French pastries as they gathered on the floor to watch student performances for Andover’s first Fête de la Francophonie. Also known as International Francophonie Day, Andover’s Fête is an annual celebration of the French language and French-speaking culture hosted by the French Department.

Debra Pickering, Instructor and Interim Chair in French, said during an interview with *The Phillipian*, “It’s kind of like the [Andover] version of [International Francophonie Day] and also brings together all of the French classes... We wanted to open up the eyes of students, to the existence of these French-speaking countries around the world and the cultures and the differences in the cultures, even though they have one common language.”



COURTESY OF DEBRA PICKERING
Fête de la Francophonie.

French students of different levels participated in the event by performing skits and songs, presenting informational booths, making posters of Francophone countries and preparing French delicacies.

“It is just a nice way of getting everybody involved in some way. If the students were not performing, they are likely to be displaying something on an exhibition table... The students that are not doing any active contribution in French are volunteering to clean up after work and things like that,” said Pickering.

Up until last year, the French Department had hosted an annual poetry recitation competition. With decreasing participation in the competition, the French Department decided to bring the Fête de la Francophonie celebration to campus instead.

“The idea of a Fête de la Francophonie was a kind of a natural way of making [the poetry competition] more of something that everyone can contribute to. You don’t have to be a poetry lover, you can be a singer, you can put a display, you can be an artist, you can recite a poem,” said Pickering.

Pickering hopes that the Fête de la Francophonie celebration will not only bring attention to the importance of the Francophone community, but will also serve as a way to tighten bonds within Andover’s French-speaking community.

“I just think it’s a good way of involving the whole French-speaking community. We have invited francophiles around the school. [Head of School John Palfrey] speaks very good French, we sent him an invitation [along with] several members of faculty that you would never expect that speak French,” Pickering said.

Pickering emphasized the learning opportunity that this event provided to students in all French levels.

“I think [the Fête de la Francophonie celebration] is a great way [to] communicate, in a foreign language, with someone who is better than you and with someone who is not as good as you. The fact of opening the students up to each other and creating a bigger sense of community is perhaps our main aim for tonight,” said Pickering.

Sally Pollard, Teaching Fellow in French, said “I think it’s great for students to come together to celebrate the Francophone world because a lot of people forget how vast French is in the world, and they just think about how it is spoken in France, but they don’t think that 90 percent of French speakers are in Africa. I feel like it is really important to remember when you are learning.”

Continued on A4, Column 3

Forbes’s “30 Under 30”: Billy Draper ’07 Reflects on Andover Career and Venture Capitalism

STAFF REPORT

As an Andover student, Billy Draper ’07 spent many late nights ordering chicken and broccoli – with extra garlic sauce – from Golden Chopstick, a Chinese restaurant in Lawrence, Mass. Upon graduation, Draper started his own social company, Mobber, worked as a platform operations analyst at Facebook and eventually became an investor for Draper Associates.

Draper was featured on the 2016 Forbes’s “30 Under 30” list in the Venture Capital category.

“I started a company called Mobber the summer after graduating from [the University of California, Los Angeles]. In concept, it was similar to Kickstarter

or IndieGogo – but instead of donating money, supporters would donate a tweet or Facebook status update. When a ‘mob’ had enough supporters, all of those tweets and status updates would be released at once, causing a sort of high-impact marketing wave,” wrote Draper in an email to *The Phillipian*.

Draper was initially connected to Draper Associates through his father. An early-stage venture capital firm, Draper Associates invests in start-up companies in the hope that they burgeon into prosperous corporations. Draper Associates has invested in both Skype and Tesla.

“In mid-2014, my dad mentioned he was considering raising an early-stage

venture capital fund, Draper Associates, and asked me to join him. I saw this as an incredible opportunity to learn from my dad, and to work with highly ambitious entrepreneurs at the inception of their vision,” said Draper.

“This is the most incredible job in the world – maybe I’d rather play in the N.B.A., but this is up there. Last week, we met with a company that is using positron reactions to propel micro-satellites through space – and yes, that’s a real thing. I also enjoy our alignment with entrepreneurs; after we make an investment, there’s a feeling of comradeship, that we’re all in this together,” he continued.

Continued on A4, Column 1

Stephen Prothero Presents The Importance of Religious Discussion

By CECELIA VIEIRA

As a snowstorm raged outside, attendees of Professor Stephen Prothero’s talk last Friday evening listened intently as he discussed Americans’ lack of religious literacy as a civic problem and shared ways to address this issue.

“Religion has not only personal but public power. It matters to individuals who believe in Jesus, or worship [the Hindu deity] Krishna, but it also [affects] elections... it moves military forces around the

world. Religion may not make sense to you, you may not yourself be a religious person, but you can’t make sense of the world, I would argue, without making sense of religion,” said Prothero in an interview with *The Phillipian*.

His talk, titled “Religious Literacy & Diversity: How to Talk (and Think) About the ‘R’ Word in Public,” covered the importance of discussions about religion in society, as well as Prothero’s belief that claiming all religions as similar is both false and

dangerous to interfaith cooperation.

“It seems there’s a lot of people who want to talk about religion publicly in [the presidential election] now, for example, but there’s also this idea that you shouldn’t talk about religion in good company because it’s a volatile subject and people will disagree. My whole career is dedicated to talking about religion in public in a way that’s civil and informed,” said Prothero.

Continued on A4, Column 3

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Emily Ndiokho ’18

Ndiokho discusses the limitations of Andover’s recognition of Black History Month.

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“Identity Takes Center Stage”

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Khan Academy Statistics Project

A collaboration between Andover and Khan Academy to advance online education.



S.WANG/THEPHILLIPIAN

Sports B1 - B3



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Charlotte Welch ’18

Andover Girls Hockey member Charlotte Welch ’18 scored a hat trick against New Hampton last Saturday.

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Myoshi Williams ’17

Williams accessorizes traditional masculine clothing with hooped earrings and Timberland boots.



A.MACAYA/THEPHILLIPIAN

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COURTESY OF DEVIANTART

Andover gets icy hot.

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Identity Takes Center Stage

Although Coldplay was the official halftime entertainment at Super Bowl 50 last Sunday, Beyoncé’s guest performance captivated both a nationwide audience and the mainstream media for days following the event. Over 115.5 million Americans watched as Beyoncé strutted onto the field, accompanied by backup dancers sporting black berets, in a visible tribute to the Black Panther Party. Dressed in a black and gold leotard reminiscent of Michael Jackson, Beyoncé performed her new song “Formation,” which references the Black Lives Matter movement in its music video. After the show, the singer snapped a photo with her fist raised in the air, a gesture evocative of Tommie Smith and John Carlos’s black power salute at the 1968 Olympic Games. Since her performance on Sunday, Beyoncé has garnered considerable scrutiny in both public and political spheres.

Much of the controversy that has flooded the media focuses on Beyoncé’s tribute to the Black Panther Party for Self-Defense, a black nationalist and socialist group often associated with militance. Beyoncé’s right as an artist to assert her identity on stage has been contested by the public, as many have criticized the singer for making a political statement during one of the most-viewed annual events in history. Rudy Giuliani, former Mayor of New York City, called her performance “outrageous” and argued that Beyoncé failed to provide “decent, wholesome entertainment” for “middle America.” Fox Business Network’s Stuart Varney also denounced Beyoncé’s performance, saying, “Is there anything in America which can exclude race? I mean, why is race brought into the halftime show at a Super Bowl game? Why?”

We feel, however, that the only “outrageous” aspect of Beyoncé’s performance is the negative reaction it has received from viewers who do not understand her message of perseverance and power. Their criticisms fail to acknowledge that Beyoncé’s racial identity is an indiscrete part of who she is. Beyoncé was invited to the Super Bowl to perform, and it should come as no surprise that her performance encompassed her full self, including her racial background. It is unacceptable to demand that Beyoncé, or any other performer, shed aspects of her identity when she steps onto a national stage, especially not for the sake of being “wholesome” enough for the public. The expectation that Beyoncé would do so invalidates her artistic and political individuality.

Criticism of Beyoncé’s performance reflects an insidious national culture of identity erasure and widespread reluctance to confront race in the United States. When public figures like Giuliani and Varney criticize Beyoncé for supporting the Black Panther Party, the Black Lives Matter movement and black power, they fundamentally invalidate black resilience, excellence, and pride. Their complaints that race has begun to infiltrate too many aspects of national culture not only trivialize Beyoncé’s experiences and identity as a black woman, but also discredit the experiences of millions of people across America.

The power of Beyonce’s performance lies in her use of the national stage to amplify the voices of people who struggle against systemic oppression. We urge everyone, whether on this campus or on national television, to embody the pride and unity that was modeled by Beyoncé’s Sunday night performance and empower others to do the same.

This editorial represents the views of The Phillipian Editorial Board CXXXIX.

CORRECTIONS:

A News article misspelled the name of an Online Editor last week. His name is Lior Hirschfeld ’17.

A News article misspelled the name of a speaker in a headline and a caption last week. Her name is Katarina Wong.

A Sports article misstated a swimmer’s class year. Yifei Wu is a member of the Class of 2017.

The Phillipian regrets the error.

The Phillipian welcomes all letters to the Editor. We try to print all letters, but because of space limitations, we enforce a 500 word limit. We reserve the right to edit all submitted letters. Letters must be responses to articles already published by *The Phillipian*. We will not publish any anonymous letters. Please submit letters by the Monday of each week to letters@phillipian.net or to our newsroom in the basement of Morse Hall.

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Superbowl’s Side Effects



A.XIA/THE PHILLIPIAN

Cedric Elkouh

ON SUNDAY, MILLIONS of people around the world tuned in to watch the long anticipated Super Bowl. Year after year, this sporting event is one of the most-watched broadcasts of all time. This year, however, I was not among the viewers.

I didn’t choose to boycott the Super Bowl because I dislike football or the exorbitant amount of money the National Football League (N.F.L.) makes each year from the event. Instead, I chose not to tune in because I despise the fact that at every run and every tackle, players expose themselves to ridiculously high levels of brain trauma. I cringe each time a running back carries the ball through the sea of husky defenders and a quarterback has his head slammed against the ground. Because of the extreme physicality they engage in on the field, professional football players are in especially grave danger. The matter is only worse as the violence in the game is seen as normal, especially in professional football and during the Super Bowl.

Recently, the league has received plenty of negative attention and scrutiny from the public. Criticism of the league only increased after researchers at

Boston University conducted a study that posthumously examined the brains of 94 N.F.L. players, discovering that 90 of the brains possessed symptoms of Chronic Traumatic Encephalopathy (C.T.E.), a degenerative brain disease believed to be caused by repeated head traumas.

The saddest part of this issue is that it is not new information. The dangers of professional football have been present for many years. The excitement and adrenaline of the game are not worth the irreversible consequences of brain damage. As a result of repeated blows to the head, many N.F.L. players develop C.T.E., says Boston University, and suffer from dementia, memory loss, confusion and mood problems. Furthermore, Neurology Reviews, a review journal that publishes advancements in neurological sciences, estimates that 40 percent of players who have retired from the N.F.L. suffer from depression as a result of brain injuries.

No other major American sports league has been as successful as the N.F.L. when it comes to producing life-altering injuries.

After listening to various speakers talk about the importance of wellness this year, I have seriously begun to reflect upon the physical and mental health of athletes in profession-

al football. I therefore urge the Andover community to become more mindful of the potentially harmful events and cultures we are promoting through our media consumption. By adding to the hype and tuning into the Super Bowl without promoting awareness of the dangers associated with football, we are adding to the problem and the irreversible effects that its violence can have on retired players and their families. We spend large amounts of time talking about wellness, but then we turn right around and pick a team to cheer for and, thus, support a N.F.L. event that continues to perpetuate destruction of mental and physical health.

I am not saying that students should not watch football, that Andover should eliminate its contact sports or that students should not be excited about the Super Bowl. I merely believe that it is extremely important to acknowledge the risks associated with the sport.

Until the N.F.L. more outwardly acknowledges and mitigates the health risks its players choose to take, I do not want to participate in America’s obsession with the Super Bowl – an event where the game and all of its violence are glorified.

Cedric Elkouh is a new Lower from Enfield, N.H.

One Week is Not Enough

Emily Ndiokho

AH, FEBRUARY. THE month of February Frees, Valentine’s Day and the glorious end of Winter Term. February not only includes these exciting events but also marks the beginning of Black History Month – at least everywhere besides Andover.

Though I am a black girl from a predominately white town, when I was living at home I had the opportunity to learn about famous black people during Black

Month to understanding black culture. Unfortunately, my hopes were crushed.

At Andover, students do celebrate heritage months like Black History Month in February; however, we hastily rush through these celebrations, spending a weekend commemorating it and then essentially ignoring it until the following year. How are students supposed to learn about important cultural traditions of many of their peers when Andover merely hosts a special dinner and dance to “celebrate” them? One weekend is a ridiculously short amount of time to have stu-

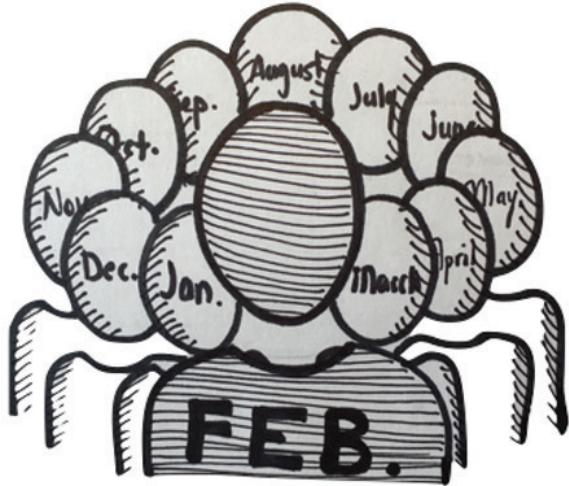
spectively, to educating students about the cultures of other minority groups. The English curriculum should also integrate literature about those cultures, and Andover should invite speakers of various minority groups to share their experiences regarding their cultural backgrounds during All-School Meetings.

While celebrating black culture for an entire month may seem time-consuming, if we used the time to learn about black cultures, rather than discussing white history, students would be able to learn about black traditions without losing too much time. Andover simply needs to prioritize and use time more effectively for students to participate in events to celebrate black history.

These celebrations do not necessarily need to cost a large sum of money. Even simply sharing a fact about black culture every day will suffice. Acknowledging and embracing black culture does not require hosting a banquet every day. It simply means that students should be given the opportunity to recognize a culture different from their own.

Celebrating minority heritages and cultures for an entire month is a small step Andover can take to become an inclusive community. Dedicating a substantial amount of time to informing students about marginalized heritages and cultures shows that the experiences of minority students are just as valid and important as those of white students.

Emily Ndiokho is a two-year Lower from Allen, T.X.



S.YOON/THE PHILLIPIAN

History Month. It greatly encouraged me to know that black people with backgrounds similar to my own had achieved their goals despite the stigma around black people in American society. Black History Month helped me, as well as my white peers, to educate ourselves and appreciate black culture. I thought that a diverse community like Andover, would, like my hometown, fully dedicate at least Black History

dents learn and appreciate black people and black culture.

Andover should not celebrate black culture exclusively during Black History Month, and the administration should strive to ensure that students have enough time to increase their awareness of black culture at least during Black History Month by extending the weekend celebrations to a full month. In fact, we should dedicate at least one month, re-

The Problem with Multicultural Academia

Avery Jonas

THIS BLACK HISTORY Month, I am forced to contemplate my time as a black student at Andover. In all honesty, I am grateful for the opportunity to attend such a prestigious institution that not only acknowledges its past as a bastion for privileged, elite, Anglo-Saxon males but also actively pushes against that. I still hold certain qualms, however, regarding my humanities education within the classroom.

In recent years, Andover has tried to make its various curricula more inclusive of historically underrepresented groups. This includes the introduction of texts and works written and produced by women, blacks, Latinos and Asians to English and History classes. These additions to the curricula are headed under the multicultural agenda. Though Andover has actively integrated multiculturalism into the classroom, it still comes off as a weak effort, in which we barely go beyond the surface of issues of identity.

As a black student, I have often found my experiences portrayed in material that we analyze during class. Whether in pieces by bell hooks, Toni Morrison or Chinua Achebe, I can often relate to the narratives evoked and the characters' experiences. Poverty, systemic oppression, colorism and interpersonal racism are several of the many topics that come up during conversation around this literature. Those happen to be the realities that I and other black students have experienced.

My race and ethnicity makes me inherently underprivileged compared to white students. Most of my more-privileged counterparts, by default, know less about what it feels like to be discriminated against because of their race or ethnicity. I have often felt offended in classrooms where white students, especially those who might know little about the experience of those in the African diaspora, attempt to dominate conversations about multicultural literature.

While I am happy to see that white students are really engaging with material beside what is deemed "canonical literature" or the "standard curricula," a



certain level of caution must be taken when speaking on experiences that one is unfamiliar with. Conversations regarding black literature that I have heard in class range from comments about magical realism, a genre that uses supernatural elements to depict an aspect of reality, to questions about why these characters remain complacent in their struggles.

Though I try to remain patient with students who are not cognizant of the realities of minorities, it becomes a totally different issue when their lack of awareness evolves into blatant microaggressions and erasure of

those experiences. This is very frustrating. No, a string of unfortunate events within a troubled black community does not equate to fantasy. Also, white people do not have the right to say that black people, along with other marginalized groups of people, are complacent in their struggles.

This speaks to a larger issue in the humanities departments: Some teachers struggle to facilitate and maintain constructive conversations about race in the classroom because they simply have not experienced racial discrimination. Most faculty members do not possess this

background because racial discrimination is usually directed towards minority groups, and only 24 percent of the faculty at Andover are of color, according to the Andover website. If we do not have instructors who understand the oppression that minority groups have endured, classroom discussion would just be the blind leading the blind. To make discussions about racial discrimination against minority groups more effective and meaningful, we should try to recruit more teachers of color in the English and History Departments. At the very least, teachers should acknowledge their

E.WU/THE PHILLIPIAN

own lack of experience dealing with the topics with which they engage in class.

As abstract of a concept it may be, power dynamics often influence classroom discussion. Anyone who works intensively with multiculturalism understands that certain groups are more privileged than others. Such voices include those of white people, men and gender-normative individuals. In many of my humanities classroom discussions, however, teachers have not paid any attention to power dynamics, often letting those of privilege dictate conversations.

Privileged students need to learn when it is appropriate for them to speak on an issue and how they should go about it. For example, it is patronizing for a man to dictate how women should carry themselves. The same holds true for race and ethnicity. I find it problematic to have a white student "educate" me on black issues or "tone-police" me if I get frustrated over a comment they made that dismisses my experiences. Students who are privileged in identity should strive to understand the value of silence and active listening. I know enforcing such values would result in the discomfort and resentment of many, but I feel that this is a necessary step toward promoting equality on campus.

I feel that Andover often pushes its students to grapple with the nuances of privilege, but, in doing so, it falls short of actually teaching what privilege is. This is a problem, considering we have students of various backgrounds in our community.

Alongside the debate on free speech, we are stuck in a rough patch. We must weigh the importance of maintaining the status quo against that of maintaining an equitable community. The former makes for underrepresented students of color and other marginalized groups of students to feel excluded in the demographic and in the classroom. The latter, though difficult to envision, is what our community should aim for.

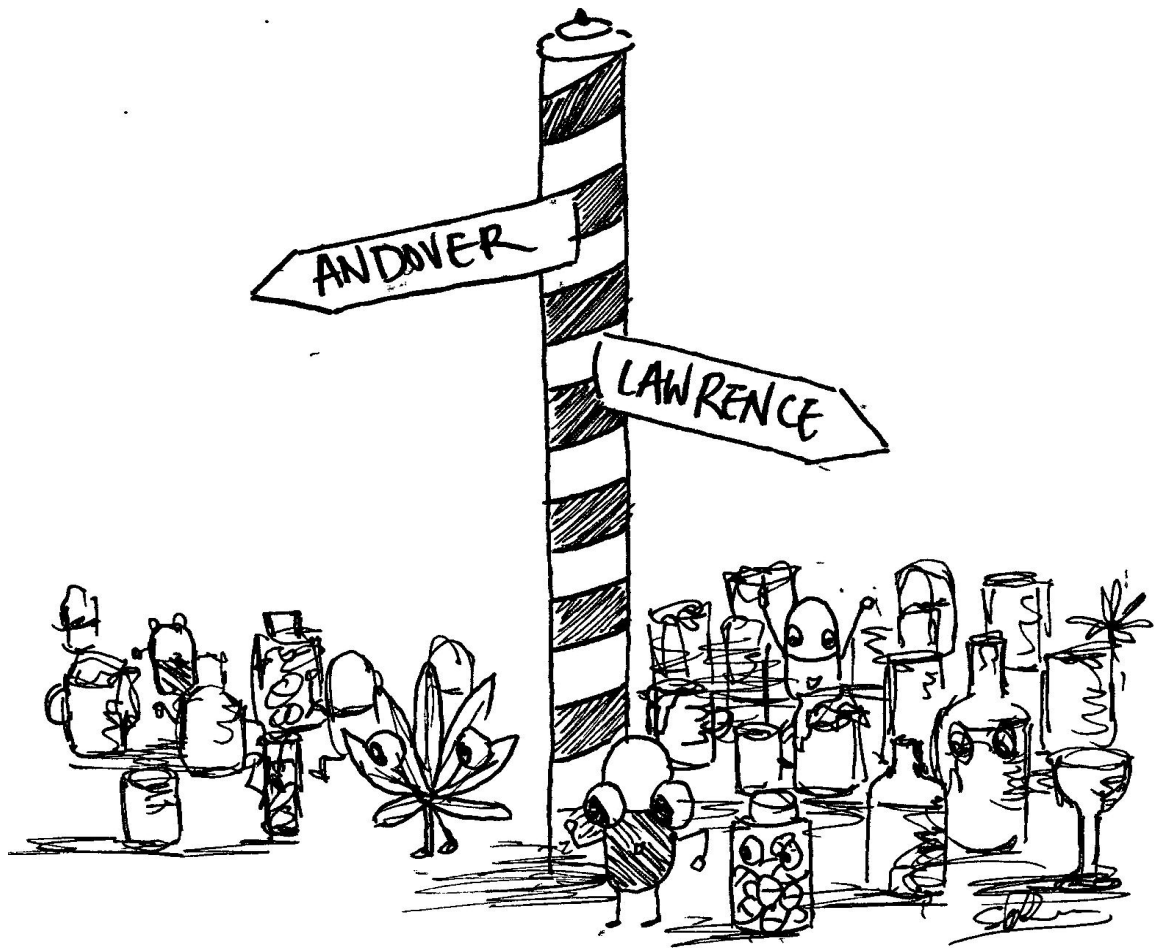
Avery Jonas is a four-year Senior from New York, N.Y., and was a Managing Editor for The Phillipian, Vol. CXXXVIII.

Lawrence: A Tale of Two Cities

William Lam

MEMBERS OF THE Andover Police Department gave a seminar to the Class of 2019 during Wellness Week about the drug and alcohol problem in the both the town of Andover and our school community. In one part of the talk, officers began to discuss Lawrence, Mass., and described the many drug dealers from Lawrence that sell illicit substances to Andover residents. They spent a considerable amount of time depicting the drug issue in Lawrence as pressing and widespread.

When I heard these claims, I was incredibly offended and protective of the city I have lived in for the past 11 years. I acknowledge that I am inevitably biased because of my love of and history with the city. Still to me, however, it seemed like the police officers were exaggerating the drug problem in Lawrence, characterizing my home as a place filled with crime and violence. My face became flushed. Angry and somewhat irrational thoughts filled my mind, and I saw the officers offering a severely one-sided narrative that misrepresented my town. It bothered me more when I heard disparaging comments about Lawrence that depicted it as a town filled with drugs and violence. It seemed as though the officer painted a largely incomplete narrative of the city, thus influencing biases in the other



students.

I've had some time to rationalize, control my anger and reflect on various perspectives of the city of Lawrence. I have continued to find, though, that the general public tends to present this largely one-sided view of the city. Boston Magazine, for instance, called Lawrence the "City of the Damned" and "the most godforsaken place in Massachusetts." Headlines and articles like these bring unnecessary fear and introduce prejudice to outsiders,

distorting their views of the city.

The difference between outsiders and myself is that I've had the opportunity to live in and understand the city of Lawrence. Yes, I have relatives and friends that have dealt with the worst that Lawrence has to offer. I know people impacted by robberies, drug deals and violence. Unemployment is high and the politics are dirty. These facts often end up making headlines. But, this is not the full view of the city. I speak from personal

experience when I say that Lawrence has endless positives to offer as well.

The best thing the city has to offer is its incredible sense of community and pride. I've been to the Y.M.C.A., the churches and the meal centers. Many of the people in Lawrence are proud of what they do and are proud of their community. It's big enough to never make you feel bored, but small enough that you are never lost or alone. Walking down Broadway, you have no trouble

finding a barbershop or bodega. Basketball and soccer are immensely popular, and there is always a friendly pickup game closeby. The city has a deep and rich history from when it was a melting pot for immigrants that worked in the mills. There is also a lively, welcoming Catholic community that has supported me and helped shape who I am.

The point of this article is not to outlet all of my anger, but to clear up the generalizations about Lawrence. Of course, the city is plagued by the omnipresent issues of poverty and crime. It would be wrong for me to characterize Lawrence as a utopia. We must, however, cease to see it from a one-sided point of view.

I was conflicted to even write about this topic because I thought it might come off as defensive and overly sensitive. Yet, the harmful generalizations surrounding Lawrence must be brought into campus conversation. Every city has generalizations surrounding it, but it is important not to let ignorance get in the way of respecting and understanding each unique setting. For Andover, a community that prides itself on pushing societal norms, it is vital that we challenge and correct these misconceptions. Lawrence is a ten-minute drive away from our campus, and it is important that we better accept and comprehend the entirety of this city.

William Lam is a Junior from Lawrence, Mass.

Draper Urges Students To Step Out of Comfort Zones

Cont. from A1, Col. 6

Arriving on campus at the age of 14 from California, Draper found that the Andover experience pushed him out of his comfort zone and challenged his sense of confidence.

“It’s impossible to quantify the impact that Andover has had on my life – that’s where I learned to tie a tie, that’s where I learned to speak in front of people, that’s where I learned how to prioritize (sort of). I think a lot of the takeaways from Andover happen between the lines – the things you don’t realize you’re learning while you’re learning them,” said Draper.

Draper established personal connections with several faculty members, including Stephanie Curci, Instructor in English; Shirley Veenema, former Instructor in Art; Andrea Thorn, former House Counselor of Thompson House; Albert Cauz, former Abbot Cluster Dean and Instructor in Spanish; Bobby Edwards, former Dean of Community and Multicultural Development; and David Fox, Instructor in English and Art History.

Draper was in Fox’s English 200 class and played on Andover Boys Water Polo, which Fox coached.

Fox wrote in an email to *The Phillipian*, “I remember [Draper] as a rare amalgamation of seeming oppositions: rebellious and deferential, driven and carefree, intense and hilarious. As the most memorable students do, he took intellectual risks and didn’t

spend his time trying to discern what I wanted but rather he just did what he wanted. He always had a healthy disregard for convention, yet he was highly teachable and coachable.”

Curci taught Draper in English 300 and recalled Draper’s notable sense of humor.

“We read a piece by Jack Handey from ‘The New Yorker’ in class. He read it aloud perfectly and got the humor immediately. I tried it with other classes that year and the next, and no one ever got the jokes in the same way. That felt like such a telling moment,” wrote Curci in an email to *The Phillipian*.

Draper said, “I spent 99 percent of my available brain capacity during high school thinking about girls, so anyone who could squeeze into that last one percent had to be a highly effective teacher or mentor.”

To current students, Draper emphasized making the most of the time on campus and utilizing all the resources Andover has to offer.

“Do stuff. Just do stuff. Make movies, record music, plan an event, host a radio show, join the improv group, try out for SLAM, start a small business. You are a teenager living in a time when it has never been easier to create, and never been easier to share, and you are a node in one of the most powerful networks in the world,” said Draper.

Draper added, “Am I going to get censored for dropping too much real knowledge here?”

Rachlin Hopes to Cultivate Growth Mindset In Students and Faculty

Cont. from A1, Col. 4

at random, have met with Rachlin once a week for a term at a time to discuss various educational philosophies and methods to incorporate his strategies at Andover.

Lily August ’16, a participant in the program during Winter Term last year, said in an interview with *The Phillipian*, “One thing that stuck with me is the idea of a growth mindset as opposed to a fixed mindset... We are all capable of learning everything that we want to know, and it’s our own mindsets that prohibits us from doing so.”

Another facet of Rachlin’s program includes working with faculty members to encourage all students to practice growth mindset in the classroom.

“In my own classes, I talk explicitly about concepts such as the growth mindset. I try to have [my students] reflect on the work that they’ve done and talk about moving forward,” said Rachlin.

While Rachlin has received mainly positive feedback for the new initiative, he believes it has been difficult for the faculty to fully gauge the effectiveness of the program.

“As teachers, we don’t necessarily know what

students are taking away from our courses. We can always try to measure these things, but we don’t always know what they get out of our lessons,” said Rachlin.

Though the program was initially designed to foster student development in academic settings, participants have been able to apply what they have learned from the program to sports fields, theater classes and other aspects of their lives.

“We actually reconvened a few weeks ago, and I think what was interesting for me was that for each kid, [the impacts of the program] manifested differently,” said August.

Community members involved with Rachlin’s program, such as August, are looking to get more Andover members involved.

“I wish that we had more time to meet and to fit [the program] into our schedules on a daily basis... I also think that it would be critical for teachers to be trained in this and to go through the same program that we went through,” said August.

“I think it’s important for us to remember that life is interdisciplinary, so that is certainly a part of this work [for the program],” said Rachlin.

Fête de la Francophonie Spreads French Appreciation

Cont. from A1, Col. 3

Natalie Warren ’18, a student in French 320, said she hopes that Andover’s Fête de la Francophonie becomes an annual celebration.

“I think it is good because

it has all the French classes come together and celebrate the culture of France and see what the other classes are up to,” said Warren.

Although Yixuan Zhao ’18, a student in French 400, enjoyed the event and agrees that it should continue

in the future, she thinks that the event should be inclusive of all students on campus, regardless of what language they take.

“I think it would be cool to have this as an annual thing. I think it would be cool if in the next few years

they also invited people who weren’t part of the French Department. This was mainly directed to the French students, so it would be neat if in the next couple of years they would open it up to a sort of school-wide thing,” said Zhao.

Empathy and Balance Coordinators Aim to Expand Current Wellness Programs

Cont. from A1, Col. 6

Strong continued, “What would a 200-level look like? What would a 500-level look like? How can Seniors engage in these topics differently than [Juniors]? Each grade level explores [these topics] in different ways.”

The coordinators plan to lay out objectives that are unique to each grade level while incorporating more sexual health and stress-management education into the Empathy and Balance

curriculum. Through these programs, coordinators hope to positively affect the mental and physical health of students while also encouraging students to be empathetic towards each other’s experiences in an intentionally-diverse community.

“I hope [students will] take away some awareness of themselves [from the Empathy and Balance curriculum], of who they are and [take] time to reflect and really think about that. Because we move so fast [at Andover], we don’t always take time to think about what are your own needs and how do you really identify – what’s really at the core of you,” said Strong.

The curriculum is still in its early stage of development, with specific aspects of the program still being considered and discussed.

Strong said, “We don’t know all that it will entail yet... The new curriculum won’t be implemented fully across all four years until – not next year, but the year after. So next year we’ll continue

fleshing out what the curriculum looks like... it will be a lot of the topics you explore in PACE, that include your personal identity and community identity... And then I think there’ll be some new pieces that we haven’t been able to get to yet, like ‘How do you do Andover well? How do you live well here?’”

Utilizing their own diverse experiences to create a unique program in the Andover community, the coordinators hope to revolutionize the way in which Andover students think about personal wellness for the better.

Ware said, “As someone who has worked in more clinical school counseling roles at other schools, I am feeling quite fortunate to have the chance to draw upon my experience and be part of this exciting initiative for the [Andover] community. I am really looking forward to digging into this work with the other course heads and with the longstanding members of the [Empathy and Balance]



A. MACAYA/THE PHILLIPIAN

Erin Strong is an Instructor in Theatre and Dance.

committee and am feeling so lucky to be part of the team.”

Overall, the coordinators anticipate that the Empathy and Balance curriculum will help students engage in a community that strives to sustain academic excellence and encourage appreciation of diversity.

“[I hope the students learn] some skills of how to engage in our community that moves fast, that wants rigor and excellence... and then how to engage in a diverse community,” Strong said.

Prothero Hopes to Expand Interreligious Understanding in Society



J. WOLFE/THE PHILLIPIAN

Stephen Prothero spoke about the importance of religious literacy.

Cont. from A1, Col. 6

Prothero was invited to campus by Mary Kantor, Roman Catholic Chaplain, as a part of Andover’s celebration of World Interfaith Harmony Week. Kantor chose Prothero, a professor of religion at Boston University, with the hope of sparking conversation about how students at Andover view religion.

“We wanted to expose people to wider ways of looking at religious literacy and being exposed to other spiritual traditions... His [voice] is the scholar’s voice of who’s doing the work out there to help get [these conversations] going and help people learn who’s writing about [religion] and talking about it. He’s the guy who can do that,” said Kantor in an interview with *The Phillipian*.

Prothero presented four key ideas in which religions are framed: the main problem with human society, the specific religion’s

solution to the problem, techniques to address the problem and exemplars whose paths the specific religion’s subscribers may follow. According to Prothero, when the world’s religions are viewed in terms of these four ideas, it is easy to see the differences between them.

“The most popular books on the world’s religions that people read in the United States make this argument to overcome religious conflict, an effort to keep us away from religious war,” said Prothero during his presentation. “In order to do that, they try to make the argument that the religions are basically the same. In my book, and here tonight, I want to argue that that’s not true and that we have better basis for interreligious cooperation and for interfaith understanding than this false view that the religions are basically the same.”

“There’s a certain kind of condescension that goes on there, a certain kind of resistance to the richness

and diversity of these traditions that has to happen when you try to reduce them down to some sort of common denominator,” he continued.

In 2010, the Pew Research Center for Religion and Public Life contacted Prothero to help put together an online U.S. Religious Knowledge survey, designed to test the average American’s religious literacy.

“On that test... the average person got 16 questions right out of 32, which is 50 percent. I don’t know how the grading works here, but that would be an ‘F’ at [Boston University],” said Prothero.

Breyanna Watson ’18, an attendee, recognized the importance of religious literacy to Andover students who wish to be more inclusive of people with other faiths.

“I think the most important thing I took away is the importance for us as human beings to be religiously literate and to learn about religions that

are not our own. Also, the fact that not all religions are the same. Listening to him talk about that, I realized that that’s a common thing that people say to make peace, and that you can’t have peace with difference,” said Watson in an interview with *The Phillipian*.

Prothero believes in the importance of honoring interfaith harmony at a diverse school like Andover and hopes to contribute by advocating for interfaith discussion and religious literacy.

“We have a lot of people in the United States who would describe the United States as a Christian country, but all these religions are here around us. They’re here at this school, they’re here in Boston, New England and California. Now, understanding the world’s religions is a necessity to [understanding] our own neighborhoods, our own towns and our own schools,” said Prothero in an interview with *The Phillipian*.

Khan Academy Statistics Project Provides Innovative Online Education

By WILL ENNIS AND ANDI PINGA

Students and faculty gathered in Pearson Hall on Thursday for a lunch and discussion with the Tang Institute and a team of students pioneering the Khan Academy Statistics Project.

Leading the project is Matt Lisa, Tang Fellow and Instructor in Mathematics, Statistics and Computer Science, and several students, including Tyler Lian ’16, Samantha Lin ’16, Samir Safwan ’16 and Claire Tao ’16.

The project will teach statistics through skill checks and online articles in an attempt to improve upon the traditional approach to homework.

“[If] a student misses a class, [they’ll] read this on-

line article on this topic that I covered today and it’s going to be more like being in class as opposed reading a textbook. [They are] going to be asked questions, [they’re] going to be answering, [they] may watch a video... a lot of sort of back and forth and none of that static ‘read the text.’ So that’s how I see it benefiting Andover,” said Lisa in an interview with *The Phillipian*.

During the lunch and discussion, Lian said, “[A skill check] is basically a chapter review that you’d get at the end of your textbook that would review all parts of the section. It tests your knowledge to see if you really have an understanding. And so these would be small skill checks that are about six to eight pages long, and after taking it the student would

see what they got right and wrong and then be directed to videos about the content, which could be really helpful.”

The statistics project aims to provide a more in-depth education than a regular textbook would. In addition, the online course would also be more accessible to students on campus.

Safwan said in an interview with *The Phillipian*, “I think that it has already started to be integrated into the Calculus courses here. I know that in Math 590, I haven’t opened my textbook this entire year. It’s a shift in learning, I mean why use a textbook? Why carry around a really heavy book when you could just go online and have all the resources right in front of you?”

This project is part of

the Hybrid Andover Initiative, a partnership between Phillips Academy and Khan Academy to provide “online learning experiences for students at [Andover] and for their fellow learners around the world,” according to the Tang Institute website. The project uses a method combining digital technology and the classroom experience.

Lisa said, “So there’s the idea of a flipped classroom, right? Where you’re doing all of your learning, maybe, a lot of your learning outside of class, through either video or some other online content that the student’s engaging with on their own. And there’s sort of the traditional classroom, where the teacher’s at the board and they do all the lecturing up front and they deliver the content

in that way, and then you go home and on your own, by yourself, you are doing problems and trying to get to the answers there. So I kind of see the hybrid approach as a mixture of the flipped classroom and the traditional.”

Safwan said during the



SWANG/THE PHILLIPIAN

Tyler Lian ’16 and Samir Safwan ’16 assisted with the Khan Academy Statistics Project.



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FEATURES FREEZES



Schoolwide Media Blitz in Preparation for HOSD

STAFF REPORT

GEORGE WASHINGTON HALL, P.A. — Citing growing excitement from both students and faculty alike, an unnamed high-ranking school official took to various social media platforms Monday night to announce a new initiative to promote the upcoming Head of School Day, the once-in-a-year surprise holiday that’s date is traditionally kept secret.

In a roughly 400-word letter to his followers, which was posted on Facebook and uploaded to Twitter in a series of 20 tweets, the administrator detailed various steps and measures the school will be taking to give the formerly clandestine event more spectacle and publicity.

Initiatives outlined in the administrator’s plan include the hiring of a dedicated social media

team which, as described by the official, will work hard to hashtag, taunt and jeer the student body with the prospect of an upcoming day off at all times. Furthermore, the administrator himself will visit various local news and radio stations to raise awareness for the holiday.

“I am booked all across the western Massachusetts AM, FM, PM, Channel 4, Channel 7, Channel 8, Channel 11 stations and Channel 11.75. Trust me, you’re going to hear a lot more about #hosd2016 before it comes!” wrote the official.

“And we’re not just talking about it – we’re celebrating! I am pleased to announce that Head of School Day T-shirts, hats and stickers are already on sale in the PSPA Campus Closet. Finally, thanks to the funding efforts of the Tang Institute, the entire day will be livestreamed on Periscope and Mediaspace from GoPro cameras forcefully attached to the



KEEPAWAITING/THE PHILLIPIAN

Psyche! It’s a tennis racket.

foreheads of two dozen hand-picked student leaders. Go Big Blue!”

Currently, the administrator is considering

a plan to delay Head of School Day 2016 until 2017 to prepare fully for the event.



kLIEmate Change



NATIONALGEOGRAPHIC/THE PHILLIPIAN

Beary Chilly.

CONNOR DEVLIN

We can no longer deny it. It is one of the most pressing difficulties that the modern world faces. Global warming does not exist – and that is a fact. Just Google searching “global warming doesn’t exist” displays a vast array of fair, balanced and belief-affirming articles.

Why trust arbitrary and skewed numbers, data, facts, scientific models, decades of research, visible effects, etc., when you can trust your gut feeling? After all, your gut feeling is more biological

than anything said on national television.

Just last week on her blog “kLIEmate Change,” our aunt wrote, “Just because 99 percent of scientists reached a consensus that global warming exists does not mean that it is true. Guess what? Four-hundred years ago, 99 percent of scientists also believed the Earth was flat. If that’s not cold-hard evidence that disproves global warming, then frankly I don’t know what is.”

All you have to do is take a look at this winter. Then, ignore the abnor-

mally warm, unwinter-like first half, and focus only on the precious hours of winter when it was snowing because that portion supports my claim. How can there be snow if it’s supposed to be “warm”?! Wrap your head around that one, scientists!

The media constantly spreads its heinous propaganda, so we interviewed the Koch brothers, an impartial source with absolutely no connection to the topic, to combat the liberal media’s usage of statistics. The Koch brothers said, “If you need an expert opinion on the matter, just

ask one of the scientists we paid to assure you that global warming doesn’t exist.”

So we did exactly that! Kant BeBaught, Senior Expert in Radical Religious Sciences at the Big Red Refrigerator (BRR) Association, said, “After conducting much research with my two colleagues, Donald and Ben, I’ve reached the conclusion that global warming simply doesn’t exist.”

Andover, it’s no longer up for debate. Please stop having forums and civil discourse. Global warming simply doesn’t exist.

Igloos Combat Over-Enrollment

CAROLINE YUN

Last year, Andover had an impressive 84 percent admissions yield rate. Many students are, unsurprisingly, concerned about where all of the new students are going to live. However, do not fret. The administration has come up with a revolutionary housing plan for new students: igloos. To show thanks to their school, Post-Graduates and first-year students, along with the help of Andover’s beloved snow dragon, will help build these igloos.

The administration believes many good things

will come out of this new housing plan. These new igloos are appealing to those students with an all-organic lifestyle, as they will be made purely out of H2O. The Chemistry Department is elated that students will finally have a real life application for the different phases of water, something students have been attempting to understand for years.

The physical properties of igloos meet all the strict requirements for student housing at Andover. As expected, the room temperature in the igloos is a little chilly, and the showers do not dispense hot water, but the

administration believes these conditions will toughen up the students’ ability to adapt to different conditions. House Counselors also love the parietal situation in the igloos, because nothing will ever get too steamy, only icy-hot.

The Phillipian sat down with one of the first students living in an igloo, Iem Free-Zin. When asked about her new living situation she said, “It is a little abrasive to my fellow peers, but very welcoming to the wildlife. I have a new polar bear friend who keeps me company while I do my work. Also, I love how the walls

are made of ice and snow, because when I asked myself, ‘Do I wanna build a snowman?’, I am able to answer in the affirmative and take the snow and ice within my room to make myself a friend.”

When the spring comes, the igloo dorm situation will obviously not work out. Fortunately our administration came up with a solution: outdoor housing made out of grass and mud. The administration believes that this will make the school greener as the nature-loving students who wish to stay on the grass will be able to do so 24/7.

FEATURES PRESENTS

TOP TEN

Things You Did Over The Long Weekend

10. Left all of your work to do for Tuesday.
9. Decoded Palfrey’s #hosd2016 tweets.
8. Pretended to shovel so that you could look athletic for the ‘gram.
7. Mentally prepared for your next Math test.
6. Built a snowman and stuck the carrot below the abdomen.
5. Drank minestrone out of a Souper-Bowl.
4. Nothing that wasn’t within the school rules as defined by the Blue Book.
3. Organized an underground militia to protest the new schedule.
2. Researched and figured out what empathy and balance truly is.
1. Caught up on Features.



The Phillippian SPORTS

Volume CXXXIX | Number 2

#sportz
just got
UConned

February 12, 2016

Andover Edges Exeter by Four Points in Nail-biter

Reuben Philip

PHILLIPIAN SPORTS WRITER

Andover	46
Exeter	42
Andover	27
Tabor	67

With under 30 seconds left in the game, Janneke Evans '18 sank a baseline jumper for Andover Girls Basketball against Phillips Exeter Academy to secure a 46-42 victory. Later in the week, Andover lost 67-27 to Tabor, the highest-ranked team in the New England Preparatory School Athletic Council (NEPSAC) Class A division, which dropped the team's record to 5-8.

Against Exeter, Andover's offense was created largely in the post. Evans was a force in the paint, scoring a career-high 13 points in the game.

Evans was at the forefront of a strong effort from Andover's returners.

"I think, especially among returners, our drive and heart really fueled everyone. Another thing that contributed was that the team started passing the ball and using every person on the court in each and every possession," said Evans.

Co-Captain Emma Kelley '17 said, "We swung the ball around



JWOLFE/THE PHILLIPIAN

Emma Kelley '17 scored eight points against Exeter.

the arc. Most importantly, we had some clutch passes into the posts, who capitalized and scored during crucial moments."

Exeter started the game shooting very well against Andover's zone defense. In an effort to

overcome its early deficit, Andover shifted to a man-to-man defensive strategy, which changed the course of the game.

"After trying out our zone defense on Exeter, they managed to get some shots off, so we

switched to man to man defense for the rest of the game. We shut down their top players and used the momentum of our stops and steals on defense to get points or draw fouls on offense," said Humes.

Having emerged victorious in the first clash between the two teams, Andover looks forward to its next matchup with its perennial rival in the upcoming Andover/Exeter contests.

Humes said, "Winning against Exeter the first time gives us an edge for the second game. On the other hand, Exeter is going to want revenge, so we need to continue to improve until the last A/E game."

On Wednesday, Antonia Tammaro '17 led the team with nine points against Tabor, which has captured the NCAA Division I Women's Basketball National Championship for the past three years. Tabor featured players committed to NCAA Division I Schools such as University of South Carolina and University of Connecticut.

Andover viewed the game as an opportunity to improve, and its main goal heading into the contest was to break Tabor's suffocating press.

"We knew Tabor had some very talented players, and we knew they were going to press us, so we focused on breaking their press and being strong on the ball," said Humes.

Andover will travel to Holderness this Friday.

Editor's Note: Emma Kelley is a Features Editor for The Phillippian.

GIRLSHOCKEY

Courtney Masotti '17 Nets Game-Winner Against Tabor



T.RYNNE/THE PHILLIPIAN

Kaitlin Hoang '17 looks down the ice for an open teammate.

Isabelle Beckwith

PHILLIPIAN SPORTS WRITER

Andover	3
New Hampton	0
Andover	2
Tabor	1

After recently suffering its first loss of the season to Phillips Exeter Academy, Andover Girls Hockey entered its game against New Hampton on Saturday looking for a comeback win. Charlotte Welch '18 scored a hat trick, and with a shutout from goalie Ashley Tucker '18, Andover achieved its goal of redemption with a 3-0 victory. A subsequent 2-1 win over Tabor on Wednesday brought the team's record to 13-1-5.

Andover entered this week with increased focus on accurate passing and intensified aggression on the offensive end. The girls sought to re-establish Andover as the top team in New England Preparatory School Athletic Council (NEPSAC)

Division I.

Defender Sarah Rigazio '18 said, "The loss to Exeter really hit us hard, although it wasn't undeserving. We had been playing as if we were afraid to lose, almost as if we were playing against our own undefeated-ness. Exeter was the breaking point. Losing to Exeter was our wake-up call, and turned around the way we were playing. We came out stronger than we ever have on Saturday."

With Welch at the forefront, the team's offensive players returned to their usual prowess against New Hampton.

Welch said, "For the forwards, we did a good job possessing it in their zone, getting shots off and getting the puck to the net. We capitalized on our opportunities, and we did a good job in the neutral zone containing their rushes. In the defensive zone, we held them to the outside which was good, and, even though they got a lot of shots off our goalie, Ashley played really well. We just played really well and they were a really good opponent and had a really good record

so it was good for us to beat them."

Rigazio continued, "For the first time all season, we played three strong periods, which is something we need to do for the rest of the season if we want to be successful."

On Wednesday, Andover had a slow start against Tabor. The teams were tied 0-0 at the end of the first period.

After the shutout, Meghan Ward '19 scored a goal to put Andover on the board. Courtney Masotti '17 broke the deadlock late in the third period with a game-winning goal.

Ward said, "From the drop of the puck and throughout the game, we matched their intensity and physicality. The offense did a nice job taking lots of shots and crashing the net hard. On Friday, we will definitely strive to continue to play the way we did against New Hampton and Tabor."

Andover looks to extend its winning streak against Governor's at home on Friday.

BOYSBASKETBALL

Andover Falls in Overtime To Class-A Rival Tabor

Anjunae Chandran	
PHILLIPIAN SPORTS WRITER	
Andover	66
St. Sebastian's	53
Andover	73
Tabor	77

With only 39 seconds left in regulation, Co-Captain Andrew Reavis '17 made his second of two free throws to tie the game at 69-69, sealing Andover Boys Basketball's 20-point comeback against Tabor. After Andover's massive comeback forced overtime, the team ultimately fell by a tight margin of 77-73. Earlier in the week, Andover beat St. Sebastian's School 66-53. This week's games brought Andover's record to 6-10.

After falling to Tabor 57-47 earlier this season, Andover's second matchup against its New England Preparatory School Athletic Council (NEPSAC) Class-A rival on Wednesday was crucial to the team's seeding for the playoffs. Heading into the game ranked seventh in NEPSAC Class A, Andover could have potentially moved towards securing

home-field advantage in the early rounds of the playoffs if it had secured the win.

At the beginning of the game, Andover came out slow, trailing by 20 points at one point, but the team was able to bring the score to 29-38 at the end of the first half.

During the second half, Andover played with increased intensity on the defensive end, which led to easy opportunities on offense to fuel its comeback. The team was able to keep scoring and eventually close the score gap. With only seven minutes left in the second half, Andover reduced Tabor's lead to just four points. Key 3-pointers from Sam Jefferson '16, and strong drives from Co-Captain Danny Evans '16, Matt Wesoloski '16 and Reavis aided the team in its comeback.

During overtime, Andover's exhausted starting lineup played its best, but was ultimately overcome by Tabor. In the extra period, Andover fell by four points.

Due to inclement weather, Andover's Friday game against Thayer was canceled, which only heightened the team's anticipation for its game against St. Sebastian's on

Saturday.

Unlike its game against Tabor, Andover came out strong, overwhelming St. Sebastian's offensively and defensively to take a 16-point lead early in the first half. Andover's discipline, however, soon faltered. St. Sebastian's fought back into the game, reducing Andover's lead to only four points by the end of the first half.

Reavis said, "We moved the ball really well [and] had a really strong offense. And we played well on Saturday and were also good on defense. I think we were up 24-9 to start it out. Then after they came back, we got really into the game towards the end of the second half and closed it out really well."

Andover came back in the second half with a strong offense and an energetic defense. Jefferson scored four 3-pointers and netted a total of 23 points. Andover deftly cut through St. Sebastian's defense and ended the game with a 13-point lead. The victory was a true team effort, with every starter contributing double digits.

Keeping the playoffs in its sights, Andover looks forward to its next game against Williston Northampton on Friday.



T.RYNNE/THE PHILLIPIAN

Danny Evans '16 drives to the hoop.

BOYSSQUASH

Boys Come up Short at St. George’s

Nick Schoeller PHILLIPIAN SPORTS WRITER	
Andover	1
St. George’s	6

Feigning a drop shot, seventh seed Alexander Schwartz ’19 hammered a rail into the back of the court, just out of his St. George’s opponent’s reach. Schwartz went on to win his match 3-0, earning the team’s only win in its 6-1 loss on Wednesday. Andover’s record now stands at 3-10.

Third seed Ishaan Patel ’18 said, “St. George’s is a really experienced team. The kids on the team play a ton more squash than the kids on our team, so their technique and strategy was just overall better than ours. We had a hard time adapting to their strengths, and they had a fairly easy time recognizing our weaknesses and capitalizing on them.”

Andover’s lower-seeded

players were more equally rivaled against their St. George’s opponents than were Andover’s higher seeds. Captain and second seed Jack Quamme ’16 said, “St. George’s is a pretty strong team, especially at the top. But going down the ladder, matches got a lot closer which was good to see.”

Fourth seed Jerry Yang ’17 said, “We can definitely improve. Not a lot of us played over the long weekend, so we hadn’t played squash in four or five days. So I think it only goes up from here.”

With High School Nationals coming up this weekend, the team hopes to break its losing streak by honing in on its mental game.

First seed Alex Bernhard ’19 said, “I think the match was a reality check because we have Nationals coming up, and I think we really struggled with playing consistent squash, which was tough after a two hour car ride. I think that’s something



C.MUNN/THE PHILLIPIAN

Alex Bernhard ’19 lunges for a shot.

that we’ve got to focus on: being able to play more consistently.”

Patel said, “I think now, heading towards the end of the season, we have to focus on the mental aspect more. Our technique is pretty good, our strategy is pretty good, but a lot of squash is that mental edge and maintaining your focus, so I think heading into Nationals, we have to keep that mental edge.”

Andover will compete as

the 16th seed in Nationals from Thursday through Sunday in Philadelphia.

Quamme said, “Really, we’ve got nothing to lose, and we’re just looking to beat expectations, which I really think that this team can do. I think that we’ve underperformed. I think that we’ve underperformed in the first part of the season, and so we’re in a good position to exceed those expectations.”

WRESTLING

Andover Wrestlers Excel In Northern Invitational Tournament

Jennifer Lee
PHILLIPIAN SPORTS WRITER

Placing third in the 145-pound weight group, Co-Captain Justin Muchnick ’16 won his match in an Ultimate Tiebreaker, the third overtime period, at the Northern Invitational Tournament on Saturday. Strong performances by Co-Captains Ian Blythe ’16 and Muchnick propelled Andover Wrestling to an impressive third place finish in the event. The team competed against 17 schools and tied Lexington Christian Academy with 121 points.

Complementing the team’s success, two female Andover wrestlers competed in a separate event, the Masco Youth Female Tournament, on Saturday. Josie Simmons ’17 and Martha Gao ’17 placed second and third place in their weight groups, respectively.

wrestlers in their third place matches and were able to reverse their losses with wins.

Bausano said, “In our third place matches, [Muchnick] and I both got the opportunity to wrestle the players who had beaten us earlier in the tournament. Mentally, this is a pretty tough thing to do, but we both got wins, and Muchnick got his win in a pretty spectacular fashion, beating his opponent in an Ultimate Tiebreaker.”

Quint Finney ’18, Evan Park ’18, Moyo Oyeboode ’18, Jack O’Neil ’19 and Christian Milotte ’16 also contributed to Andover’s 31 individual match victories.



R.KINDANGEN/THE PHILLIPIAN

Quint Finney ’18 fights for the advantage on the mat.

In an email to *The Phillipian*, Parvanov wrote, “I wrestled hard and tried to have a good strategy. I executed low risk moves, stayed in a good stance and did my best to wrestle aggressively. [As a whole], the team has done pretty well. Coach Gorham told the team that Northerns was tougher than usual this year, so the fact that we were tied for third place at the end is quite an achievement.”

Andover looks to build upon its momentum from Northerns at the Class A Interschols Tournament this upcoming weekend.

Parvanov said, “Now that we have seen what we can do if we work hard, I think that we can go after Class A’s with everything that we have got. We’ll do our best to try to place even higher than we did at Northerns.”

Bausano said, “A strong

performance is always nice, but we are really just going to be looking forward and focusing on our week ahead of hard practice before the Class A League Tournament next weekend.”

At the Masco Youth Female Tournament, Simmons and Gao found similar success. Simmons went 2-1 for second place, while Gao went 1-2 for third place. Gao won a 4-1 decision before losing two close 3-0 and 5-0 decisions.

Gao said, “My main opponent was a very experienced girl who was very difficult to wrestle, so I think I did a good job staying tough and on my feet to not concede many points to her.”

“From my experience, female wrestlers are generally tougher to wrestle than male ones. Biologically, our center of balance is closer to the

ground than [that of] boys, so it’s harder to hit the moves that usually work. Also from my personal experience, female wrestlers who stick with the sport are generally more stubborn than their male counterparts, because we’ve also had to prove ourselves to our male teammates. On Saturday, it was tough for me to get off the mat and back to my feet, so I had to hit my moves a lot quicker than usual to actually complete them,” continued Gao.

Looking forward, the girls will compete in one more female-only tournament this month before heading out to the Nationals tournament at Lehigh University in March. The team as a whole will compete at Interschols this weekend.

Winter Sports
BY THE NUMBERS

25
points scored by Sam Jefferson ’16 against Tabor

3
goals scored by Charlotte Welch ’18 against New Hampton

10
seconds separated Peyton McGovern ’16 and the second place finisher in the 1000-Meter

13
points scored by Janneke Evans ’18 in Andover’s win over arch-rival Exeter

7
assists by Danny Evans ’16 in Andover’s win over St. Sebastian’s

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Photo of the Week



Members of SLAM supported Andover Boys Basketball at its game against Tabor this past Wednesday.

T.RYNNE/THE PHILLIPIAN

BOYSHOCKEY

Boys Struggle Offensively in Two-Game Skid

Leo Brother PHILLIPIAN SPORTS WRITER	
Andover	2
Dexter Southfield	3
Andover	2
KUA	11

Intercepting a pass from a Dexter Southfield defenseman, Kyle Welch '18 deftly buried a shot underneath the goalie's glove to even the score to 1-1 in the first period. Andover went on to narrowly lose the match 3-2 on Saturday despite an inspired defensive performance. On Wednesday, the team fell to Kimball Union Academy (KUA) 11-2, which brought its record to 7-12-1.

Against Dexter, Post-Graduate (PG) Misha Song '16, Captain Payton Jancsy '16, Michael McGreal '17 and Sam Bird '18 anchored a resilient defensive line that only allowed 20 shots in total. On the other side of the ice, the offense fired off 25 shots, outshooting its opponent for the first time this season.

The match started off with a flurry of goals from both teams. Dexter jumped out to an early lead nine minutes in with a forceful wrist shot on a power play.

Welch tied up the game soon after, only for Dexter to score a short-handed breakaway goal four minutes later, establishing a 2-1 lead before the first intermission.

Welch said, "I think [our first goal] came soon enough... If it had been earlier, it would have [given us more] momentum, but in the end I don't think it really affected the game that much."

The outpour of goals slowed down after the intermission until Andover scored with six minutes left in the second period. McGreal rocketed off a slap shot that hit the right post and landed in front of PG Billy Stahley '16, who then tapped the puck in.

Andover's defense maintained the deadlock until the dying moments of the game. With six minutes left in regulation time, a Dexter wrist shot slipped through traffic and into the net to put Andover down 3-2.

Hungry for the equalizing goal, Andover ramped up its offensive pressure in the last two minutes of the game. Despite pulling Matt Schoen '16, the goalie, during a power play to give the team a two-man advantage, Andover could not break through the Dexter defense and goaltender a third time.

Schoen said, "The outcome of



T.RYNNE/THE PHILLIPIAN

Kyle Welch '18 battles for the puck.

Dexter was frustrating because we felt that was the most complete game we played in a while. We were doing everything right, but we ran into a good goalie."

Welch said, "We got a lot of shots on net, but their goalie played really well, and their defense was very good at clearing the puck out. That made it very difficult to get opportunities to score."

The team's expectations were not particularly high entering

its matchup against KUA on Wednesday, as KUA held a 22-3-1 record prior to the game. KUA had also recorded an 8-3 win against Phillips Exeter Academy, to whom Andover lost earlier in the season 7-0.

Andover let up 60 shots throughout the game as KUA's offense ran unchecked. Roaring off to a strong start, KUA scored four goals in each of the first two periods. Andover's two goals were scored by Stahley and Jonny

Edelson '17.

In response to the early deficit, Andover rotated through its three goalies. Schoen played the first period, Alex Daccord '18 played the second and Jeff Lee '16 played the third.

Schoen said, "I think changing goalies helped add a little spark to the start of each period."

Looking forward, Andover looks to bounce back from its two-game losing streak at Governor's on Friday.

BOYSINDOORTRACK&FIELD

Boys Finish In Second Place at Governor's

Cedric Elkouh PHILLIPIAN SPORTS WRITER	
Andover	43
Governor's	16
Andover	43
Exeter	46

In the final leg of the 4x200-Meter Relay, Post-Graduate (PG) Robert Jones '16 overtook a Phillips Exeter Academy runner to narrowly secure first place in 1:44.52 minutes for Andover Boys Indoor Track & Field at Governor's on Wednesday. The relay team, which also included Brad Schlosser '16, Captain Andrew Wang '16 and William Hartemink '17, ran the last event in Andover's 46-43-16 second-place finish against Exeter and Governor's.

Andover has won all four of its meets against Governor's this season.

Joe Okafor '17, who set a new Personal Record in Shot Put with a fourth-place finish of 40 feet 8 inches, said, "We had all really gotten used to [Governor's] as a team and used to dominating them as a team, so we just perpetuated that domination during this [meet]."

The meet also provided Andover's upperclassmen the opportunity to compete against Exeter for the first time this season. Okafor said, "I realized that [this] would be our final stretch of

[the] season, toughest opponents and so I went as hard as I could. [This meet] made me realize that Exeter is not all that better than us, and we stand a fighting chance considering we beat them today."

Ralph Skinner '16 finished first in the Mile and 1000-Meter with times of 4:58.6 minutes and 2:53.5 minutes, respectively. To round out the day's impressive performances, Jones ran to a first place finish in the 50-Meter Dash in 5.7 seconds, while Schlosser and Hartemink came in first and second places in the 300-Meter Dash

with times of 41.4 and 41.7 seconds, respectively. As Andover enters the final stretch of its season, it is keeping an eye on the U.S.A. Track & Field New England Indoor Championships that will occur at the end of the season.

Skinner said, "After today's race with the end of the season in sight, it's really easy to take your foot off the gas and cruise in, but now it is more essential than ever to stay focused and train smart."

The team looks to continue building momentum before its final regular season meet next week against Exeter.



L.HAMANN/THE PHILLIPIAN

Ethan Brown '17 runs long-distance events.

GIRLSINDOORTRACK&FIELD

Girls Outpace Governor's, Fall Short of Exeter

Staff Report	
Andover	32
Governor's	31
Andover	32
Exeter	37

Bursting across the finish line in 3:09.3 minutes to clinch first place in the 1000-Meter Run, Peyton McGovern '16 outstripped the second-place racer from Phillips Exeter Academy by a full 10 seconds at Governor's on Wednesday. Andover Girls Indoor Track & Field sent its upperclassmen to compete against Exeter and Governor's and eventually secured a second-place finish against the two schools, with the meet's overall tally at 37-32-31, respectively.

McGovern said, "I wanted to try the 1000-Meter because it's a bit of a shorter race than I usually run. I want to work on my speed as I prepare to run the Mile soon. Overall, the team ran well. It was definitely awkward being separate from the younger runners, but I think it gave us Uppers and Seniors a chance to bond and focus."

Captain Camille Little '16 continued Andover's success in running events, clinching first place in the 50-Meter Dash with a time of 6.6 seconds.

The throwers also contributed to the team's strong finish. Andover's throwers excelled in Shot-



R.KINDANGEN/THE PHILLIPIAN

Andover only sent its Upperclassmen to Governor's.

Put, with Alexis Lefft '16 claiming first place with a distance of 25 feet 8 inches and Angela Dolan '16 coming in third place with a distance of 21 feet 4 inches.

Lefft said, "It's been a while since we've all been able to practice together due to the long weekend, so for me, it was really nice to have the opportunity to compete in a low-stakes environment before going into Andover/Exeter next week."

In the 600-Meter Race, Caroline Shipley '16 finished first, with a time of 1:45.50 minutes. She went on to secure second place out of 19 racers in the

300-Meter Dash with a time of 45.2 seconds.

Shipley said, "I was happy with my performance in the race, but as a team we mostly have our eyes on our big meet [against Exeter] next week."

In addition to preparing for its rematch against Exeter, Andover also anticipates competing in the U.S.A. Track and Field (USTAF) Indoor New England Championships in two weeks.

McGovern said, "I'm really focused on our last two meets, Exeter and the USATF New England's at Harvard, so this was a great chance to prepare for those meets."

ANDOVER SPORTS AT A GLANCE


SPORT	WINS	LOSSES	TIES	LAST RESULT
BOYS BASKETBALL	6	10	0	LOSS
GIRLS BASKETBALL	5	8	0	LOSS
BOYS HOCKEY	7	12	1	LOSS
GIRLS HOCKEY	13	1	5	WIN
BOYS INDOOR T & F	--	--	--	2nd Place
GIRLS INDOOR T & F	--	--	--	2nd Place
BOYS SQUASH	5	10	0	LOSS
GIRLS SQUASH	5	5	0	LOSS
BOYS SWIMMING	3	1	0	WIN
GIRLS SWIMMING	3	1	0	WIN
WRESTLING	3	5	0	3rd Place
NORDIC	--	--	--	----

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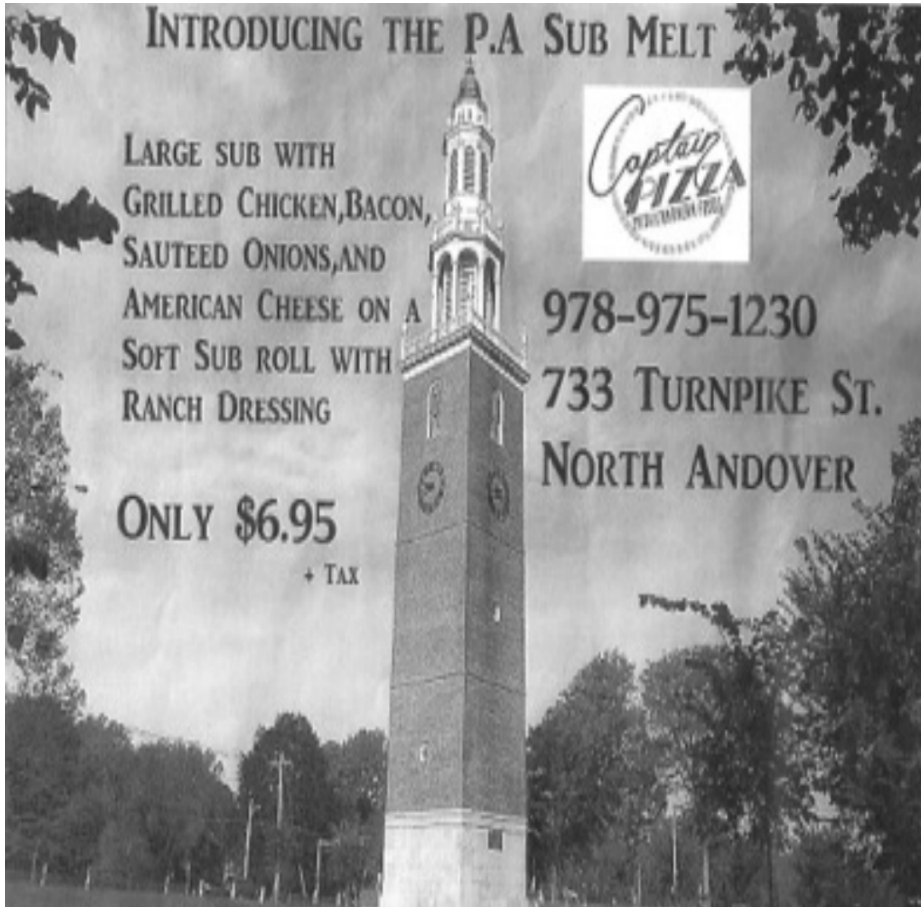
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Chewbacca, Classes and Cat Noises: Professional Comedians Star In Annual Comedy Night

Alice Tang

“‘Welcome to the Apocalypse’ – that’s about the 2016 election, right? ‘Animal Behavior’ – also on the 2016 election!” joked Dave Lamb, a professional comedian, as he listed Andover courses from the course catalog. Lamb was one of the comedians who performed during Comedy Night last Friday evening.

Comedy Night took place in Susie’s, featuring three professional comedians from Boston: Lamb, Drew Dunn and Orlando Baxter. Drawing from personal stories, the comedians joked about the experiences of teachers and siblings and poked fun at Andover students.

Dunn said in an interview with *The Phillipian*, “There are a lot of challenges associated with doing stand-up. You want to make sure you are able to adjust to the audience that you are playing to and to both grab and maintain their attention throughout the show. Stand-up is a unique form of entertainment that we are judged constantly throughout our performance and it is very easy to tell how things are going based on the reaction of the audience every few seconds. A lot of stand-up comes from the preparation, practice and repetition that the audience does not see.”

Dunn opened the show with a joke about growing up in a big family. Utilizing his unique accents and personas, Dunn took on and paro-



M.ZERBEY/THE PHILLIPIAN

Baxter was a finalist in NBC’s ‘Stand-Up for Diversity’, a showcase that featured comedians of diverse backgrounds.

died the personality of his mother and siblings.

“Give me a doctor or a lawyer...” said Dunn as he imitated his mother, “Oh no that’s another comedian!”

“I thought Drew Dunn was excellent. I loved his bit on growing up with six siblings and his accents were surprisingly good. I’ve seen a lot of people try to do accents and usually they’re not that good but his were pretty accurate,” said Tristan Latham ’19.

One of the highlights of the

night included one of Baxter’s experiences as a teacher who deals with in-school suspensions.

“I’ve met a lot of weird students,” said Baxter. “This one kid got sent to me for making cat noises in class. He proceeded to continue the cat noises in my office and asked if he could go back. ‘Boy, you can’t go back to the general population after making cat noises for an hour and a half!’”

Baxter said, “A lot of my ideas for material comes directly from my life. As long as I think something is funny and I have a point of view about it, I usually try to take it to the stage. I tend to use a lot of my teaching experience as comedy material. I think for [the] most part a large majority of people can relate to it and I think it’s a great way to get things off my chest without going to a therapist.”

Later, Orlando joked with Latham about his mature appearance. “You’re a freshman?” said Baxter in disbelief when he asked for Latham’s year. “With that beard? You’re like Santa Claus! Are your parents Chewbacca?”

“My favorite part of the show was definitely Orlando Baxter’s set. I love performing, but Orlando is one of the best comedians in New England and one of my favorites to watch. He is very well-spoken and has great material,” said Dunn.



M.ZERBEY/THE PHILLIPIAN

Dunn has a large family, which inspires his work.

CONCERTS

What not to miss this weekend:

FRIDAY

7:30 p.m. Women of the World Concert
Cochran Chapel

SATURDAY

6:30 p.m. Academy Chamber Music Society Concert
Timken Room, Graves Music Hall

SUNDAY

3:00 p.m. Academy Concert Bands
Chochran Chapel

Fashion · Style · Design

CHLOE’S CORNER

A weekly column by Chloe Lee ’17



Valentine’s Day falls on a Sunday this year, which means the pressure is on to do something special! Whether your plans involve a Sunday brunch at Paresky Commons, a romantic-comedy movie night or a nice dinner out with friends, be sure to get into the Valentine’s spirit! Indulging in chocolate and heart-shaped candy is a given, but try also incorporating one of these fashion ideas on Sunday as well. I promise it will boost your holiday mood!



A. LUTHE PHILLIPIAN

Think red — Red lipstick, red beret, red socks, red beanie, red barrettes, red clutch – you get the idea. Adding red adornments to your outfit is the best way to show your Valentine’s spirit. While pink is nice, nothing says Valentine’s Day like red.



S. AL-MAYAH/THE PHILLIPIAN



S. AL-MAYAH/THE PHILLIPIAN

Say it with hearts — I’m sure if you dig around deep into your closet, you will find at least one article of clothing with a heart on it. Wear it! Are your PJ’s the only things you have with hearts on them? No problem! It’s time to parade them around the dorm and show off your

Look of the Week: Myioshi Williams ’17 Adorns Masculine Dress with Sterling-Silver Rings and Hoops

Alice Tang

Printed boldly in gold lettering, the word “DIEM” sits in the center of a black sweater, worn by Myioshi Williams ’17. This sweater is from her uncle’s clothing line and displays a busy, chaotic pattern, including zigzags, swirls and triangles.

“I think the sweaters are probably my most unique articles of clothing because you don’t see a lot of people wearing this sort of stuff. It’s sort of loud, but at the same time it’s chill, like it will catch your eye but not too much – that’s the key with it,” said Williams.

On any given day, Williams might wear a pair of leggings with dark brown Timberland boots to

match her dark gray cashmere sweater and cream-colored infinity scarf. When she was studying abroad in China last summer, Williams bought the sweater as a reminder of her host family.

“I noticed that a lot of teenagers in China wore whatever they wanted, and I kind of thought of my uncle’s motto, ‘Does it really matter?’ They sort of threw on things that caught people’s attention, but at the same time it was soft. Soft like ‘Wow that’s cool!’ but it’s not too much, so like a cartoon graphic shirt but in black and white or gray and white, [so] you would say that [it is] a pretty cool shirt but it’s not too much,” said Williams.

Williams tends to wear a lot of oversized men’s sweaters. She owns four of these sweaters from DIEM,

which stands for “Does It Even Matter?” This motto is a major influence of Williams’s fashion style.

“When I pull on my outfits, I’m like, ‘Does it even matter?’ Who’s going to care? Yes, I look presentable, but I’m going to put on whatever I want because I don’t care what other people think of me. In that way, [DIEM] does relate to my style,” said Williams.

Williams, however, feels she can add a feminine flair to masculine wear by including jewelry in her outfits. Whether they’re big, sterling-silver hoops or small, black or gray studs, Williams loves to wear earrings. With every outfit, Williams wears a sterling layered bracelet and two rings.

“I wear a silver ring that I made at [ACE, a math advancement summer program,] in a silversmithing class. And the second is a wedding ring that my grandmother gave me. When I was younger, I would always ask for her rings and she would give them to me but I always lost them. So a few months ago I asked her for another one and she was like, ‘You better not lose this one!’” said Williams.

According to Williams, boots are also an essential item for her wardrobe. Williams’s affinity for boots began in fourth grade, when she would wear a pair of cowboy boots every day until the heel broke off. During her Junior Year, she wore a pair of black combat boots instead, and now she has also added sneaker high tops to her footwear collection.

“I don’t know why boots, but I find them very comfortable, and I feel like they go with everything. [They’re] easy to put on, easy to take off and [easy] to [walk] in. I’m also a sneaker person, you’ll probably see



A.MACAYA/THE PHILLIPIAN



A.MACAYA/THE PHILLIPIAN

Williams created one of her rings in a silversmithing class.

Williams’s uncle owns the clothing line “DIEM.”

that in the spring,” said Williams. “I would describe Myioshi’s style as a collision between Miami streetwear and classy, southern conservative. I don’t know how, but she somehow manages to make it work and it really pops out across campus. She definitely stands out against her preppy peers,” wrote Lydia Fikru ’17, a friend of Williams, in an email to *The Phillipian*.

Check out our L.O.T.W. video:

/phillipianvideo



J.WOLFE/THE PHILLIPIAN

Lunar New Year marks the first day of the Lunar calender. In many countries, Lunar New Year is an important celebration, with families coming together to celebrate the advent of a new year. This year, Andover held traditional Chinese celebrations of the Lunar New Year.

ACSA Holds First Chinese New Year Charity Dinner

Cindy Chen

Delicately plucking a series of short notes on the guzheng, a traditional Chinese stringed instrument, Alex Ma '17 created a cascade of notes by running her right hand through the strings as she performed "Zhan Tai Feng," which directly translates to "fighting the typhoon." As the piece sped up, Ma suddenly ended the song on a single, light high note.

"It's supposed to be a really intense song, but it also sounds festive at some point, which is why I chose to play it today. Whenever [my family and I] are at home, we listen to a lot of music and sing songs together, so I feel like music is a very important part of Chinese New Year," said Ma.

Ma's performance was part of the first charity dinner held for the Lunar New Year. With four tables of faculty and students joined together for an early celebration of the Lunar New Year, which happened last Monday, the New Year Charity Dinner was held last Friday night in the Mural Room of Paresky Commons. The dinner was initiated by Andover Chinese Student Association (ACSA), in collaboration with the Chinese Language Club, the Student Activities' Office and the BASK in ASK program, a summer program that focuses on environmental issues. The admission fees to the dinner were donated to the Xinli Migrant Worker's School in Beijing, China, in an effort to reno-

vate the school's library.

"At Andover, we don't celebrate a lot of holidays here in general, but there is especially a lack of awareness of Asian holidays, but I think that Chinese New Year is such a big part of so many people's lives that, not just for the Chinese students, we also need to spread awareness to the entire community, so I don't want ever to be a year where Chinese New Year goes by and people just walk by each other and don't know that this is happening around the world," said Sarah Ding '17, Co-President of ACSA.

Chinese New Year occurs on the first day of the Lunar Year, and is traditionally celebrated in China with fireworks, food and hanging couplets, two scrolls of poetry hung inside the house.

"The most important thing is for a family to be together. Although Chinese New Year is most literally comparable to the New Year in the Gregorian calendar, in spirit it is most similar to Christmas because it involves family and unity, as well as holiday cheer and gift-giving. In Chinese culture, this is given in the form of red envelopes from older generations to younger ones," said Claudia Meng '18.

In addition to Ma's performance, Meng and Albert Wang '18 animatedly recounted the origin of Chinese New Year in a presentation. One famous legend surrounding Chinese New Year is about Nian, a monster who terrorized a nearby village on the first day of every year. One year, however, a god visited the village and revealed Nian's weaknesses to keep him away: Nian was scared

of loud noises, the color red and other strange creatures. By using these methods in the form of firecrackers and lanterns, the villagers were able to drive Nian away permanently.

"It is always interesting to see how traditional stories can not only shape customs, but language as well. Today, the act of celebrating Chinese New Year is known as 'Guo Nian,' which, when literally translated, means 'to overcome Nian.' That's exactly what the

villagers in this story did, and it's interesting that this story became such a landmark within Chinese culture that it has shaped how we refer to the very holiday itself," said Meng.

The dinner also included a crafts table in which participants were taught to create Chinese lanterns out of empty red pockets, decorated red envelopes usually filled with money and given to friends and family on Chinese New Year.

"Every year before I came to Andover, it's always been that this is the time of the year where everyone, all the members of your family come together and have a good time, take a good break for a week. I feel like at Andover, I lack that feeling I normally [have] during this time of the year. This [event] is a great way to revitalize and replenish that feeling," said Suning Wang '18.



C.CHEN/THE PHILLIPIAN

Sasha Newton '16, right, shows faculty children learn how to make Chinese lanterns.

Students Perform Skits and Songs At Chinese New Year Talent Show

Lauren W. Lee

As the lights dimmed in Kemper Auditorium, Natalia Suarez '17 pretended to slap Teymour Farman-Farmaian '17, beginning their Chinese 420 class's performance in the Chinese New Year Talent Show. Later, Jocelyn Shen '18 started singing to Wanting Qu's "You Exist in My Song," with

Ben Zhang '17 playing the piano and Brett Sawka '17 playing the bass.

Shen, a student in Chinese 420, said, "My friend showed [You Exist in My Song] to me... although no one practiced, it was fun to be part of [the act], and it was definitely nice for all of us to come and celebrate Chinese New Year, especially since a lot of us are actually Chinese and didn't get to celebrate with our families."



T.RYNN/THE PHILLIPIAN

Ale Macaya '18 leads her Chinese 320 class in a song about the Chinese Zodiac.

In celebration of Chinese New Year this week, the Chinese Language Club hosted a talent show for all students taking Chinese at Andover. The Talent Show consisted of 13 acts ranging from dance performances to a mock cooking show.

"I think it's just a fun time for the department to be together, especially for young students who are new to the department or to the school. It's a way for the entire department to be together, and they can see who else takes Chinese. It builds a community," said Lilia Cai-Hurteau, Instructor in Chinese.

Forming two rows on stage, a Chinese 520 class performed Chinese morning exercises. The class walked in place and imitated various arm motions from the video projected behind them, which displayed three women performing the exercises while marching-band music blared in the background.

"We chose our song because our class had a lot of people who went on the [BASK in ASK program, a summer program that focuses on environmental issues,] last summer [who] remembered doing Chinese morning exercises. Overall, I think the performance

was a lot of fun, and it was a nice change from the usual Chinese curriculum," said Jackson Lee '17, a Chinese 520 student.

A different Chinese 420 class formed a line across the stage. As the Chinese pop music began playing, Paloma Blandon '17 stepped out of the line, rapping to Wang Leehom's "12 Zodiacs" before passing the microphone down the line of students.

"I think the talent show went well and was a fun way to learn more about Chinese culture, through song and dance as opposed to speaking. We chose our song largely because [our teacher] suggested it, but we [had fun] learning the lyrics and dance on our own," said Blandon.

A Chinese 320 class performed a dance portraying zodiac animals. Accompanied with a video in the background projecting Chinese kids listing zodiac animals, Ale Macaya '18 sang a solo while the rest of the class walked around the stage imitating tigers.

"In a classroom setting, we don't get to communicate together that much, so I thought it was really fun to see everyone having fun outside the classroom and working together to prepare a fun dance," said Macaya.

A Chinese 620 class projected a video of a mock Masterchef trailer as their performance. One cooking team consisting of Valerie Zhang '17 and Matthew Tai '18, sabotaged the other cooking team's food, causing the two judges, Sewon Park '17 and Stephen Min '17, to dislike the second team's dish. When the judges tasted Zhang and Tai's dish, however, they also disliked it.

"We thought [the video] would be different from the other classes' performances because it was a skit instead of a song," said Sean Hawkins '16, a student in the class. "It was fun to make... we just ended up just ordering a bunch of Chinese food and having a party while filming [the video]."

Marcello Rossi '16, a MC of the show, said, "This is my fourth year taking Chinese at Andover and the Talent Show is always a fun highlight. Watching your friends and fellow classmates sing onstage in a foreign language is amusing, but I think everyone is supportive and there is a fun spirit surrounding the event."

Editor's note: Sewon Park is a Commentary Editor for The Phillipian.