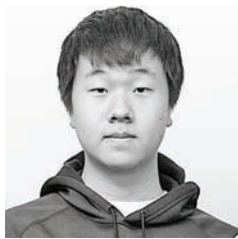






# Spring Break Plans



"I'm going on college visits to Dartmouth, Harvard, UPenn, Columbia, Georgetown and Johns Hopkins."  
-Alex Park '09

"I've gone on the South Carolina trip for the past two years. We repair houses for impoverished communities and it's a lot of fun."  
-Julie Ingram '09



"I'm going to Maui!"  
-Blaine Johnson '08

"As a Kemper Scholar, I am going on the trip that the school funds for the Scholars to Florida for the first week and California for the second."  
-Stephane Philippon '08



"I am going to the Bahamas. I can't wait for the warm weather."  
-Mari Miyachi '10

"I'm going to look at colleges, around here and the West Coast and going to Mexico."  
-Trevor Gulick-Stutz '09



"I'm going on the lacrosse trip with the one and only Coach Carr and then-just kickin' it at home."  
-Steve Bury '08

"I'm going to California to play in a soccer tournament."  
-Peter Lee-Kramer '11



# Nine Days Too Many

**Celia Lewis**

SICK AND TIRED

Despite grappling with sicknesses, persevering through bitter weather and balancing strenuous workloads, students and faculty have seen an increase in the length of this normally arduous term.

Nine days of classes were added to this year's calendar, the result of Head of School Barbara Chase's executive decision to lengthen the school year.

Last week's AdCom Minutes in the Andover Gazette highlighted the concern that more material may have been added to this term's course load. Due to the highly structured syllabi of most classes, this has not been an issue.

**Mrs. Chase made an executive decision to extend the school year by nine days.**

The Minutes also raised a point on a discrepancy with teaching versus program days. Currently, Assessment Days, Non Sibi Day and Reading Days are not considered teaching days and are therefore not counted in the total number of class days in the year. While these particular days do not have structured class time, students and faculty still have required obligations that are equally as time-consuming, if not more so, than a normal class day.

When compared to other boarding schools, time spent in classes is reasonably low at Andover. However, it is currently unfeasible to increase daily class time without causing major disruptions to our schedule.

Therefore, this statistical lack of

student-teacher contact has drawn considerable concern within the community. When the drafting for this year's academic calendar began, increasing the number of days spent in classes seemed like a logical decision to this quandary.

Distributed evenly among the three terms, these extra days were added to the end of each trimester. To my knowledge, this extension was initially promoted as a way of alleviating stress for students, with the hope that a few extra days of classes each term would allow for a slightly more relaxed schedule.

While in theory more days of classes seems like a good idea, at the end of our grueling terms, one has to wonder, are they really making a difference? From my personal experience, many students are already mentally "checked-out" by the time final assessments roll around and the effectiveness of these extra classes is questionable.

Whether it was our pace of life, the prediction of a shorter academic year due to an anomalous calendar or a combination of both that influenced the drafting of this year's calendar, one thing is for certain: Andover's number of class days should not be compared to those of other schools.

With an unparalleled academic program and a particular emphasis on out of class work, the minimal nine hours of time students must dedicate to a course each week is not relative to that of other schools.

As a result of a shorter winter vacation, members of the community returned less rested than in previous years. This reduction immediately impacted those who had to travel long distances over the break.

Kie Watanabe '08, an international student from Japan, said, "It takes most international students two days to travel and a week to get over jet lag. This break felt even shorter and I had college applications to finish. By the end of break you want to feel like you want to come

back and [this year.] I didn't."

Furthermore, as a result of the calendar year athletics were moved back a week. In what Michael Kuta, Athletic Director, called a "perfect storm," this term's penultimate week and spring tryouts coincided on the same week.

Kaitlin Fanikos '11, who had to juggle crew tryouts, academic work and Dance Open rehearsals said, "It was tough week for me because [all these activities] were so important to me and they were all smashed into one week."

With sports pushed back a week, there will be five days at the end of spring term without athletics. At a time of the year that sees a number of tough disciplinary decisions, this vast amount of free time should not be overlooked.

**Our calendar should not conform nor be compared to those of our peer schools.**

Specifically, this matter will pose challenges for the senior class, already on Senior Spring Term probation, where the extra time may not necessarily be used in favorable circumstances. If there is an abnormal number of DC's within the last few weeks of Spring Term, I would not be surprised.

Our community is held to a rigid schedule that often yields varying degrees of stress. Three extra days of our particularly intense regime per term added together for a total of nine extra days is simply not necessary.

As an independent institution that prides itself on its academics, it is imperative that we define ourselves by the quality of our education and not by the number of days we are in a classroom.

# Let's Earn Our Trust

**Sebastian Becker**

HONEST ABE

"Honesty is the basic value on which our community rests," reads page six of the Blue Book, and yet honesty continues to be among our biggest problems.

Although major cheating scandals may be rare, minor lies occur many times per day. From fibbing on sign-in sheets and exaggerating the need for extensions, to using Sparknotes and Cliffnotes for ideas, pettier forms of dishonesty are very common.

**Would an honor code imposed by the school actually be effective?**

According to an article in the Washington Post on February 19, 2007, studies show that people tell roughly two lies every 10 minutes, some telling as many as a 12 in that time.

Different solutions to this problem are often debated; however, there is no perfect one, for some people will always lie and cheat.

Andover, however, ought not be satisfied with this unfortunate truth. Something needs to be done to mitigate this obvious dilemma. At School Congress two weeks ago, students and faculty met to discuss honesty, or the lack thereof, at our school. My room had a particularly engaging discussion, much of which concerned whether or not the implementation of a signed pledge of honesty before every test, in other words, an honor code, would be effective.

While, at first, this idea seemed intriguing, I began to realize that the student body generally disapproves of an



honor code, because the creation of one would imply that the administration does not trust students. Some honor codes have proved to be ineffective and actually have the opposite effect. As a teacher in my room mentioned, military schools have an honor code, yet one still hears of frequent cheating scandals in these schools. Harsh rules and mistrustful honor codes seem to create a gap of resentment between students and administration.

Andover students continually reject any change by the administration that involves a tightening of rules, yet so many of us view honesty as the most important facet of one's character. Therefore, we students should take the initiative and create an honor society, comprised of and lead by students. With the honor society,

we could make our own honor code, one that would be similar to an administrative honor code but one in which the commitment is to ourselves rather than the administration. The creation of a student-run honor code would have all the benefits of an administrative honor code but without the implied hostility and authoritarian manner. While it would be a difficult endeavor, if run correctly, the benefits of such a system for us and the school would be extraordinary.

A student-run honor code would certainly reduce acts of dishonesty. It is idealistic to say that honesty is first on students' minds all the time, but signing this vow would remind us almost daily of the importance of honesty. We would naturally think of this value more often,

and, therefore, would generally think twice before committing an act of dishonesty.

The greater authority herein would be that of example and integrity amongst peers rather than the threat of administrative wrath. We would be honest due to our own initiative, not to avoid probation. Some say the reason for one's honesty is irrelevant as long as one is honest. This was one point of view discussed during School Congress. This reasoning may seem logical at Andover, but there are not always disciplinary punishments for dishonesty. As an adult, one often has to make the choice between telling the truth or lying, and there may not be apparent, negative consequences for the latter option. In fact, it might appear that one

actually benefits from dishonesty in "the real world." However, success by any means necessary is not what one should pride oneself on; good character is much more admirable, and, with the new honor society, all of us can learn this at an early age.

Moreover, a successful implementation of this honor system would garner the student body considerable trust from the administration. Given evidence that dishonesty is becoming increasingly common, the faculty and administration have begun to realize the problem.

More rules, such as an involuntary breathalyzer and drug tests, which demonstrate perhaps rightful distrust, are being put into place. Students condemn these infringing rules but fail to convince the administration that we deserve their trust. If, through this honor system, there is a decrease in cheating and lying, we stand a better chance at getting these infringing rules revoked.

**To address dishonesty, students need to take the matter into their own hands.**

Right now, we complain about the stress on honesty by the school; we complain about the new, stricter rules, and we complain about our lack of freedom. However, with our constant dishonesty, what have we done to deserve more freedom? Why should the administration trust us? We need to prove we are responsible and worthy of this freedom before the administration will ever consider giving it to us. Our own enjoyment at this school may fall more into our own hands than we think.









# PRESIDENTIAL SPECIAL: AND THEN THERE WERE THREE...

## Malin Adams

**What is the single most important thing you would want to accomplish as president?**

Take the one-card system and don't drop the ball on it. I want to work on expanding it to every student and every building on campus.

**How many hours of sleep do you get each night?**

Five

**Who has been the most influential adult in your Andover experience?**

My Life Issues teacher, Kennan Daniel [Administrative Assistant to the Dean of Students], because she's been an adult that has always been there and checked up on me. She helped me understand the school a bit better.

**What has been your favorite class at Andover?**

History 300 with Ms. [Tracy] Ainsworth. She's actually just a really amazing teacher. She understands history enough that she immerses you in it. She relates it to the 21st century.

**What class do you wish you could take but know you never can?**

Ceramics

**If you could change one thing about Andover, what would it be?**

I would eliminate all the stress. Kids get too bogged down with stress and don't even realize it.

**What do you want to do when you grow up?**

After college I'm going to get a job helping other people in some way. After that I want to go to business school and maybe go into consulting.

**Describe your ideal first date?**

It has to be romantic but something fun. It has to be something awesome like skydiving.



*In January, 18 eager Uppers snagged 500 student signatures in hopes of becoming the next President of the Phillips Academy Student Council. In waves, 15 vanished – leaving trails of posters, promises and platforms in their collective wake.*

In-Depth now presents the final three.

## Lawrence Dai

**What is the single most important thing you would want to accomplish as president?**

Establish an environment that fosters free-flowing communication.

**How many hours of sleep do you get each night?**

Five to six

**Who has been the most influential adult in your Andover experience?**

My house counselor from both freshman year and this year, Mr. [Scott] Hoenig [Instructor in Mathematics], because he's always there to support me in everything I do.

**What has been your favorite class at Andover?**

I've had many a favorite class, but I'd have to say Theater 200 was the best because I got to do the big end production with a heavy Southern drawl—that was just ridiculous.

**What class do you wish you could take but know you never can?**

Dr. Keller's independent project about the career of medicine. It's not your typical class because there are more real world applications.

**If you could change one thing about Andover, what would it be?**

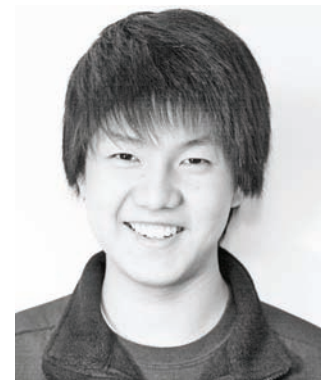
The lack of flexibility within course and extracurricular selection. A lot of times people don't necessarily have the opportunity to pursue their real passions because of restrictions in course selections. Of course in going about this you would have to you start off the discussion with the administrators because they are the only people that have power to make influential changes.

**What do you want to do when you grow up?**

I have no idea but I know I don't want to end up in a cubicle or homeless. I do know I want to work with people.

**Describe your ideal first date?**

One that happens.



## William Thompson-Butler

**What is the single most important thing you would want to accomplish as president?**

I want to increase student participation in student council. I would be the president for just one term and do just so much, but if I increase student participation, it will augment our impact.

**How many hours of sleep do you get each night?**

Five and a half to six.

**Who has been the most influential adult in your Andover experience?**

I would say Coach [Steve] Carr because he has been a solid adult. Ms. [Lisa] Joel, my house counselor, has been really supportive because this year has been a really tough year.

**What has your favorite class at Andover been?**

Ethics lower year because it was a great discussions class. I also really like my Bio 570 class this year because it's really hard and it drives me to the next level.

**What class do you wish you could take but know you never can?**

Architecture because I'll never have time. I also wish I could take Italian, but I can't because they stopped offering it.

**If you could change one thing about Andover, what would it be?**

I know it's a direct result of the environment, but I would make it a little less competitive and a little more cooperative.

**What do you want to do when you grow up?**

I don't want to grow up.

**Describe your ideal first date?**

I would want to come up with the plan and have the girl throw in a twist.



## Before Election, Collins and Adler Reflect on Term

By HANNAH LEE

Tantum Collins '08 settles comfortably in his chair patiently waiting to be questioned while Jonathan Adler '08 busily scribbles away at a piece of paper resting on his knee.

Adler was scribbling down a list to remember the pair's accomplishments.

"I'd say it's a range of small to large things [we accomplished], some still being worked on. There's the communication side of things; with the students and Student Council, we've made sure that each class has its own website managed by their class representatives," Adler says.

"Also, Tantum and I have a radio show. We relay the information to the students, though some weeks it just doesn't work out," Adler says.

Collins continues the list, and says, "We have an office in the library for better communication. We'll continue that next term. We have big initiatives. We published the Blue Pages, pushed for the one-card key system and online sign-in. Also, we had School Congress both Fall Term and Winter Term. It was the first time in four years since we've had that here."

Now, School Congress involves 50 to 80 students, as well as the Student Council, and meets in small groups with faculty in different rooms. Last week's School Congress discussed honesty on campus.

Adler and Collins discussed their transition to office last year.

Adler says, "We arrived in office with a solid plan in action and then observed the platforms of cluster presidents. We absorbed that, and through that had plenty to do for the entire year."

Collins says, laughing at his discomfort from last year, "I was terrified [to give my speech last year]. I spent all of spring break practicing. It was very intimidating, but fun in the end. Once I was at the podium, giving the speech, it was calm and relaxing. Not as nerve-wracking as I had expected it to be."

Adler reminisces and eventually says, "I was very excited to give

the speech, and still do enjoy every opportunity to speak."

Adler and Collins reflected on regrets of their time in office. Collins says, "Not everything has gone perfectly, especially this week, with the voting issues. It's been a learning experience for the past two terms. We came into office

whole time."

Collins adds another favorite memory. "I very much enjoyed Jonathan's impression of me at ASM," jokes Collins.

When asked about what he would miss most once he is out of office, Collins reflects, "It was an essential part of my PA experience and it is definitely going to be very different over summer and next year with not nearly as many commitments. It was the highlight of Student Council. We have an extraordinary Student Council."

"I agree," says Adler. "I think Student Council is such a large part of my Andover experience, and they end at the same time. I will not be able to distinguish what I miss about Andover and Student Council. I will miss the people, the peers I'm working with, faculty who I've worked with for certain initiatives, and the administrators, some of whom I've grown close to through the meetings."

Collins says, "I think the best part [about being president] is having the opportunity to connect with so many people here. It was the reason I ran for president. It was my third year being on Student Council, and the Student Council, faculty, and administration, everyone is incredible."

When asked what the worst part of his job was, Collins was initially unsure.

Adler fills in for his friend, "The worst part for you is the constant fear of assassination."

After a moment of thought, Collins says, "It has really been awesome. There is nothing I don't like about it. My least favorite part is the less exciting parts of the job such as writing hours of emails every night. But it is definitely more than balanced."

Collins and Adler quiet down, and chuckle about the topic of their love lives. "You're overestimating me by saying that I had one [a love life] to begin with," says abashed Collins.

Adler laughs with his colleague and says, "[Being vice president] has not affected my love life. Sadly, I flex my political muscles in front of the ladies, but it doesn't work."



W. Hunkeler/The Phillipian

## THE CHANGING PRESIDENCY

The role of student body president has increased in publicity and importance since it briefly ceased to exist during the 1970's.

Ruth Quattlebaum, Phillips Academy Archivist, said that when student government was first created after World War II there was no student body president, but instead a "senior class officer." The role "has changed from more of an internal to more of a combination of internal and external," she said.

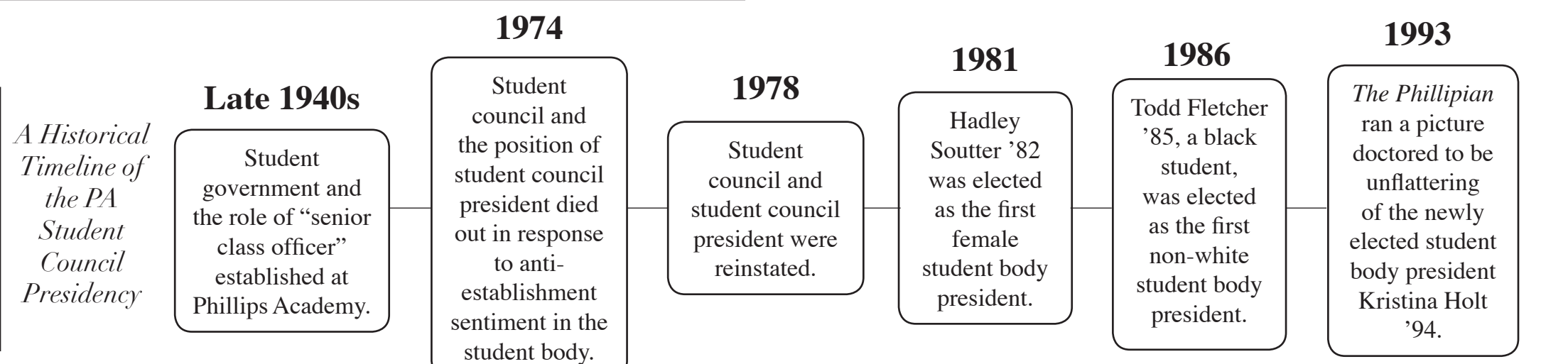
Abbot also had "a student government with elected representatives, but not a student body president, per se." For a time, the position became a ceremonial figurehead.

Jonathan Stableford '63, Chair of the English Department, said, "I remember there was nothing for them to do." Stableford said that there was no extravagant campaign process and the role was not publicized as it is today. Quattlebaum said, "It's been within recent memory that the students running for school president have really ramped up their campaigns." Quattlebaum said that before the campaigns gained importance, the elections were even more so a "popularity contest."

Quattlebaum said, "There was a hiatus in the 70's [1974-1978], those radical times, because there was not a student council... There was so much anti-establishment sentiment, no prom ... all the traditional institutions were considered not viable, not worth anybody's time."

Toward the end of the 70's, there was a shift "from the sense that student leaders were superfluous to a sense that student leaders were necessary, that we should bring back that sort of responsibility for students," Quattlebaum said.

-Jane Thomas







March 7, 2008



W. Hunckler and M. Discenza/The Phillipian

## Dance Open: Beyond Words

Nathalie Sun

Technical light shows and elaborate clothing enhanced the power and passion of the pirouetting, leaping and spinning dancers that took to the stage during the Phillips Academy Dance Open.

The annual event, held last Friday and Saturday nights in Tang Theater, was a breathtaking testament to the quality of student creativity in the arts. Unlike the other two major dance presentations during the year, the Dance Open is unique in that it is completely student-run.

The theme of the event, "Beyond Words," alluded to world-famous vocalist Bobby McFerrin's recent album. Mikaela Sanders '08, this year's student director, chose to base the Dance Open on the album.

Sanders wrote a brief introduction to the Dance Open in the program: "To me, 'Beyond Words' is not only a spectacular album, but also an ideal philosophy for dance, since dance is about expressing universal emotions without resorting to verbal explanation."

The Dance Open included 17 student-choreographed pieces, ranging from tap and jazz to modern and ballet. Addi-

tionally, Sanders choreographed four interludes, which were interspersed throughout. All three established dance groups (Blue Strut, Hypnotiq, SLAM) and independent dancers performed self-choreographed pieces, giving the Dance Open a depth and richness unequalled in many other venues.

Faculty mentor and Instructor in Dance Erin Strong said, "The Dance Open's focus is the students' creative voices. It is about their work, their ideas, their voices. I am simply here to help them express those ideas and voices in an effective, clear manner."

She added, "I love that this show is about the students and their personal styles of dance, whether it be a traditional form or a form they create themselves. It is truly open to all, and that is perhaps the show's biggest appeal and strongest asset."

This year, ethnic music and a variety of genres proved to be integral aspects of upholding the theme and relating to McFerrin's album.

Ironically, the myriad dance styles united the event and the mingling of more "classic" modes and unexpected dances kept the Dance Open

fresh and interesting. The performances included a native Korean choreography, a portrayal of dolls dancing to Benny Benassi's "Satisfac-

tion" and an Arabian Waltz, among many others.

Sanders said, "In this year's Dance Open, we had a wide variety of dance styles, including jazz, tap, step, hip-hop, ballet and modern dance. Also, every single choreographer had their own artistic vision, which was clear because all of the dances were so different from each other. I think that every choreographer accomplished what they set out to do with their dance—the pieces were all so polished and they left the audience with a strong awareness of what each dance was about."

The general consensus of the audience illustrated the success of the event. Alice Conant '09 said "My favorite performances were probably Lollipop or SLAM. I loved the satire and wit of Lollipop, and SLAM's funky work-out theme gave the night so much energy! Overall, it was a very enjoyable night."

Maura Tousignant '08 was involved with several pieces in the Dance Open. The driving forces of dance fusion and ethnic influences behind her dances emulated the theme of the night.

Tousignant said, "I chose Tamacun for my solo because I wanted to incorporate Latin influences into a modern piece. 'Oh Timbaland' was a good choice for Hypnotiq because we [the co-heads] wanted to experiment with our choreography; the unique sound of the song fit with our ideas."

Continued on B6

Student dancers perform a wide variety of dance styles, including jazz, tap, step, hip-hop, ballet and modern dance.



M. Discenza/The Phillipian

Lucy Bidwell '09 performs an acoustic version of Tom Petty's "Freefalling" at last Friday's Coffeehouse.

## Free the Slaves: One Cup of Coffee At a Time

Audrey Adu-Appiah

The smell of Starbucks coffee and the sound of acoustic guitars always signify one thing: a Coffeehouse.

Last Friday in Kemper Auditorium, Center for Global Justice and Andover Modern Abolitionist Society (AMAS) hosted a talent show, drawing more than 250 students, that featured various musical, poetic and comedic acts—all accompanied by pizza, cupcakes, brownies, cookies and free Starbucks Fair Trade coffee.

"One: We wanted to raise awareness," said Tiffany Li '09, a board member of Center for Global Justice, "because a lot of people don't realize how much good fair trade coffee does or that slavery is still going on. Two: we wanted to raise money."

The money raised went to Free the

Slaves, a non-profit organization dedicated to putting an end to modern slavery globally.

Andover Modern Abolitionist Society was inspired to co-sponsor the event with Center for Global Justice in an attempt to attract the supporters of both groups. Despite having launched a petition and a movie night, AMAS felt the need to make a tangible effort to end modern slavery.

"You can only talk about it so much of the time before you have to do something," said Alyssa Yamamoto '08, President of AMAS.

In between acts, MC's Matt Cranney '08 and Jonathan Adler '08 explained the Coffeehouse's cause to the audience, citing examples of modern slavery, such as young children snatched from their homes to work in sweatshops.

Continued on B6

## A Different Kind of Chemistry

Colleen Flanagan

Gelb Science Center's studious atmosphere and empty halls were transformed into a three-story nightclub last Saturday night.

Three DJ's each played different styles of music for their three dances, one on each floor of the building. On the night of the dance, as one approached Gelb, the bass pulsed louder and louder, and the side view of the building, its wall of windows usually revealing a strictly academic space, displayed a colorful array of lights.

The highly anticipated dance was one of the most well-attended of the 2007-2008 academic year. It was a refreshing change of pace for most Phillips Academy students, who may be bored by the same hip-hop and seasonal dances that have taken place in the Underwood Room.

The first floor flaunted a 70's theme with psychedelic lights and groovy dance music. Though it was the first dance students were confronted with, upon entering Gelb, it had less of a turnout than the other two floors. However, the space was still filled with students thirsting for a fun break from the relative intensity of hip-hop and techno. Alex Heffner '08 DJ'd, under the alias DJ Bulldogg.

The second floor reverberated with technofunk beats, which eventually blew out both of the floor's speakers. The dance was lit with the same colored lights as the first floor, but students may have been attracted by the greater amount of available space for dancing. The second floor dance had a high-energy atmosphere created by playlists mixed by Julian Danziger '11, Adam Levine '11 and Ben Podell '11.

Upon venturing all the way to the third floor of Gelb, students were greeted with complete darkness broken only by the green exit signs, which created a cool, intimate ambiance that fit the third

floor's theme. Hip-hop music mixed by DJ Tebs Maqubela '11 and Sadiqa Farrow '09 blasted out of the speakers, and the mob of people in such a concentrated, enclosed space can only be compared to one place — the Ryley Room. According to DJ Maqubela, there were technical difficulties with the music equipment that resulted in small pauses between songs, but most students did not notice.

Regulars to Underwood dances enjoyed having the option of going to a different floor if they got bored or wanted to try something new.

"Because there were three floors, we all had the option to dance to whatever music we felt like," said Kathryn Quijano '08. "It was epic!"

Isabella Uria '10 said, "Of my almost two years going to dances at PA, this was the best!"

Most students seemed to be enjoying themselves on each of the three floors,

which all had reasonably good turnouts. This is especially impressive as attendees were split three ways.

The positive energy at the Gelb Dance on Saturday Night was hard to ignore. Kids on the first floor, grooving to Heffner's 70's music stylings, those jumping and dancing to the stimulating second floor music and those "gettin' low" to the beats of the hip-hop floor were largely impressed with the outcome of the Gelb Dance.

It is not certain whether or not the Student Activities Board will schedule another Gelb dance in the future, but, judging by the student body's reaction to this event, they seem to collectively welcome the possibility.

After such a thrilling dance, there is no doubt that, upon return to Gelb on Monday for classes, students were thinking about a different kind of chemistry.



M. Discenza/The Phillipian

Students danced in the hallways of all three floors of Gelb last Saturday night.



# Phillipian Sports Athletes of the Term

## Co-Captain Brendan Deveney '09 Boys Swimming

"If the Boys Swim team was an apple pie," teammate William Faulkner '09 said, "Brendan [Deveney '09] would be the apples."

Both in terms of talent and work ethic, Deveney is the heart of the team. Only an Upper, the Co-Captain and All-American was a huge part of Andover's 8-2 season and second place finish at the New England Interscholastic Championship. His unique combination of ability and enthusiasm make him the clear choice for male athlete of the term.

Deveney, who hails from Newtown, CT, has been swimming for nine years and currently swims with the Wilton Y Wahoos. Before coming to Andover as a new lower, he swam for the powerhouse and Olympic-feeding club once or twice a day, year-round.

But the standout student was frustrated with Newtown public school academics. By coming to Andover, Deveney could fulfill all

of his passions.

Deveney "is a rarity in this community," said Water Polo and Swim Coach David Fox. Although he is involved in a limited number of activities, "in each of those things, he strives for perfection." And he attains it.

He is currently taking AP Physics, AP Biology and AP BC Calculus. The Prefect of Draper Cottage is also an instrumental member of the Varsity Water Polo team.

But swimming is Deveney's greatest passion. "He trains and races with a wonderful, wild abandonment, and he simply wills his body to fulfill its potential," Fox explained.

Fox continued, "I do not know an athlete with greater focus and fortitude. The kid is a beast."

And Deveney is "the fiercest competitor I have ever met," said teammate Alex Fraser '10.

Head Swim Coach Jacques Hugon agreed, "I am comfortable lining up Brendan opposite anyone in the league in any event. He may not always win, but he will never back down, and will push himself to the limit of his abilities."

One instance of Deveney's fearless determination still clearly stands out in Hugon's mind: "I remember seeing him at his first championships with our team last year, attacking Niall Janney in the 200 IM finals in the Fly and the Back. I just remember thinking, and saying to Coach Fox: 'You've got to be kidding me.'"

Hugon continued, "Everyone in the pool expected Janney to win, but it was almost as if nobody had told that to Brendan. While Janney eventually prevailed, the way Bren-

dan went after him showed that he truly believes in his own abilities, and does not get intimidated by the competition.

His perseverance pays off. Deveney won almost every race he swam all season—and he swam almost every event. He is one of the top swimmers in New England in the 200 Individual Medley, the 200, 500 and 100 Freestyle, the 100 Butterfly and the 100 Backstroke. He is one of the top twenty fastest Andover



M.Discenza/The Phillipian

sonality" Hugon said.

"He is also remarkably thoughtful and mature," Fox added. "He reads and manages the boys and team dynamics extremely well. Initially reticent, Brendan is actually gregarious and funny."

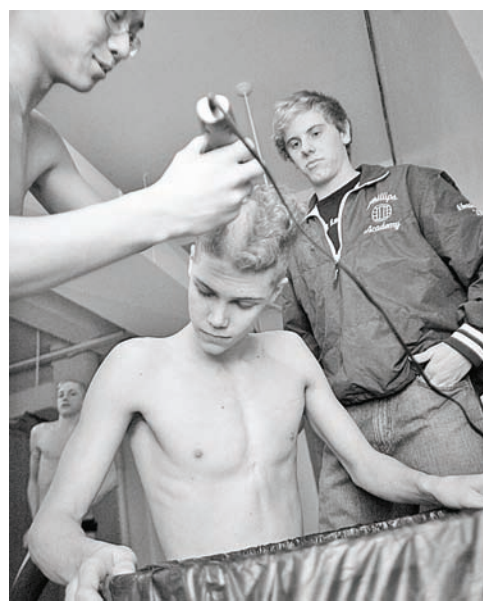
Both teammates and coaches appreciate Deveney's sense of humor, "though it takes a long time for him to be comfortable showing this side of his personality. But he has a sharp, dry wit which lightens up his studious personality, and helps explain in part his popularity with the rest of the team, and with the adults who know him well," said Hugon.

With one more swim season left in his Andover career, Deveney "will do just as good a job if not better," believes Matt Mahoney '11.

Determined to rise to an even higher swimming level, Deveney plans to commute to the Andover North Andover YMCA Hurricanes, a local club team, every day this spring for swim practice.

By Abby Levene

PHILLIPIAN SPORTS EDITOR



M.Discenza/The Phillipian

*"I do not know an athlete with greater focus and fortitude. This kid is a beast."*

-Coach David Fox

swimmers of all-time in each of these six events, including second in the 200 Freestyle and sixth in the 100 Freestyle and Backstroke.

Recently, he has also been recognized as one of the top four all-round swimmers in the league which consists of more than twenty five schools.

Deveney was undoubtedly a crucial factor at Interschols. His time of 1:55.21 in the 200 Individual Medley gave him third place and All American consideration. He was also a member of the All American squad in the 200 Medley Relay, and he took third in the 100 Freestyle and first in the 400 Freestyle Relay.

Although when "he's in the pool he wants it more than anyone else," said Fraser, out of the pool, Deveney is humble and unassuming. He may lead every set in practice every day, but he is a quiet leader on land. He has a "soft-spoken, cerebral and almost shy per-

## Captain Kelly Fox '08 Girls Basketball

Girls Basketball Captain Kelly Fox '08 was not always the sharpshooter that she is today. Fox's first memories of playing organized basketball were not of her draining three pointers or sinking foul shots.

Instead, Fox recalls competing on her third grade elementary school team. "It was your typical idea of third grade basketball. Everyone was running around and smashing into each other. The usual scores of 4-3 clearly reflected the defensive battles taking place," joked Fox.

Fox started playing basketball because all of her friends were taking up the sport.

*"The biggest change I've made over my years at Andover was learning how to trust my teammates."*

However, Fox's passion for the game soon propelled her to the national stage.

For six straight years, Fox competed in a nationally organized foul shooting competition. The tournament was broken up into five levels: a local town qualification, the district finals, the state finals, the regional competition, and finally, nationals.

After countless hours of practice from the charity stripe, Fox finally advanced to the national finals. With 3,000,000 other competitors

already eliminated, Fox knocked down her final free throws, forever etching her name on a plaque at the Basketball Hall of Fame.

Growing up as the star shooter on all of her teams, Fox had a difficult time at first adjusting to Andover's team-oriented play.

Fox commented, "The biggest change I've made over my years at Andover was learning how to trust my teammates. I've definitely developed from an individualistic player into a true point guard."

In fact, Fox describes her playing style as being similar to Dallas Mavericks All-Star point guard Jason Kidd. Kidd is known as an exceptionally unselfish player who always has a knack for finding an open teammate with his spectacular vision and poise.

However, Fox's favorite professional basketball player is Washington Wizards superstar Gilbert Arenas, nicknamed "Agent Zero," himself known for sharpshooting and taking over the

game in tight situations.

Fox admires his ability to be loose and laid-back on and off the court — Arenas writes a humorous blog — while being one of the league's top scorers.

For example, Fox's favorite story of Arenas is a halftime rendezvous when instead of sitting next to his locker to hear the coach speak, Arenas casually walked out and took a shower before returning for the second half.

Although Fox does not consider herself a very superstitious person, there is one meal she always has to have before a game. Fox stated, "I have to have my Cinnamon Toast Crunch. It's the breakfast of champions."

If there is one game that Fox will remember ten years down the road, it would undoubtedly be her match-up against Northfield Mount Hermon her upper year.

With just seconds remaining and her team down by one, Fox recalls the play. "Kara Hollis [07] was inbounding the ball and we were trying to run the play that we drew up in the huddle.

The play broke down and I cut to the block. Hollis passed me the ball and I threw up a hook shot as time expired. Somehow, the shot dropped and we came away with a one-point victory."

Even as a Captain, Fox is not the most vocal senior on the team.

Her companionship with Hailee Minor '08 has been especially invaluable. Minor, one of the more vocal members on the team, has taken the pressure off Fox, allowing her to simply perform and lead by example on and off the court.

With Fox's tenure as a basketball player at Andover having officially ended, she reflected

on her proudest moment of her career with the program. Fox stated, "Beating Exeter in my last regular season game was the perfect ending for me."



S.Shew/The Phillipian

Fox had five points and eight assists in the victory, clearly exemplifying her full transformation as an unselfish player. This balanced performance put an exclamation point on Fox's spectacular season as Captain of the Girls Varsity Basketball team.

By Matt Gorski & Jim Ricker

PHILLIPIAN SPORTS EDITORS



M.Discenza/The Phillipian

## Honorable Mentions:



M.Discenza/The Phillipian

### Captain Andrew Cox '08:

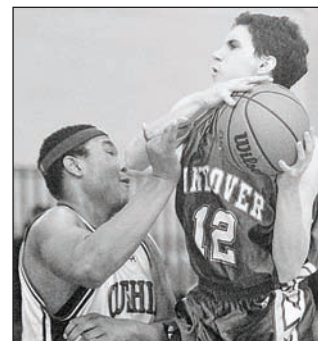
Cox led Andover to its first playoff berth since the 2005 campaign and finished the season ranked sixth in New England with 56 points, tallying 23 goals and 33 assists.



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### Captain Simone Hill '08:

Sprinter Hill consistently excelled in the 60-meter dash, narrowly missing the school record by just 0.3 seconds.



M.Discenza/The Phillipian

### Co-Captain Mike Palermo '08:

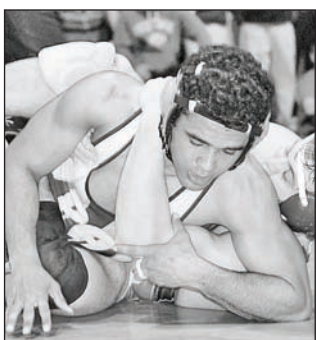
Palermo's outside shooting and ball handling ability helped keep an inexperienced Andover team competitive throughout the season.



M.Discenza/The Phillipian

### Co-Captain Stephanie Clegg '08:

Clegg's stifling defensive presence helped Girls Hockey form a reputation as one of the top defensive schools in the league.



M.Discenza/The Phillipian

### Co-Captain Hector Cintron '08:

All-American Cintron finished the dual meet season undefeated while capping off his season with a first place finish in New England's.

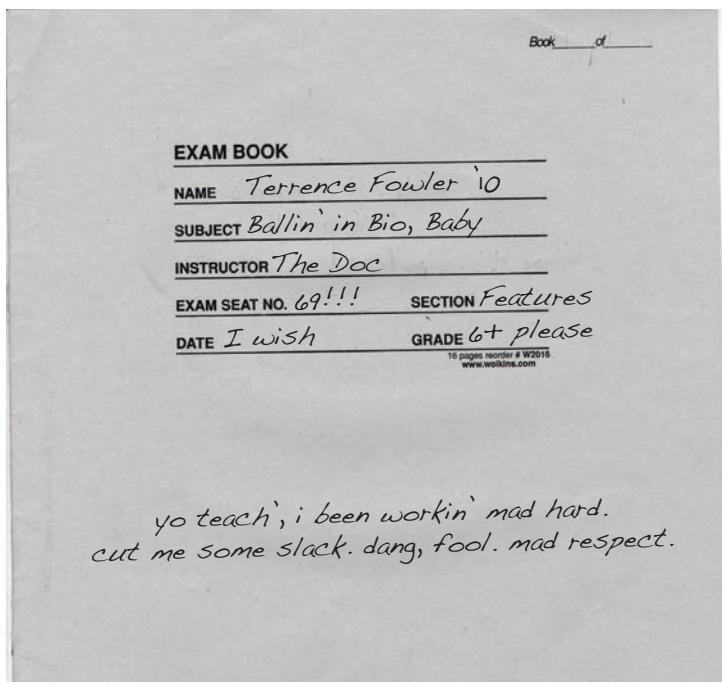


Courtesy of Paul Murphy

### Peyton Morss '10:

Morss capped off an extraordinary season by racing to a first-place finish in the 100 Free at Interschols.

# Features Tackles



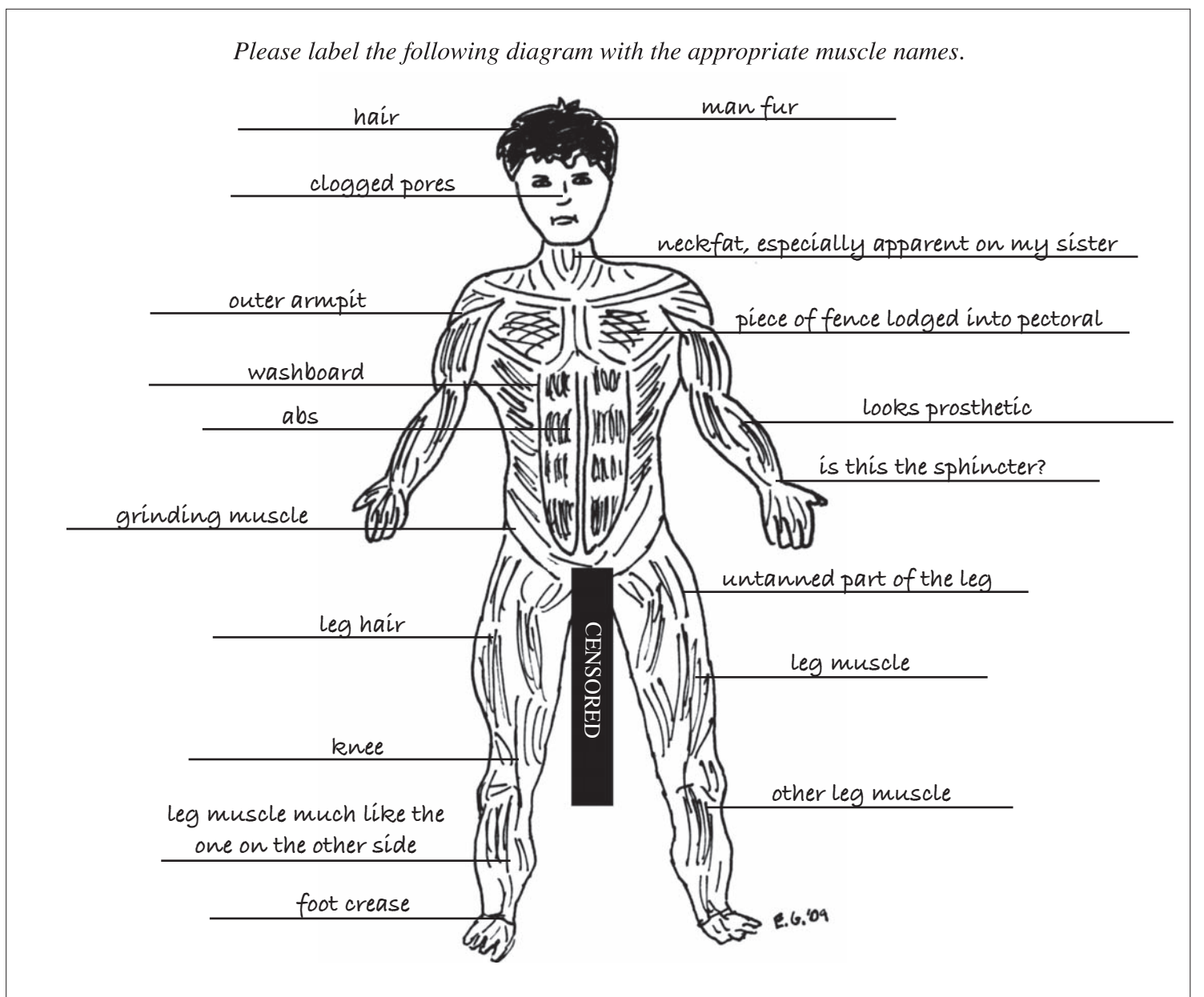
### Multiple Choice Section

Please choose **one** of the listed choices for each of the questions. I was up late "grading papers" last night before writing these, so... good luck.

1. What type of enzyme is necessary in order to break down Gly, an amino acid necessary for teenage pregnancy?
  - a) Hillary Clinton
  - b) Aquaman
  - c) Molasses
  - d) Three quarts of dragon blood
2. Given two breeds of horses and an unknown compound, what is the best method to use in an attempt to predict weather patterns?
  - a) Hooked on Phonics
  - b) The Scientific Method
  - c) Communism
  - d) LaGrange Multipliers
3. Where do babies come from?
  - a) Mommy and Daddy's bedroom
  - b) Wherever Angelina Jolie gets all of hers from
  - c) We can find out. 967-233-4545.
  - d) wtf, babiezzz?
4. Which letter is the best?
  - a) A
  - b) B
  - c) C
  - d) Aquaman
5. What if God was one of us?
  - a) I'd stop listening to 80's music
  - b) Just a slob like one of us
  - c) He'd be great
  - d) He'd make a mediocre song about himself

← wtf?

—Eli Grober, Lawrence Dai



Essay Questions - Please choose one of the following.

1. Discuss the benefits of inter-species reproduction. Is the thing I do with my cats on weekends okay? Why are the charges being pressed totally unfair and intolerable? Sign your name at the end of your essay.
  2. Relate the intermolecular forces of diatomic alpha-rays to the effects high cholesterol has on cow livers. Show three test cases in which the effects are comparable to the effects of cellulitic antibodies on canine mitochondria. Prove that this test exists using number theory and experimental data from the "Cow Liver Lab" done in class last week.
  3. Semi-permeable membranes. Discuss.
- ← this one.
- Eli Grober

## Features Presents... Top Ten

Things overheard at the student-faculty dinner

10. "So, Dr. Keller, if you could just look at this rash real quick..."
9. "You kids ever gone on panty raids? No? Well, let me tell you..."
8. "Do you even work here?"
7. "So I was feeling up this freshman last night..."
6. "I'm not a huge fan of this new Unropes in Uncommons. It's really Uncomfortable. This food is Untasty, too."
5. "Do you need help getting that cheesecake off your face?"
4. "No, Mr. Washburn, you can't DC someone for talking with their mouth full."
3. "Could you stop trying to edit my soup? You're getting ink on me."
2. "Don't you think we deserve extra credit for coming to this thing?"
1. "So, you got any plans for tonight?"

## A Gangsta's Guide 2 Final Examz ©™

My name is Billy Fowkes and I am the author of *A Gangsta's Guide 2 Final Examz ©™*. I am a man who likes to take the initiative, ride flamingos and drive golf carts in the nude, but that's beside the point. I am here to give you some test taking strategies. Should I do the essay first, or should I start with the multiple choice? A) *Multiple Choice*. Should I use a blue or black pen? A) *Blue*. These are some of the many questions you have probably been thinking about for a while, and I have just now given you the correct answers. After reading the following excerpts from my book, I assure you that you will know how to approach each type of exam question (no matter how unethical the method may be).

### Multiple Choice

While the old process of elimination may help some, it still only gives you 50 percent odds (possibly 33.333333333333 percent if you're really stupid, or 150 percent if you don't know how to calculate odds). Rather, by using the age old formula of "cheating," one can increase his or her odds to 100 percent. However, you will only succeed with foresight. First off is seat choice. **DO NOT** sit next to your best friend, because chances are, if you are pathetic enough to cheat, your best friend is not the one you want the answers from. Second, know your strategy. Will you sit within viewing range of the smart kid, or will you pull the "Whoops, I just happened to throw my pencil across the room to where the nerdiest kids sits" trick? It's your decision, so choose wisely, young grasshopper.

### Short Answer

Let's face it — this section is completely ridiculous. One or two sentences is supposedly all that you need, but when you get your test back the comments simply mention that you could have written more and you end up getting half the credit. Then there are the kids who go overboard and write a nine-page essay, only to find the "Read directions" comment, notifying them that they are dumb and should only have written one or two sentences. What is my solution to the teacher messing with your head in such a detrimental way? Hold him/her hostage. Tie him/her up in your basement the night before the big exam. Your teacher will surely guarantee a switch from short answer questions to twice as many multiple choice. And as stated above, the multiple choice strategy is very effective.

### Definitions

The simple solution to acing this section of the test is to read the dictionary backwards, because there is always one useless "z" word on the exam. Or you could simply store the definitions to words in your TI-83+ for the test. This may pose a slight problem, as calculators often are not allowed on tests with definitions, such as history tests. Luckily, the history department members are a bit old and a little stuck in the past (no pun intended). Therefore, you could convince them that your calculator is something else, such as an insulin monitor, or maybe even your new iPod touch. All the hip, technical talk (or their jealousy of your snazzy insulin monitor) will quickly convince them you are not lying, and you are home free.

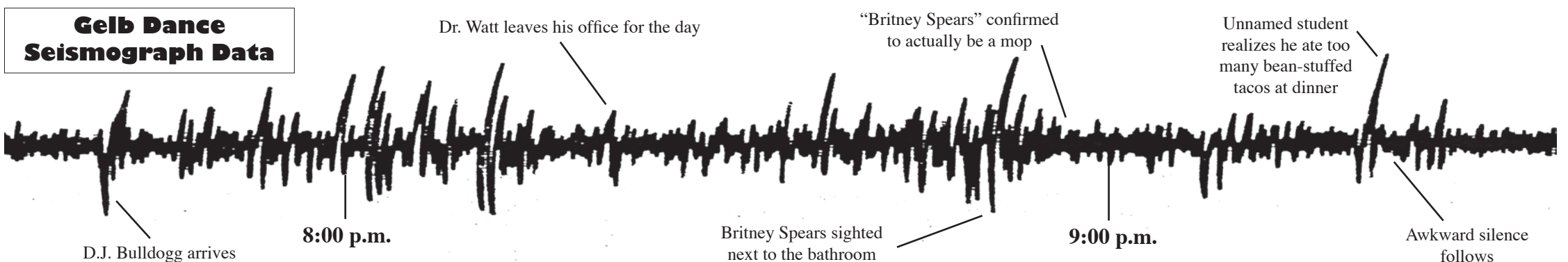
### Identifications

The answer is simple — it's always John Wilkes Booth. If John Wilkes Booth makes absolutely no sense, then go with good, old, reliable Abe Lincoln (for test purposes, 'Abraham' is more appropriate). Chances are it's one or the other, as these are two of the more famous figures in our history as a country (P.S. Booth was the assassinator, Lincoln was the one who got shot). If the format for the ID section requires you to write about a given person, then you're screwed. Start screaming about your love for the devil and stab yourself in the wrist with your pencil. This should get you excused.

### Essay

"The main key to essay success is to begin with a quotation" (*Gangsta's Guide*, Billy Fowkes, 2008). I have based every essay that I have ever written off of this famous quote, and I have experienced great success. In addition, I follow the general essay structure of: Opening Paragraph, Factual Paragraph, Completely memorized paragraph plagiarized from the internet, Conclusion, Post conclusion. The combination of this structure and the quote has led me to Probation and a solid 3.5 GPA on a 0-6 scale, and, if I'm not mistaken, 3.5 is a bit more than halfway, losers. Therefore, if you can ace the essay, or even do a few favors for your teacher, you have a solid chance of passing your Winter Term exams.

—Billy Fowkes



# Assessment Week

History Test Study Guide	
	B.J. Garry March 9, 2007 History 100
	A. Martin Luther
this movie changed my life →	<ul style="list-style-type: none"> <li>Wrote the 95 Theses in 1998 to protest the production of the movie BASKETBALL. ← Eww Gross</li> <li>Went to the Diet of Worms, where some bro was like "Yo, take back the stuff you said," and Martin Luther was like, "Nah, dude, I don't wanna." So the other dude was like, "Okay, we'll send you off to this castle so you can pretty much just chill for the rest of your life or whatever."</li> <li>Wrote some mad sweet stuff on theology.</li> </ul>
	B. Pope Leo X
	<ul style="list-style-type: none"> <li>Had a killer idea where he sold indulgences, which were pieces of paper that someone could buy and have their sins forgiven and stuff.</li> <li>Advertised as the "perfect holiday gift." ← more perfect than edible underwear?</li> </ul>
	C. John Calvin + HOBBS LOL
	<ul style="list-style-type: none"> <li>Calvin was sort of chillin' in Switzerland, making Ricola cough drops or whatever, then he read some of Martin Luther's stuff and thought it was cool.</li> <li>Thought that salvation was determined before birth, and that people who were planned to be saved before birth were destined to live holy lives. Calvin called these people "The Elect."</li> <li>Today, these people are known as the cast of Seinfeld.</li> </ul>
	D. Henry VIII
	<ul style="list-style-type: none"> <li>Basically was married to this chick (Catherine of Aragon) who couldn't make a male heir.</li> <li>Wanted to marry this other chick (Anne Boleyn) so he could totally get it on and have a boy.</li> <li>But Pope Clement didn't let him get a divorce. So after a while, Henry was just like "Aight, whatever, I'll make my own church."</li> <li>That's pretty much it.</li> </ul>
	E. Henry the Navigator
"I don't know... I just never got around to it." -Henry the Navigator	<ul style="list-style-type: none"> <li>Died a virgin.</li> <li>Traveled all over the place, invented some pretty sweet stuff for navigating or something.</li> <li>Died a virgin.</li> </ul>

From the Desk of a Sadistic Teacher...

Dear Diary,

It's Monday again, and I have to deal with those little brats for another week. I was prepared for class today, ready to make their Monday as miserable as I could. I handed back some papers that I graded over the weekend and gave them their midterm grades.

During conference period, this one girl in my class came up to me and asked why she didn't get an H for her midterms. You know the type, the one that won't shut up about her grade.

"Why didn't I get an H? I got 6's on all the tests we've had," she said. I replied, "You know how some teachers don't give out H's at midterms? ...Well, I'm not one of them. Maybe if you didn't have the intellectual capacity of a pinecone, you would have done better."

"I don't know how to respond to that," she said.

"Good, you're not supposed to. Now go back to the disease-infested cave you crawled out of."

Dear Diary,

In class today I told the students they would be getting a free cut. "Awesome! What day will it be on?" said one of the little sacks of unhappiness. "No, not like that. You will all get a cut, and it will be free." We then went on to the homework, and I chose students to put problems on the board. I saw one problem that had a slight error. I could have let it slide, but I couldn't resist.

"That one is fatally flawed. Who is the creator of that disasterpiece?" I said. One girl timidly raised her hand.

"And what is your name?"

"Are you serious? I've been in your class since September! My name is Amy, remember?" she said.

"I can't remember the names of all the demons that plague my life. Now on to the homework. Do you see your error, or do you need me to show you? It's number 14, not 13. Label your questions properly, or next time I will be forced to hunt down and eat your pets."

"Why do you have to be so condescending? You're a jerk," she said.

"And you are an accident your parents had during Mardi Gras; that's why they sent you away. Now sit down."

Dear Diary,

Class was boring today. I wasn't in a teaching mood, so I put an impossible problem on the board for the kids to work on while I played Tetris on my cell phone. When class was over, I collected the work from the students, lit it on fire in front of them and handed out cupcakes. I told the students I made them last night and baked them with care and love. What I really meant that there were laxatives inside them. I tried to remind the students that their test was tomorrow, but they were in such a rush to go to the bathroom I don't think they heard me. Oh, well.

Dear Diary,

Today was the day of the test. The students didn't look too well; they seemed sick. Wonder why? Some looked confused when I handed the tests out. I told them not to worry, but this test would be worth 75 percent of their grade this term. I've done a bunch of things this term to make the tests difficult. I've made them too long, I've put in impossible problems, I've printed the questions in invisible ink. I've even written the tests in ancient Greek. Today I wanted to do something special.

The test I handed out had questions about molecular physics, vector calculus, Kazakhstani history and America's Next Top Model trivia. As I suspected, no one knew the answers. I threw them a curveball by placing a safe in the middle of the room with an answer key inside it. The students could get the answer key and use it for their test, but each had to look at a picture of Former Soviet leader Leonid Brezhnev for 30 seconds before I would tell them the combination. Several students began bleeding out of their eyes, which scared the rest out of trying. Forty-five minutes and one trip to the emergency room later, the students exited the room, each with another 0 test grade. It was a great week.

-Ben Prawdzik

## Group Study Sessions: Too Much Group, Too Little Study

**Mike:** Alright guys, we have one hour until the history final and over 700 years of history left to cover.

**Frankie:** Wait, we have a history final?

**Curtis:** What do you think we're getting graded on?

**Frankie:** Our personality?

**Mike:** I figure we'll just start in the Middle Ages and work our way up from there.

**Frankie:** When were the Middle Ages again?

**Peter:** Right after the First Ages and right before the Last Ages! (Laughs heartily at his own joke)

**Frankie:** Oh yeah. I think I remember our teacher mentioning that.

**Curtis:** You idiot, those aren't real ages. Man, how did I get stuck studying with you?

**Mike:** Okay, maybe we should just move on. Does anyone know anything about the Bubonic Plague?

**Peter (Snickering):** This one's easy. The Bubonic Plague was spread by rats. The rats figured that if they could wipe out humans, they would be the most powerful animals on the planet. There was only one flaw in their plan — rats are stupid. They only succeeded in wiping out a little more than one-third. Why stop at one-third? Why not go for the entire human population? Stupid rats.

**Frankie:** Whoa, I always knew those rats were conniving. I used to play with them in the sewers all the time when I was younger. You know what I got from them in return? Rabies. That was the last time I invited Scabbers Jr. over for some light necking.

**Curtis:** As exciting as your childhood sounds, I think I'd rather choke on a pair of my own dirty gym socks than listen to your irritating voice anymore.

**Mike:** Well this doesn't seem to be going anywhere. How about the Renaissance? I think there are some good questions about it on this study sheet I got in class. Okay, here's one: what were some of Michelangelo's greatest accomplishments?

**Frankie:** He's the orange one right?

**Mike:** What?

**Frankie:** You know... the orange one. The one who really likes pizza. Does "cowabunga dude" ring a bell?

**Mike:** Are you talking about the Ninja Turtles?

**Frankie:** Took you long enough. It seems someone's a little slow on the uptake.

**Curtis:** I couldn't agree with you more.

**Mike:** Can we please get serious here? If all of you want to get good grades on this test, I think you need buckle down and—

**Jennifer:** Hey guys! Sorry I'm late. I was busy...doing something.

**Mike:** What could you possibly have been doing that is more interesting than studying for finals?

**Jennifer:** Is that a serious question? Deep-water bass fishing. So anyway, what'd I miss?

**Curtis:** Only about 500 years' worth of nothing.

**Jennifer:** That's okay. I pretty much know all of it anyway. I'm only a little confused with the feudal system.



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-Greg Hanafin

