Volume CXXXI, Number 6



Phillips Academy, Andover, Massachusetts



M. Discenza/The Phillipian

students. This dinner made it so as a Phillips Academy student.

came co-ed.

CAMD Dean Linda Carter Griffith joined Abbot students to discuss troubling events at peer schools.

Gay Students at Deerfield Targeted By Apparent Copycat of SPS Letters

By TIM GHOSH and JULIET LIU

Eight Deerfield students last week received handwritten, personally addressed notes targeting them "based on their affiliation with the Gay Student Alliance," according to Deerfield Dean of Students Toby Emerson.

were sent through Deerfield's internal mail service.

Emerson said that it was 'speculative, but likely that [the Deerfield incident] was copied after [the incident at] St. Paul's."

On February 19, a number of students at St. Paul's School received letters in their mailboxes with images of targets and the really spoke [about] is that, as a words "Bang!" mailed from Manchester, NH, as reported in The Phillipian.

In response, two targeted students left the school. Additionally, the Concord Police placed an officer on campus 24 hours a day until Winter Term ended last

St. Paul's has now announced that it will match a Crimeline reward of up to \$1,000 to anyone

He described panty raids that oc-

curred after Phillips Academy be-

the whole male student body was

involved in breaking into a female

dormitory late at night and taking

bonded over trivia. April 14 is the

day Fenway Park first opened, the

Continued on Page A5, Column 1

panties," Efinger said.

"By the last few raids, nearly

Students and faculty also

whose information leads to the arrest and indictment of the perpetrators, according to an email sent to St. Paul's students.

Currently, Deerfield is deciding whether to compare samples of students' handwriting to the handwriting on the personalized notes, said Emerson.

"Right now, we're conduct-The notes, written on napkins, ing a lot of internal investigation to get to the bottom of it," said Emerson. "The investigation will continue and exhaust every option to find who is responsible for

> "I think what we're seeing... and what our Head [of School, former Phillips Academy Dean of Students Margarita Curtis] community, we need to support the students that were targeted," Emerson said.

> "But we also need to support the students who wrote the letters, because these means of communication weren't helpful to our community in terms of addressing differences ... by sending an anonymous letter, it's not opening dialogue about sexuality," Emerson continued.

> According to Deerfield student Ellicott Dandy '09, the school held a formal meeting about the incident last Thursday, when Emerson addressed the community and called the incident a "cowardly act."

> Dandy said, "One of my close friends got a letter, and my first reaction [to the incident] was, You've got to be kidding me.' thought we were above that. Everybody was so shocked; we just had found out about the St. Paul's incident. The more I heard people talking about it, the more realized that it was such an aberration from the norm. We can't let these incidents define these schools."

Af-Lat-Am President Atima Lui '08 was not surprised by the recent events.

"I wasn't really shocked by what happened because my work with CAMD has shown me that racism still exists," said Lui. "Even though the letters were sent to another school, I felt like they were a personal attack on

Rachel Cohen '08 said in response to the Deerfield incident. "I'm just so surprised that in an era where kids are comfortable being openly gay, we're back at square one.

She continued, "These kids feel unsafe, more so than in public school because they live together. The community is very upset. I would feel very upset. These kids in these communities should feel safe because this is their home. If they feel people in their own home are threatening their own life and well-being, that's probably the worst possible thing."

This year, these occurrences have become disturbingly commonplace. The events at St. Paul's and Deerfield follow racial incidents that took place earlier in the fall.

At Phillips Exeter Academy on September 19, an African-American girl discovered a racial epithet taped to the door of her dorm room. The next day, a harsh expletive had been etched onto the door of a white girl's room.

Exeter student Sharon Sun '08 said that while the Exeter incident was well-known on campus, most Exonians were not really affected by it.

"I don't think it especially affected me or anyone else outside of the dorm [Langdell Hall]. It was a big deal for the dorm because they were worried that someone inside the dorm had

On September 28 at the Loomis Chaffee School, someone crossed out the faces of six

Continued on Page A6, Column 5

STUDENTS TALK **ASM REVAMP**

By MARI MIYACHI

Students are shaping the future of All-School Meetings, with suggestions about changing ASM including bringing back one of Phillips Academy's many school songs, hosting more humorous speakers with oratory experience, and a ensuring balanced and fair amount of political speakers.

About a dozen students proposed ideas for a Philo Forum addressing All-School Meeting, led by Carlos Hoyt, Associate Dean of Students, Rebecca Sykes, Associate Head of School and Philomathean Society Co-Head Philip Meyer '08 on Tuesday Hoyt, who has been coordinat-

ing All-School Meetings this year,

Continued on Page A6, Column 1

the facebook phenomenon

networking world by storm

see page A7 for a report on the

website that has taken the social

Students and Faculty Bond Over Wed. Dinner in Temporary "UnRopes"

much easier for faculty and stu-

in Theatre and Dance, said, "I've

heard students say that they don't

want to be eating lunch and have

a teacher just sit down and start

talking with them. This dinner

lacked a predetermined agenda

Council President, said, "The

more casual setting seemed to

make more sense, since we [Stu-

dent Council] are promoting more

casual relations with faculty."

The dinner's open invitation

Tantum Collins '08, Student

Mark Efinger '74, Instructor

dents to communicate.'

seems to be a safe base.'

and asked for casual attire.

By MELISSA YAN

Overheard at Wednesday's student-faculty dinner: a discussion of the national presidential election, a heated Commons versus Uncommons debate and stories of panty raids during the early years following Phillips Academy's transition to co-education.

Topics as bizarre as these were discussed as students and faculty families shared a leisurely dinner together with special desserts in Uncommons's trial "UnRopes"

The student-faculty dinner provided an opportunity to break the ice between faculty and stu-

Paul Murphy, the incoming Dean of Students, Instructor in Math and Dean of Summer Session said, "There's a funny, natural barrier between faculty and

Discussions at the dinner table included a variety of debates and anecdotes. Many people described how

Uncommons has exceeded their expectations. Others discussed politics with a Clinton versus Obama debate.

Efinger said that he noticed this presidential election is the first time polls have been so focused on demographics-for example, how many blacks will vote for Clinton or how many women will vote for Obama.

Efinger went on to entertain students with his own experiences

Faculty Spotlight: Victor Henningsen And Susan McCaslin's Long Trip at PA

By CELIA LEWIS

With more than 50 years of combined Andover experience, Victor Henningsen '69, Instructor in History and Social Sciences, and Susan McCaslin, Associate Dean of Faculty and Instructor in Philosophy and Religious Studies, have worked under three headmasters, taught hundreds of students and witnessed some of Andover's major

transformations. As a student at Andover in the 1960's, Henningsen's graduating class was all-male. In 1974, Henningsen returned to Phillips Academy, this time as a member of the faculty, to witness a newly coeduca-

tional school. The school offered him a job as Assistant to then-Headmaster Theodore Sizer, during Henningsen's fifth class reunion. Henningsen said that the timing of this offer could not have been better, since a recent oil crisis had jeopardized his previous job as a Vermont park ranger. Henningsen also worked as a college counselor while at PA

Henningsen and McCaslin, who was working then as a writer for Andover's Bicentennial Campaign, first met at Phillips Academy in 1977 while "eating lunch in Lower

After their brief time at Andover, Henningsen and McCaslin went on to pursue other interests. Henningsen attended graduate school at Stanford and later Harvard. While



Henningsen and McCaslin met in Lower Left and married in '82.

finishing his doctorate at Harvard, Henningsen also served as a teaching fellow and Assistant Dean of Freshmen Admissions.

McCaslin, who had received her Masters of Theological Studies from Harvard Divinity School, later returned to Harvard as the Director of the Program in Religion and Secondary Education. Henningsen and McCaslin married in 1982 and later went on to live in Weld Hall on the Harvard University campus. However, when their first child was born, the couple began to contemplate alternatives to living in Cambridge.

At about this time, Phillips Academy approached Henningsen with the position of Flagstaff Cluster Dean, and he readily accepted the offer. McCaslin taught in the

philosophy and religious studies department before being appointed Dean of Studies in 1989.

1989 proved to be a tough year for the couple, with responsibilities as deans and parents of two young children. McCaslin said, "It was a crazy year for all of us. We really don't remember much of it."

Over the course of their time at Andover, Henningsen and Mc-Caslin have also held positions as department chairs, house counselors, coaches, advisors, directors and academic advisors, in addition to serving on a number of commit-

Currently, Henningsen works

B2-B3

Continued on Page A5, Column 3

PSPA Offers \$5K to Fund Best Student Proposal for Campus Activities

By ANNIE LI

Thanks to a strong year in fundraising, Parents of Students at Phillips Academy (PSPA) is sponsoring and coordinating a contest with the Students Activities Office in which students will decide how they want to spend \$5,000.

Cindy Efinger, Director of Student Activities, said "PSPA did really well in fundraising this year and had some extra money leftover, so they came to me and I said 'We should make a contest out of this.'

Ideas can be submitted by one student or a group of students, as long as their proposal has a broad student impact, are completed before the end of the school year, conform to school policies and schedule, and receive the approval of the PSPA and Student Activities office, according to a school-wide email sent by Efinger.

dent of PSPA, said, "We're go-

A seismograph placed in Gelb measured the

movement of dancing students on Saturday night.

ing above and beyond what we from there," he said. [PSPA] normally do. The whole What would you do with idea is for [students] to have some fun with it and come up with ideas about what you want test] was one of the ideas," said to get done."

Every year, PSPA has about \$2,000 in its budget, which it ing with Cindy [Efinger] all did not spend entirely this year because many of the large-scale projects, such as the renovations in GW and the transition into Uncommons, were already "taken care of," according to Grunbeck, with Abbot grants

and budgeting by the school. In the past, the PSPA has been responsible for funding many club grants, class activities, and special campus-wide

On top of that, some clubs on campus that received funding from PSPA had money left over from last year which they had not used, so PSPA received a total of \$2300 back to PSPA this year from the school.

'We've also been very successful in selling merchandise Robert Grunbeck, the Presi- and fundraising, and we had some extra money coming in

"Our purpose is to serve the students, so the Board itself met back in January and this [con-Grunbeck.

He added, "I've been workalong, as well as Marlys [Edwards], and didn't get a official approval until last night." When asked how he hoped

the money would be spent, Grunbeck said, "We don't want to put out any preconceived ideas, because the idea is to let you guys be creative.

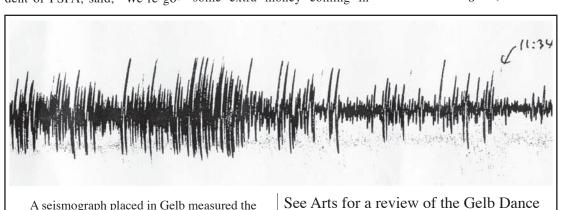
"Whether it should be an event, like a barbeque, or purchasing something that can be used for a long period of time, or doing something with the new Ryley Room, it's really whatever [the students] decide," said

Efinger also did not want to narrow the options.

"I think that it's really open; we can do it as a one-time ac-

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and Features for a chronicle of the night.



INSIDE THE PHILLIPIAN



M. Discenza/The Phillipian

NEWS A5-A7 Six CAMD scholars selected for summer study. IN-DEPTH PRESIDENTIAL SPECIAL Meet the three remaining presidential candidates. **COMMENTARY** A2-A4 Celia Lewis '10 reflects on the longer academic calendar. **ARTS** B1, B6 Arts reviews the Dance Open.

SPORTS

Sports presents athletes of winter term.

FEATURES B4-B5

Features is a genie in a bottle, baby — you got to rub them the right way.



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"More Patrol, Please" (2/29)

To the Editor,

While Michael Yoon's article makes some legitimate points as to the weaknesses of our current security network on campus, he incorrectly asserts in his article that PAPS "does not have the right to detain or pursue suspects." While they cannot formally arrest a suspect for charges and do not enjoy the same legal protections as police officers, PAPS has every right, as provided by Massachusetts state law, to make citizen's arrests for the purpose of holding suspects until authorities arrive.

I have personally witnessed an event in which PAPS has exercised this right. During last spring's rash of "catboner" incidents, two vehicles made their way onto Old Campus Road and began to create a disturbance as they drove by dormitories adjacent to the road. PAPS cars were strategically placed to stop the intruders, and trapped the offending vehicles in front of Bartlet Hall until local police arrived to escort them away.

While there certainly improvements to be made as far as disaster planning is concerned, PAPS is not as powerless to intruders as Mr. Yoon would make them seem. A few troublemakers stealing gutters (who were caught) is not an indication of a problem that needs any immediate addressing.

Peter Schock '08

"Our Troubled **Generation**" (2/22)

ETTERS TO THE EDITOR

To the Editor,

"...so how can ya tell me you're lonely and say for you that the sun don't shine? Let me take you by the hand and lead you through the streets of London, show you something to make ya change your mind."-Music and lyrics by Ralph McTell, Streets of London

Jenn Schaffer's recent article ("Our Troubled Generation", February 22, 2008) has captivated my thoughts since last receiving *The Phillipian*. We parents from an older generation welcome any and all input on the challenges faced by Generation Y and the realities that are shaping its perspectives on the world.

My grandmother used to say it takes your whole life to learn to live it well. I have been humbled by the capacities and velocity for learning of your generation. I share Ms. Schaffer's impression that today's young people have had to "grow up" much sooner than perhaps other generations as they face a universe of entanglements far more complex than most of the rest of us could have imagined.

And yet hopefully, we, the adults surrounding you, have continuously demonstrated our hope and faith in your generation. I see nothing but a Generation Y full of enormous promise and with great understanding of the challenges ahead. This is in part why you already acknowledge the global ramifications of the actions taken by prior and current generations

around the world. I personally believe that your generation will get a remarkable op-

portunity to help fix the planetary mess. Though Ms. Schaffer's article posits a multitude of questions about how can Generation Y repair past damages, I was pleased to read her final focus on leading the endeavor and executing the "what", the solutions. This requires, as aptly stated, engagement and a will to proactively channel one's thoughts and attitudes. If the goal feels positive and true, you will attract the means and the clear choices of the "how" along the way.

I look at all of you wonderful young people and I see the quiet but determined movement of a generation with a great purpose. Through technology, your systems of communication, individual and collective expression and interconnection are unprecedented in human history. You can rally yourselves with likeminded others across the globe in practically a nanosecond. Despite the world's impending and relentless dangers, you nonetheless continue your intention to travel right into the mess in order to give service and to enhance self-knowledge.

As long as Generation Y sticks together with a purpose and earns its own self-respect, you will lead the rest of us forward towards a better life experience. We, your parents, only hope you already know that you count on our continued full support, love, and admiration as your journey unfolds.

Shauna Doyle de Brun, P'06, P'08 Mexico City, Mexico

All-School Apathy

Why does it take a tragedy to unite a school?

In the unsettling wake of hateful acts at our peer schools, Phillips Academy held specially-arranged meetings by cluster this Wednesday during the time allotted for All-School Meeting. Walking in groups across campus, through the chill of an end-of-winter fog, students discussed the events with one another, trying to make sense of what happened.

At more than one cluster meeting, these regrettable events sparked meaningful debate, as students shared personal experiences and questioned whether a similar incident could happen here. Students were respectful at these meetings, motivated by the seriousness of the topic or perhaps genuine interest.

Phillips Academy All-School Meetings should always be held to this caliber of discussion. They should offer thought-provoking speakers every Wednesday, to achieve the purpose of ASM: to unite, enrich, inform, entertain and stimulate the community. There is no reason for students to sidle into the chapel apathetically every week, to reach distractedly for cell phones and unfinished homework or lean back in the pews, eyes and mind shut. To many students, All-School Meeting is a tarnished tradition that has become part of an irreverent routine.

But with some changes to the status quo, Phillips Academy can reclaim ASM and instead make it an engaging break from the somewhat monotonous routine of student life, as well as a time for the entire school come together.

First, whenever possible, lectures at All-School Meetings should be followed by question and answer periods. A time students once used to challenge speakers or clarify uncertainties has eroded to a single suspenseful pause at the end of speeches, in which a trembling mass of

Second, teachers should attend All-School Meetings. Without the presence of faculty members, "All-School" is a misnomer, and ASM is instead just the student body's rare quality time with the administration.

Third, there is a simple way to address the issue of students doing work during ASM: move All-School Meeting to the end of the Wednesday schedule. That way, students will not feel compelled to study for a test or cram the last few pages of an unfinished reading for their next-period class, and may instead focus on the speaker or presentation.

Finally, there is the issue of choosing the speakers. It is undoubtedly a challenging task to find speakers that are capable of holding the attention of an audience of 1200 people between the ages of 13 and 19, for 30 minutes in the middle of the day. Still, the worst speakers usually fail on three counts: a lack of a sense of humor, an inability to relate to students or poor oratory skills - including the inability to use the microphone or enunciate.

The school should use its resources as effectively as possible; there should be fewer traditional All-School Meetings, so that Phillips Academy does not sacrifice quality speakers for quantity. Financing for ASM comes from many different sources, and that money should be spent on speakers that will be worth listening to - whether because they represent a controversial point of view or because they have accomplished something extraordinary. If a speaker cannot hold students' attention, it is no wonder that iPods and private conversations begin to emerge in an embarrassing hum of ambient noise.

In addition to Cluster Meetings, Class Meetings and the Martin Luther King, Jr. Day speech, there should be five meetings in the Fall, three in the Winter and four in the Spring. While it would be unfeasible to bring twelve interesting and engaging speakers, seven should be reserved for customary programs, not requiring a lecturer, including combined student-faculty entertainment, and five for outstanding speakers.

To get our money's worth, these All-School Meetings should be extended by at least 15 minutes. The current 30-45 minute program time only allows presenters to skim the surface of some issues, and we often receive the abridged version of an otherwise comprehensive and compelling speech.

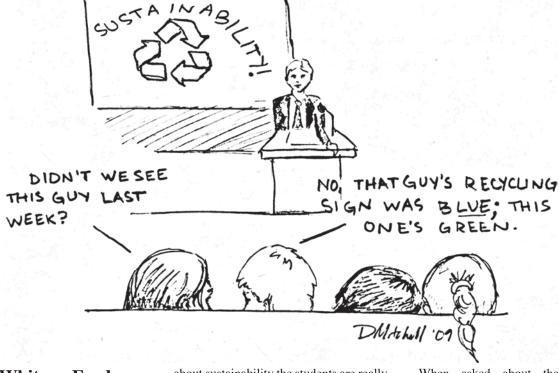
The free time slots could then be used for optional communityoriented programs, such as Philo Forums or CAFÉ meetings. These community forums would provide a convenient setting for dialogue between students and faculty.

A successful All-School Meeting requires two things: an engaging speaker and a cooperative audience. Although reducing the number of All-School Meetings may reduce the rare time we spend together as a community, the occasional times we would meet would hopefully be more worthwhile.

The current All-School Meeting program earnestly tries to unify the student body by meeting often, but falls short of its goal by not keeping students engaged. It should not take extraordinary circumstances to engage Phillips Academy students, but it will take a few improvements.

Note: The Phillipian would like to commend Associate Dean of Students Carlos Hoyt for his efforts in gathering student input on the All-School Meeting program.

Less Bias, More Issues



Whitney Ford

The administration constantly stresses the importance of diversity to students, but ironically, the range of perspectives and topics presented in All-School Meetings has been shockingly narrow. Since the administration considers diversity to be so important, it should apply this ideal to our intellects by expanding the range of speakers and topics.

A quick look at this year's All-School Meeting schedule shows that six of the eight speakers focused on issues pertaining to human rights and sustainability. These two values are repeatedly discussed at the expense of other principles, despite the school's emphasis on the significance of

During a recent conversation with Mrs. Chase, I asked her why the ASM topics have been so limited. She explained that speakers are chosen to address issues important to the Andover community. She went on to say that since human rights and sustainability are core values of the school, it is appropriate for them to be discussed persistently.

However, having such a homogenous group of speakers and topics bores students and fails to stimulate intellectual

Dave Knapp '10 said, "I feel like the school should bring in a comedian because I just want to laugh. I think it is safe to say that if we have one more talk

about sustainability the students are really going to get fed up." A comedian may politics, Andrew Khang '10 said, "Phillips not be a bad option if the administration wants to regain student interest.

By having such limited ASM topics, the school is not challenging students to their full intellectual potential and is not communicating the complete ideology of the school. Other fundamental values of the school such as honesty, equality and integrity have received little to no attention. The school is failing to uphold its highly-held ideal of diversity in our intellectual development.

Even more troubling is that the school often seems to fail in presenting us with impartial political and social values by not showing us the other side of issues presented at ASM.

For example, having Senator Barrios discuss his views on same-sex marriage presented the student body with a onesided political view on an issue of national importance. The lack of diversity in the political views of the faculty is shown in a recent *Phillpian* poll in which 94 percent of the 108 faculty polled said they would vote for a Democratic candidate.

Students should question whether or not these faculty political views increase the possibility of bias in the choice of ASM speakers; we should be concerned about the political neutrality of ASM.

If the administration chooses to presenting viewpoints.

When asked about the school's Academy is an extremely liberal school to begin with; it's only natural that political bias is apparent within its community. If that All-School Meeting had featured a speaker who was anti-same-sex marriage, it would have gone against some of our school's most valued principles.'

Regardless of the school's political stance, ASM should incorporate all political positions so students can be thoroughly informed when determining their individual opinions.

In order for students to truly appreciate ASM, they need to believe that the school's purpose in choosing topics and speakers does not include a hidden motive. If the administration chooses to present a diverse range of speakers and topics in ASM, the student body will be intellectually challenged and student

interest in ASM will increase. If instead they appear to push particular set of values through ASM. especially political values, student interest in the meetings will justifiably wane. I sincerely hope that the administration chooses the former course, since onesided perspectives and spoon-fed ideals do not do justice to any student body.

Andover is a community of intellectually passionate students who desire to learn about a wide spectrum of discuss current political issues in ASM, it issues. That desire should be encouraged is also critical that they foster intellectual on campus and reflected in the content of multiple our All-School Meetings.

CORRECTIONS

A news article about the Student Council President debate wrongly stated that Ishan Kapoor '09 had a corporate sponsorship with Red Bull. Kapoor has no official agreement with the company.

A news article about the lengthened school year had incorrect data about this year's school year. According to Shawn Fulford, this year Andover has 239 on-campus days, 159 of which are school days. Exeter has 228 on-campus days, 155 of which are school days.

In a Commentary article about interim-year programs last week, the name of the President of Princeton University Shirley M. Tilghman was misspelled.

In an Arts article about "The Taste of Honey" last week, the name of Anabel Bacon '09 was mis-

In an Arts article about the "Birth of the Cool" last week, the name of Elise DiBerardino '09 was mis-

In a Sports article about the Nordic Skiing last week, the name of Hilary Rich '09 was misspelled.

The Phillipian regrets the errors.

The Phillipian welcomes all letters to the Editor. We try to print all letters, but because of space limitations, we recommend conciseness. We reserve the right to edit all submitted letters to conform with print restraints and proper syntax. We will not publish any anonymous letters. Please submit letters by the Monday of each week to phillipian@andover.edu or to our newsroom in the basement of Morse.

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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 thenjust 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 decisionto 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

Therefore, this statistical lack of

student-teacher contact has drawn back and [this year,] I didn't." 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

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

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

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 time students must dedicate to a course extra time may not necessarily be used each week is not relative to that of other 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 cheats 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



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 naturally think of this value more often, 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

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.

Students Speak Out on Room Visiting Fewer Rules, Please

Junior Troubles

Paul Chan

BOY

At Andover, students are given the opportunity to enjoy many freedoms, including encounters with people of the opposite gender. Phillips Academy, due to its nature as a boarding school, has a "parietal" policy to regulate such visitations between people of the opposite genders in dorms.

This policy is currently under evaluation by the members of the House Counseling Committee. Several of their ideas, such as the change of parietal hours and the start of parietal privileges for Juniors in the Spring Term instead of the Winter, are ones that deserve further consideration by faculty and students

A conversation with Dean of Students and Residential Life Marlys Edwards regarding these discussions yielded very interesting information, which I hope will continue to be discussed by the Andover community. The main topic of our conversation was Junior parietal policies. The House Counseling Committee discussed this issue in a meeting last Wednesday.

When should Juniors be able to have parietals?

The Committee's main concern was the timing of Junior parietals. Many Juniors have told me that they were only allowed to have parietals after more than half of Winter Term had elapsed because their house counselors neglected to discuss parietal rules with them at the beginning of the Term, a fact that was further confirmed during the conversation with Ms. Edwards.

Demetrius Lelanne '11 stated that, as of March 4, "[his] house counselor has not given the parietal talk." This created a dilemma for Demetrius, as according to the Blue Book, both students must have had the parietal talk in order to have a parietal.

Demetrius went on to say "There are times where I want to work with a person of the opposite gender, but can't because of the non-existence of parietal rules and it is quite frustrating."

Though the Blue Book states that Juniors can have parietals during Winter Term, technicalities prohibit them from having room visits until very late in the term. There needs to be more uniformity in the system to ensure fairness.

Moving the start of Junior parietals to Spring Term would guarantee fairness to all students. Melina Prentakis '11 said, "They should probably have a set date [by which] all house counselors ...[have to] give the parietal talk." Therefore, it is less likely that students would have an imbalance in privileges depending on their house counselor.

These two proposed measures, to move the date when Juniors can have parietals to Spring Term and giving Juniors parietals on weekends, are two ideas which I think would be an excellent change in the rules and I believe that it would be very agreeable with the student

Setting the parietal start date to the beginning of Spring Term and allowing Juniors to have parietals on the weekends would be a fair agreement; students would no longer have an imbalance in privileges

where equality is clearly due by having the start date begin in Spring Term.

June Supapannachart '11, "Weekends would be a better time to be able to have parietals because we have free time.' House counselors would not have to change their schedules and Juniors will have more opportunities to have parietals on the weekends.

Ms. Edwards also stated that she believed that parietals are crucial to such a public environment like Andover. By giving students more flexibility to when they can have parietals, not only will the student-administration relationship become better, but this improvement will be at little expense to either side.

Last year, when I was a Junior, living

Nicole Okai

GIRL

Parietals are a very touchy topic at Andover. The slightest mention of changing the policy can excite an active response from the student body.

Last week's Andover Gazette stated that the House Counseling Committee would be discussing the parietal system, looking at the current parietal rules. Though this discussion lead to few changes, the committee may suggest making the rules harsher.

There should not be any major changes to the parietal rules. If anything, there should be adjustments to the trivial



Mr. Fox gave us the "parietal talk." He asked us, "Why do you think Andover has parietals?" The answer he was looking for was that the school wanted to give us this privilege and freedom.

These two proposals of the House Counseling Committee, to move the date when Juniors can have parietals to Spring Term and to allow parietals on weekends, are ideas that I think would be an excellent change in the rules and would be very agreeable with the student body. The House Counselor Committee, Student Council and other members of the Andover community should encourage and advocate the possible change in the rules for fairness and goodwill.

That being said, we cannot accomplish anything effectively without dialogue. Thus I hope that this discussion will grow so that we might be able to have a meaningful change within the community that will allow Andover to become a better place.

The Gazette said that, "Several faculty members have suggested that we review our current opposite sex room-visiting policy (especially as it applies to ninthgrade students) and consider potential changes. We noted that any proposed changes should be brought before the full faculty for discussion."

It seems typical that faculty members would show some concern about this topic, seeing that many of them are house counselors themselves. These "potential changes" can vary from the timing of parietals with odd permissible hours and days to parietals involving students of different grades.

The biggest problem with parietals is the formality of it all! As a house counselor, one's responsibility is to act as a second parent to boarders, but parietals can create some undesired tensions. Many students who have gotten legal parietals can agree that their house counselors in the process are in fact, awkward, though many house counselors try to make the process as easy as possible because parietals are not always about intimate relationships or sex.

Isabella Uria '10 commented, "Whenever I have wanted to have a parietal in Bartlett, the house counselors have always been cool about it. They don't ask weird questions or anything.' Maybe guys' dorms are more relaxed in the parietal process than girls' dorms. Nonetheless, not all house counselors are like the ones that Isabella has encountered.

During the House Counseling Committee's discussion about parietals, it was noted that concerns have been raised about Juniors' parietal privleges. The question asked time and time again was whether they should have parietal privileges at all instead of gaining the privilege in the Winter Term. Some students may disagree, but it should be the administration's right to decide when Andover students are old or mature enough to have people of the opposite sex

Henry Metro '10 gave his opinion: "I think that parietals are stupid. I would rather have people in their own rooms doing their private business than finding them having sex outdoors. For right now at this school, it is necessary for the parietal rules [to exist], to a certain extent.

There are major liability issues with legal age, statutory rape and similar concerns like that. The unwise decision would be to abolish parietal rules all together. However, the petty rules like the specific number of degrees that an Upper can have his or her door open during a parietal are absurd.

The biggest problem with parietals is the formality of it all.

Though the parietal rules protect legal age issues from becoming problems, there is room for improvement with such specifics. Dacone Elliot '08 said, "The whole angled door thing makes no sense because if you were passing by a room and you saw a flip-flop in the doorway, you would know that there was a parietal going on, and you would act silly. I know that I would bust in and make it awkward." Hallmates who are usually close friends can act silly and loudly try to "investigate" why the lights are out in

excluding the sexuality Even discussions that take place before parietals are allowed to begin, parental pressures and liability issues are still problems.

The conversation also touched on room visiting in upperclassmen dorms for underclassmen. Brenna Liponis '10 said, "If you are an upperclassman, you should be able to have people of the opposite sex in your room without getting parietals". It is up to the House Counseling Committee along with the faculty to decide. What rules go and which ones stay?

"It is the person's own room. They should choose whoever they want to be in their room," stated Ram Narayan '10. However, our lives are in the hands of Phillips Academy.

You know how you cannot breathe without a house counselor knowing where you are doing it? The parietal system is subject to a similar degree of control.

SOCIETY'S **ADJECTIVES**

Jenn Schaffer

LOVE, SWEET LOVE

Hatred will always exist if people continue to insist upon categorizing others by means of superficial assumptions. Right now, it seems that skin-deep categorization is the norm by which mankind stays cohesive. We place ourselves in the standardized circles and numbers that denote our sex, orientation and ethnicity.

This, for many, gives a sense of belonging. By alienating others outside of their own self-created world of physical homogeny, humans are bound together. These herds declare their struggles intertwined and thus assign their enemies the same skin color or religion or orientation or sex. This is how hatred is born: when our desperate need for acceptance finds us unaccepting of those outside of our own artificial clusters.

So how do we fight something so widespread and deeply imbedded into our social systems? There is a way to acceptance that does not involve binding together with those who share your skin color or religion. It is not a way of hate. It is a concept so beautiful yet seemingly forgotten in today's world - love and respect of the individual. See people as heir own entity entirely, their own weaknesses and strengths undetermined by their or their but rather by their own decisions.

The ascension above hatred is a twoscale project. In order to love others for their selves, aside from generalizations, we must actively fight the desire to define our selves by our physical components.

Realize that you are in control of how you act and who you are; science has not proven, nor do I suspect it ever will, that there are any significant, debilitating differences between various ethnicities.

The same can be said about gender and sexual orientation. Aside from obvious biological differences, a man and a woman or an asexual and a bisexual can hold endless similarities. With these associations through internal value rather than external appearance, we can find love and acceptance in a much deeper sense.

Allow yourself to consider the words white" or "black" not on a basis of culture or experience or history, but purely on the basis of color - if that means skin color, so be it, but do not let the title penetrate you any deeper.

This is not to say that cultures should go unappreciated. In fact, it is to say the converse; our cultures are beautiful and diverse and should be respected as each person's unique opinions and beliefs. Each holds his own sub-culture within cultures, his own set of eyes, ears, and lips. Let's celebrate that rather than reduce it to a statistic or a way to brand others in

Hate is ugly. It is found when men choose the path of ignorance and apathywhen a girl associates a certain quality to has never met, or when a Christian brands all Muslims with one quality, or when an Asian believes Caucasians all hold certain

Why does hate continue to exist?

We have become more religion and sex and orientation and race-aware than ever before. Even in attempts to fight prejudice many times we only reinforce the notion that bonding together over external attributes is a good means for acceptance.

We are fortunate enough to live on a campus of great diversity - diversity of the heart and of the mind. It is our duty, then, to take advantage of this opportunity to realize the range of passions that are often grouped under one convenient title in "the real world."

Being Jewish, or black, or straight, or a man defines you only as much as you let it. At PA, we should celebrate the diversity of our individuals. This is the only way to fight ignorance - through active interest in each individual as their own person.

The hate letters sent to students at St. Paul's were not sent because of personal issues with each individual. They were sent because of generalizations based on skin color. When students in Jena, Louisiana tell other students they cannot sit under a certain tree, it is not because the students hold particular grudges against the individuals they have alienated.

This hatred stems not from individual distaste, but from these students' need to bond through superficial means such as race, forming mentalities which require separation from those who do not fit the proper physical description.

If we choose the path of independence from superficially-grounded and restrictive identities, we are actively fighting ignorance in all forms. The decision to see ourselves as free individuals, separate from society's adjectives, is both the strongest and easiest choice to make. We have the power to become the generation that defines itself by each self.

In order to create a greater sense of deeper belonging, we need not create more boxes, categories and walls. These barriers keep the individual out of the picture, when in fact it is the individual that should be celebrated. What the world needs now is love, lots of it, flowing from individual to individual, slowly but surely connecting the dots between all of us until we find all of ourselves safe and dry under one singular categorical umbrella:

Party Reform

Sam Burwell

DANCING FOOL

After going to both the Pep Rally and Mardi Gras Dances two weeks ago, I determined that Phillips Academy dances, for lack of better words, are not what they used to be. It could be the fact that I am now an Upper and have been here for a year, but that being said, there is still something missing. What's missing? People.

Why do you think we weren't invited to the St. Seb's 50-school regional dance?

The Student Activities Board does almost everything it can to organize good dances. Each week they organize a dance with a unique theme and try to make them as fun as possible, but the dances are just

Although Jill Kozloff, co-head of dances says "dances are what you make of them," there is a certain standard that all dances should uphold to be qualified

The Gelb Dance this past weekend showed that SAB can throw a good party, but such success is not only up to them. After conducting a small anonymous survey last week, on a scale of 1 to 5 (1 being horrible, and 5 being amazing), I found that 30 out of the 40 people polled believe that dances at Phillips Academy average between 2 and 3 on good nights.

When asked what the main problem was, many commented on the fact that hardly anyone shows up, and those that

fun. Yes, there are groups of people that we play in many sports competitions, attend almost all dances here, but we cannot always rely on them to make the dances fun either.

What really got me thinking about this subject is that fact that we were not invited to a regional a few weeks back that many other secondary schools in the area were invited to.

When I asked why Phillips Academy does not host its own regional, I was told by one of the Black Arts Weekend heads, Deidra Willis, that "we planned to have ours, but that same weekend St. Sebastian's was throwing a massive, 50-school regional that we were not

When I asked whom was invited, she told me that schools such as Central

were invited and we weren't. At the "Fade to Black" Dance, we invited 16 schools, but only two sent representatives.

At first, I was a little annoyed, and thought it was unfair for them not to invite us, but after thinking on the subject, I determined I would not have invited us either. Our last regional, like our dances, was underattended and there was a lot of vacant space, which isn't a good thing at any social gathering. Our social reputation is not at it highest, and our reputation for being the "smart" school does not help

We need to start at home; we need to get more people to come to on-campus dances. Our dances that we have among ourselves are pretty bad. What this



do are sometimes too shy to actually have Catholic High, and Brooks, schools that means is to get more people to come to the dances that we have here on campus. More people are always better; as they say, "the more the merrier."

The success of the Gelb Dance last weekend came largely as result of the number of people that showed up. All three floors were overcrowded with people at one point, and everyone I asked said this was most likely the best dance of the year. If a steady, higher number of people showed up to each dance, dances here in general would be more exciting.

We also need to have dances less frequently. Two dances in one weekend is a little excessive even for a school of our size. Maybe we could have a dance every other week instead of every single weekend so that people become more eager to dance.

Along with bringing more people, maybe we can have a dance with Exeter, or even Andover High, just to spice things up a little. New faces are almost always attractive, because lets face it; it is a little

We need more people at dances. As they say, "the more the merrier."

awkward to see the person you were grinding with on the dance floor sitting next to you in first period chemistry the next day of classes.

Overall, we just need to have a bit more school spirit. New marketing strategies and a little innovation can help this school regain its reputation throughout the schools in our league so that next year we can be invited to St. Sebastian's for the monster regional.



Faculty and Students shared stories from "before Andover" over dinner on Wednesday night in Uncommons.

Collins Continues Stu-Fac Dinner, an Initiative of Former President Silk '07

Continued from Page A1, Column 4

Titanic sank, Abraham Lincoln was shot and Carolyn Brown '09 was born.

Rodriguez-Walter, Carmel wife of Christopher Walter, Instructor in Music, said, "These are the kinds of things you would never have found out otherwise."

Another conversation delved into a pressing question: What is an Andover student?

Rachel Cohen '08 said, "[An Andover student is] someone so well-rounded, they are practically spherical.'

People also discovered facts they never knew about fellow faculty members or students.

Carolyn Whittingham '11 shared with her table, "One of my distant uncles is on the Jamaican national bobsled team, and he recently went to the Alps to prac-

Catherine Carter, Instructor in Latin, said, "It is fun to sit down with kids I don't get to see very often and kids I didn't know be-

Vivian Wehner '09 said, "I enjoyed interacting with the faculty

Alana Rush, Community Service Teaching Fellow, said, "We made an effort to invite more families, and I think it worked out well. Faculty children add more fun to the environment."

"There was a really good turnout ... No one has to go out of their way to reserve a place or dress up. Uncommons is a convenient place," Rush continued.

However, there were mixed responses toward the new "Un-

Ropes" area. Lydia Dallett '08 said, "It's always a pleasure to talk with faculty, but I didn't like the black drapes. The drapes didn't seem very inviting, since they closed off the area into a box, and you couldn't see who was sitting there."

Student-faculty dinners began as an initiative of former Student Council President Danny Silk '07. Collins had worked with Silk on the student-faculty dinners and decided to continue the mission. The dinner is conducted about

"The purpose of the studentfaculty dinner is to create an opportunity for students and faculty to talk outside the classroom and disciplinary situations. The underlying key is to make student-faculty relationships friendlier and to make this dinner a regular function," Collins said.

Many faculty members hope to see the student-faculty dinner become a larger event.

Elisa Joel, Dean of Abbot Cluster, said, "This dinner was a fantastic initiative. It is very important for students and faculty to talk and for faculty to hear more about what students feel are im-

She continued, "If the dinner were to be doubled in size, I think there would be growing interest and plenty more students and faculty willing to participate."

"I'd like to see this dinner get bigger with more participation. It takes baby steps," Murphy said.

DYNAMIC DUO'S Main St. Still Undergoing Renovations, DONE IT ALL Local Businesses Likely to Feel Pinch

By JULIE XIE

as a head official for track and field Downtown Andover is getwhile McCaslin coaches for the ting made over. Girls Junior Varsity Squash team

during Winter Term. Yet Henningsen and McCaslin's careers have rarely crossed paths. As McCaslin said, "Since we teach in two different departments, we have parallel careers, not joint ones. We bring different perspectives to our discussions and we often disagree — even in faculty meetings."

While Henningsen and McCaslin may find it difficult to agree on certain matters, their disparate careers have allowed for a balanced

Continued from Page A1, Column 6

"It's rare that we've both held major positions simultaneously. In a marriage you take turns - the person without the major position picks up more of the parenting and household tasks, although I have always done the laundry and she

said. Despite the extensive nature of their careers, teaching has always been something of a constant in their lives.

always does our taxes," Henningsen

McCaslin said, "Teaching has always been a baseline [for us]. Both of us came into teaching after administrative roles and it is something that has been consistently fun ever since.'

She continued, "Andover is a big, diverse place; there are always new challenges. For example, with coaching I had the opportunity to discover new things to do. It isn't like it's all about career advancement; it's about trying new things the school always seems to have something new to do or try to do. The yardstick we measure by is 'Is this still fun? Am I still learning?"

More recently, Henningsen has begun exploring opportunities outside of Andover. "I like the work I have now as a teacher; I have enough room to do some outer projects," he said.

After a six-month break in 2005. Henningsen began working with Vermont Public Radio as a regular commentator and has served as a curriculum consultant for the Massachusetts Historical Society.

Henningsen said, "It's completely different from anything I've done before ... it spices life up a As for future plans, Henningsen

said, "We've never been committed

to staying and we can't foresee the future but — for now — we're quite happy doing what we're doing.'

As part of a two-year plan, the Town of Andover is renovating downtown Main Street to make the area friendlier to pedestrians and vehicles, said Town Planner Lisa Schwarz.

CVS Pharmacy has recently doubled in size. So far, a new section has been added on to the original space, and the store now features a new handicap-accessible ramp as well.

Within the next two years of construction, crosswalks and traffic lights will also be updated to ensure public safety.

The crosswalks will be repainted in busy intersections such as Memorial Hall Library and Elm Square. There will also be new walk

buttons and audio signals at the crosswalks. The traffic signals will be synchronized throughout Main Street to move traffic safely and efficiently and will also be linked to the police and fire departments in case of emergen-

The town also plans to add better street lighting to its historical streetlights.

Sidewalks will be repaved, new trees will be planted and park benches will be added to create a friendlier and more attractive atmosphere.

Main Street has never been renovated before. The idea for the project originated in 1997. It was not until 2001 that the project really got underway.

The town formed a committee to work with engineers to develop the plans. The committee secured funding for the project in 2006 and finally approved the construction contract in July

Ninety-five percent of the project is funded by the state and federal government. The remaining expenses will be paid by the town.

a construction schedule for the stores and businesses so that they will know when construction will occur in front of their stores and can plan accordingly.

Schwarz said that the construction might cause some inconveniences for townspeople and local businesses on Main Street.

"I think it will be difficult [for the stores] when there are [construction workers] working directly in front of a building. It blocks the entrance and takes up a lot of parking space," Schwarz

"I will survive, but anyone who is struggling right now will probably fail," said Debbie Lane, owner of the Andover Gift Shop. 'Business will be down for everyone, but there is nothing we can do."

scheduled challenge by having fewer employees in her shop and by bringing in more exotic products from places such as Thailand and China to "keep things interesting and different," she

Lane said she is somewhat

opposed to the renovations.

"Andover isn't really a touristy place. We don't need antique lighting or brick crosswalks,'

Employees at Strawberry Tree, a gift shop, are also not looking forward to the construction but are hopeful that business will remain strong in the

Strawberry Tree hopes to at-The town hopes to provide tract customers during the construction period by holding sales and providing discounts.

> Schwarz strongly encourages students to continue supporting the shops downtown despite the construction.

> "It is more important now to patronize the businesses than ever. We don't want them to go out of business," she said.

According to Town Manager Reginald "Buzz" Stapczynski, most of the construction work was planned to occur during July and August, "when things are slow and people are usually on vacation," he said.

Schwarz said, "[Main Street is going to] look very barren and ugly. Also, the construction will also take up some parking spaces, and parking is already tight in the downtown area.'

So far, some trees have been Lane is planning around the wrapped with wooden boards to protect them from the construction equipment.

Other trees have marked to be cut down. Contractors and construction workers have already begun to work on the drainage system.

PA STAND Visits Regional Conference

By CAROLINE KAUFMAN

In hopes of furthering their goal of ending genocide, six members of STAND: A Student Anti-Genocide Coalition met with other student leaders at a conference at Brandeis University in Waltham,

Daniel Glassberg '09, President of STAND's PA chapter, Rob Buka '09. Lawrence Dai '09. Hoonie Moon '10, Kevin Ofori '09 and Blaire Pingeton '09 attended the conference on Saturday, joining approximately 300 other high school and college students.

The conference's main goal was to educate the STAND chapters while aiding them in determining effective methods of raising awareness.

The conference kicked off Punishment). with discussions led by Harvard

Special Representative of the different moral viewpoints for Deputy Secretary of State for Sudan Roger Winter.

According to Dai, an editor of The Phillipian, Meierhenrich "played devil's advocate" during his speech.

Providing his audience with different statistics regarding the situation in Darfur, Meierhenrich pushed the students to reflect and possibly re-evaluate the reasons for their activism.

Winter spoke about his travels to Darfur and his first-hand experience witnessing the effects of genocide.

The students then broke up into small groups and attended several different workshops focusing on STAND's three-pronged strategy (Peacemaking, Protection and

Professor Jens Meierhenrich and expert in that field, who presented

each of the P's as well as different tactics for dealing with genocide.

The conference concluded with a talk from keynote speaker Assistant Secretary of State for African Affairs during the Clinton Administration Gayle Smith. Moon said, "She talked about

how compromise is a balance between realism and idealism and that bringing an end to the genocide in Darfur will require a lot of compromise. He added, "She also said that

we should be open to all kind of criticism, but that we should never step back.' Glassberg said, "It was a learn-

ing experience. I enjoyed talking to the experts and hearing differfor approaching genocide: P.P.P. ent perspectives on prevention, protection and punishment."

The conference also provided Each workshop was led by an the students with a first-hand view of activism.

Moon said, "These people weren't there looking for face recognition, they were there because they really cared about the

"It was really nice to just leave campus and meet new people who care about the same things you do," said Dai. "Meetings every week get routine; you need something to remind you that this is your goal."

Upon returning from the conference, the six PA STAND members decided to make education their primary goal for next term.

Possible future events include a dramatic production and academic course offerings on Darfur, according to Moon.



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With Cash to Spend, PSPA and SAB Welcome Ideas To Excite Students

Continued from Page A1, Column 3

tivity, or a pool table or do something that's permanent. It's totally up to what the kids are looking for," she said.

'I'm definitely excited to hear other people's ideas," said Conrad Bastable '09.

"I think that it has potential," said Ziwe Fumudoh '10.

"It has to be an idea that the whole student body will want," added Tina Kit '09. Foster Jebsen '08, said

"Honestly, [we should have] a concert, because that would be pretty cool." Several other students also

proposed the idea of a concert on campus. Sophia Bernazzani '10 said, "For \$5,000, we could get a local Boston gig.'

"We should bring a big artist here. Someone that a lot of people would want to see," said Chanel O'Brien '10.

Peter Ly '09 proposed, "A weekend with new events like a paintballing trip would be worth

On the other hand, a few students felt that the money should be put to different use.

Chelsea Quezergue '10 said, "Andover doesn't need any more money. Why can't they just donate the money? I would use it to fundraise for an orphanage in Many students suggested us-

ing the money towards renovating Underwood or dorms. "A DDR-version arcade

would benefit Underwood, said Nick Dean '10.

Ramya Prathuri '10 agreed. "We do something in Underwood because no one goes there, and I don't blame them,' she said.

Other ideas include "golfcarts for students," said Mide Babatunde '09, "a jukebox for Ryley Room," said Bernazzani, "to have more DVDs in the library," said Morgan Trigg '10, and "getting vending machines in Graves." said Jenny Zhou

All proposals are due by April 5 to the Student Activites Office. At the beginning of Spring Term, students will vote online to choose the winning

CAMD Chooses Six Students to Study Multiculturalism Over the Summer

By SARAH JACOBSON

This summer, Tori Wilmarth '09 will research white privilege, Jane Thomas '10 will study the history of the Choctaw Native American nation and Radka Dancikova '09 will explore the iden-

tity of the Rusyn population.
On February 29, the CAMD office selected six students to spend their summer researching a topic of their choice that relates to multiculturalism. Dancikova, Thomas, Wilmarth, Courtnie Crutchfield '09, Michael Discenza '09 and Kimberly Kuoch '09 were named this year's CAMD

This year's CAMD Scholar projects represent "a slice of life in 2008," said Rajesh Mundra, Associate Dean of CAMD.

Mundra said, "Kids weren't able to pursue some issues of multiculturalism within our curriculum, so I thought: give them an opportunity to do that during the summertime with some faculty guidance.'

Thomas's project, "The Next Step: The Choctaw a Century After the Trail of Tears," will follow the story of her grandfather's life, who was part Choctaw Native

the larger history of the Choctaw nation from 1934 to 1945.

Peabody Museum, said, "She's reclaiming her heritage."

Dancikova will research the Rusyn population in her project, titled "Retaining Cultural Identities: A Look at the Rusyn Community." Dancikova, who is of Rusyn descent herself, plans to investigate whether the population considers themselves Rusyn or Slovak, as well as how communist rule has shaped its iden-

She will conduct her research while staying in a small Rusyn village in Slovakia, before traveling to Pittsburgh or Cleveland to learn about Rusyns living in

Although Dancikova was

Over the summer, Discenza will study Connecticut charter schools to explore how diversity affects students' academic success in his project, "Types of Heterogeneity in Connecticut School System: Intramunicipal vs. Intermunicipal Integration."

Discenza said that his project

American. She will use the per- will focus on "community diversonal narrative to relate back to sity," which encompasses racial and socioeconomic differences. He plans to look at public records Thomas's project advisor to "evaluate performance and Lindsay Randall, Educator at the evaluate the diversity of these schools," said Discenza.

Kuoch's project, Cambodian Immigrants in America, will focus on Cambodian immigrants living in Philadelphia and their reasons for coming to America. Kuoch, who is one quarter Cambodian, plans to interview her family as part of her research.

Kuoch said, "Asians in the United States serve as the model minority ... They do well in school, and they are successful financially. But it seems that Cambodians don't get the best jobs and they don't make education a priority.'

Wilmarth plans to investigate what she called the inequality between whites and blacks in America and how it affects education in her project, titled "White Privilege: A History and Its Role in Contemporary Education."

Wilmarth said that white privilege is "really engrained in society, but not in a visible way, which is why I think it's important to talk about it."

Crutchfield plans to investi-

gate how the sense of ethnicity falls upon [him/her] to be very cess than last year. develops.

Her project, titled "The Multiethnic Dilemma: Identity Formation for the Latina, Afro-Latina, and African-American," will focus on why people are categorized into different ethnic groups and how outward perception can CAMD's yearly budget. differ from self-perception, in terms of race.

According to Associate Dean of Students Carlos Hoyt, Crutchfield plans to learn more about the "identity intersection" she has developed from her African-American and Latino background.

Mundra said that some of the projects could be valuable resources for other forums. For example, Mundra said that Thomas's research on Native Americans could be used in classes such as History 300, and Kuoch's project about Cambodian immigrants could be a useful tool for Asian

Although the faculty advisors will help the CAMD Scholars refine their topics and plan their research, they will leave most of the work up to the students.

Kuoch's advisor, Advisor to Asian Students Aya Murata, said, "It gives the student a lot of inorganized and very structured."

The CAMD Scholar Program, created last year, is still being adjusted, Mundra said. The program was previously funded by The Abbot Academy Association, but is now included in

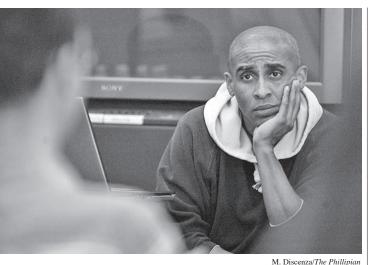
Mundra said that the CAMD Office would like to have more communication between the students and the advisors and more structure during the research pro-

CAMD selected the six from a pool of 15 applicants. Although originally planning to choose only four projects, CAMD ultimately decided to accept six due to the impressive caliber of the

He emphasized the advantage of conducting these projects over the summer. "You can really throw yourself into a project that is both personal and intellectual,' said Mundra.



dependence. Obviously, the onus The CAMD scholars will explore their roots over the summer.



Carlos Hoyt, Associate Dean of Students, organized ASM this year.

Philo Forum Participants Suggest ASM Committee

Continued from Page A1, Column 1

said, "ASM is a primary aspect of the community that belongs to everyone." He said he is seeking input in order to satisfy a greater portion of the student body.

Despite the limited turnout, the discussion was upbeat. There was a general consensus that although many All-School Meetings were engaging, there is room for improvement.

Hoyt said that there is "less leeway [for All-School Meeting programs] than people may think." Twenty-two out of 32 ASM slots are occupied by customary programs. However, Hoyt is very open to student suggestions and notes that there is an underused ASM tab on PAnet, where students can suggest All-School Meeting speakers and programs.

Hoyt said that it should be expected that students "know what we're there for," and show more "self-discipline." This was a feeling shared by most participants of the forum, many of whom commented on the rude and embarrassing conduct of some students during All-School Meeting.

The forum's participants also acknowledged the subjectivity in evaluating speakers, and while many All-School Meeting guests were enjoyable during their oneon-one discussions, their speeches seemed to lack that same inspira-

The balancing act between boring and controversial content was also addressed. Most agreed that the student voice should be heard while choosing stimulating All-School Meeting programs.

Many students also said that an All-School Meeting oversight committee would be an effective method of student input. However, there was disagreement on the subject of who should sit on this

proposed committee.

Some supported the idea of a group composed of only those who were interested and showed concern for the All-School Meeting schedule. Others thought this may result in a committee lacking diversity, and suggested appointing students from all grades and various club leaders.

Anabel Bacon '09, who is an editor at The Phillipian, said she | ing this year." and All-School Meeting has the opportunity to be a great thing." After attending the Philo Forum, Bacon was optimistic that Hoyt would "make change based on what students are saying.

Student Council President Tantum Collins '08 expressed his pleasure in the "engaging conversation." He stated that he is "confident that [Hoyt] will take student feedback [received during the forum] into account when planning future All-School Meetings."

Hoyt said "getting feedback on a regular basis is very important" as is "staying in touch with the community."

He also stressed that he is "trying to get a sense of engagement" and that All-School Meeting is the school's "only opportunity to sit together as a family.' Hovt believes that some student behavior has been "discourteous" in the past, and feedback from the forum will help to "compassionately encourage" students to show better decorum during All-School

Hoyt said, "There is never going to be a way to have 100 percent satisfaction for 1,200 people, and we set ourselves up for disappointment if we aim for that."

Hoyt is seeking satisfaction for "the most programs on the most weeks ... and strives for [that goal]."

Parental Concern Fuels Junior Parietal Dialogues

By TAVIE ABELL and JANE THOMAS

cern over Phillips Academy's parietal policy, the House Counselor Committee discussed the rules for Juniors, according to Kristen Johnson, Instructor in Biology, House Counselor in Bancroft Hall and a member of the committee.

Johnson said that such a discussion would eventually involve the entire faculty. However, she said, "Nothing is happening anytime soon."

Kathy Birecki, Athletics Trainer and member of the committee, said, "[The parietal discussion] is a non-issue... Our committee doesn't make decisions about the current parietal rules; we discuss related topics that are brought to our attention.

Marlys Edwards, Dean of Students and Residential Life, said, 'There's nothing coming out of this [meeting]... There was one meeting when we talked about it, and I'm pretty sure we're done... Any change would have to come before the faculty and be a faculty vote... We know that's not happen-

The discussion pertained only to parietals for ninth graders, with the main focus on whether to postpone parietals to Spring Term. According to the Blue Book, Juniors are allowed to have parietals after they take part in a "parietal talk" with their house counselors.

But Edwards said there should be "truth in advertising. If we say that we're going to start parietals in Winter Term and then we don't finish the discussions until the end of the term, why not start them in spring?"

Chris Calkins '11, a resident in Rockwell House, thinks the parietal rules are fair, though inconvenient.

He described the parietal rules 'basically as strict as they can get.' According to Calkins, Rockwell residents are currently not allowed to have parietals, even though the Blue Book states that parietals begin for Juniors during the Winter

Margot Pinckney '11 agreed that the parietal policy is overblown. "We had a three-series dorm meeting... I think [the parietal rules] are understandable, but a little absurd... Not a lot of freshmen need parietals, so the rules are kind of invalid because they're not used."

Lynx Mitchell '10 is against the idea of parietals altogether. "I don't think [adults] should regulate our sexual relations.'

Bijan Torabi '10 agreed with

In response to parental con- Mitchell. "I think we should just get rid of parietals all-together, definitely for Seniors and probably for Uppers too."

Rebekah Wickens '09, a new Upper, sees illegal parietals as an issue. As a solution to the problem, she suggested "better hours during the week because it seems like the hours are really specific ones that some people can't use." She proposed the end of the school day until first sign in as an alternative.

Dave Holliday '08 agreed that changes should be made to make the rules more convenient for students. He said that there should be specific hours when house counselors are required to be in the dorm so students can have parietals.

Holliday believes that adults on campus are often more concerned than they need to be with regard to parietals. "People sometimes assume the worst...But even so [the parietal rules at Phillips Academy] are more liberal than they are at other schools," he said.

Dylan Rhodes '10, however, does not believe that changes to the rule would alleviate the issue. He said, "I don't think that if they changed the parietal rules it would do very much because there are always going to be illegal parietals."

On the other hand, Emily Hutchenson-Tipton '10 said, "I think the main reason that [the school has parietals is partially that they're concerned but also that I don't think a lot of parents would let their children come here if they didn't have any regulations over that sort of thing."

PA Taking Proactive Approach to Prejudice

Continued from Page A1, Column 6

black girls in a photograph of all of the residents of Harman Hall, a girls' dormitory. Less than a month later on October 22, an African-American student found an expletive on her door in Carter Hall, a lowerclassmen girls' dorm.

Loomis student Tucker Stone 10 said, "No previous incidents would foretell that a racial incident like this would happen. It took the whole campus by sur-

In response to the escalation of these recent events, Phillips Academy arranged last-minute meetings by cluster "to discuss some of the incidents that have occurred on high school campuses over the past few months," as written in an email sent from Marlys Edwards, Dean of Students, on Tuesday.

Linda Griffith, Dean of CAMD, said, "[The cluster meetings] were a direct attempt at trying to be proactive...We're not immune, and I do think we take stens as a community to make our students aware and sensitive."

"Now we have four incidents that have happened in our backyard, basically, at prep schools. This is why we try to be proactive," Griffith said.

She continued, "The St. Paul's incident was more disconcerting because it was [sent through] U.S.

mail. This is a felony, and it was

a threat-it wasn't an epithet. For me, the big difference is [that it was] a threat, and that's what's also happening at Deerfield. When you're threatening someone, we've moved onto a whole other level.'

Andover has so far avoided flare ups like those at its peer schools.

Griffith believes that Andover has thus far avoided incidents to the same magnitude as those at St. Paul's and Deerfield because of initiatives such as affinity groups on campus, CAFÉ, the PACE (Personal and Community Education) program and the CAMD Scholars program.

'What the CAMD office tries to do is help students feel secure in their identity and therefore be authentic," said Griffith.

Unfortunately, there's no inoculation against this kind of thing," said Carlos Hoyt, Associate Dean of Students.

Frank Tipton, Instructor in History and CAMD Advisor for Gay, Lesbian and Bisexual Issues, said, "I think we're lucky to be a community that is supportive of all of its constituent elements.

He continued, "That said, we're not immune to anything that happens, so whether it's a question of how strong our community is or whether we've just been lucky, I don't know [why Andover hasn't been affected yet]. But I certainly hope that our strength as a community will continue.'

WITH SERVER DOWN, PRESIDENTIAL VOTING DELAYED

By ANDREW LI

As students signed on to vote in the penultimate round of the presidential race last Friday, many found that the link to the voting program was not functioning.

Connection issues arose when the third-party company hosting the voting application, webhostingpad.com, unexpectedly shut down its server.

According to a member of the company's Technical Support department, the server shutdown was in part a security measure.

"We believe there might be some attacks. We've been having some inconsistencies these past few months," he said.

"Someone may be abusing the servers and the administrators are trying to fix it," he continued.

This issue was first brought to the attention of Student Council President Tantum Collins '08 through John Grunbeck '09, who was temporarily in charge of voting, when Frank Pinto '08, the voting system's creator, was sick at Isham for the day. Several students had also emailed Collins about the issue.

Soon after, Pinto called the company to have the problem fixed.

"Theoretically, voting was supposed to be restored by Friday, 4 p.m.," Collins said.

However, throughout the rest of the day and even into the weekend, voters experienced additional delays. Because of the server shutdown, the entire voting program had to be reloaded onto the server, which resulted in further issues.

Computers, in order to save time and efficiency, often cache sites that have been visited in the past for offline use. As a result, some students still had the nonfunctional voting system saved on their computers.

This problem was later solved through a simple rebooting.

After four update emails from Collins, students were notified that the voting system was finally fixed.

The original 9 p.m. Friday voting deadline was extended to 5 p.m. Saturday.

Even after the system was repaired, according to Collins, some students were still unable to vote. However, this was a very small portion of the student body, he said.

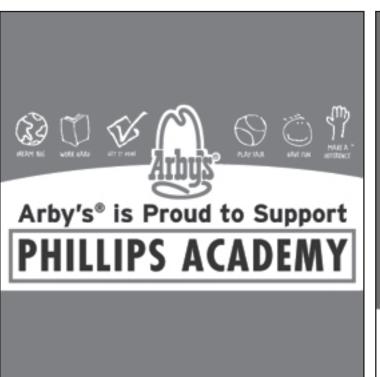
'09, Lawrence Dai '09 and William Thompson-Butler '09 received the highest vote totals and advanced to the final round. Despite the issues with vot-

In the election, Malin Adams

ing, Collins was confident in the accuracy and results.

"By the end, we did actually have a higher voter turnout than last time, just shy of 700 voters, so I don't think it changed results," he said.

For the next round, Student Council hopes to avoid further voting issues by using a Blackboard-based voting system.





facebook

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The Phillipian diagnoses the social networking craze that has come to define this generation of particularly technologically adept students.



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View Videos of Phillipian (6)

Send Phillipian a Free Gift

Send Phillipian a Message

I am online now.

Poke It!

facebook growth

By ROB BUKA

The popular social networking website Fain February 2004. As of January 2007, about 250,000 Facebook accounts are created each day, for a total of more than 67 million active users.

At its establishment, Facebook was offered strictly to college students. Beginning at Harvard University, Facebook soon extended to Stanford, Columbia and Yale. Only students with valid email addresses for these universities could register on Facebook.

After experiencing immediate success, Facebook soon opened up to all college students. By May of 2005, the site included more than 800 college networks.

In September 2005, Facebook extended its reach to high school students. At first, the high school Facebook network was completely separate from the college Facebook network. In time, photos. however, the two networks mixed.

Facebook Press Representative and Andover alumnus Meredith Chin '01 wrote in an email, "We discovered that many people wanted to be able to communicate across those [network] lines, either with younger/older siblings or just with friends."

Yet, this homogenization was met with resentjoining high school users. One such group is "Facebook Should Be for College Students Only," which currently has 1,011 members. The group's statement says, "Facebook was made to be exclu-

Regarding complaints raised about the inclusion of high school students to Facebook, Chin to help people communicate and share informaworks was a natural evolution in helping more people do that."

Just one month after adding high school networks, Facebook also opened its doors to interna-Facebook had more than 5.5 million participants. people the best possible user experience."

The next step in Facebook's expansion was cebook has grown extensively since its launch the inclusion of work offices in May 2006. Again, this movement was met with some disapproval by student users. Various students were uncomfortable with adults, and more specifically, parents invading their webspace.

> Lydia Dallett '08 said that she did not want her parents to create Facebook accounts because, "I don't necessarily want my parents looking at the [messages] that my friends write on my wall...It's just sort of about keeping a barrier between home life and school life.

> On the other hand, Tory Marvin '09, whose mother has a Facebook account, said, "Personally I'm not bothered by [parents using Facebook] because my mom is one of my best friends."

> Tory said that she and her mother use Facebook to send messages and occasionally share

> Chin wrote, "We receive a lot of feedback from users that are actually really excited to be able to communicate with their parents. Similarly, we get messages from parents that are thankful they have a way of staying in touch with their children, even when they are off at college or ... boarding school."

Meanwhile, for those that prefer to avoid conment by some college Facebook users. Various tact with adults on Facebook, Chin said, "Face-Facebook 'groups' formed in opposition to the book offers really granular privacy settings that allow users to control their information and who they are sharing it with."

September of 2006 marked another significant ilestone for Facebook, when the website exsive for college students and that's how it should tended its network to people worldwide. Before long, in December 2006 there were more than 12 million Facebook accounts.

Facebook's size and popularity have grown wrote, "Since Facebook is a social utility, it aims exponentially in less than five years. Creator of Facebook, Mark Zuckerberg, reportedly declined tion more efficiently. Adding high school net- multibillion dollar buyout offers from Yahoo and Google between September 2006 and October

The next step in Facebook's evolution is a new profile design that will be launched this spring. tional schools. Accordingly, by the end of 2005, Chin said that the goal of the project is "to give

facebook privacy

By CHASE EBERT

that serves more than 67 million users, may not be as private as users think.

Numerous Facebook account holders, including Phillips Academy students and some teachers and administrators, provide Facebook with seemingly harmless information, such as their names, email addresses and dates of birth.

However, Facebook may be sharing some of their user information with third parties.

"There's a concern [among administrators] that time." students aren't aware of how public their Facebook accounts are. That information flows everywhere," said Marlys Edwards, Dean of Students.

On November 6, 2007, Facebook announced the launch of Beacon, a program intended to update members of purchases their friends made online at third-party websites, according to a New do. York Times article.

Within a month, 75,000 Facebook members who considered Beacon an invasion of privacy joined a protest group on Facebook. Many had a problem with the opt-out nature of the program, which automatically included a user's purchase activity until the user changed his or her privacy

Facebook responded by altering Beacon several times, until finally making it an opt-in application in late November. On December 5, Facebook founder and CEO Mark Zuckerberg apologized to Facebook users for the blunder in a blog post on

Although the company has repeatedly attempted to change privacy policies to meet users' demands, many remain concerned about Facebook's use of their personal information.

David Busis, Teaching Fellow in English and Yale alumnus, said he signed up for Facebook in 2004. Though he finds it to be a convenient way to keep in touch with friends, Busis has developed a negative opinion of the company's privacy poli-

Facebook, the popular social networking site see what I'm buying, and it's not that I'm buying anything unsavory, it's just none of your business," Busis said.

The difficulty of deleting Facebook profiles is another privacy concern. Facebook saves backup copies of user profiles for "a reasonable period of time," according to the Facebook Principles, a privacy policy statement.

By press time, Facebook did not reply to an email asking to define "a reasonable period of

The seeming permanence of users' profiles can cause headaches for college applicants.

Jane Fried, Dean of Admissions, wrote in an email that although the Phillips Academy Admissions Office does not screen prospective students' Facebook or MySpace accounts, some colleges

Danielle Early, an Admissions Officer at Harvard, said, "On very rare occasions, we do [check applicants' Facebook or MySpace profiles.] Suppose you have a student who has been a national-level figure skater. You want to find out: a. if it's true, and b. how good they really are, so we Google their name."

Although admissions officers are "always looking for reasons to admit the student," Early said that if an applicant's Facebook or MySpace profile were found to be inappropriate, the officers would not admit him or her.

Misbehavior on Facebook has also gotten students into trouble at Phillips Academy. During Spring Term last year, several Andover High students and Phillips Academy students engaged in what Kyle Rogers '09 described as "trash-talking" on a public Facebook group.

When administrators discovered the exchange, the involved PA students were disciplined, said Rogers, who received a Dean's Censure for his participation in the group.

Rogers said the exchange was harmless. "It was done in a joking manner. Nothing was going "I would quit if there weren't a way to opt out to come of it. It was harmless and both I and the

the facebook phenomenon

What are you doing right now?

facebook profiles

By TRISHA MACRAE



As he logged on to the social networking site, James Rockas '08 admitted that he might be considered an "avid Facebooker."

"I log on at random times," a break.'

However, during vacations his Facebook activity is not so restrained.

"During vacation, Facethough he often uses Facebook Rockas employs most of his

various Facebook applica- page."

ing figure through a cave, has of Facebook users. 146,758 daily active users.

Rockas said. "Usually when appreciate that "people would is denial. I'm doing homework...to take spend hours [modifying] their ing music, extra features and on Facebook," he said. background images.

searching for the right back- cebook polysyllabically.

James Rockas '08 time on Facebook gaming on ground for their MySpace

Rockas also enjoys the inti-Popular Facebook games macy of Facebook, explaining, include Scrabulous, an online "There is something to be said version of Scrabble that at- about being focused on your tracts 721,785 daily active us- school." However, Rockas laers. Jetman, another common- mented that the community asly added application in which pect of Facebook has deteriothe user navigates a jet pack- rated with increasing numbers

Though he admitted that Rockas explained that he the website "reduces producnever had an account on the tivity," Rockas asserted that he other popular networking site is not addicted to Facebook. MySpace, because he did not But one ugly tenet of addiction

"I probably spend more page." MySpace users can time fiddling with my iTunes customize their pages by add- account and library than I do

Rockas proved he had the "Facebook is more of a so- ability to focus intently on book game marathons occur," cial networking site, where the his work—as he became en-Rockas said cryptically. Al- focus is on conversation," said grossed in researching Turkey Rockas. "People aren't go- for his history class, he ceased to communicate with friends, ing on the internet for hours, to answer questions about Fa-

Menelik Washington '09



though Menelik Washington '09 has a Facebook account, he called him- friends from home. However, self "a big AIM [AOL Instant Washington only checks his

Messenger] person."

its dynamic nature, far closer to live conversation.

He said, "[AIM]'s a conversation, not me writing on someone's wall and waiting anywhere from 30 seconds to 4 days [for a response]."

only logs on to Facebook "to book. see if someone has something to say to me."

He also keeps a MyS-MySpace account about once Washington spends his per month, because "MySpace Washington. time on AIM because he likes is full of viruses, weirdos and

more viruses."

Washington appreciates the relative tranquility of Facebook, though he said that like MySpace, it is being inundated with members. But Washington is "not one to hide who I am, even on the internet," so he is unconcerned about the Washington said that he growing numbers on Face-

Washington said he does "not really like" the numerous Facebook applications, aside pace account, in order to stay from the Jetman game and the in contact with some of his Honesty Box application. The anonymous comments of the Honesty Box are occasionally extremely amusing, said

Fay Gao '07



man at Boston University, imity to one another. said that her Facebook usage Academy.

in terms of Facebook use, and tion. that both student populations use the site for "informal com- Phillips Academy, Gao lived munication."

cebook experience might be number of her friends live in different in boarding schools her college dorm, she uses her and day schools, because "phone and feet more often." boarding school students Fay Gao '07, now a fresh- spend more time in close prox- book can be extremely useful

has not changed significantly Facebook is "more of a daily ing out with friends in real since graduating from Phillips usage thing...[the] equivalent life" and not just communicatto shooting an email," the net- ing via the internet.

Gao said that college is working site is not the ideal "pretty similar to Andover" way to carry on a conversa-

As an upperclassman at in Morton House, a seven-She speculated that the Fa- girl dorm. Now that a larger

Ultimately, said Gao, Faceif a student "can control it" According to Gao, although and have a "healthy life, hang-

April Liang '11

time soon.

stant Messenger (AIM).

Nor does Liang have a MyS-

The only Internet appli-

every day in school?"

cation she uses is Skype, an isolation." online calling service. Liang sometimes uses Skype to con- Academy students' fascination Shanghai, China.

Liang uses email to com-April Liang '11 does not is "much more personal. It's birthday on Facebook, who have a Facebook account and more private than Facebook, then received numerous birthdoes not intend to get one any because not everyone can read day wishes throughout the the message."

Detached from the Facepace, a Xanga blog or AOL In-book obsession, Liang admit-Liang ceded, "but I still ted that she feels left out "quite wouldn't use it ... Sometimes "What's the point," she a lot." But she is making a [Facebook] would be a dissaid, "if you see [your friends] conscious and willing choice, traction."

"isolating myself." "If," she added, "it's really

Liang said that Phillips

tact her family, who live in with Facebook is sometimes "kind of silly."

She recalled an instance municate with her friends over when one of her friends break. Liang said that email changed the date of a friend's day.

"Responsible use is good,"

the school [punished us,] but I don't agree with the nections is especially important psychologically decision," said Rogers.

Many students do not seem bothered by the thought that what they put on Facebook is available to the public.

Silke Cummings '08 said, "Nothing I put up there is very personal, and I'm not afraid of others seeing me. I don't add strangers, so I don't have to worry about someone stalking or anything like

Although the difficulty of deleting a user profile bothered him, Ben Ho '11 felt his personal information was secure. "It gives you a feeling of being safe. MySpace is way too open. With Facebook, you give your name and birth date but adults are. It's not that kids don't use the frontal to decide what information you keep private from connections between the emotional region and the other users.'

Carol Israel, Associate Director of Graham of programs like Beacon. I don't want anybody to Andover High kids knew that. I understand why House, said that the need to establish these con-

among adolescents. She thinks this may partially explain the popularity of the site among PA stu-

Yet because they are adolescents, students may not fully comprehend the consequences of posting

personal information on Facebook, Israel said. "We now know that brain development isn't finished until early to late 20's, and the part that is growing the most is frontal cortex — decision making, foreseeing the consequences of one's actions," Israel explained.

"Teens are more likely to process things in the region of the brain that supports emotion than nothing like your social security number. You get cortex, there is just this evidence that maybe the frontal cortex are a little slower in teens. I don't think that's the whole explanation. I think that's a piece of it."



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

How many hours of sleep do you get each night?

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?

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.

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 experi-

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.

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

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.

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 Adler was scribbling down a two terms. We came into office

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 onecard 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 eventual-

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

regrets of their time in office. Collins says, "Not everything has gone jokes Collins. perfectly, especially this week, with the voting issues. It's been piece of paper resting on his knee. a learning experience for the past

not knowing nearly as much as we initiatives, and the administrators, do now. We see what is and isn't reasonable and learned how to organize things.'

In the last round of presidential elections, the server went down in the middle of voting, inhibiting students from casting their ballots.

Adler says assuredly, "Where initiatives have failed, we've gained a lot in learning how to lead and in understanding how the school functions. We get better and better at our jobs as we push for certain initiatives.

The pair reflects upon their time together in search of a funny memory. Adler says, "We went to the interscholastic student council conference at Choate. There were six schools there, and Tantum and I went there in coat and tie, and we were the only ones who dressed up. That was a little funny.'

"Most of our other stories are a little too inappropriate," Adler adds. He and Collins sneer at one another, and laugh. Adler continues, "We laugh

a lot in meetings—it's hard for us to suppress sometimes. Actually, scratch that other story. This one's good-Once we drove with our faculty advisor, Mr. Alonso. He chose the music we listened to in the car. I'll just say that less than admirable choices were made. And ly says, "I was very excited to give it didn't help that he sang along the

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

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

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 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

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 Adler laughs with his colleague

than balanced.'

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."

1974

A Historical Timeline of the PA Student Council **Presidency**

Student government and the role of "senior class officer"

established at

Phillips Academy.

Late 1940s

Student council and the position of

student council president died out in response to antiestablishment sentiment in the student body.

1978

Student council and student council president were reinstated.

1981

Soutter '82 was elected as the first female student body president.

Hadley

1986

Todd Fletcher '85, a black student, was elected as the first non-white student body president.

1993

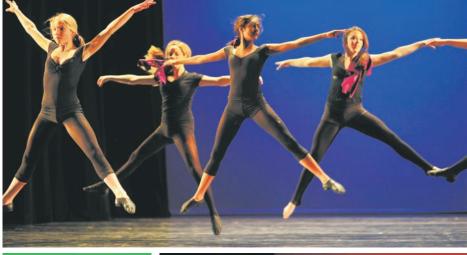
The Phillipian ran a picture doctored to be unflattering of the newly elected student body president Kristina Holt '94.

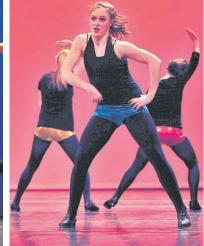
"Rubik's Cube Kid": Kellon Olusola '11 See Page B6

PHILLIPIAN ARTS



March 7, 2008









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 unequaled 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 McFer-

Ironically, the myriad dance styles vent and the mingling of "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 "Satisfaction" and an Arabian Waltz, among many

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

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 enjoy-

Maura Tousignant '08 was involved with several pieces in the Dance Open. The driving forces of dance fusion ar 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 styes, including jazz, tap, step, hip-hop, ballet and modern dance.







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 effor 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 emtpy halls were transformed into a three-story nightclub last Saturday

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

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 then the other two floors. However, the space was still filled with students thirsting for a fun break from the relative intensity of hiphop 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,

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

but most students did not notice.

"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

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

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.



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

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The PHILLIPIAN

Phillips Academy, Andover, Massachusetts



Andover Boys Swimming celebrates a well-deserved second place finish at Interschols. The team eventually fell to Deerfield despite numerous personal bests.

Swimming Can't Defend Championship Title; 30-Point Diving Deficit Gives Deerfield the Win

By Kristen Faulkner PHILLIPIAN SPORTS WRITER

In a thrilling opening to a highly anticipated 2008 New England



Championships, 37-year old Andover record was broken this weekend by the Medley

Relay team of Co-Captain Brendan Deveney '09, Curtis Hon '10, Jimmy Brenner '10, and Steven Lee-Kramer '09. The boys finished third with a time of 1:37.48, replacing the old school record, which had been national prep school record when established in 1971. First-place Suffield Academy set a new New England record, and all three teams qualified for "All American" standard.

Andover traveled to Deerfield last weekend for Interschols, placing second overall to the host team by only 15 points. Of the twenty-one Andover swimmers, twelve returned to compete in finals. Several of Andover's grade specific records were broken.

The meet continued with Matt Mahoney '11 setting the Junior record in the 200 Freestyle with a time of 1:46.58 to finish

fourth. Conor McAuliffe '10 finished tenth with a personal best of 1:47.76. Deveney '09 swam next, placing third in the 200 Individual Medley, qualifying for an All American Consideration in 1:55.21. Brenner shattered the Lower record in the 50 Freestyle with a time of 22.21, closely followed by Lee-Kramer in ninth with a time of 22.35. Andover finished the first half ahead of second place Deerfield by a slim seven points.

Andover failed to place divers in the top sixteen to score, but Brenner broke the Lower record in the 100 Butterfly to open up the second half of the meet. He finished fourth with a time of 53.54. Brenner now holds both the Junior and Lower records in the event. Alex Smachlo '11 finished thirteenth with a time of 55.59.

In the 100 Freestyle, Deveney '09 took third with a time of 48.02, alongside teammate Hon who finished fourth with a time of 48.42. Co-Captain Kevin Zhai '08 placed tenth with a time of

McAuliffe then broke the Lower record in the 500 Freestyle and placed fourth with a time of 4:45.44. Mahoney finished third and grasped a personal best of 4:47.79. Smachlo finished eleventh with a time of 4:47.58.

The 200 Freestyle Relay team of Lee-Kramer, Asa Harrington '09. Zhai and Brenner finished second with a time of 1:29.40. Ben Morris took tenth in the 100 backstroke with a 56.30, closely followed by Conor Deveney '11, William Faulkner '09, and Steven Lee-Kramer in 12th, 13th, and 16th respectively.

The 400 Freestyle Relay team of Hon, Zhai, Mahoney, and Deveney '09 took first with a time of 3:14.37. Despite the victory, Deerfield stole the overall win with a score of Deerfield-332, Andover 317.

Brenner said, "I couldn't be prouder of the way everyone on our team swam. We all trained really hard this season, and I think everyone swam his best. In the end we only missed first place by 15 points, and I think that we're going to have another really good shot at winning next year. The best part of the meet had to be the medley relay breaking our oldest school record and getting an All-American time. What's even better is that we can break it again next year."

With only one senior graduating this spring, Andover looks forward to next year, and the team already has plans to recapture the championship title.

Girls Swimming Takes Third at Interschols; Morss '10 Dominates Competition in 100 Free

By Veronica Faller PHILLIPIAN SPORTS WRITER

After suffering a narrow loss to Exeter in its final dual meet,



Andover Girls Swimming rebounded to defeat its rival at Interschols last Saturday. Although the team expected

to finish fourth, numerous season best times promoted Andover to

The 200 Medley Relay squad of Eva Simitch-Warke '09, Allie Hall '10, Annie Glancy '09, and Lexi Moroney '11 captured fifth place in the event with an impressive time of 1:54.06.

The 200 Freestyle gave an accurate preview of how well the team would perform throughout the meet.

Becca MacRae '09 and Stephanie Moroney '09 both posted season bests in 2:09.89 and 2:10.26, respectively.

In the tension-filled finals of the event, Kristen Faulkner '11 overcame the pressure and the talented field to take fourth place and a record best time of 1:58.05.

In the 200 Individual Medley,

Glancy swam a season best of 2:14.07 to capture fifth. Teri Faller '11 also swam a

season best of 2:18.65 for eighth Aubrey Zimmerling

swam a beautiful race, posting a season best of 2:23.76, while Juliana Reider '10 swam a strong 2:24.46. In the most closely contested

race of the day, Peyton Morss '10 used her long arms and stellar kick to snag fourth in the 50 Freestyle, swimming a season best of

Moroney '11 took tenth, posting a season best of 25.68. Mai Kristofferson '09 and Alanna Waldman '10 both had exciting races, swimming season bests of 26.03 (for a 13th place finish) and 26.07, respectively.

Although Emily Johnson '10 slipped on the board during the diving event, her fluid and graceful dives were still strong enough for her to capture 14th place.

In the 100 Butterfly, Glancy swam a stunning race to finish second in a season best of 1:00.24.

Greta Martin '09 achieved a season best of 1:03.34, and Celia Lewis '10 and Waldman posted strong swims of 1:04.24 and 1:05.25, respectively.

Morss swam the perfect race in the 100 Freestyle to capture the New England Champion title. The field was even for the first half of the race, but then Morss pulled away.

Morss' lead kept growing. She touched the wall in 53.64, almost a second and over a body length ahead of second place.

Kristofferson and Captain Caitlin Feeney '08 both swam amazing times for season bests, posting 56.72 and 57.76, respectively. Moroney '11 also had a strong swim with a time of 57.11.

For Andover's distance swimmers, who have been working extremely hard at practice, the meet was truly a success.

Faulkner cut three seconds from her 500 Freestyle for a time of 5:11.82, finishing fourth, and Hall dropped nine seconds for a time of 5:12.41, coming in 5th.

Lewis cut eight seconds, finishing with a time of 5:30.07. Abby Levene '09 dropped 21 seconds for a season and best of 5:41.03.

The 200 Freestyle Relay proved to be controversial. Andover's squad of Kristofferson, Morss, Moroney '11, and Faulkner swam a closely contested race for first against Hopkins.

The finish was so close, officials could not determine from sight who won.

Unfortunately, the electric timing system in Andover's lane malfunctioned so officials used the backup hand timer's time.

The timer recorded Andover finishing in 1:41.67. Hopkins finished in 1:41.66. Andover took second by one-one-hundredth of a second.

In the 100 Backstroke, Simitch Warke took sixth place with a season best of 1:02.44. Teri Faller swam a strong race for ninth, also with a season best of 1:02.27.

Sarah Pucillo '08 swam an amazing season best of 1:09.82, and Veronica Faller '09 had a strong swim, with a time of

Hall took fifth in the 100 Breaststroke, posting a season best of 1:09.76.

Season bests were also seen from Tina Kit '09 (1:12.98), Zimmerling (1:16.30) and Kimberly Chang '08 (1:18.87).

In the 400 Freestyle Relay Andover and Hopkins once again pulled far ahead of the other competitors.

The team of Morss, Kristofferson, Glancy, and Faulkner was narrowly outtouched and finished

second again in 3:39.08. With a final score of 273 points, Andover capped off its 7-3 season with a third place finish.

Feeney said, "Interschols was a great way to end the season we maintained good energy and confidence, and we should be proud of our cohesion and improvement.

Feeney continued, "I admire the dedication and passion of

Kit added, "Even though we swam individual events, each swim was for the team.'

Zimmerling agreed, saying, "We all went home in high spirits and with a great sense of accomplishment.

Only graduating three seniors this spring, Andover is already looking forward to its extremely promising 2008-2009 season.

PA Sends 9 to New Englands; Cintron & Mosquera are Champs

By Scott Sanderson PHILLIPIAN SPORTS WRITER

With a 6-2 upset victory in the finals of the New England Cham-



pionships, Reid Mosquera capped off a historic $2\,0\,0\,7\,\text{--}\,2\,0\,0\,8$ season

Andover Wres-

tling. Andover traveled to Loomis Chafee on Friday afternoon to compete in its final competition of the year: the New England Prep School Championships. The tournament, which brings together a field of 47 prep schools represents the finest that New England wrestling has to offer. Andover qualified nine of its thirteen starting wrestlers: Robert Palmer '11, Duncan Crystal '10, Ryan Gaiss '11, Ben Elder '09, Scott Sanderson '09, Co-Captain Hector Cintron '08, Co-Captain Shaun Stuer

'09 and Mosquera. Of the nine wrestlers who traveled with Andover to the tournament, all nine survived to wrestle at least one match on day two. The trio of Cintron, Mosquera and Stuer, "The Three Amigos," all recorded pins in their first round matches to advance, as did Sanderson and Palmer. In perhaps the biggest upset of the first round, the unseeded Gaiss defeated his fifth-seeded opponent, 5-3, while Crystal earned a comfortable 8-1 decision.

Andover began day two with a rocky start, as Andover's trio of All-Americans became its only members to advance to the semifinals. After suffering his first loss, Crystal rattled off three straight wins in the consolation bracket to secure a place in the place match for 3rd. Gaiss also bounced back to win two more matches.

As the competition raised itself in the semifinals, Cintron and Mosquera both recorded quick pins, and Stuer advanced to the finals when his opponent suffered an injury and was forced to withdraw.

As the final round of competition began, Andover was well behind Northfield Mount Hermon, the runaway winner of the team competition, but it held on to a narrow lead over the Brooks School for second place. The team's place would depend on its performance in its final matches of the season.

Crystal was first to go and though he wrestled hard, his opponent proved too much for him. Gaiss was unable to reverse the momentum, losing 14-2 to take

As Cintron, the team's only senior, took the mat to wrestle his final match in an Andover singlet, there was a palpable feeling of tension in the air. Cintron remained calm and in control the entire match, even as the first period ended with him down 3-2. In the end, Cintron's superior conditioning and technical skill proved too much as he became Andover's first NE Champion.

Stuer wrestled his own final match immediately following Cintron's victory. Stuer lost a 6-4 decision to his opponent from Roxbury Latin.

When Stuer's match had ended, it was time for Mosquera to take the mat. He faced BBN's Derek Papagianopoulos, who had defeated Mosquera earlier at the National Prep Tournament. Undaunted, Mosquera shocked the entire gymnasium by earning a 6-2 victory, sealed by a 4-point throw midway through the final period of the match. Mosquera's win also clinched second place for Andover as a team.

Congratulations 2008

an Andover swimmer achieved the honor was in

Brendan Deveney '09, Curtis Hon '10, Jimmy ley Relay (1:37.48)

Consideration:

(1:55.21)

SLAM: Making the Beat Drop Since 1994







Stephanie Xu '09 (left), Atima Lui '08 (middle), Nkem Oghedo '08 (right) are three of the fifteen members of Andover's SLAM team who are exemplifying individual step moves used in the team's various performances.

By Carolyn Chica & **Dacone Elliott SLAM CAPTAINS**

When we were first approached to write an article for The Phillipian about SLAM, we began thinking about what stepping really means to us. Where we come from, 'cheer' is not a word we hear very often. They should call us inspiration-leaders instead.

It surprises the Andover community most to learn that as Spirit Leaders of Andover Madness, SLAM, we are a real sport that practices for an hour and half every day. Despite the lack of a varsity letter or a picture up on the wall, becoming part of SLAM can be more competitive than most

We are roughly a fifteen-member team, and we hold tryouts at the end of every fall term to replace the seniors we lost the pre-

vious year. There are three days in which the two captains teach two steps and a cheer. In recent years, we have decided to make one of the two steps accompanied by music, because many of our routines are now moving towards being performed with music.

On the fourth day, we hold official tryouts where the prospect ive SLAM members perform in pairs in front of three SLAM affiliated faculty judges. They are scored on the power of their steps and claps, the attitude that they exude, sharp head looks, and the projection of their voice. The top 13 scores automatically make it onto the team, not taking into ac-

count previous years on SLAM. This means that it is very possible for a veteran to end up watching SLAM from the stands. The fourteenth and fifteenth top scores fill the spots of alternates. Throughout the season, they have the opportunity to earn their spot on the team.

Our season begins in the winter term. Everyday from 6:30 to 8, we teach the rest of the team all of our cheers for the various timeouts and half time performances in preparation for our Varsity Boys and Girls home basketball games. There are times when team members are put on the spot and must perform routines by themselves to make sure every clap and head look is when it is supposed to be.

On SLAM, we believe we are only as strong as our weakest member, because we strive to create one sound. The first few weeks of SLAM are always painful. We have to work muscles we forgot existed, and popped blood vessels appear on our hands and thighs

from slapping ourselves so hard. The climax of our season comes at the Andover/Exeter Boy's Basketball half-time where SLAM and Precision (Exeter's

step team) "battle." SLAM does not exactly fit into the athletic program here at Andover. We dress in cheerleading uniforms, but we aren't cheerleaders. We perform in Dance Open, but we are not necessarily dancers. Regardless, SLAM provides everyone with that extra boost of school spirit, and it fascinates most people to see in person what they've only experienced in movies like "Stomp the Yard."

Occasionally we partake in stepping competitions at local boarding schools. These competitions bring out our genuine aggressive natures. We are used to performing for only the Andover audience, so when stepping at other schools, we have to strive to prove that we are the best. SLAM has been making the beat drop since 1994, although the team has been changing in size, color and

style. We believe SLAM will continue to have a bright future at Andover and that our spirit will continue to inspire both athletes

Swimming All-Americans!

Last weekend four Andover Boys Swimmers gained All-American recognition. The last time

Brenner '10 & Steven Lee-Kramer '09: 200 Med-

Brendan Deveney '09: 200 Individual Medley

Phillipian Sports Athletes of the Term

Co-Captain Brendan Deveney '09 Boys Swimming

"Ido not know an athlete

with greater focus and

fortitude. This kid is a

beast."

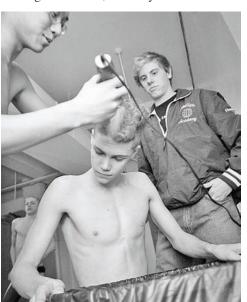
-Coach David Fox

"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

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 Brendan 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

top twenty fastest Andover
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

Recently, he has also been recognized as one of the top four allround 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-



M.Discenza/The Phillip

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

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



M.Discenza/The Phillipian

game in tight situations.

Fox admires his ability to be loose and laidback on and off the court — Arenas writes a humorous blog — while being one of the league's

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

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

dropped and we came away with a one-point victory."

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

hook shot as time expired. Somehow, the shot

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."



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

Honorable Mentions:



Cox led Andover to its first playoff berth since the 2005 campaign and finished the season ranked

Captain Andrew Cox '08:

sixth in New England with 56 points, tallying 23 goals and 33 assists.



Captain Simone Hill '08:

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



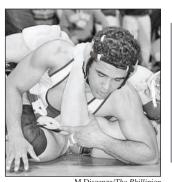
Co-Captain Mike Palermo '08:Palermo's outside

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



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.



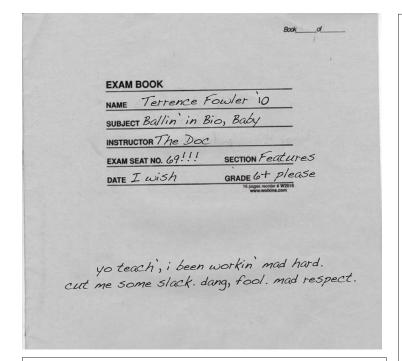
Co-Captain Hector Cintron '08:

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



Peyton Morss '10: Morss capped off an extraordinary season by racing to a firstplace 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?

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 Phonicsb) 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.
 - wtf, babiezzz?
- 4. Which letter is the best?

a) Ab) B

c) C

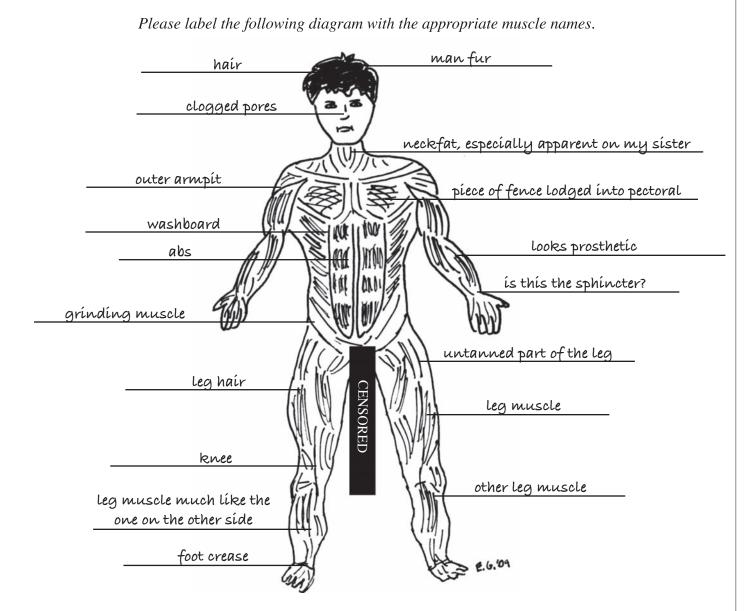
Aquaman

5. What if God was one of us?

a) I'd stop listening to 80's mus

- 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

-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.

Semi-permeable membranes. Discuss.

this one

−Eli Grober

A Gangsta's Guide 2 Final Examz©TM

My name is Billy Fowkes and I am the author of *A Gangsta's Guide 2 Final Examz* \mathbb{C}^{TM} . 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

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

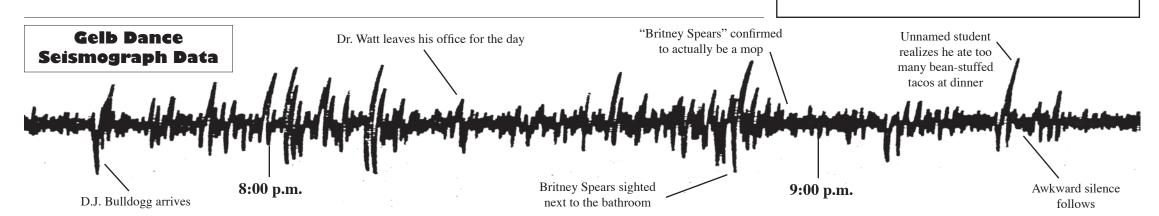
"The main key to essay success is to begin with a quotation" (*Gangsta's Guide*, Billy Fowkes, 2008). I have based every essay that I have ever written off of this famous quote, and I have experienced great success. In addition, I follow the general essay structure of: Opening Paragraph, Factual Paragraph, 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

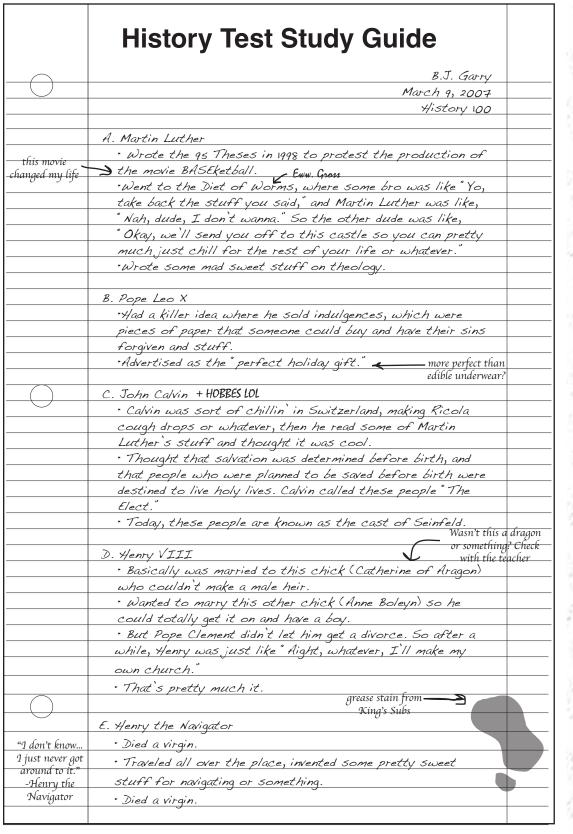
TopTen Teatures Presents...

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?"



Assessment Week



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. **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

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?

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.

ing than studying for finals?

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 interest-

Jennifer: Is that a serious question? Deep-water bass fishing. So any-

way, 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.

B.Qiu/The Phillipian

Peter: It's simple. Back during the Roman Empire there was this emperor named Feudal. He made this law that whenever someone saw a peasant he had to shout "Feudal" really loudly. And I guess it just kind of stuck through history.

Jennifer: Haha, that was so funny I think I might actually hurt you if you ever say that again. But really, will someone please explain it?

Curtis: That's all the way back in the Middle Ages. We've already covered that time period. I guess you're just out of luck.

Jennifer: C'mon guys, it's only one thing. Can't we just go over it really quickly?

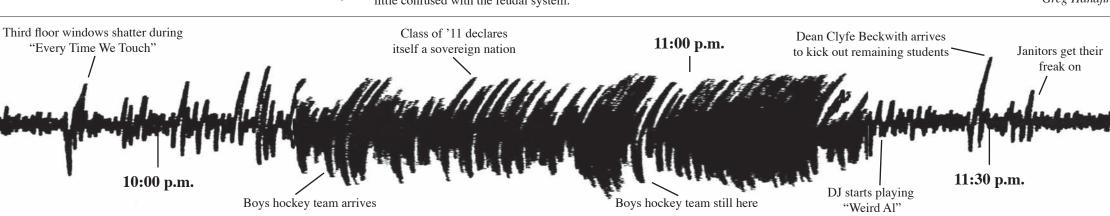
Mike: Forget it. I'm just going to go over there and make a timeline for myself and study it until the exam.

Curtis: Oh, you don't have to worry about making a timeline; I already did that. Look right here. (*Points to a piece of paper*) When the study group started out it was boring. Then as time progressed it became useless. And now we've about reached the Golden Age at super-ultra uselessly boring.

Mike (Sighing): Just like last term.

-Greg Hanafin





PHILLIPIAN ARTS

Student Spotlight "Rubik's Cube Kid"

Emily Hutcheson-Tipton

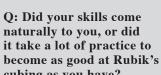
I've never been able to complete one side of a Rubik's Cube, much less the whole thing. In fact, I've wasted countless hours trying to solve one. So, you can only imagine how shocked I was when I turned around to ask Kellon "Ayo" Olusola '11 a question in our Chemistry class and saw him sitting there, solving one before my eyes. "Ayo," who boards in America House, has an uncommon hobby and talent: speed cubing.

Q: Ayo, how long exactly have you been Rubik's cub-

A: About one and a half years. I don't remember exactly, but it was somewhere around the Halloween of eighth grade.

Q: How long did it take you the first time you solved a Rubik's cube?

A: The first time I timed it, it took about two or three minutes. That's where it should be for a beginner. I've actually made pretty slow progress, but I'm happy where I am right now.



cubing as you have? A: Well, once I knew how to solve a cube, I thought it would be really fun to solve it really fast. So, I went onto YouTube and watched some people speed cubing and tried to imitate the moves. But, as easy as it looked when they

Q: Do you have a favorite side of the Rubik's Cube?

A: The green side is my favorite. My birthday is in May, and the gemstone for May is the emerald, so green is my favorite color.

were doing it, it took me several months to master what they were doing.

Q: What is the fastest time in which you've ever completed a cube?

A: I can't exactly say, but I think I've gotten under 20 seconds. I can never get it perfect when I'm timing myself. Now, on a computer simulator, I've gotten under 20 before.

Q: Have you competed with your Rubik's Cube?

A: No, but I'd really like to. I was thinking of going to the World Championships in Budapest, Hungry. Not to win or anything, because I'm not even close to the world record; it's under 10 seconds! Which I think is pretty crazy

Q: Have you ever Rubik's cubed in public for money?

A: (Bursts out laughing) Wow... umm... I wish! I probably could make a lot of money. I heard about this one guy who made something around \$6,000 in one year doing that!

Q: I've seen you cubing in Uncommons as well as in class. How much time per day, on average, would you say you spend practicing? A: It's probably way too much, actually (laughs). On a school day, usually

it's less than two hours. If I'm really bored, though, it can be about three. But then on the weekends, I'll get in a good five hours a day.

Q: I'm sure people have very dramatic reactions when they see you finishing a cube in less than 30 seconds. What is the best response you've ever gotten?

A: (Laughs) I've gotten a lot of pretty good responses. Okay, I remember a great one! I was in a restaurant [in Washington D.C.] with a group of friends and there was a table of about 12 people in front of us. When I finished solving the cube, they all turned around and started clapping! I was all, "Thank you! Thank you!"

Q: Did you get up and bow? A: (Laughs) Yeah, of course!

Jazz It Up



Wutae Lee '10 trumpets during the Academy Jazz Concert in the chapel.

Andrew Khang

Moody, swinging beats of jazz resonated throughout the tall, echoing archways of the Cochran Chapel at the Academy Jazz Concert. Featuring jazz pieces from all around the globe, the event was a fine mixture of steady beats and impressive solos.

The concert opened with a five-person ensemble playing "Blue Seven" by Sonny Rollins. They performed pieces such as "Green Dolphin St." and "Jack the Bear," along with an energetic Brazilian piece titled "Rua do Futuro" by Rafael dos Santos.

"It was absolutely jazzerific," said Kyle Franco '10.

Conductor Peter Cirelli said, "I'm always amazed by how students here are able to pursue their musical interests so seriously, despite their incredibly busy academic and athletic sched-

The Academy Jazz Band was started in the 1940's by a jazz connoisseur named Hart Day Leavitt. Leavitt, who came to Phillips Academy to teach English, loved jazz music and wanted to share his passion with students. He believed that jazz was not a passing fad, but a tradition and a style worth preserving throughout future genera-

Despite the old conservative views of the administration, which initially looked down upon the dangerously unconventional styles of jazz, the ensemble was able to draw the attention

of many talented students. All of this was a direct result of Leavitt's vision and passion, and he carefully oversaw the creation and development of the band, providing his students with a lifetime of experience.

Music instructor and trumpet player Vincent Monaco said, "As a young man, Hart Leavitt was an avid jazz player. After he graduated from Yale, he met a lot of big-time jazz players like Louie Armstrong before he settled down at Phillips Acad-

Currently, Cirelli oversees and conducts the Academy Jazz Band, which is composed of a variety of students playing the seven traditional instruments of jazz music: saxophone, trumpet, trombone, piano, guitar, bass and percussion. The group performs once or twice a term at various venues on campus.

Saxophonist Andrew Li '10 said, "One of the more interesting concerts I've played in was the jazz brunch during Parents' Weekend. We performed in Commons over a light brunch for the visiting parents."

The band practices every Monday for an hour and a half, browsing through songs selected by conductor Cirelli in preparation for their upcoming performances. With its foundation based on Leavitt's passion and dedication toward the realm of music, the Academy Jazz Band will continue to spread the sounds, traditions and steadfast power of jazz through its future concerts.

MOVIE REVIEW

SEMI-PRO



It seems like movie-goers just can't get enough of Will Ferrell. A new "Ferrell comedy" comes out every year, and, within days, you're left hearing your peers quoting every line, which are often more obnoxious than smart. However, no one can deny that his movies are massive money-makers. So, Hollywood will continue to push out one of these comedies each year until we get sick of

Directed by Kent Alterman, "Semi-Pro" is the latest in the series of Will Ferrell movies. In the 1970's, Jackie



Moon (Will Ferrell) is the owner/coach/ player of the pathetic Flint Michigan Tropics basketball team. Jackie has devoted his life to the team, hoping to honor his deceased mother. However, when the American Basketball Association decides to merge with the National Basketball Association, Jackie discovers that only the top four teams will continue to play. Considering the fact that the Tropics have a horrible record, Jackie's team is faced with the devastating prospect of closing down. Just then, the rebellious Monix (Woody Harrelson) joins the team and begins to whip the boys into shape. And, while Jackie tries to bring more fans into the stadium with crazy promotion schemes, Monix tries to reclaim his lost love by showing off his impressive basketball skills.

Previous sports comedies like "Talladega Nights" and "Blades of Glory' tried to bring the crazy, random humor of Will Ferrell to athletics. However, their quirkiness ultimately killed their appeal. Unfortunately, "Semi-Pro" continues this trend with its bad humor and shallow plot. In this trio of horrendous comedies, "Semi-Pro" sticks out as a new low for Ferrell and Co.

"Semi-Pro's" fun, unique soundtrack is filled with 70's hits. This music, along with Jackie Moon's own "Love Me Šexy," gives the entire movie a great ambiance. In fact, one of the film's greatest aspects is its setting in the 70's. For example, as Jackie does all of his weird stunts, a fitting, sometimes ironic song plays in the background. Unlike the rest of the film, it isn't annoying. In fact, the music fits in so well that the soundtrack

is more enjoyable than the movie itself. However, a soundtrack can't pull a movie through and nobody's going to see "Semi-Pro" just for its soundtrack. Furthermore, the humor is repetitive. Borrowed entirely from "Blades of Glory" and "Talladega Nights," the jokes are only sometimes funny. The script relies too heavily on randomly strange scenes that don't contribute to the plot. It seems as if the entire movie is a compilation of short clips that were funny by themselves but lack cohesion together. "Semi-Pro" provides few genuine laughs, but, most

of the time it's just laughably bad. Of course, "Semi-Pro" has a stereotypical, sports-themed plot. And, while it can get tiresome watching the same come-from-behind victories over and over again, it's usually very entertaining. However, "Semi-Pro" lacks a strong plot device to push it forward. Jackie's need to get into the NBA and Monix's yearning for his old girlfriend are made completely insignificant; the movie fails to provide any impetus to keep you watching. The "plot" is a mere casing to deliver an hour and a half of "Ferrell" craziness. And don't be mistaken; it really is all about Ferrell. It would have been great to get to know the other characters better, but, knowing where the money was, Alterman focused the film on Ferrell and it quickly became boring. Had some energy been taken away from Ferrell and appropriated to developing the plot, "Semi-Pro" might have been bearable.

"Semi-Pro" is just another annoying sports comedy that's worth a laugh and nothing more. It's been done many times before and you'd be hard-pressed to find something worthwhile in it. Quite simply, "Semi-Pro" isn't worth the time or effort to watch it.

Grade: 1+

Free the Slaves: One Cup of Coffee At a Time Continued from B1

"I already knew a little bit first hand... I've met kids who've worked in those sweatshops," said Cranney on how his experience during a Children's Rights program in India related to the Coffeehouse's abolitionist theme.

Kathryn Quijano '08 and Adriana Flores '08 opened the Coffeehouse with the Ingrid Michaelson song "The Way I Am," while the two clubs sold cupcakes and slices of pizza along with free cups of Fair Trade coffee and tea.

Under the Bed, the student improv group, presented a hilarious skit, followed by Max Meyer '08 and Krystle Manuel-Countee '09 performing Norah Jones's "Don't Know Why."

Kelicia Hollis '08, an Andover Modern Abolitionist Society member, reminded the audience of the Coffeehouse's purpose as she recited an original poem on modern slavery.

Avery Stone '10 performed a song she wrote on the guitar. Andrew Malin '09 performed Jack Johnson's "Flake," and BJ Garry '10 and Dave Knapp '10 played Dispatch's "The General."

"You can't get into acoustic music as much," said Bijan Torabi '10 of the music selection. "I think that the message was for the music to be very

sedate." He continued, "But I think it's a success—there are a lot of people here."

One of the attractions of the Coffeehouse was the FairTrade raffle. The prize included a FairTrade purse,

wallet and bracelet from Two Hands Workshop, as well as two bars of FairTrade dark chocolate. The winner of the raffle was Elizabeth Gilbert '10.

We wanted to show people that FairTrade can be cute," said Center for Global Justice member Hanna Gully '09.

Another act included Lucy Bidwell '09, who took to the stage wearing gold spandex and a bright orange jacket, explained to the audience that she had come straight from the Dance Open before performing Tom Petty's "Freefalling" with Matt Cranney '08.

Like Bidwell, many of the students attending the Coffeehouse were Dance Open stragglers. Saturday, March 1 was a busy night on campus, with students choosing between the Dance Open, the Tri-Floor Dance in Gelb, a guest piano recital and the Coffeehouse.

Nonetheless, the members of Center for Global Justice and Andover Modern Abolitionist Society described the Coffeehouse as a success. "We got a lot of donations," said Mat Kelley '10.

The Coffeehouse raised enough money to rescue two child slaves in Ghana's fishing industry and to provide school supplies for three former child slaves.

Dance Open: Beyond Words

Continued from B1

Aside from the usual appearances by established groups and dancers, the Dance Open was an excellent venue to showcase new talent.

For example, one of the more unpredictable performances was choreographed by Evan Hawk '08

and Ben Laccetti '08 to Mika's "Lollipop." The dance was a playful, "sweet and spicy" rendition of jealousy in

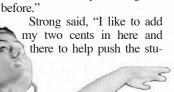
Laccetti said, "Well, Evan and I have done a lot of weird stuff over the years. From our shenanigans at Abbot Cabaret to our dance battles in Ryley, we decided we needed one last hoorah. So, we turned to

The second dance of the night also put an interesting spin on the term "classic." Katie Fanikos '10 and Kristina Rex '10 choreographed a tap routine to "Get Ur Freak On" by Missy Elliott—a rather unconventional

Rex said, "We wanted a song that was really fun and one that would be easy to accompany different types of dance—jazz, tap and hip-hop.'

Fanikos added, "Being choreographers, we had to take some risks—it was like the task of giving a great performance was in our hands. It was up to us to

make our performance and dance the best it could be, and this is definitely a feeling I've never had before."



"This year's show was a marvelous success. Their endless dedication to their work resulted in a diverse, engaging and overall enjoyable show. I am so proud of the growth they have made as artists."

