



SURVEY REVEALS BEHAVIORAL TRENDS AT PA

Andover Students Prove
Less Risky Than
Teenagers Nationwide

By STACIA VLADIMIROVA

The results from the April 2008 Youth Risk Behavior Survey have shown that PA students engage in less risky behavior than teenagers nationwide, on average.

The survey, conducted about a month into last year's spring term by PA's Community Health Team (CHT), questioned Andover students about their drug and alcohol use, sexual behaviors, emotional states and sleep habits.

The results of the survey, which were compiled by researchers at the Dartmouth Medical School, mostly investigated students' activities on campus.

The numbers were then compared to national averages from the U.S. Centers for Disease Control and Prevention (CDC) to place the results in context.

The Community Health Team, which is comprised of faculty members and administrators from Andover's support and counseling services, sponsored the survey.

The team is meeting today, Friday, to "talk about the implications of the survey results," said Rebecca Sykes, Associate Head of School and a member of the CHT.

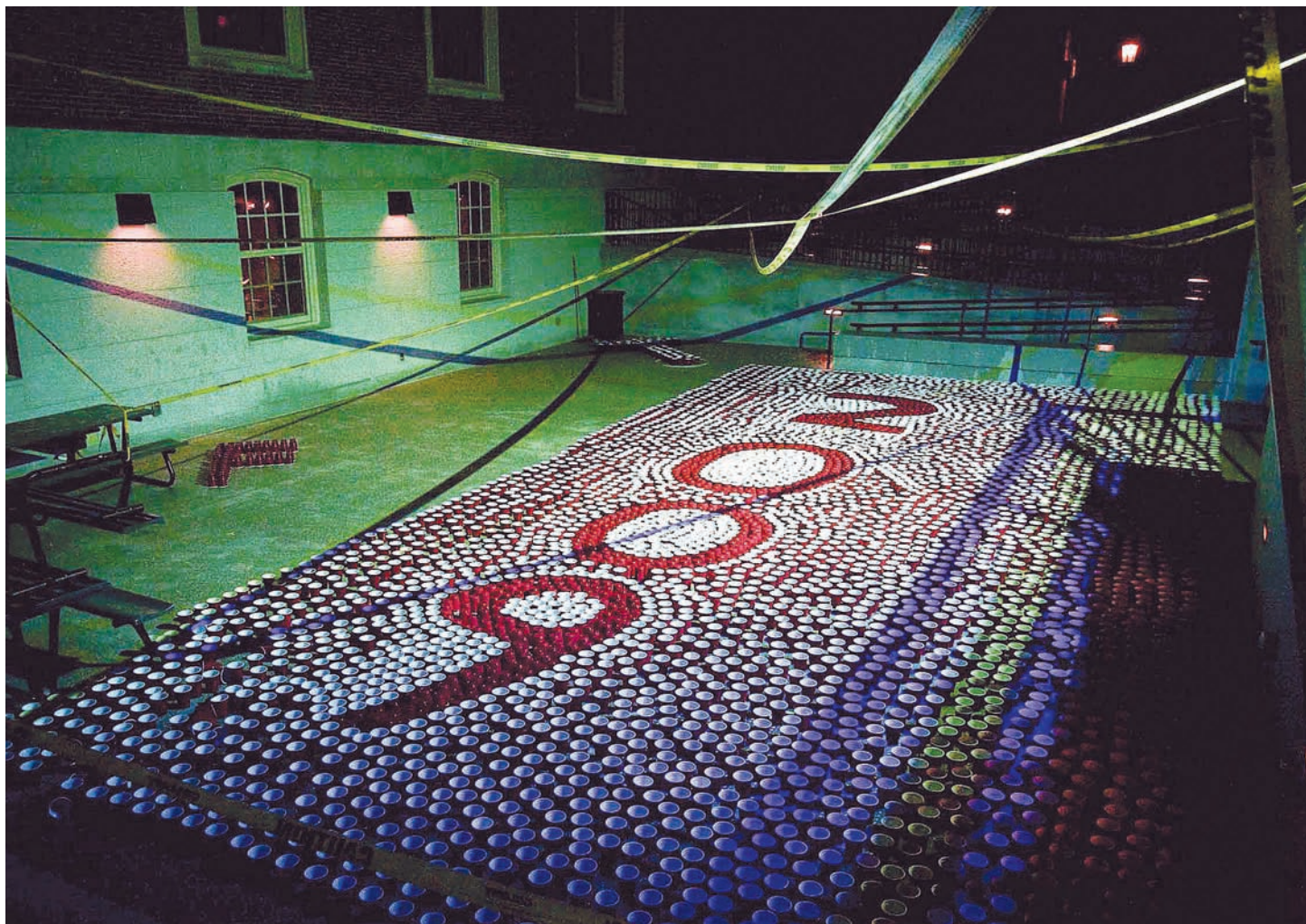
Dr. Max Aloviseti, Director of the Graham House Counseling Center and Chair of the CHT, said that, for the most part, the results of the survey were expected.

"It's not necessarily a surprise, but gratifying that on all the major areas of concern, Phillips Academy students are more positive, more favorable than the national trends," said Aloviseti.

Thirty-one percent of PA students used alcohol in April 2008, compared to 45 percent nationally.

Among all four classes from

Continued on A8, Column 3



Y. WATANABE/THE PHILLIPPIAN

A Senior prank pulled on Wednesday involved decorating the Den's courtyard with colorful cups and caution tape.

PA's Expense Budget for 2010 Readjusted After Financial Constraints Arise from Tuition Costs, Endowment Losses

By JULIA DEAN

With recent budget cuts, Phillips Academy administrators and Trustees have reallocated money within the budget and have promised to uphold the school's chief priorities.

For the fiscal year of 2010, Phillips Academy will operate on an expense budget of \$87 million.

This number is down by \$8.2 million from the budget for this school year, Fiscal Year 2009, according to Steve Carter, Chief Operating and Financial Officer.

The \$8.2 million decrease in the budget can be attributed in part to the losses from the endowment this year.

Last year, the endowment made up 43 percent, or approximately \$41 million, of the budget.

This year, however, the endowment accounted for only 30 percent, or approximately \$26.2

million, of the budget.

Other sources of revenue for the budget, in addition to the endowment, include tuition and fees (47 percent), annual giving (12 percent) and summer session (six percent).

Although endowment losses have primarily affected the school's income, some of these

other sources of revenue have also played a role.

This year has marked one of the smallest tuition increases in history, and tuition money contributes to 47 percent of the budget for fiscal year 2010.

The funds from these sources of revenue—endowment, tuition, annual giving and oth-

ers—are in turn spent on various departments.

For fiscal year 2010, 47 percent of the budget is spent on faculty and staff compensation, 24 percent is spent on goods and services, and 18 percent is allocated toward financial aid.

Continued on A5, Column 1



A. LEVINE/THE PHILLIPPIAN

The PA administrators who make Andover's budget decisions gather in the Mural Room.

For Graphs on the Youth Risk Behavior Survey and Budget Data, See A5-A6

Two Andover Graduates Commemorate Military Service with Memorial Day ASM

By YERIN PAK

At Monday's special Memorial Day All-School Meeting, Andover students listened to Seth Moulton '97 recount his experiences in Iraq.

Moulton joined the military

after graduating from Harvard University. With years of training under his belt, Moulton was promoted to infantry platoon commander in Iraq.

Moulton also served as the manager of an Iraqi television channel and radio station when he was stationed in Iraq.

During his speech, Moulton spoke of his life-changing experience in the military.

"I saw terrible things that I will never forget. I also saw incredible joys that I will always remember. I don't think life is ever the same after you've been shot at," Moulton said.

"Personally, I thought it was wonderful that Seth came. He was in the active armed forces recently and is connected to this school, and could remember the transition from sitting in the chapel pews to [serving] in the frontline in Iraq," said Rev. Anne Gardner, Director of Religious and Spiritual Life.

The ASM also featured Walker Washburn '08, who currently attends the United States Naval Academy.

Washburn read a proclamation from General John Logan, who was a general in the Union

Continued on A7, Column 6

Stacy Schiff '78 Pursues Writing After Andover, Proceeds To Win Pulitzer Prize in 2000

By JULIA ZORTHIAN

When Stacy Schiff '78 was told by her teachers at Andover that she should consider a career in writing, she "assumed they were nuts."

Now, Schiff has written three books, including the biography "Vera (Mrs. Vladimir Nabokov)," which received the Pulitzer Prize in 2000. She is writing a fourth book about Cleopatra, and is an op-ed contributor to the New York Times.

"[Writing] was always something I really enjoyed. Nothing is more gratifying than the intellectual puzzle of getting words down in something resembling the right and the aesthetic order," Schiff said.

"I was always enchanted by it, but I don't think it ever occurred to me that I could be a writer," she continued.

Schiff, whose mother was an academic, grew up with an emphasis on literature.

She said that she was "at an early age, unceremoniously tossed out of the adult reading room of the public library. The books were deemed inappropriate for me. I trembled for years every time I walked into any library."

"I loved books, and I think there was a part of me that thought it would be more thrilling to be behind the scenes," said Schiff.

Schiff attended Andover at her parents' wishes for her to receive a better education than the one available in her small hometown in Massachusetts.

When Schiff applied to boarding schools, she "looked at Andover, Exeter and Northfield [Mount Herman]. If you look at those three schools, Andover is the obvious choice, right?" she said, admitting that

she eventually married an Exeter graduate and now has a son who attends Exeter.

"Andover scared me to death, thrilled me beyond measure and entirely changed my life," she said.

"I spent most of my time at Andover staying up too late, playing pranks on friends and running," she said. "I was early cum laude, which came as a thrill, as I hadn't even known such a thing existed. I continue to hold an Andover track record, but that is only because the event was calibrated in yards, and hence no longer exists."

Schiff said that she essentially only wrote at Andover for her coursework and "letters to boyfriends."

While Schiff did not consider writing a serious career option during high school, she

Continued on A8, Column 1



K. SONG/THE PHILLIPPIAN

Walker Washburn speaks before Monday's Memorial ASM.

INSIDE

The Phillippian

COMMENTARY/ A2-A4

Christopher Jones chimes in on the Affirmative Action debate.

EDITORIAL/ A2

What's at stake for a PA education?

NEWS/ A5-A8

The Abbot Academy Association awards grants to 22 different projects, including Wellness Week, Andover Cricket Club, Andover Film Society and Mosaic.

Beginning in July, Andover will offer a new voluntary retirement incentive plan for PA employees to retire early.

FEATURES/ B2-B3

Features puts the "men" in Promenade.

ARTS/ B5-B8

Arts previews the Theatre 520 production of One Flew Over the Cuckoo's Nest.

SPORTS/ B1, B4

Andover teams close seasons against Exeter.




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EDITORIAL

The Usual Pitfalls
Are Deeper Here

Seventeen DCs from one weekend makes us question the place of drugs and alcohol on this campus. As Phillips Academy students, can we afford to make the same mistakes as typical high school students? Or by coming here can we reasonably be expected to transcend the usual pitfalls of adolescence?

Obviously the Blue Book prohibits substance use on campus, but the crux of the matter is whether or not Andover students can be expected to actually hold themselves to this ideal.

The nuances of this situation are too complex for this Editorial Board to entirely reconcile amongst ourselves. To a certain extent, we can safely say that what you do at home on your own time is none of the school’s business, and certainly none of ours.

But the price of prestige is costly. At this point in the year, the tolls these sacrifices have taken are clearly visible in the eyes of every student, from the outgoing Seniors to the rising Lower. Many of us have given up elements typical of a normal teenager’s life- sleep and in the case of our school’s approximately 800 boarding students, the comforts of living at home.

But we all were chosen to be here over thousands of other applicants, many of whom would be thrilled to come here should a spot open up. We have all made a committment to this school and, whether we’re happy about it or not, agreed to abide by its rules. Andover is not a normal school, and we are not normal students.

Of course, we won’t ask you to abstain from drugs and alcohol the next time you find yourself with the opportunity to use them. But never forget that with that first bottle of beer you could be washing away so much more.

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

CORRECTIONS

The name of Toan X. Nguyen ’10 was misspelled in last week’s box acknowledging this year’s prize recipients.

The photo credits for the Arts article “Primal Scream” that appeared in last week’s *Phillippian* incorrectly attributed the photo to J. Leung. Two of the photos were taken by K. Song. One photo was taken by K. Joyce.

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 encourage brevity. 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 phillippian@andover.edu or to our newsroom in the basement of Morse Hall.

To subscribe, email subscribe@phillippian.net, or write to *The Phillipian*, 180 Main Street, Andover, MA, 01810.

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LETTER TO THE EDITOR

To the Editor:

I have read with interest the articles about affirmative action recently published on this page by Ms. Li, who advocates an end to the program, and Mr. Crystal and Ms. Ohene-Asah, who have both defended it. Under other circumstances, I would not seek to interject my own comments into an independent forum of student opinion. In this case, however, the back-and-forth has ranged into territory reminiscent of the polluted culture wars and politics of the 1990s, when I first became aware of the issue and began investigating it for myself. What I found in my studies as an undergraduate and graduate student revealed that on this issue, as with all issues concerning race, our national proclivity to forget our own history selectively has corrupted the debate.

Misconceptions about affirmative action abound: the policy requires institutional quotas for minority students and minority employees; it seeks to redress past racial injustices; it has failed by effecting greater access only for middle-class African Americans; it precludes the consideration of merit in hiring and acceptance practices; it is a form of black welfare. These statements, invoked in turn by the political left and right, are categorically false. Affirmative action is a program designed to combat contemporary inequities in education and the workplace that have arisen as a consequence of past discrimination. It is not, nor has it ever been, aimed solely at ethnic minorities. The greatest beneficiaries of affirmative action have been women, particularly white women. Americans with disabilities have also enjoyed significant advancement under the auspices of the program. Affirmative action is not, nor has it ever been, an anti-poverty initiative. Under federal law, there is no such thing as “socioeconomic affirmative action.” That ethnic minorities make up a disproportionate share of the nation’s poor is not a criterion by which we can judge the program’s success or failure. Affirmative action is not, nor has it ever been, recompense for slavery or segregation. Slavery and segregation matter to the debate only because they are historical geneses of current patterns of discrimination.

But what of merit? This question, more than any other, has been the bugbear of affirmative action since its inception, surely because the meritocratic ideal taps into the heart of America’s most cherished founding myths. Ever since Thomas Jefferson, Benjamin Franklin and their Revolutionary friends contemplated forming a government free of a hereditary aristocracy, the promise of achievement and natural talent as the only requisite qualities for advancement has held an unshakable purchase on the American imagination. As such, abstractions about merit and fairness have become the rhetoric of choice for opponents of social programs that target minority groups, as they did when I was in high school. The debate over affirmative action reached a fever pitch in the mid-90s because Newt Gingrich put it at the center of the Republican “Contract with America,” decrying the program as an un-American system of entitlements for blacks. Dishonest language like this makes for winning politics, for under those terms who can defend racial preferences over merit?

The political scientist Adolph Reed, Jr. has observed that Gingrich, Phil Gramm, George W. Bush and other contemporary opponents of affirmative action are drawing from an old playbook that consistently divorces history from the American meritocratic myth. Andrew Johnson employed the language of fairness when he vetoed the bill for the Freedman’s Bureau, despite the protests of Republicans in Congress and the Bureau’s most vocal advocate, Frederick Douglass. Supreme

Court Justice Joseph Bradley argued that the time had come when African Americans must “cease to be the special favorite of the law” in his 1883 opinion striking down the Civil Rights Act of 1875.

From the standpoint of a social scientist, the dogmatic invocation of the myth of meritocracy obscures the evidence of the very problems that affirmative action was meant to alleviate. Historically, the meritocratic ideal has been deployed to defend the interests of white men, rarely to pursue an actual meritocracy. Had an unbiased interest in fairness, talent and achievement motivated the opponents of affirmative action when President Lyndon Johnson first introduced it, they might have thought twice about declaiming the injustice of the program while many of them sent their sons (not yet their daughters) to Ivy League universities. But despite their persistence, legacy preferences have never amounted to more than a drop of water in the sea of outrage over racial preferences. We might hope that the advocates of meritocracy bring their criticisms to bear on this far older and more widespread form of preference. According to *The Economist*, legacies make up between 10 percent and 15 percent of the incoming classes of Ivy League universities and the chances legacy candidates will gain admission are enhanced as much as two to four times that of a non-legacy candidate. On this score, few individuals have benefitted more from preferential admissions standards than our former president, George W. Bush. A legatee of Phillips Academy, a legatee of Yale, a legatee of the Presidency itself, his administration submitted an amicus brief denouncing affirmative action in the University of Michigan Supreme court cases in 2003. The following spring, his daughter Barbara graduated from Yale University, following in the footsteps of her father, grandfather and great-grandfather.

Even the concession that legacy preferences are as unpalatable as affirmative action represents a false choice, as if both are parallel forms of preferential treatment that happen to affect different demographic groups. The pervasiveness of legacy admissions is but one manifestation of the nepotistic old-boy networks that make affirmative action essential in the first place. Wealth in America still rests in staggering disproportion in the hands of white men. Opponents of affirmative action cannot admit that current discriminatory practices, whether individual or structural, might explain this fact—to do so is to lose the game, for it validates the existence of the initiative.

No, opponents of affirmative action operate off the bizarre assumption that unhappy chance explains the inequities of our current society. They reach this conclusion through simple syllogisms that strip away historical context and consider only individual cases: race and gender has no place in hiring; in this case, the white or male candidate just happens to be stronger than the minority or female candidate; on the merits, I will hire the former. The logic tracks clean precisely because of its narrow focus, for, as Adolph Reed Jr. writes, only then “is it possible to maintain that white guys repeatedly finish first by serendipity.”

At the center of anti-affirmative action arguments is the confounding notion of race itself. Unable to square complex conceptions of race and race consciousness with the reductive attraction of the meritocratic myth, opponents of affirmative action instead endorse the simplest definition of race they can, and they anchor it in Jeffersonian idealism. All men and women are created equal, we are told, so race must be meaningless. Race amounts to nothing more than a collection of peculiar skin cells. Such definitions, properly historicized, are absurdities. Among other issues,

they deny the existence of an African American culture. The error lies in taking a strictly scientific definition of race and applying it to the realm of social policy. Race, as a long body of scholarly literature has demonstrated time and again, is a social construction of monumental complexity interwoven through the fabric of American history with class and gender politics. Doubters to this claim need do nothing more than pick up a copy of W. E. B. DuBois’ *Black Reconstruction*.

Mythologies are enduring because they shroud as much as they celebrate, and the allure of a meritocracy is no exception. Couched in the crooked discourse of the meritocratic myth, the debate over affirmative action has asked Americans to decide whether African Americans legitimized legal segregation in *Plessy v. Ferguson*, a paragon of judicial logic. If African Americans felt that separate accommodations stigmatized their race with a badge of inferiority, wrote Justice Henry Billings Brown in the majority-opinion, then it is not by reason of anything found in the act, but solely because the colored race—chooses to put that construction upon it. So cogent was Brown’s argument that the jurist, William Rehnquist, another opponent of affirmative action who served as Chief Justice of the United States until 2005, wrote in 1952 that *Plessy* was right and should be reaffirmed. Rehnquist, other conservatives in the 1950s and 1960s turned a blind eye to the previous century of abuses in the South and used the language of fairness to oppose civil rights legislation.

The logic tracks clean precisely because of its narrow focus, for, as Adolph Reed Jr. writes, only then is it possible to maintain that white guys repeatedly finish first by serendipity. At the center of anti-affirmative action arguments is the confounding notion of race itself. Unable to square complex conceptions of race and race consciousness with the reductive attraction of the ‘meritocratic’ myth, opponents of affirmative action instead endorse the simplest definition of race they can, and they anchor it in Jeffersonian idealism.

Mythologies are enduring because they shroud as much as they celebrate, and the allure of a meritocracy is no exception. Couched in the crooked discourse of the ‘meritocratic’ myth, the debate over affirmative action has asked Americans to decide whether African Americans deserve to be advantaged over others. But within an honest dialogue, we might ask how the nation can remedy the advantages historically and currently enjoyed by whites and men. If affirmative action is not the answer, let us offer others. We might acknowledge the complexity of race and class and culture- they are not interchangeable terms, but neither are they unrelated.

We might ask ourselves what precisely we mean by merit. Are good grades, the evaluations of past performances, necessarily indicative of future performances? Are SAT scores unvarnished and accurate pictures of a student’s academic potential? How should we balance achievement with potential?

Above all, the history matters. Logic devoid of history is the last refuge of sophistry.

Affirmative action is but one example of our society’s grappling with its longstanding history of the oppression of minorities and women. To defend affirmative action, or to assault it, the conversation must acknowledge our past with honesty, clarity and sophistication.

-Mr. Christopher Jones

Editor’s note:

Christopher Jones is an Instructor in History and Social Science. He received his Bachelor’s Degree from Amherst College in History and Black Studies, and he studied African American history while pursuing his doctorate.

I disapprove of what you say, but I will defend to the death your right to say it. - Voltaire

To our former Commentary editors,
Harrison Hart and Anabel:
Thank you for everything.

TIFFANY LI

OUTSPOKEN

Phillips Academy, Don't Fail Yourself

Phillips Academy is moving in the wrong direction. An institution is defined by those who participate in it: the morals of PA are the morals that it cultivates in students, and the character of PA depends wholly on the values and integrity of its 1,105 most important members. I believe the true evaluation of our school cannot be based solely on its mottos, its rules or any statistics on diversity or college admissions; rather, it must be

In lessons of character and courage, we are failing each other.

based on our day-to-day experience, the truth of how we live or fail to live up to our ideals. Academically, I believe our education is peerless. But what of the non-academic, the immeasurable, the kind of campus zeitgeist that inevitably becomes part of who we are? In lessons of character and courage, we are failing each other. I believe that Phillips Academy teaches us to value obedience over logical discourse. I believe that we conform rather than question, and that we submit to authority almost compulsively. In a world of dogmas and a nation of cultural and political ideologues, in a time of constant surveillance, expansive government and corporate dishonesty, one of the oldest, most prestigious and best-known high schools in America should not and cannot foster submission. We often hear that we are the next generation of leaders, but I think PA increasingly produces the next generation of followers. Some weeks ago, an editorial in *The Phillipian* asked us, “At what point does the limitation of those seemingly trivial comforts interfere with the integrity of a liberal education?” My answer is here and now.

This is that point, that edge of the precipice. The PA experience varies widely, but if I had to pinpoint one troubled area, I'd address student-administration relations. These words sound almost too cliché to discuss, yet if discussion has gotten us nowhere, we must examine what went wrong in the conversation. Is it because the other side doesn't listen? Or is it because we haven't been talking? Students of PA: speak up. The administration is not a unitary mass, and someone will hear. An article in *The Phillipian* will be read, a petition noticed and meetings attended, if we have the drive to demand a meaningful exchange. You might say: I'm a jaded Senior and I don't think it'll make a difference. I'd respond that 9:30 sign-in wasn't implemented for a reason, that our Head of School reads our student newspaper, and that cynicism and apathy is too often a disguise for laze and cowardice. You might say: I just don't care about this new change. But please, try to lift yourself out of your rut and look around—you aren't here to coast through. The application of logical reasoning to our daily lives is the point of education and fundamental to the cultivation of any semblance of integrity. You might say: nothing's going wrong around here, but you'd be lying. There is always room for improvement, however small, and, personally, I think there's room for some big changes. Did you ever stop to wonder if what you learned in Rel-Phil indicates that you should have donated the money to the Red Cross? Do you

ever question *The Phillipian's* independence from the administration, or whether or not it makes sense to give a small upper board monopoly over the so-called student voice? Did you wince when year after year the same proposals are brought up by student council without progress? Does it bother you that the school you ever wish you had more of a say in the process? Students of PA: do not underestimate your importance. Yes, this is a student body that often falls prey to languid arrogance when it comes to intelligence or athleticism or achievement. But when it comes to making decisions we are easily persuaded that we do not matter. One might counter: students are immature, bratty, and they don't always know what's best for them. I'd respond, expect immaturity, receive immaturity. Furthermore, a student who takes the time to formulate a coherent, justified opinion on, say, history department course offerings, cannot be equated with students who humorously suggest parietal rules be eliminated. Schools exist to educate, and the ultimate purpose of any donation, rule, or decision should be to improve our educational experience. We may be youthful, but we are also the most relevant authority on whether the changes are working. One might counter: students should be grateful for all Andover has given them, students shouldn't dare insult those who run this school. This argument parallels the equally incorrect claim that real patriotic citizens never protest their government's actions. It is a PA student's duty to improve both his own mind and the community around him, both of which can be done by questioning tradition and authority, and making sure he isn't complicit in decisions he does not support. If we wish to honor our school, we should live examined lives. One might counter, students have always complained about this rule or that rule, but the ruckus always dies down in a couple years. This is true, because as students we have virtually no institutional memory. This means

that any change, no matter how opposed, will be accepted in four years' time. That leads me to two conclusions: firstly, we should develop archives so that progress isn't lost. Secondly, we must make the most of every second we have on campus to deliver a clear and resounding message. Seniors graduate, freshmen enter. It is a mistake of the highest proportions to view this constant cycle, this flow of students, as an excuse to implement unpopular change, knowing that the decision will be accepted by new incoming students. Each student that passes through the administration's rules should be viewed as

Phillips Academy increasingly produces the next generation of followers.

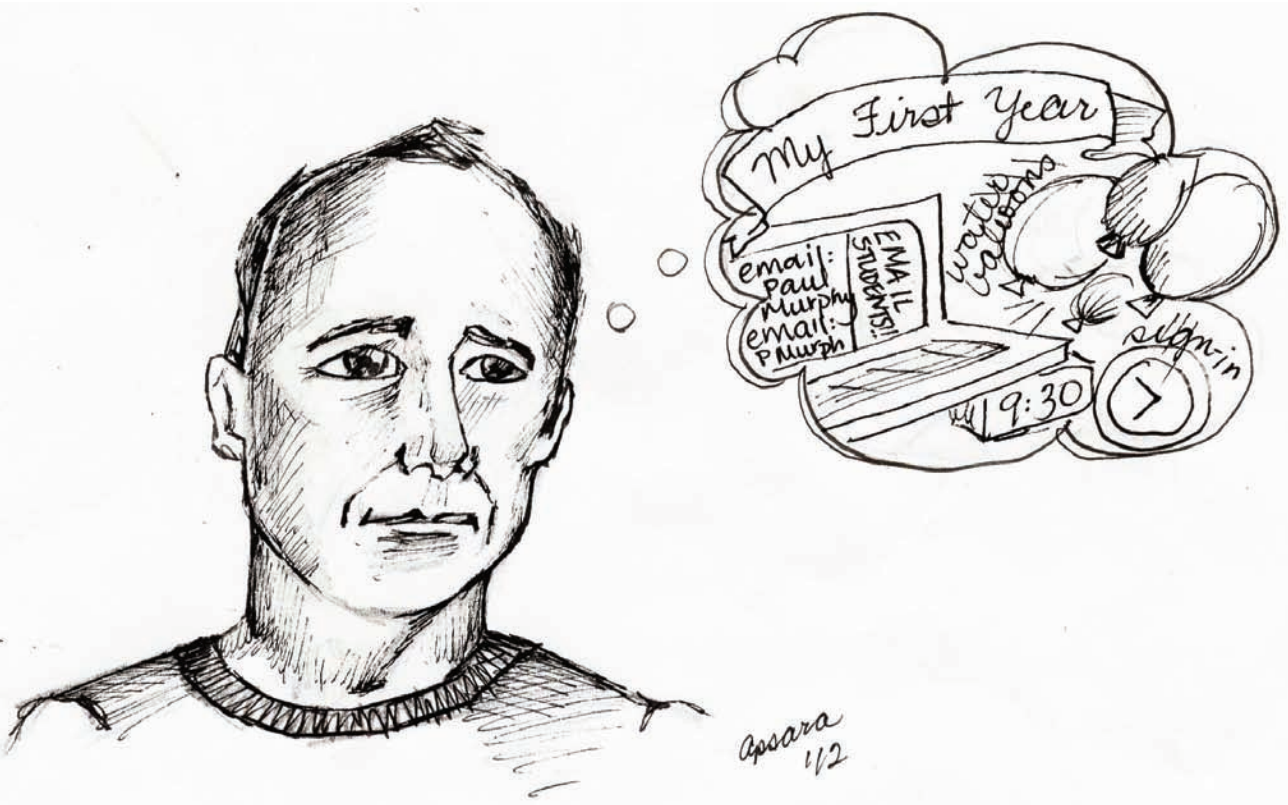
a precious and unequalled opportunity, a vessel for contribution and change. Each student that leaves PA having lived under ineffective policy should be viewed as a tragedy, not as a temporary problem. We may be here temporarily, but the lessons we learn are permanent. As the year draws to a close, ask yourself, “What lessons have I really learned here?” You may know about government policy, but has PA really taught you that it's your duty to change it? You may be thankful for all this school has done for you, but have you examined the costs and benefits of these decisions, and thought meaningfully and independently about them? As Seniors we were captains and presidents, but what role have we really allowed ourselves to fall into on this campus? Students of PA: don't fail yourselves. *Tiffany Li is a three-year Senior from Highland Park, Illinois. tli@andover.edu*



CHRIS MEYER

RETROSPECTIVE

Some Small Changes



Upon Mr. Murphy's appointment to the position of Dean of Students, recently vacated by Marlys Edwards, I can honestly state that I felt a sense of relative apathy. However, with the year drawing to a close, such a feeling has been dispelled. But it is replaced, by my earnest disagreement with some of Mr. Murphy's ideas. Mr. Murphy's decisions show that the interests of both the students and the school have been considered. However, I feel that the ideas he has presented as a result of this contemplation are not entirely sound. A notable example to point to would be the idea Mr. Murphy voiced during winter term to consider 9:30 sign-in. Again, I do not doubt that he had the best interests of the student body at heart. Support for this proposal, he described a "fighting chance" for getting people to bed earlier, as stated in a article published in *The Phillipian* on January 23. But I fail to see how this logic holds water. To me, all 9:30 sign-in would have done is unnecessarily restrict students. Simply moving them from one place where they could socialize to another would not improve the productivity of their work. Rather, it would do the opposite. By cutting students off from the stunning volume of resources available at the OWHL half an hour earlier, this proposal had the potential to negatively affect the quality of assignments. Another example to look to is Mr.

Mr. Murphy presents controversial and new ideas that we can discuss intelligently.

Murphy's closing of the Den after the "water-balloon incident." The punishment he instated after a seemingly trivial event was unfair to students. Instead of simply punishing those responsible for getting a few people wet, Mr. Murphy instated a blanket punishment on the entire student body, 99 percent of whom were uninvolved. Although he stated that he hoped this would expedite the confessions of the accused, the fact that there were dozens of eyewitnesses in Commons at the time makes this argument slightly less convincing. A far more effective punishment could

have been achieved by simply limiting it to those responsible for the quite harmless act. In essence, this punishment targeted a small group of people at the expense of almost everyone else. Regardless of these choices, Mr. Murphy's actions have had an important impact on what I believe to be an increase in student outspokenness. Mr. Murphy presents controversial and new ideas that we can discuss intelligently on campus and express our opinions on. However, this has a negative side to it as well. I feel that along with this newfound dialogue between students comes a mild form of animosity. With every controversial policy comes more discontent among some students with the administration. Again, my intention is not to insult or misrepresent the intentions of our first-year Dean of Students. I respect his courage in taking on the position and do not doubt his consideration for our wellbeing for one second. But next year, some small changes would certainly be welcomed. *Chris Meyer is a two-year Lower from Darien, CT. cmeyer@andover.edu*

MAX BLOCK

ALLEGORICAL

The Real Odyssey

The Odyssey opens with four books about Telemakhos, Odysseus's 18-year old son. The first four books are spent following him on his journey through southern, mainland Greece where he searches for word of his father. In many senses, this journey is the essential teenage road trip. Without warning, against his mother's advice and in whimsical fashion, Telemakhos grabs a group of friends to sail through dangerous waters to a kingdom Telemakhos has never been. He proceeds to feast, lose contact with his mother and travel aimlessly, learning very little about his father but a lot about Nestor and Menelaus' exploits after the Trojan War. When he returns, he barely avoids a lethal ambush from the Ithacan suitors, and he has only an extremely worried mother to show for his journey. Overconfidence, check. Mom goes crazy, check. Entitlement, check. After these first four books, we are whisked away by Homer to Odysseus, the long lost father of Telemakhos. Here we find a very different story. Odysseus is hardly whimsical. His decisions are not always prudent, but they are always calculated. His decision to explore the Island of Kyklopes is selfish, inconsiderate and opportunistic. But it is by no stretch fanciful, brazen or audacious. When his plans are interrupted by the Cyclops, he approaches the situation in a calculated fashion. Odysseus's nature is not wise but disciplined. Upon his return to Ithaca, Odysseus waits for days to reveal himself to the suitors, patiently feeling out his old friends, planning the downfall of his enemies. When Telemakhos finally learns of his father's plans, he wants to kill the suitors then and there. Telemakhos forgets to close the back door of the palace before the battle, and some suitors leave to bring back weapons, a typical teenage stupid mistake that almost gets him and his father killed. The Odyssey is an epic with a broad spectrum of topics and themes, including the contrast between Odysseus' discipline and Telemkahos' romantic whims. In the simplest terms, the Odyssey is a novel of men and boys. Boys who are compelling, focused, interesting and exciting people. Men who are mature, slow, disciplined and often frustrated people. A Telemakhos is a much more likable, happier, and moral character than an Odysseus. He doesn't spend the whole book killing random men and sleeping with other women, he spends it waiting for his father. But Telemakhos is too narrow minded, he thinks only of his own pain from his father's absence. The basis for all his decisions is the absence of his father and how he should deal with that. This focus is compelling, but misleading and ultimately inhibiting. Focus is not the same as discipline. In many ways, they are opposites. Focus is a bout seeing one thing and examining it closely, the absence of a father, academics, a strict mother, whatever it is. Discipline is forcing yourself to see all of these things. The merits of the moment and the future, where and you are and where you could be. It is also about forcing yourself to weigh decisions in many different ways. Odysseus does not make every decision based on returning home, indeed he stays on Kalypso and Cerci's Isle's for many years and a year respectively. Discipline is not equivalent to morality, or even happiness. Odysseus is miserable and mean. But he is an adult, he is human. He can "delay gratification." That is, he can step back from ideas that seem instantaneously good in order to make way for opportunities that might be more rewarding in the future. Perhaps Odysseus takes this too far, never really getting what he wants and returning home as a shadow of a man with too much psychological damage for one human being to live with. But the elation he must have felt upon slaying the final suitor, after ten years gone, is probably well beyond any degree happiness I have ever felt. No matter how much more likable Telemakhos is, it's important to remember he would have died in Odysseus position. He did not have the discipline to survive ten years at sea with the gods pitted against, he hardly survived a fight with the suitors after leaving the door open. So discipline, in simplest terms, is a matter of survival. A great athlete doesn't score a goal or hit a home run because they stretched for two hours the day before, but they do save themselves form an injury that could ruin their career. This discipline is contrary to the way teenagers have always existed. But somehow most teenagers emerge as adults have learned this skill well enough to function in the real world. The trick is to learn fast enough, so that you remember to lock the back door. *Max Block is a Junior from Norwich, Vermont. mblock@andover.edu*

WHAT WE REALLY LOST

ISHAN KAPOOR

EXCESS

According to Mr. Murphy, “We lost something today as a community” during last Wednesday’s All-School Meeting when students interrupted the beginning of Mrs. Chase’s speech. We lost something carrying out a slightly obnoxious tradition that I have known for four years. A tradition that made me longingly wished to be a Senior when I first saw it so I could stand in those shoes and celebrate myself for making it through four tough years.

I think we have lost far more as a community this year. I think Andover has become a poster school. It seems to me that everything we do is for the applicants, is to put on a poster, is to solicit a donation, is to make Andover look better to the kids who aren’t even here yet or to the parents who will never be here. Andover will always be a community, that is the best part, but only if it is allowed to form naturally as a reflection of the people in it and their mentalities. I feel like this year there has been so much discussion of this sacred community that it has become fake. It has become the place where according Mr. Hoyt we can cheer “THANK YOU AN-

I think Andover has become a poster school.

DOVER, WE LOVE YOU” at the beginning of our Senior year.

This all seems fake. Honestly what high school teenager would you truly expect to say that after three tough years. Whilst we may love Andover, we put up with a lot. After three years I think it is fair that we would rather celebrate ourselves for once. Scream our names and relish the fact that we did it. Graduating is an accomplishment.

The Paresky Commons building is fantastic. Kudos to everyone who worked on it. But flat panels in the lobby, marble countertops, a brick oven. These things seem to me like perfect photo opportunities. Perfect selling points for the school. To me it all reeks of excess, excess that photographs very well.

I think we have lost much more. I think the effects of fundraising are so much more evident now. The Den: it was named after Ryley, a man with a brilliant story, the name expendable because he never donated. Would the school change the name of Morse too if it received a sizeable donation?

I think we have lost far more this year, or maybe I have just noticed it. I think we have lost what Andover truly is: a place where people create things and find their own way. I feel now more than ever as though we are being forced into this poster

We have lost what Andover truly is: place where people create things and find their own way.

version of Andover so that it will sell better to those who aren’t and may never be here in our shoes. We will always find community. It doesn’t need to be forced upon us.

We are high schoolers. We are young and stupid. Disrespect at an ASM to me is no sign of community. Community is far more than that. It is the conversations at the dinner tables. Smiles after sports games. Tears at Graduation. And I am afraid all that is being lost in an effort to have Andover fit some ideal that makes it sell a little bit better.

What felt like a complete loss of community was on Tuesday night when at the Chases’s Senior Party, Mrs. Chase asked me if I had been here for four years. I am not exactly a quiet kid, I had posters with my name on them all over school last year, people still wear Vote Ishan shirts. That is a loss as a community. This new Andover, it all seems too fake. It seems to me that looking like something great and actually being something great are inversely related. It’s time Andover forgot about looks.

Ishan Kapoor is a four-year Senior from Andover, Massachusetts. ikapoor@andover.edu

BEN TALARICO | ME FIRST

The Anti-Love Manifesto

My Lower year was defined by broken relationships. I spent most of my year trying to jump into a relationship, only to find that the boy I liked did not like me back. I was infatuated; I made myself believe that one day we would be together. As a result, my grades went down and my friends started calling me crazy, telling me that I was acting obsessive. Afterwards, when the dust had settled, I was left with bad grades and broken friendships. This harsh reality made me realize that relationships are not worth obsessing over, especially when you have so much to lose, such as good grades and friends.

Who has time for a relationship between schoolwork, extracurricular activities and

Don’t fall into a relationship, Don’t make yourself vulnerable.

sports? At a certain point, we have to put ourselves first—we cannot share ourselves with others. Otherwise, we lose focus and become vulnerable to a whole smorgasbord of negative emotions that threatens our very existence. I was seemingly bipolar, laughing one moment, crying the next. Was I the person I wanted to be? No.

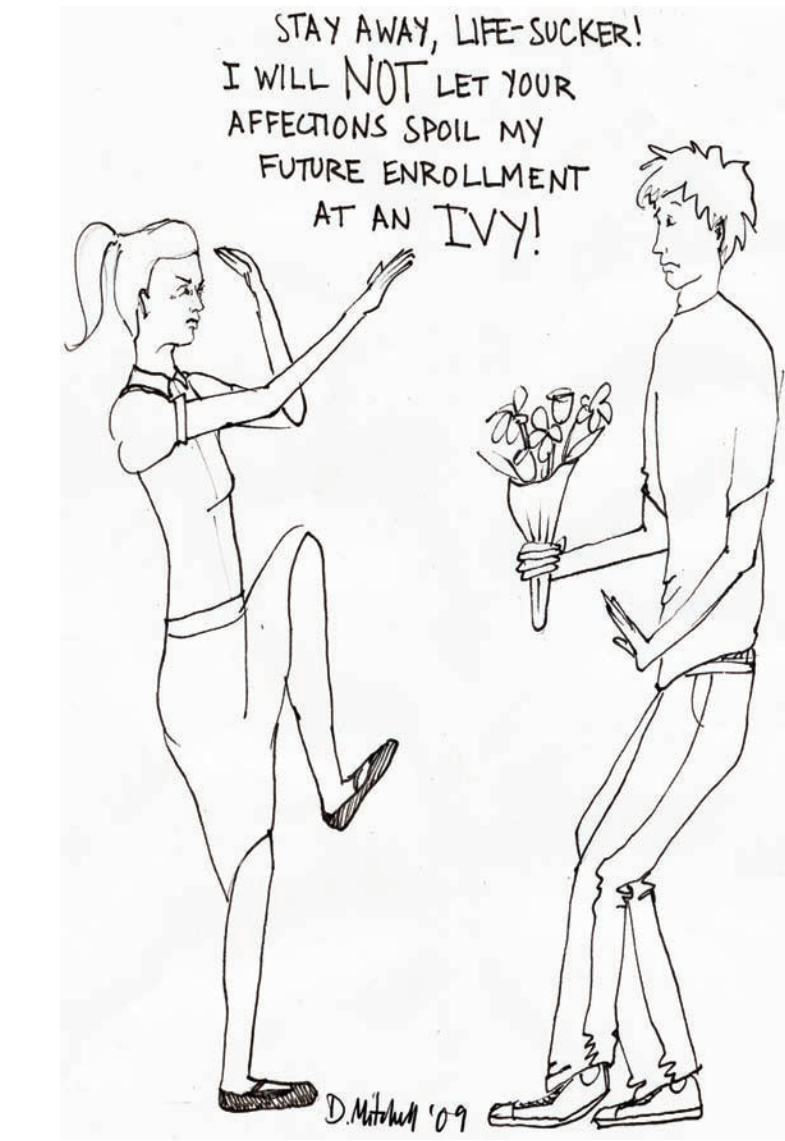
Relationships are like video games; they are addictive, they waste time and they suck the life out of you. As teenagers, we are still developing. We feel so certain that we want something, only to find afterwards that it was not worth the trouble. As a result of this foolishness, we learn to not make decisions based off of our emotions, such as jumping into a relationship.

Our popular culture revolves

around relationships—who’s dating who? Is Lindsay Lohan actually straight? Is Miley Cyrus actually dating a 20-year old? These

Excelling in school, or obsessing over someone, giving them every bit of energy? I would take the former. Yet eight months ago, I would have

questions are obviously dull, and yet they influence us. Pop culture tells us that relationships matter, and to be a dateless “loser” is the worst thing. Yet being a “loser” is what we need to be in order to become successful. Which actions are going to get us farther in life?



person they love looks perfect; they can do no wrong. I was caught in this cycle of being hurt when the person I loved did not love me back.

I am not saying that one should never love. I am simply informing those people who are holding onto the thought of a possible relationship that they are wasting their time. If the relationship isn’t a reality then there is no point in even thinking about it; it isn’t even real.

The only way to have a relationship during high school is to not become emotionally attached. For example, going to a dance in The Den, grinding with someone, hooking up afterwards and forgetting about the whole ordeal the next morning is a much healthier alternative to the obsessive-compulsive behavior that comes with attachment.

If only people could see that this attachment causes so many of the world’s problems.

If only people could see that this attachment causes so many of the world’s problems. So many songs, movies, poems and stories are about love. This energy is wasted on something so elusive and unreal. So many people become delusional about their own lives. We let ourselves think, “Maybe he loves me. I can see it in his eyes.”

But what can we do to solve this relationship problem? Don’t fall into a relationship, don’t make yourself vulnerable. Because once you make yourself vulnerable, you lay at the mercy of the person you love. Never let someone else determine your happiness or self-worth.

Ben Talarico is a two-year Lower from Suquamish, Washington. btalarico@andover.edu

CHARLIE COCKBURN | HEARTFELT

A Memorable Memorial Day

This Monday’s ASM was one of the best of the year. This was one of the few meetings where the entire audience listened with rapt attention. There was hardly a rustle among PA’s eleven hundred students as Moulton gave his address. Phones were off, class cheers were absent and study material was almost entirely put away.

Without a doubt, all of the misbehavior highlighted by Mr. Hoyt was nonexistent.

When an emotional Mr. Washburn introduced his friend and former student, Lieutenant Moulton, to the assembly, it was immediately apparent that the person advancing to the podium was someone of exceptional character. Who other than a superman could make a stoic crew coach shed a tear?

We were certainly not disappointed. Moulton captivated the entire assembly with his steady voice and candid demeanor. As he described what he’d done after leaving Andover, one couldn’t help but be inspired. His tales of bravery and responsibility, coupled with a touch of down-to-earth humor, widened eyes and brought on smiles.

Who had ever heard of a Marine platoon commander being put in charge of an Iraqi radio station, let alone becoming one of the most popular entertainment figures on Iraqi national television? Moulton, who rose to become an assistant to General Petraeus, showed us that achieving incredible feats is something we can all aspire to.

Moulton is someone we can look up to. He’s an Andover grad who not only went to college, but did something incredible with his life. One of the values he stressed was selflessness. He recounted a particularly stirring story, that of his friend Joe, who agreed to re-enter the service rather than pursue a lucrative career in business so that “someone else wouldn’t have to go in his place.”

We can certainly admire his dedication to the military, but more importantly we can appreciate his message of volunteerism. Almost a hundred years ago, Phillips Academy students and faculty trained for trench warfare on the Great Lawn, a war in which many members of our community perished. Those Andoverians gave themselves completely in order to serve others.

This raised the following question: are there many of us now who would devote ourselves entirely to cause like they did?

As Lieutenant Moulton emphasized, service is not at all limited to the military variety. But, as members of the Andover community, it is our prerogative to serve causes other than ourselves.

Selfless service is a message that should be acted upon. I thank Mr. Moulton for making a well-run and especially heartfelt Memorial Day at PA even better.

Charlie Cockburn is a two-year Lower from Washington, D.C. ccockburn@andover.edu



FROM THE EDITORIAL DESK

JENNIFER SCHAFFER

This week’s Commentary section is not unnoticeably filled with articles about the weaknesses of Phillips Academy. In fact, this term’s Commentary section has found itself more or less chock full of students daring to take arms against what they see is wrong and stand up for what they feel is right. And while we may have come under some heat for publishing words less easily agreed with than shot down, I am proud of the way we are closing out this school year.

Harrison Hart ’09 and Anabel Bacon ’09 fought hard to teach the Commentary section the value of journalistic integrity. I

perceived superficiality in the administration’s ways. Tiffany Li ’09 challenges us to reject the growing trend of quiet submission. Chris Meyer ’11 examines with a critical eye the first year of our new Dean of Students. “Necessary harms,” I would have argued with my former Editor, “these are necessary harms.”

And I would have been wrong.

These articles, while critical and, at times, fierce, are no detriment to this campus. They seek not to insult or put down but to, instead, improve that which all of us hold dear—Phillips Academy. Each among us has his or her own idea of an ideal Andover, and each article criticizing the administration or Commons or student apathy seeks not to harm but to bolster, not to break down but to build up; we each have our own ideal Andover, and we are each trying to bring it to fruition.

This year, Commentary has called out, shot down and spoken up. But I can say with confidence and conviction that, despite outside criticism, this term Commentary has upheld that principle Harrison taught us. We have been harsh, we have been critical, we have been brash at times and stubborn at others.

But we have not been a detriment to this campus. We have not stood in the way of anyone’s ideals. Our words have sought to build, not destroy.

We have most certainly made mistakes.

But I do believe that we have done no harm.

Jennifer Schaffer is the Editorial Board Chair of The Phillipian and a three-year Upper from Bolingbrook, Illinois. jschaffer@andover.edu

We have most certainly made mistakes.

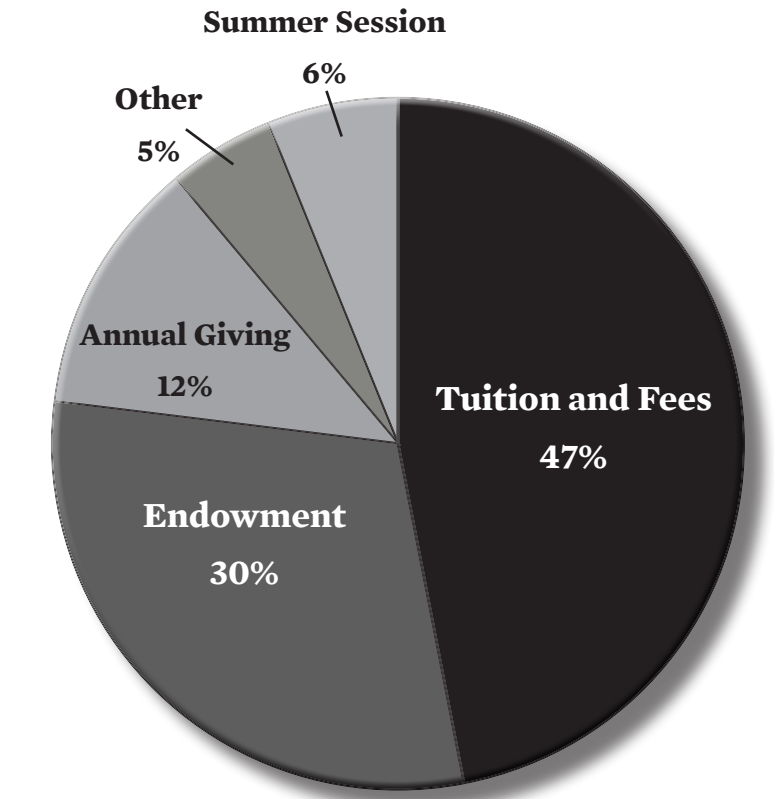
What if harm had to be done in order to serve some greater good? What if harm was taken when no harm was meant? And, after all, who sought to do harm? If anything, I saw the Commentary section as a force of good, a beacon of light or some other overblown metaphor for exposing truth.

Now, looking back on a year that has seen everything from an Affirmative Action conversation that seems far from finished to the heartfelt confessions of freshmen, from pieces critiquing new Commons to pieces critiquing our critiques, looking back on a year that has seen away our ’09 editors and placed 2010 in the front lines of battle, I’m starting to see what Harrison meant.

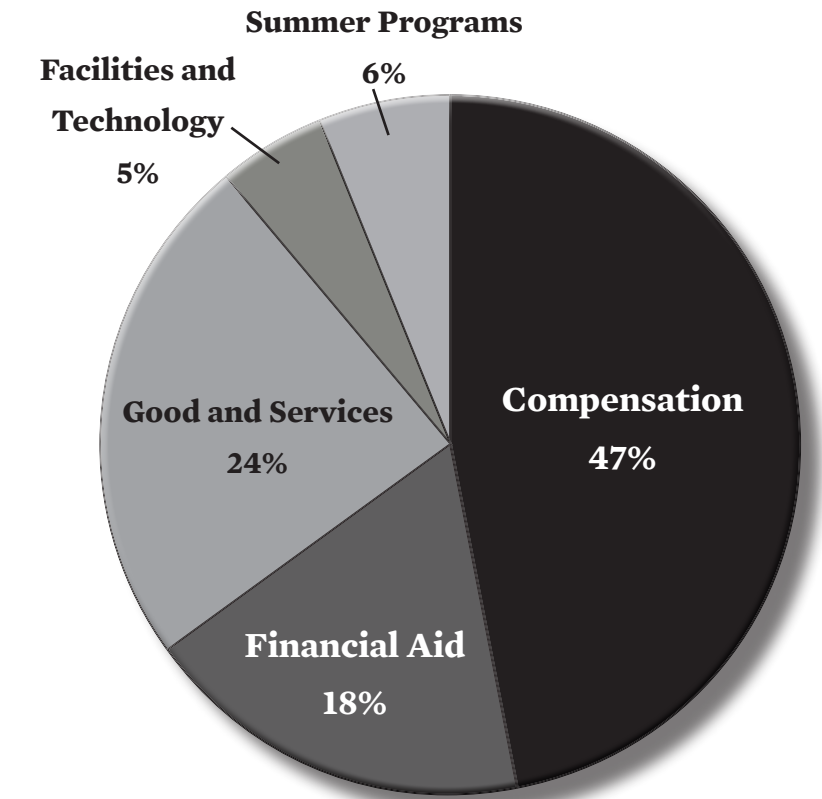
As I read through the articles printed on these three pages, I saw many things I would once have labeled as “necessary harms.” This week, Ishan Kapoor ’09 calls out the administration for a

2010 Fiscal Year Budget Analysis

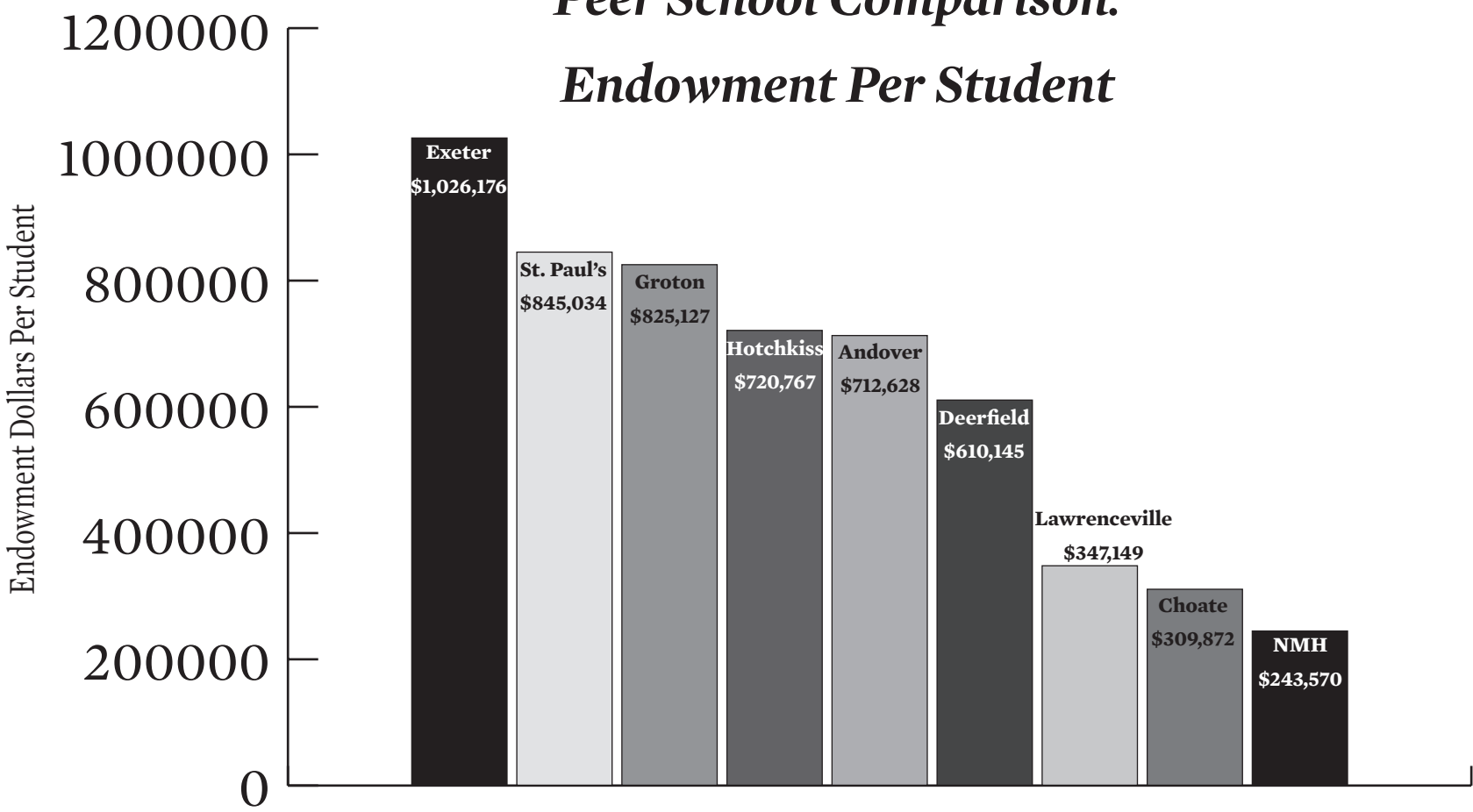
2010 Fiscal Year Gross Revenue Budget



2010 Fiscal Year Expense Budget



Peer School Comparison:
Endowment Per Student



PA Administrators Intend to Maintain Need-Blind Admissions, Despite Budget Cuts

Continued from A1, Column 5

The percent of the budget that the school spends on employee compensation is down this year, as a result of the \$8.2 million budget decrease.

“We are not filling many positions on staff, and are actively consolidating the faculty,” said Carter.

However, changes in faculty and staff compensation will be minimal, according to Carter. “Most of the changes we are making will be invisible to the student body,” he said.

Rebecca Sykes, Associate Head of School, said that faculty and staff are an integral part of Andover, and so their compensation will not be greatly affected.

Facilities and technology also constitute five percent of the expense budget for fiscal year 2010. For 2009, however, facilities and technology accounted for 15 percent in the budget.

According to Carter, the Trustees reduced the percentage of the budget spent on facil-

ities and technology by 10 percent, or \$6 million, because the school has spent enough money on facility renewal projects in recent years.

“We should be able to keep [the budget for facilities and technology renewal] down for three or four years,” said Carter.

Despite the budget cuts, PA administrators and Trustees are intent on maintaining the priorities of the school, as outlined in the 2004 Strategic Plan.

The school will maintain enough funds to support Andover’s need-blind admissions policy, first adopted for the 2008-2009 school year.

“We want to make sure that we have enough aid for the students that are here, and that we add enough money to support those that are coming in,” said Carter.

Andover administrators can compare the PA endowment to peer boarding schools through the “endowment per student,” which takes the full amount of the endowment and divides it by the number of students.

This number can effectively

measure how much money PA can allocate to each individual student.

“Endowment per student enables us to see how wealthy the school is on a per student basis,” said Carter.

As of June 2008, Exeter had the highest endowment per student at over one million dollars, followed by St. Paul’s School, Groton, and Hotchkiss, according to Carter.

Andover ranks fifth among peer schools at \$712,628 per student, followed by Deerfield, Lawrenceville, Choate, and Northfield Mt. Hermon.

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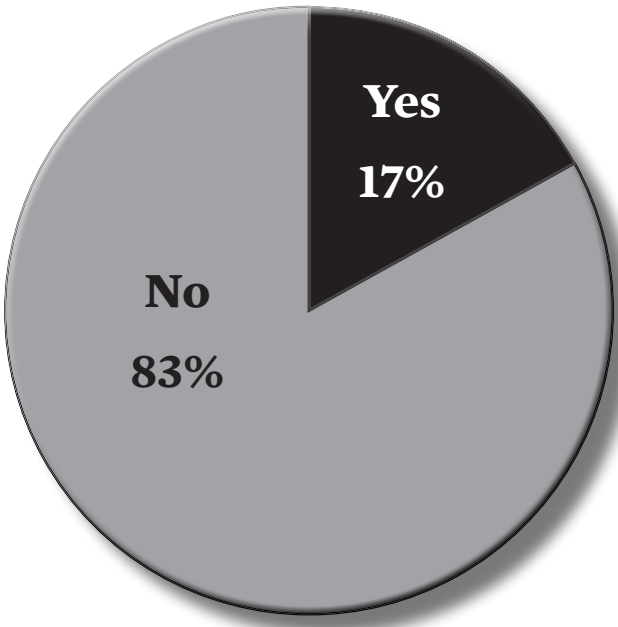
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Youth Risk Behavior Survey Results: 2009

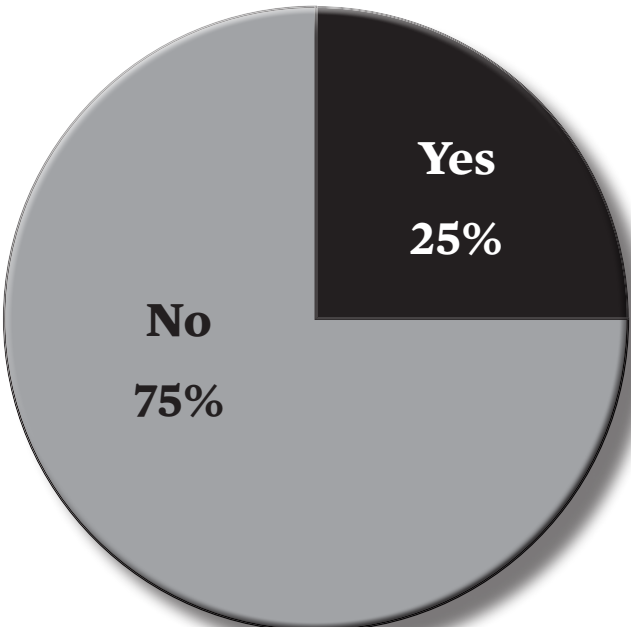
This survey was administered to the entire student body in April 2008.

Have you felt sad or hopeless for two weeks or more?



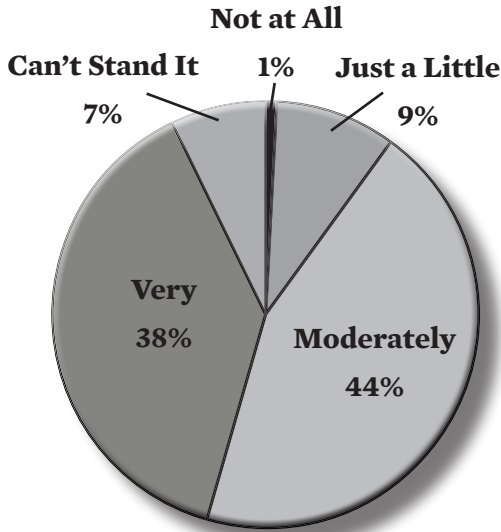
Five percent of students at PA reported that they had considered suicide in the past year, compared to the national average of 14 percent. Two percent had attempted suicide in the past year, versus the national average of seven percent. Eleven percent of respondents reported injuring themselves with cutting behaviors.

Have you ever engaged in sexual intercourse?

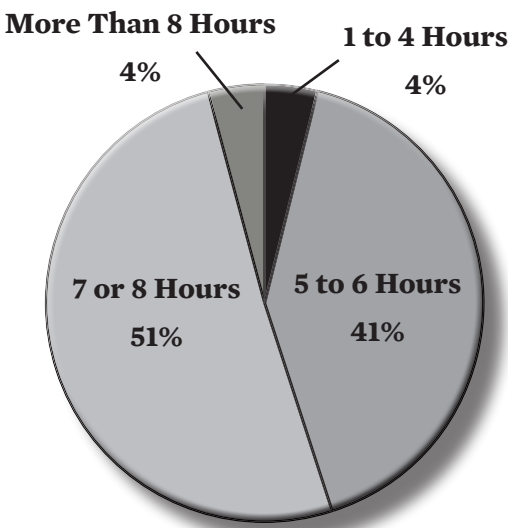


Twenty one percent of females reported that they had engaged in sexual intercourse, compared to 28 percent of males. Ninety-three percent of students identified themselves as heterosexual. Sixty-seven percent of students reported having used a condom the last time they had sexual intercourse.

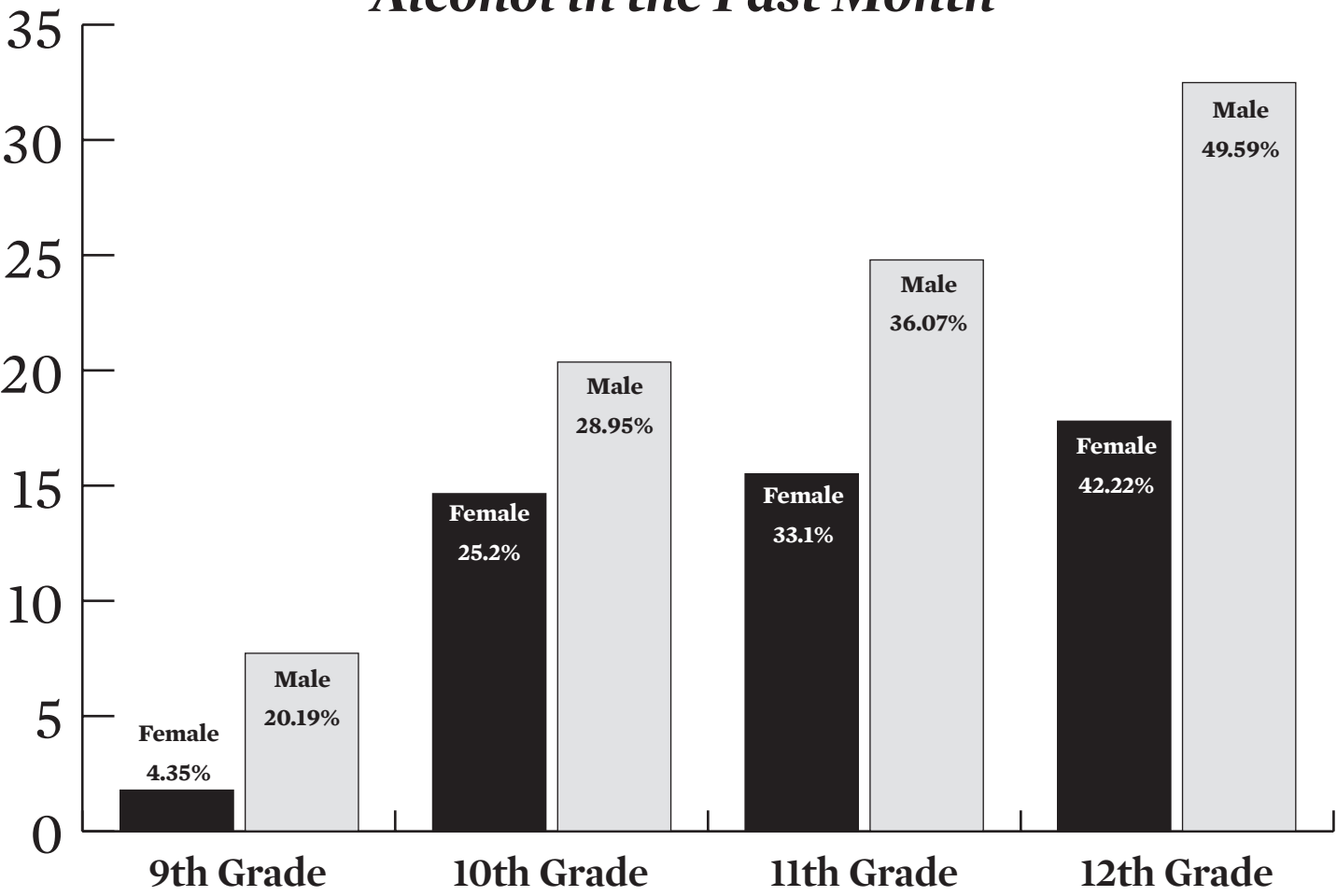
How much pressure or stress have you felt during the past year?



How many hours of sleep do you get each night, on average?



Percentage of Students Who Consumed Alcohol in the Past Month

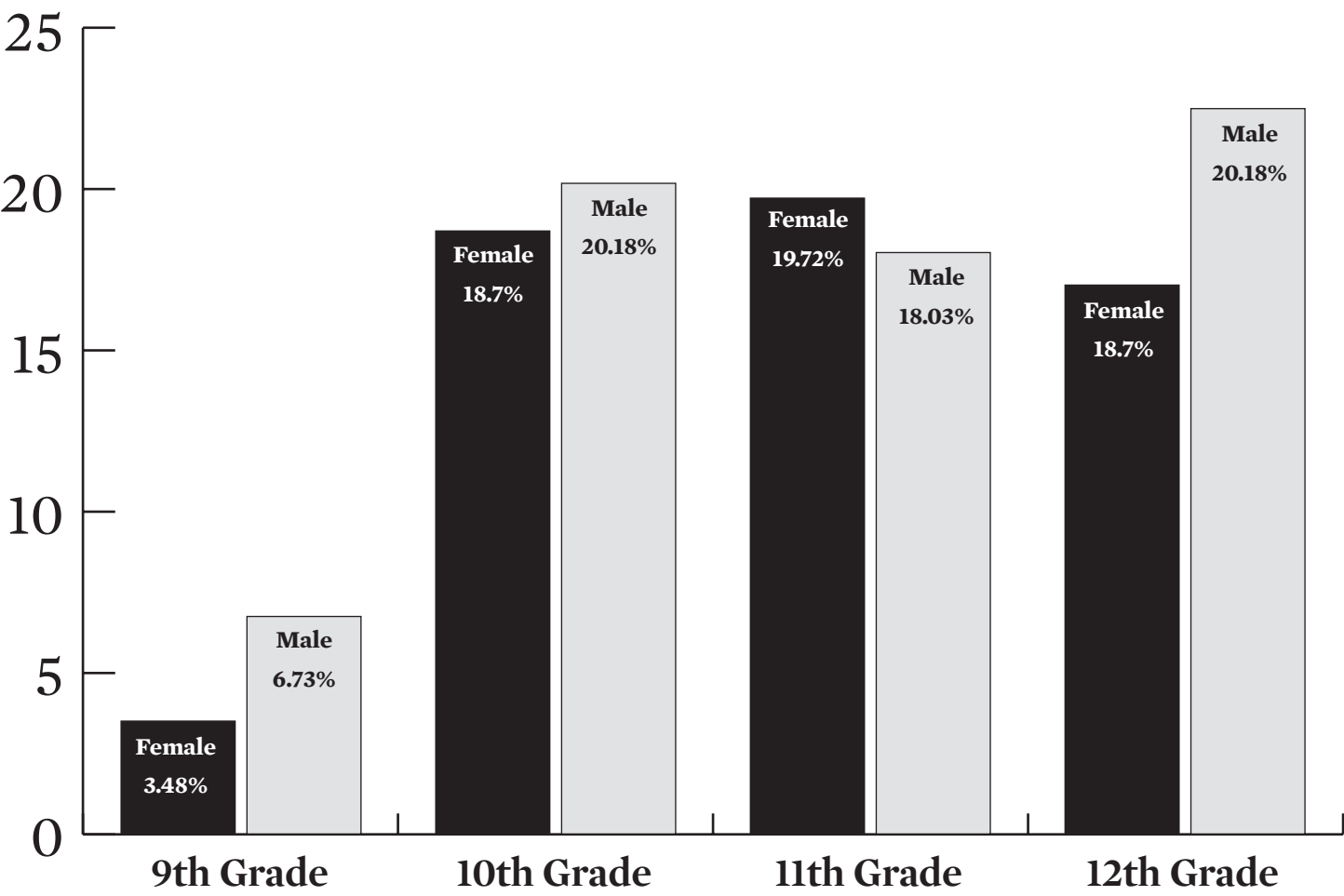


Thirty-one percent of PA students had consumed alcohol in the past month, compared the national average of 45 percent.

Twelve percent of ninth graders had consumed alcohol in the past month, compared to 27 percent of tenth graders, 35 percent of eleventh graders and 46 percent of twelfth graders.

Twenty-seven percent of females had consumed alcohol in the past month, compared to 35 percent of males.

Percentage of Students Who Used Marijuana in the Past Month



How easy is it to obtain marijuana on campus?



Sixteen percent of students at PA had used marijuana in the past month, compared to the national average of 20 percent.

Two percent of respondents reported the use of cocaine in the past month. Nine percent reported the use of “study” drugs without a prescription. Seven percent reported use of a prescription pain medication without a prescription. Four percent reported use of sedatives without a prescription.

Students and Faculty Receive Abbot Grants to Fund Academic and Recreational Projects Alike

By KIRAN GILL

The Abbot Academy Association awarded 22 grants this spring term to fund projects such as a new cricket club, guest speakers and Wellness Week programs.

The Abbot Academy Association met on May 14 and 15 to discuss and review all Abbot Grant proposals. The application process involves three components.

The first consists of a written proposal, which all 11 board members read. The second is an oral presentation during a dinner held for both the applicants and the board. The dinner also allows the board to ask questions about the proposals.

For the third step of the application, the board reviews all of the proposals in a one-day session and then approves certain ones.

Natalie Schorr, Instructor in French and Faculty Coordinator for the Abbot Association, said, “The amount [awarded] varies according to the needs of the project and the appropriateness of the amount requested. Amounts have ranged from a one-time \$100 to \$300,000 over a three year period,” she said.

There was a vast array of grants funded.

Vijit Kapoor ’10 was awarded funds to buy equipment for a new club, the Andover Cricket Club. He hopes that the club will enable students of all abilities and backgrounds in cricket to play, attend or just learn more about the sport.

Though Kapoor owns his own cricket equipment, he hopes the club will sustain itself beyond the duration of his years at Andover. Kapoor chose to apply for the grant so future students could enjoy the cricket experience.

Jessica Frey ’09 wrote her grant with the help of the Dance Committee, which also includes Kiara Brereton ’09, Sayer Mansfield ’10 and Stephanie Xu ’09. They applied for \$750 that they would use to enhance costumes for the Dance Open.

Frey said that the statements in the applications allowed the Dance Committee to express their passion about the Dance Open and the importance of costumes.

She said students are typically required to produce their own costumes by using clothes they already have, searching through the Dance Department’s collection or paying for costumes out of their own pocket.

Frey said, “We want to have an application process for choreographers to apply for a specific amount of money to buy their desired costumes. Those costumes would be used by that choreographer in the Dance Open and then become a part of the Dance Department’s collection.”

Aya Murata, Pine Knoll Cluster Dean, Michaeljit Sandu ’09 and Trisha Macrae ’09 applied for a grant on behalf of Mosaic, an affinity group open to students who self-identify as multi-racial/ethnic.

With their Abbot grant, they will bring James McBride, author of “The Color Water,” a New York Times bestseller, to campus.

Macrae said, “Bringing speakers to PA helps [Mosaic] remain a presence on campus.”

She added that with the help of speakers Mosaic is able to spread their message to a larger audience and also to maintain Mosaic’s enthusiasm for identity and culture.

In the past, Mosaic helped to bring Kip Fulbeck, an ASM speaker in the fall, to Andover.

Macrae said, “[Fulbeck] challenged audience and livened up some classrooms, getting people to think about questions of identity in new ways. That’s what we’re hoping to do with James McBride. He’s an author, a composer and a musician who will hopefully speak in a public presentation.”

Audrey Adu-Appiah ’10 and Margaret Bonaparte ’10 applied for an Abbot grant to acquire start-up capital for Andover Film Society.

The club hopes to host screenings for the community. The money would primarily go towards the cost of food and decorations for the screenings.

Adu-Appiah said, “While this school has several film-making clubs, we had hoped to fund a club that was more focused on cinematic appreciation and discussion. In the same way that an English class discusses the themes of a book and how the book was interpreted by each individual, we hoped to foster discussion about the art of cinema.”

Adu-Appiah and Bonaparte thought the application process was nerve-racking.

“We had no idea what questions the board of the Abbot Academy Association would throw at us, and we’d seen a fair number of people get absolutely grilled on their intentions and planning,” said Adu-Appiah.

Elizabeth Oppong ’12, Junior Representative of Af-Lat-Am, and Ziwe Fumodoh ’10 applied for a grant to bring Black Violin, a musical ensemble, to campus during Black Arts Weekend.

Oppong said that she was impressed with the innovative ways Black Violin combined hip-hop with classical music.

“Typically, hip-hop is attributed to the African American culture much more than classical music, and Black Violin breaks that gap. We decided to bring them for our Black Arts Weekend because they are very entertaining and their music is amazing,” said Oppong.

Abbot Grants are not grant-

ed only to students but also to faculty.

Carlos Hoyt, Associate Dean of Students, requested a grant to introduce a few more positive workshops to Wellness Week. Hoyt will use the grant for the instruction in waltz, salsa and swing.

Wellness Week was initiated two years ago in order to consolidate Andover’s various health education programs, said Hoyt.

Hoyt said that the Wellness Week operation needs a large array of offerings for the approximately 1,100 students who take part in the event.

“The students particularly appreciate that workshops feature positive content on health promotion and being well versus merely avoiding what is bad for you,” said Hoyt.

“The dance instruction workshops being proposed would represent a significant enhancement of the Wellness Week program by providing instruction in a useful skill or art that enhances fitness, fosters positive social interaction and is just plain fun,” he added.

Patricia Russell, Instructor in Biology, and Thayer Zaeder, Instructor in Art, are both a part of the Solid Waste and Recycling Task Force. With their Abbot grant, they hope to improve the trash and recycling systems on campus.

Russell said that Andover produces 671 tons of trash and has paid North Andover \$48,000 to incinerate that trash.

She said that the Solid Waste and Recycling Task Force would like to pilot a new system of trash and recycling units in outdoor athletic areas and dorms. The pilot dorms will be Fuess and Bishop, two boys dorms.

Schorr said that the board was particularly impressed by the quality of the proposals this year.

“The board was so sorry that it could not fund any more proposals,” said Schorr.

“It is gratifying to see students learning the skills of how to write a successful proposal. The board was impressed by the students’ creativity and their dedication to service and also by the quality of writing in the student proposals,” she continued.

PA Creates Incentives for Early Retirement with New Plan

By YERIN PAK

Phillips Academy will offer its employees a voluntary retirement incentive plan starting this July in order to “become more efficient and incentivize people who are thinking about retirement,” said Stephen Carter, Chief Financial and Operations Officer.

The new retirement plans creates incentives or opportunities for those Andover employees who would like to retire voluntarily earlier than expected, according to Temba Maqubela, Dean of Faculty.

PA will offer eligible employees health benefits for two years or until the employee reaches 65 years of age. In addition, the school will provide a certain percent of the employee’s salary for over 24 months.

The prerequisites for the plan differ, depending on whether the employee is an administrator, staff member or faculty member.

Administrators and staff wishing to register for the package must be at least 55 years old and have worked at PA for 10 years or more, with a minimum workweek of 20 hours a week.

Faculty interested in the plan must be 59 years old or older and have worked for PA for at least 20 years, with a workweek of 20 hours a week or more.

The previous retirement package, which lasted for five years, was eligible to all employees 62, 63 or 64 years old.

Maqubela wrote in an email, “The current plan is viewed as a ‘buy-out’ plan designed for one year and exclusively for folks who have served the school for a minimum of 20 years, whereas the previous one was for those who had served the school for 15 years.”

According to Carter, interested administrators and staff can begin signing up on June 29, while eligible faculty will receive the opportunity to register in the fall.

Carter cited efficiency as one of the main goals behind the new retirement package, especially in terms of eliminating overstaffing. “We try not to lay off if we can help it. [This plan] will have them make their own choice,” he said.

Carter said that retiring faculty members are not replaced if possible, but are replaced

in larger departments with a younger teacher who makes less money. As a faculty member gets older, he or she makes more money, Carter added.

Jon Stableford, Chair of the English Department, said, “I think it’s a great plan for some. It’s very imaginative on the school’s part.”

Stableford said, “The plan will seem good to some people. To those already thinking of moving on, but for whom leaving did not make economic sense, this plan makes the departure more attractive financially.”

Ruth Quattlebaum, School Archivist and Instructor in Art, will retire at the end of this school year.

“The goal is to move out more ‘expensive’ and older faculty members that they can replace with younger, ‘cheaper’ and more vigorous employees. The downside is that [the school] loses the expertise and experience of older faculty members,” said Quattlebaum.

She added, “[The school] gains enthusiasm and energy from the replacements of the older faculty.”

“People make retirement decisions for many reasons that are not always financial,” said Quattlebaum. “[The new plan] is certainly an encouragement for faculty to think about retiring early or retiring at all.”

Quattlebaum said that the change in plans is occurring at a time when PA needs to save money from its budget. Approximately half of the annual budget is allocated to faculty and staff compensation.

Quattlebaum said that the previous plan was a little more generous than the current plan, but not by much.

David Penner, Instructor in Math, said, “I turn 67 this fall, and I’m close to retirement. This looks like a very attractive plan. The plan will be a little expensive for the school in the short term, but the top people at the pay scale will retire earlier.”

After the Board of Trustees met in March to discuss budget cuts, Carter, Maqubela, Barbara Chase, Head of School, and Maureen Ferris, Director of Human Resources, convened to form this new retirement package.

“We finalized the plans in mid-April, and presented both plans during the Trustees meeting in May,” said Carter.

SPEAKERS RAISE AWARENESS ABOUT MILITARY

Continued from A1, Column 3

during the Civil War. Logan helped to establish Memorial Day to commemorate the lives of army men who died in the Civil War.

Memorial Day is now a national holiday to pay tribute to those who have died in military service.

“I [hope people] gain some insight as to why Memorial Day is important,” said Washburn. “It was a little overwhelming [to address the entire community], but it was an important message.”

Carlos Hoyt, ASM Coordinator and Dean of Students, organized the special Memorial Day service.

Gardner said that Hoyt was “really conscientious about celebrating Memorial Day on Memorial Day, [rather than during the normal ASM slot].”

“One of the great things about Memorial Day is that you can look at it through the lens of the person who actually served and the ripples of that: how it affects people who love them, their family and colleagues,” said Gardner.

She said that she focused on the emotional toll on family members of a soldier in the armed forces.

“As somebody that grew up in a military family, Memorial Day is very important to me. I was very honored to have [been asked to speak at the ASM],” added Gardner.

“I thought [Moulton’s speech] was a big wakeup call,” said Edith Young ’11. She said that in a school where students are so competitive, Moulton illustrated the importance of “non sibi” in the community.

Trevor Braun ’10 found the message of Moulton’s speech, that students should give back to the community, inspirational. He said, “I liked how [Moulton] related to Andover kids and how some sort of public service is a good idea.”

After the ASM, students and faculty were invited to wear the names of veterans who were Andover graduates, in remembrance of their life and in recognition of their service.



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Schiff Impressed Hodgson With Philosophy Essays At PA

Continued from A1, Column 6

possessed a natural command over the English language, according to her PA teachers.

Thomas Hodgson, Instructor in Philosophy and Religious Studies, taught Schiff in his introductory philosophy course, which she called her favorite class at Andover.

Hodgson said that the first time he read one of Schiff's papers, he beckoned his wife to read the essay and yelled, "This girl can write."

Schiff said that Hodgson was the reason she attended Williams College in the class of 1982.

"I thought [Hodgson] was fabulous, and he had so loved Williams. At the time I thought I would be a philosophy major mentor, and his mentor was at Williams, so the transition made sense," said Schiff.

Schiff ended up majoring in Art History at Williams, and she graduated early due to the credit she earned from AP Art History at Andover.

Schiff became an Editorial Assistant at Basic Books, a nonfiction book publishing chapter of HarperCollins during her time, now a chapter of the Perseus Books Group.

Schiff then worked at Viking Penguin, and later Simon and Schuster, both publishing companies. In 1989, she left Simon and Schuster, where she was Senior Editor, to write her first book.

In 1994, Stacy authored "Saint-Exupéry: A Biography"

about Antoine de Saint Exupery, the author of "Le Petite Prince."

Then, after writing her Pulitzer-winning biography on Vera Nabokov in 1999, she penned "A Great Improvisation: Franklin, France, and the Birth of America" in 2005.

She is currently working a fourth book about Cleopatra, on whom she wrote an op-ed article titled "Who's Buried in Cleopatra's Tomb?" Schiff's article was printed in the New York Times.

"For the next six to 12 months I'm saying 'no' to journalism, and I'm trying to finish the book," said Schiff.

"It's shocking to me to discover I'm most lucid as early as possible in the morning," Schiff said. At Andover, Schiff completed most of her work between 10 p.m. and three a.m. each night, she admitted.

For Schiff, even with three published books, writing has not become any easier, she said.

"Part of the problem with writing is that once you've figured out how to do something, you're halfway through the project—which means that for your next project, you're looking to attempt something different and probably more difficult," Schiff said.

"If I had stuck to one particular realm, I would have made things a lot easier for myself, but by nature I've wanted to climb a higher mountain each time," she continued. "Call it ambition or stupidity."

PA Community Health Team to Further Analyze Results of Youth Risk Behavior Survey, Hopes to Hold Discussions with Students

Continued from A1, Column 1

Juniors to Seniors, more males admitted to using alcohol that month than girls. Seniors were also more likely to consume alcohol.

Eighteen percent of PA students participated in binge drinking in April 2008.

Binge drinking is defined as taking five or more shots of alcohol in one sitting.

"For myself, 18 percent of students binge drinking in the last month [is] a serious medical concern. I and a lot of other people take it very seriously," said Aloviseti.

Sykes said, "Boys are more heavily involved in heavy drinking—that was pretty striking to me."

Nationally, 26 percent of teenagers reported having engaged in binge drinking.

Although the percentage of risky behavior at PA is less than national trends, the CHT still plans to lower the amount of risky behavior on campus through educational programs.

"I'm pleased, but not satisfied. How can we possibly be satisfied when 18 percent of students are doing risky [binge] drinking?" he said.

Pat Davison, Director of Academic Support and a member of the CHT, wrote in an email that her overall reaction to the survey results was hopeful.

She wrote that it was "reassuring to see that students at PA are, in general, exercising good judgment and placing themselves at less risk than their nationwide counterparts."

Two percent of Andover students also admitted that they had attempted suicide in the year before April 2008. Out of a student body of over 1,100, this percentage indicates that over 20 students attempted suicide from April 2007 to April 2008.

Aloviseti said that two percent was probably an accurate estimation of the amount of attempted suicides among PA stuents.

"That number was a wakeup call to us," Sykes said, "to imagine 20 students had attempted suicide and only a fraction of that number had presented themselves [to Isham or Graham House]."

"We take it very seriously," Aloviseti continued. "Any potential of suicide risk and we intervene vigorously."

He added that some of these attempted suicides may have occurred off-campus, during school breaks.

Sixteen percent of PA students admitted to marijuana use in April 2008, compared to 20 percent on the national level.

The results found that ninth graders were least likely to use marijuana, with other grades equally likely.

Almost half of all Andover students, 42 percent, answered that it was "easy" to acquire marijuana.

Nine percent of students admitted to using study drugs such as Adderol and Ritalin. Seven percent of students said

that they used prescription pain medicine, such as Oxycontin and Vicodin, without a doctor's prescription.

Many Andover students also felt a fair amount of stress. Forty-four percent of students said that they felt moderate "pressure or stress" in the year preceding April 2008.

Thirty-eight percent said that they felt "very" stressed, and seven percent reported that they experienced stress to the point where they "can't stand it."

Girls report more stress than boys, according to Sykes.

She said that the Community Health Team hopes to learn more about the root causes of these trends in upcoming months.

Sykes and Aloviseti said that they do not know how the CHT will specifically address the results of the survey, but they hope to plan forums and educational programs with students in order to identify the origins of risky behavior on campus.

In 1999, school administrators conducted a less comprehensive survey on drug, alcohol and sexual behavior at Andover.

Compared to the 2008 survey, the CHT found that a higher percentage of students now admit that they have used alcohol.

In 1999, 45 percent of students said that they had never consumed alcohol in their lifetime, but in 2008, the percentage dropped to 32.

The researchers at the Dartmouth Medical School accounted for major discrepancies in the survey results, such as responses from students who may not have taken the survey seriously, according to Aloviseti.

Researchers were able to identify data sheets that were "patently false" or "statistically inconsistent and inaccurate," he said.

"Nationally, you'll have the same percentage of people who don't take [the survey] seriously," said Aloviseti.

"We feel that most of the data is accurate," said Sykes, "except in the interpretation of the question."

According to Aloviseti and Sykes, no other peer boarding school has released results from similarly comprehensive surveys on student behavior.

"In retrospect, our greatest disappointment is that we were unable to compare ourselves to peer boarding schools," said Sykes.

PA students may exhibit less risky behavior because of Andover's admissions process, said Aloviseti.

"Wanting to be here, wanting to do good work, and wanting to be successful—it is difficult to have those things and engage in risky behavior," he said.

"When you matriculate here, you buy into the culture where the Blue Book says if you break rules, you risk your place here," said Sykes.

Some Students Who Underwent DCs Say Process is Unfair, Others Express Happiness with Questionings

Continued from A1, Column 6

"I think it's been fair. If I didn't think it was fair, we would have done it a different way," said Murphy.

Murphy could not comment on the disciplinary outcomes for the seventeen students.

He said that he does not want faculty members to learn about the disciplinary outcomes before he has spoken to them in person.

One anonymous Upper who sat before a DC said, "The dean that questioned me was really fair. He never accused me of anything. All he did was

ask me to tell the truth, and he waited for me to come out with the truth myself. I'm really happy with him."

Murphy held a meeting with proctors and prefects in response to the disciplinary action.

"Sometimes it looks like we have room for [drugs and alcohol], but it does not belong. I think every kid here deserves to live in a dorm community that doesn't have [this behavior] going on," Murphy continued.

Murphy said that while some students immediately told the truth when questioned, others refrained from

disclosing the truth until later questionings.

"You think about the importance of truth when you sit in on the ASM on Monday and hear about bigger issues of honor and service. I think when you have a school, the purpose is to come and learn," said Murphy.

Murphy said that, when a student is questioned, he or she should divulge the entire truth of his or her involvement.

"A good number of kids do that immediately, a good number want to wait, and some are not inclined to be as forthcoming. I think that those who

aren't as forthcoming shouldn't be here," Murphy said.

"This is all related with the responsibility of independence. We are a big school with a lot to offer, and that comes with responsibility," he continued.

Murphy was "not sure how [the number of DCs is] going to impact this school" because this number of DCs from a given night was "extremely unusual."

"I have not even once talked with anyone about changes that we might do [in response to so many DCs]. It's been the last thing on my mind," said Murphy.

Disciplinary System Is Founded on Student Honesty

By ALEX SALTON

Phillips Academy uses a cluster-based disciplinary system. Each cluster has a designated Disciplinary Committee to decide on punishments for student offenses.

The Disciplinary Committee is composed of the student's cluster dean, house counselor, cluster president, DC Representative and a faculty member.

When a student commits an infraction, his or her cluster dean handles the questioning process and brings forth information to the Disciplinary Committee.

The process by which cluster deans obtain information about student offenses and confront students is circumstantial. When administrators hear rumors or receive pertinent information regarding a student offense, the questioning process begins.

Chad Green, Dean of West Quad North said, "In my experience, when instances of significant rule breaking occur, people talk, information is filtered and adults end up being a part of those conversations."

He continued, "Both faculty and students live in the same community. Sometimes, events warranting a disciplinary response are quite public. What students sometimes fail to anticipate or recognize is that the circle of information quickly extends beyond the sphere of the individuals directly involved in an incident."

Before deeming a DC necessary, the cluster dean brings information about the rule violation to the Deans' Table. The cluster deans and the Dean of Students deliberate over whether the offense warrants a DC meeting.

Paul Murphy, Dean of Students and Residential Life, said that DC meetings only occur after a cluster dean has received legitimate information regarding an offense.

"Once rule violations are taken to the Deans' Table," Green said, "we discuss past responses to similar offenses. We look at the full context of who the student is, and consider if a prior history of discipline [if one exists] bears any influence on the current situation."

"For example, a student might have been warned that another similar event would likely result in a meeting with the cluster DC," Green continued.

Major offenses that often result in a DC meeting include the use of drugs and alcohol, academic dishonesty, harassment and hazing. First-time minor offenses such as illegal parietais and illegal car permission typically do not result in a DC.

Once in a DC meeting, the

student is required to read a written statement outlining the activities that led to his or her rule violation.

Members of the DC ask the student specific questions regarding his or her infraction: Where did it take place? What were the circumstances? Did the student leave campus? Why would the student participate in these activities?

Honesty is one of the most important factors in the disciplinary process, said Murphy.

During the entire disciplinary process, students are not required to divulge the names of other individuals involved with the infraction.

"No student will be asked to implicate others by name in rule breaking. However, students are not prohibited from offering this information. If caught lying in a DC, students are liable for dismissal," Murphy said.

He continued, "We want kids to eventually come clean and say what they did. Owning up to an offense is educationally, morally and ethically the best thing for a student to do."

Thor Shannon, DC Representative for West Quad North said, "The entire DC system is built on the concept of honesty and telling the truth. During a DC meeting, the student is expected to be completely honest about whatever they're being DCed for."

After questioning the student, the Disciplinary Committee begins deliberating until all five members reach a consensus. Often, there is already a precedent established.

The Disciplinary Committee attempts to base DC decisions on previous outcomes and guidelines established in the Blue Book for systematic consistency, said Murphy.

John Grunbeck '09, Abbot Cluster President, said, "We work through punishments outlined in the Blue Book and try to reach a general consensus."

"Everyone's voice counts, including the students in the room. We bring the perspective of the student body into the whole disciplinary process," Grunbeck continued.

Murphy said, "The process allows adults to understand student perspective. Social norms change, and it's really important to have a finger on the pulse of what students think. Adults are definitely swayed by student input."

In the event that an infraction involves students from multiple clusters, the cluster deans and Dean of Students work together to create a consistent outcome.

In the event of a tie vote, the cluster dean has the ability to make the overall decision.



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A. LEVINE/ THE PHILLIPIAN

Spencer Macquarrie '10 dives across the crease to score. The goal was called back because of a crease violation in the 9-4 loss.

Andover Closes 8-6 Season With 9-4 Loss to Exeter in Friday Night Away Game

By Kyle Franco
PHILLIPIAN SPORTS WRITER

Exeter	9
Andover	4

In one of the highlights of the Friday night game against rival Exeter, Chris Kreider '10 made a heroic effort on a one-man clear. He then proceeded, in his usual physical fashion, to power through Exeter's defense and put the ball past Exeter's senior goalie for Andover's first goal of the game. Unfortunately, Kreider's efforts weren't enough to beat a versatile Exeter squad, as lost the game 9-4.

In front of a roaring crowd of mostly Exeter fans, Andover stepped on to the field with confidence, knowing that it hadn't lost an Andover-Exeter game in six years. Af-

ter a lengthy possession following the opening face-off, Andover gave up the ball on a forced shot. Exeter capitalized on the turnover by scoring the first goal of the game in transition.

The rest of the first half looked anything but problematic for Andover. The usual scoring suspects chimed in during Andover's offensively dominant first half. Kreider tallied another goal for Andover to make the game 2-1. Attackman Spencer Macquarrie '10 also contributed a goal in the first half off of a feed from Co-Captain Jack Walker '09. Walker did not keep his point total confined to the assist column, as Andover's star attackman scored late in the second quarter.

Despite being relatively inactive, Exeter's offense was not kept completely quiet.

They generated one more goal in the half to bring Exeter to within two goals of Andover. Andover led 4-2 entering half-time.

The solid defense of the first half started to gradually break down, and the offense could not keep possession long enough to open up the scoring opportunities that were present in the first half. The start of the second half did not bode well for Andover, as Exeter won the opening face-off. Compared to the first half, the Exeter offense looked completely different because it could keep possession for long periods of time.

Over the course of the second half, Exeter scored seven unanswered goals. One thing that Exeter did particularly well was ride. Andover had trouble clearing against the Exeter zone ride, which was

set up so that the attack and midfielders dropped back, giving up the first pass. This was perfect against Andover's clear, which usually consisted of Kreider and John McKenna '10 clearing the ball by themselves. The zone ride did not give the two middies any room to move in the open field, denying them the option of gaining speed and going through the defense single-handedly.

Overall, Andover allowed its poor play in the third quarter to get the best of it. Everything was certainly left on the field, but the execution failed to come through on both the offensive and defensive ends of the field.

GIRLS TENNIS

Girls Tennis Finishes Second in NEPSAC

By Katie Hess
PHILLIPIAN SPORTS WRITER

Co-Captain Eliza Flynn '10 pounded the ball over the net with just enough force to steadily beat all of her opponents and land her a spot in the NEPSAC tournament finals this past Saturday. Through her hard work and skill Flynn earned herself second place in the tournament. Her victory and many other strong wins contributed to Andover's second place finish overall.

Co-Captains Lauren Wilmarth '09 and Flynn played in the singles matches for Andover on Saturday.

Flynn played in the A bracket, winning her first three matches against Chocate, Groton and Loomis. With these victories, she secured a spot in the final match against a Pingree opponent who was ranked number one in the under-18 league in New England. Flynn came out playing aggressively but was defeated in the first set, 4-6. In the second set, Flynn's opponent steadily deflected all of her well-placed shots, landing her the first place title of NEPSAC A singles.

Playing in the B singles bracket, Wilmarth claimed victories in her first two matches. In the first, she faced an Exeter opponent and shut her out with a final score of 8-0. Wilmarth then faced an opponent from Williston-

Northampton and won 10-3, securing her a spot in the finals against a player from Pingree. Wilmarth finished strong in second place, contributing to Andover's second place finish overall at NEPSACs.

Playing in doubles A in the tournament, Greta Rossi '09 and Fay Feghali '12 fell to a strong Thayer pair 6-8 in the first round but came back to win three matches against Marvelwood, Milton and Loomis. Finishing in fifth place, the pair added three points to Andover's total score.

Elizabeth Kelly '11 and Stacia Vladimirova '11 played in the doubles B bracket for Andover. A combination of team chemistry and unstoppable shots led them to prevail over St. Paul's and Pingree in the first two matches. An outstanding 10-2 victory over Thayer overshadowed their loss against a formidable Hotchkiss pair, and together they added five points to Andover's team total.

Midori Ishizuka '11, a team member who did not play, said, "It was very exhilarating because everyone's teammates were constantly yelling and all coaches were extremely intense."

With impressive performances from every player Andover finished in second place behind Hotchkiss. The team finished its season with a record of 11-1, losing only once to Hotchkiss earlier in the term.

ULTIMATE

Ultimate Ends Season With Dominating Victory Over AHS

By Eric Yoon
PHILLIPIAN SPORTS WRITER

Andover	13
AHS	2

Andover Ultimate played its final game last Friday, under the lights at Andover High

School. Despite having already beaten Andover High School 11-4 in the previous Andover Invitational, the Ultimate team knew they were in for a tough game.

The score was still tied after the first couple minutes of the game, but PA was clearly dominating its crosstown rival. Eventually, Andover's strong

offense lived up to its potential, earning Andover an 8-2 lead.

Jordan Bach-Lombardo '09 scored six points that game with the help of Josh Feng '10, Turner Shaw '11 and Duncan Crystal '10 who also pitched in a couple points.

PA was successful against Andover High because of its defense and sheer intimidation. Brandon Wong '12 and Lucas Cristopherson '12 ran hard in the cup, with Alec Weiss '11 playing a smart deep position by preventing Andover High from gaining momentum. Joe Liotta '10 and Rob Stevens '10 dominated deep in PA's defensive zone with their towering height.

Off of Andover High's turnovers, the Ultimate team posed a threat and converted them into crucial points. Alex Choi '09 made dazzling cuts and played his best game of the season in front of a packed crowd. After the second half, Andover High toned down its intensity considerably, making it easy for Andover to gain a significant lead over its opposition. Instead of playing down to its opponent's level, Andover picked up the pace of play and ended up winning 13-2 off of the soft cap.

Andover ended the season with a record of 15-2, which was a surprising outcome due to the number of new players. Friday night was an end to a brilliant and successful season.



N. DEAN/ THE PHILLIPIAN

The boys first boat celebrates its first place finish over Kent at Interschols on Saturday.

CREW

Crew Ends Season with First and Second Place Finishes at Interschols

By Kristen Faulkner
PHILLIPIAN SPORTS WRITER

Andover Crew won the team trophy at Interschols last Saturday, marking a glorious conclusion to the spring season.

The boys' first boat battled stroke for stroke against Kent as it carved its way down the course. Both Kent and Andover stole inches from each other with every stroke, exchanging the lead as the two boats approached the finish line. With 100 meters left in the final race of the day, Andover powered its last ten strokes and seized the lead. Andover crossed the finish line only a fraction of a second ahead of Kent and won the gold.

The boys' second boat also had a close, but victorious,

race against Kent. The two opponents cruised down the course with open water on Salisbury, Exeter, Brunswick and St. Paul's. Andover accelerated into the finish line and grabbed the win by just .4 seconds.

The boys' third boat fought against Salisbury in the closest race of the day. Competing for second place to Exeter, the two teams crossed the finish line together, but Andover grasped second place by a shockingly small margin of just .002 seconds.

The girls' first boat faced a tough setback in preliminaries when an oar socket came undone after the first twenty strokes. But the team continued rowing and fixed the problem during the race. During the finals, Andover and Exeter were even after the start, but Exeter pulled a

move and secured a four-seat lead. Andover tried to regain the lost seats, but Exeter took even more, increasing its lead to an entire boat length. Exeter maintained its lead and finished three seconds ahead of Andover.

The girls' second boat also placed second to Exeter. After securing open water on third place Kent after the start, Andover maintained contact with Exeter and the two teams split from the rest of the pack. Exeter maintained a steady lead above Andover and won by two seconds.

The girls' third boat placed fifth to Exeter, Hanover, Kent and St. Paul's School. Andover and St. Paul's rowed side-by-side going into the final sprint, but St. Paul's pulled ahead and captured fourth by almost two seconds.



M. DISCENZA/ THE PHILLIPIAN

Josh Feng '10 looks for an open teammate.

Features Prom Roast 2009

“It’s Almost as Good as our Pork Roast!”

FEATURES STAFF REPORT			
Rekha Auguste-Nelson '09 and Nick Poland '09		Abigail Pollokoff '09 and Christopher Brozdowski (Import)	
How many Polacks does it take to invite Rekha Auguste-Nelson to prom? Only one. Grade: 3		Brozdowski, we have no idea what you look like, but if what andover09.com says is true, you are probably the cutest guy in the world. Like a cross between a starry-eyed pouting puppy dog and a sneezing panda. Grade: 6	
Kiara Brereton '09 and Thor Shannon '09		Greta Rossi '09 and Alexander Du '10	
By the hammer of Thor, how do you keep that figure? That being said, they are possibly the hottest interracial couple since Seal and Heidi Klum. Grade: 6		Really, Greta? Du? Grade: Yo, Dat 2.	
Louisa Chafee '09 and Sascha Strand '10			
These two get a good grade because Sascha's voice is awesome. We just picture him whispering sweet nothings in her ear and we can't help but melt too. Grade: 5+			
Anthony Chau '09 and Julie Xie '10 Eugene Chau '09 and Sophia Jia '10		Andrew Pohly '09 and Lydia Smith '09	
What are you doing, Chaus? You can't both randomly take Asian Uppers to prom! Grade: 5, unless the Chaus sleep through it, which is more than likely		Hope Lydia loves homework. Grade: 5-, which Pohly is really upset about	
Cassius Clay '09 and Chloe Frechette '09		Kyle Ofori '09 and Marianna Jordan '09 Kevin Ofori '09 and Mandisa Mjamba '10	
Poor people, beware! Again! Clay makes his triumphant return to prom, this time with matching cuff links. Grade: 5, but we're willing to go higher for a price		One of these dates is not like the other. One of these dates just doesn't belong. You know who you are... Kevin! Grade: 6/2 (Sorry, Kev)	
Eric Kanter '09 and Nadine Khan '09		Lawrence Dai '09 and Hannah Lee '10	
We heard OPP spent six hours washing that chalk off the sidewalk. So thank you, Kanter. And that's not just for showing us regular guys up. Grade: 3-		As far as we're concerned, Features and Arts are <i>The Phillipian</i> equivalent of Crips and Bloods. But given the circumstances over the authorship of this article, they receive an honors grade. Grade: 6	
Alexander Cope '09 and Abigail Levene '09		Lindsay Newman '09 and Tom Hamel '10	
Where do you think these two met? At the Cum Laude dinner? Running the cross-country course? Or on <i>The Phillipian</i> masthead? Grade: 4		For once, Hamel will be going to a dance with someone who will appreciate all his riotous tall jokes. Grade: 5+	
Schuyler Dickey '09 and Anabel Bacon '09		Tory Marvin '09 and Conrad Bastable '09	
It's no coincidence that Dickey's favorite food is bacon. Watch out, Anabel! He gonn' eatchu! Grade: 6		We saw Tory hanging out with someone besides Conrad the other day. Every minute or so, she slowly started to lean toward the other person and hug them around their hip. Grade: 4-	
Charlie Dong '09 and Nathalie Sun '10		Kaitlin McInnis '09 and Chris Kreider '10	
It's nothing personal, Nathalie. Grade: 0		Chris and Kaitlin sittin' in a tree, P-L-A-Y-I-N' hockey! Grade: 6	
John Grunbeck '09 and Becca Bendetson '09		James Tsay '09 and Tiffany Li '09	
Unfortunately for Grunbeck, Becca is planning on wearing a bright pink dress. Be sure to stock up on cheek makeup, John. Grade: 4		Is there any couple more overly intellectual than these two? We think not. Grade: 2	
Trey Meyer '09 and Jill Kozloff '09		Mike Siraco '09 and Rebecca Schultz '09	
Trey "The Ragin' Cajun" Meyer had originally planned on taking his sister Wesley '11 to prom, but unfortunately for him, Lowers aren't allowed to go. Even more disheartening--this is not the South--we have rules about that sort of thing up here. Good call going with Jill. Grade: 5		These two are probably the opposite of an overly intellectual couple. Grade: 1	
Erica Harris '09 and Dominic DeJesus '10		Reid Mosquera '09 and Emily Steingart '09	
What Would DeJesus Do? Go to prom with Erica Harris, we guess. Grade: 4		Did you hear Reid is going to prom with Reid's girlfriend? Grade: 5-	
Cora Lewis '09 and Harrison Hart '09		Jordan Bach-Lombardo '09 and Berol Dewdney '09	
		Their night will go viral on Youtube after Berol kicks a bowl of punch into Jordan's face. Grade: 4	
		Parker Washburn '09 and Isabelle Engelsted '09	
		We imagine their night will go like this: Isabelle: So Parker, what do you think of my dress? I decided to go with this one instead of that other one I told you about. Parker: It's nice. Grade: 5+	
		Declan Cummings '09 and Melissa Yan '10	
		You better watch out, Melissa. DaKlan is Cumming! Grade: 5, as far as racially insensitive puns go, this one takes the cake	

PROM FUN FACTS

The term “Prom” comes from the Latin root “Promenus,” which means “Night of Dancing, Fruit Punch and Ugly People Looking Semi-Respectable Thanks to Their Nice Clothes.”

Scientists have never found traces of the first prom ever. However, they have significant reason to believe that it did, in fact, exist.

In 2008, zero great white sharks attended prom. This number is not expected to fluctuate in 2009.

A recent study indicates that ugly people often go to prom with fellow ugly people.

In prehistoric times, “eating your prom date” had a much more literal meaning than it does today.

Going to prom under the influence of alcohol is often referred to as “Bombed Prom.”

Spelled backwards, “prom” is “morp.”

When grown men go to prom, it’s called “pedophilia.”

In Antarctica, there are no proms. Although most inhabitants wear tuxedos.

Notable celebrities who went to prom with their cousins: Alex Trebek, Dick Cheney, Carrot Top and the fat red-haired kid from “Sandlot.”

The neon tuxedo industry receives the majority of their business either from people who think they’re ironic by imitating Jim Carrey in “Dumb and Dumber” or from idiots. More often than not, these people are one in the same.

According to some observations, canes are very rarely used during a promenade for medical purposes.

The Great Prom Strike of 1956 did not exist.

Prom is gay when no girls go.

CLASS of 2009's BEST STUDENT

GRAD PARTIES

You are Cordially Invited to:
**Xavier Wilhelmenson's
SUPER SECRET GRAD PARTY!**

Where? Xavier's House (Living Room and Patio)

When? Saturday, June 13. 7-10 PM

Message: Hey Classmates. I know I was a rare sight at social functions, but this party is sure to be the craziest one you've ever gone to! I've got all the hip games and fun things you guys do! Rsvp BROSKIS!

drinking
contests!



2% Milk only.

SEX GAMES!!



Feel free to invite the folks!

Please, no alcohol. Especially near the Pong.

Also, feel free to bring a dish for the Potluck!



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RAGIN' GRADUASHUN'
BASH!

50-50 RAFFLE!
50% of proceeds go to winner.
50% to Al's personal alcohol money

BYOB!
BYOC (Chips)
BYORPC (Red Plastic Cups)
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LONG
John
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BOBBING FOR
APPLE CORES!

WHERE?! The Closed Down YMCA
WHEN?! The Day after the next No Tax Holiday

Al will be splurging and providing
FREE WATER FOR EVERYONE!
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Cynthias grad party!

If you fulfill the following requirements, I'll send you an invite, beotch!

Don't ask for an invite if you...

[] 2+ Varsity Letters (Males)	[] Have ever taken an AP course
[] C-Cup (Females)	[] Read
[] You hit losers	[] Don't own a convertible
[] You have cheated on a test and/or significant other	[] Are unfamiliar with the storyline of "The Hills."

Features Presents...

Top Ten

Things You *Can't* Do in the Back of a Limousine


10. Herd sheep
9. Touch the Front of the Limousine
8. Water ski
7. Overcome your fear of heights
6. Travel to Australia
5. Meet Abraham Lincoln
4. Be in the back of a bus
3. Practice pole vaulting
2. Have sex in public
1. Don't worry about it-- you're taking a bus.

LAST MINUTE PROM DEALS!

Inflate-A-Date!

Bulgy Bill and... Busty Brenda

Complete with:



- Annoying ex-girlfriend Cyndi!
- Fresh Evergreen Scent!

- EZ-Off Dress!
- LoveHandlez™!
- No Judgement

and **Voice Boxes** with 10 catchy phrases!!

"Blow harder!"

"You're pro-choice, right?"

"Does my butt look big at this air pressure?"

"That's huge!"



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Then you need to try... the **LIMO ENLARGER PUMP!**

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Before...



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"This also worked on my Prius!"
-Fmr. Lil' Joe

Fully Functional
TIME MACHINE!

\$199.99

Helga the Hulk catch you off guard and ask you to prom?

Shrimpy Steve pop the big question?

Go back in time and hurt yourself before they get the chance!

*Necessary crystals and neck protector sold separately



Y. WATANABE/ THE PHILLIPIAN

Sarah Boylan '09 lunges forward as she makes a dash for the next base.

SOFTBALL

Three-Run Blast By Gardner '10 Propels Andover Past Exeter

By Chris Cameron
PHILLIPIAN SPORTS WRITER

With the game tied at five in the top of the fourth inning, Riley Gardner '10 stepped to the plate with runners on first and second against Exeter's star pitcher.

With a full count, she hit a three-run blast over the fence in left-center field to give Andover the lead as the Andover crowd went wild. The team would eventually win the game 12-5, pairing up nicely with a 12-9 victory in the second game of the doubleheader.

Earlier in the week, Andover made the short trip to Brooks and lost 4-3.

Facing Britt Hart, one of the premier prep school pitchers in the area, Andover came out determined to get to her early. Shannon McSweeney '11 worked a walk in her first plate appearance of the day. Sarah Onorato '11 then drove her in with a triple to put the team up 1-0.

Brooks got out of the inning without any further damage, but Andover scored again when Captain Sarah Boylan '09 drove in McSweeney for the team's second run in the third

inning.

Caroline Gattuso '09 kept Brooks off the scoreboard for the first three innings, but surrendered two in the fourth and one in the fifth as Brooks took a 3-2 lead. Andover added a third run in the sixth inning, tying the game. But Brooks scored a run in the bottom of the seventh for the walk-off victory.

On Saturday, Andover faced Exeter in what is always a tight battle, no matter what the team's records are coming into the game. This year, Andover came in with the upper hand at 13-4 while Exeter came into the day with a 3-10 record, but both games were close to the finish as Andover swept the doubleheader.

In the first game, Jackie Higgins '12 started in place of the injured Gattuso. Despite the lack of help from her defense, she only allowed four Exeter singles as the opposition tallied five runs in her seven innings of work.

On the offensive side, Andover came out firing on all cylinders by scoring five runs in the first frame. Onorato got the offense started with a double to drive McSweeney home.

After Exeter came roaring

back in the second and third innings to tie the game at five, Gardner hit a bomb to break the tie in the fourth. She said, "It felt amazing to be able to come through for the team when we needed it."

Sarah Boylan followed with a three run double to pad Andover's lead. The team would eventually win 12-5 after Higgins retired 12 out of the last 13 batters.

In game two, Andover once again took an early lead with a seven run first inning. Exeter didn't go down easy though, as it tied the game at seven by the third inning.

Mackenzie Skwierczynski '12 made her first varsity start on the mound and did the best she could to limit the damage after several errors by the Andover defense. She went the first three innings and Higgins relieved her in the last 4 innings.

After Exeter took a 9-7 lead in the fourth, Andover reclaimed the lead after Boylan and Gardner combined to knock in three runs. Andover would go on to win the game 12-9.

Andover ended its season with a solid 15-4 record.

BOYS TENNIS

Meyer '09 Makes History After Taking First Place At NEPSITT

By Elizabeth Oppong
PHILLIPIAN SPORTS WRITER

Andover	6
Exeter	1

With a solid win against Exeter, Andover Boys Tennis finished off its season with an impressive record of 10-4.

Hunter Schlacks '11 was the first to finish his match against Exeter with a 6-2, 6-2 win at the number three spot.

Captain Trey Meyer '09 played first singles and took control from the start with a dominating win of 6-1, 6-1. Mark Adamsson '11 followed at second on the ladder, defeating his Exeter opponent 6-2, 6-0.

Myles O'Neil '12 played fifth singles and won his match 6-3, 6-4. At sixth singles, Max Png '10 won 6-2 after his opponent retired in the second set.

Meyer and Adamsson claimed an 8-1 victory at number one doubles, and Schlacks and O'Neil beat their Exeter opponents 8-3.

With these victories Andover defeated Exeter for the second time with a final score

of 6-1.

Last Saturday, Meyer traveled to Choate to play in the New England Prep School Invitational Tennis Tournament. He won the tournament two years ago as a Lower and hoped to take the title again this year.

He said, "The atmosphere was very different this year for me than the last time I played the tournament. This year seemed to be more difficult because I was entering the tournament as the number one seed and I felt like I had a target on my back. It is always much easier to be the underdog."

Meyer first defeated a player from the Williams School, 8-0. He then dominated a Brunswick player, pulling away with a 10-2 victory.

Robert Lightbourn of Hotchkiss also fell to Meyer 6-2, 6-4. Lightbourn was a hard-hitting player with a good serve, yet Meyer played some of his most brilliant tennis in this match. His skilled shots, especially his topspin lobs, drew gasps and applause from the crowd.

In the next round, Meyer

faced a Tabor player, who was also a Junior Davis Cup player, and easily won 6-0, 6-3.

Despite his blistered hands, "Meyer mixed assertive topspin ground shots with driving backhand slices, always choosing the best shots for the situation," said Coach Wilkin.

Meyer took first place in the tournament, earning himself a place in Andover's history. Before last Saturday, only one player, Tom Reifenheiser '90, had won the NEPSITT tournament twice.

Meyer had a four-year varsity career record of 48-8, and a perfect record this season.

Another standout player this season was newcomer O'Neil. The Junior left a lasting impression on his coaches and teammates for his sportsmanship, especially in the game against Loomis.

Though Andover did not finish off this season with a championship win, they played well and avenged all of their previous losses.

Meyer said, "I am proud of all the guys and hopefully I will be able to return to Andover next year and see my teammates win a championship."

GIRLS LACROSSE

Despite Return of Keating '10, Andover Suffers Close Loss to Exeter

By Tyler Jennings
PHILLIPIAN SPORTS WRITER

Exeter	14
Andover	12

Just a few minutes into Friday night's game against Exeter, Emily Little '09 received a pass in front of the net and dodged her Exeter defender to score, putting Andover on the board first. This was Andover's second year in a row playing away at Exeter, and this year's game began just like last year's with Andover taking the lead first.

But despite a great effort, the Girls Lacrosse team lost in its final game of the season by a score of 14-12.

After Andover dominated the first few minutes of the game, Exeter roared back with an impressive play. Just a minute after Andover scored, Exeter set up a play in the offensive zone and beat Andover goalie Co-Captain Kaitlin

Gaiss '09.

With this momentum, Exeter kept the ball in the Andover defensive zone and added two more goals to put them up 3-1.

Coming back for her first game since a mid-season injury, Kyleigh Keating '10 proved to be a force on the field as she added two goals of her own in the first half.

For the remainder of the half, both teams battled in a fast paced game that carried the players up and down the field.

At the end of the first half, Exeter held a 9-7 lead.

Going into the last half of their seasons, both teams came out with intensity. Exeter got on the board quick, extending its lead to three goals.

Co-Captain Alissa Fromkin '09 helped lead the Andover comeback as she received the ball in the corner of the field and spun around, barely getting off a shot to beat the Exeter goalie.

The scoring did not stop there, as Andover quickly responded with another goal from Emily Kowal '09.

With just over eleven minutes left to play in the game, the score was knotted at 12.

From that point on, the game turned into a defensive battle as Gaiss came up with amazing saves at crucial times.

The rest of the defense was forced to use its quick feet and body positioning to shut down the fast Exeter offense.

After 12 goals, Andover remained scoreless while Exeter buried two more goals before the end of the game.

Kaitlyn McInnis '09 said, "Even though we didn't get the result that we wanted in the end, I had a great time in my last lacrosse game at Andover."

She continued, "This year has been so much fun, and I have really enjoyed spending time with all of the girls on the team."

BASEBALL

Baseball Powers Past Exeter To Finish Season on Winning Note

By Sarah Onorato
PHILLIPIAN SPORTS WRITER

Andover	6
Exeter	3

Down by a run entering the fifth inning, Sam Auffant '09 pounded a home run over the left-center field to tie the game and propel Andover to its 6-3 victory over archrival Exeter.

Andover made attempts to get everyone involved in the end-of-season rivalry game. Tom Palleschi '12 worked the first two innings from the mound, followed by Tom Hamel '10 for another two innings.

Ace Glenn Stowell '09, who led Andover to a victory against Exeter in the postseason tournament last week, came in to close out the final three frames in his last game in an Andover uniform.

Earlier this year in the regular season, Exeter swept

Andover in a Saturday doubleheader in two close games. Last week, Andover struck back in the post-season tournament, defeating Exeter behind a spectacular performance by Stowell. Saturday's win tied the season series at two games apiece for the rivals.

As the away team, Andover came to the plate first and went down swinging, as Exeter's pitcher struck out the side. The discouraging start to the game was compounded in the home half of the first, when Exeter capitalized on two defensive miscues to score twice.

After silent bats in the second, Chris Cameron '11 ignited the offense by reaching base in the third inning on a bunt base hit. Co-Captain Anthony Morlani '09 plated Cameron on a single to right field, putting Andover on the board. Morlani had two hits.

Both clubs stayed quiet at the plate through the fourth. Then, in the top of the fifth, Auffant tagged a solo home run

to tie the game at two. It was Auffant's second long ball of the season.

Stowell came in to pitch in the home half of the inning, shutting down Exeter and allowing only one run in three innings of work.

In the sixth inning, Andover took the lead. Co-Captain Geoff Lynch '09 pushed a bunt to the pitcher, and a runner on second base came around to score on a errant throw to first base. Andover added two more runs in the frame to take a 5-3 lead.

Stowell earned the win for the day, and Andover closed out its season with a 6-3 victory. With this final win, Andover finished with a 14-6 record.

Andover baseball will lose seven seniors to graduation at the end of the '09 season: Sam Clark, Mike Siraco, Burdeau, Stowell, Auffant and Co-Captains Lynch and Morlani. The leadership and experience of these seven senior members of the squad was critical to the team's success this season.

TRACK

Andover Track Finishes Strong Season with Victories over Exeter

By Katherine Ellinger
PHILLIPIAN SPORTS WRITER

Andover Track's final meet against Exeter was, as Captain Annie McDonough '09 said, "the best way for the seniors to end their track careers at Andover."

The girls won by 40 points, a decisive and satisfying victory, but the boys only won by three points, keeping fans biting their nails until the end.

The meet began with the throwing events, followed by the 4x100 relay and ended with the 4x400 relay.

Andover's girls took the first three places in every throwing and jumping event, a very rare occurrence even for such a dominant team.

"Exeter had a few formidable competitors, such as Interschols champion Katrina Cougan in the 1500 and 800. Still, we won most events with our depth," said McDonough.

"I know that we took the top five places in the 100 hurdles, even though they only scored the top three. We also saw a number of PR's and season bests on Saturday."

Orie Idah '11 jumped over 35 feet, an impressive distance for the girls' triple jump, and Malcolm Mason-Rodriguez '11 jumped over 46 feet, almost breaking the school record.

The girls' 4x100 team barely edged out Exeter as Alexis Walker '12 and Aniebiet Epka '11 continued their 100/200 domination. Berol Dewdney '09 won the 3000, and Catherine Coppinger '09 took first in the 400, finishing an undefeated season in that event.

McDonough said, "The Exeter meet was an amazing triple win - girls varsity, boys varsity and JV. It was, as the coaches say every year, a Saturday where we see 'heroic' performances and also have a lot of fun."

On Saturday the team became the most cohesive it has been all season, as every athlete put forth his or her best effort for one final throw, jump, or run, and cheered on every other athlete.

The excited feeling behind the meet was most evident in the final two events, which had not been run at any other meet - the distance team 4x400 relay, and the throwers' 4x100.

The distance runners gave sprinting a try for a final lap around the track, as the entire team stood at the finish line to cheer them on.

The throwers formed a team to each sprint a quarter of the lap. It was a close race between throwers from Andover and Exeter, but Andover managed to claim the victory.

"This was a great finish to a great season," said McDonough.

One Flew Over the Cuckoo’s Nest A Preview

Patrick Brady

If you’re planning on seeing One Flew Over the Cuckoo’s Nest this weekend, be aware that you will not be merely seeing a play—you’ll be living it. That’s right, Tang Theatre has been transformed into a fully-operational, brightly-lit insane asylum.

Directed by Mark Efinger, with the help of four student directors (Ryan Morris ’09, Lily Shaffer ’10, Rei Konolige ’10, and Alex Gottfried ’09), One Flew Over the Cuckoo’s Nest is this term’s Theatre 520 production—and definitely a production to remember.

The 1964 stage adaptation of Ken Kesey’s 1959 acclaimed novel of the same name tells the story of Randle Patrick McMurphy (famously played by Jack Nicholson in the film version), an undoubtedly sane man who cheats the system, avoiding hard labor on a work farm and instead finds himself

in an insane asylum somewhere in Oregon. Little does he know, however, what is in store for him.

Efinger’s interpretation of Cuckoo’s Nest is all about a full-immersion theatergoing experience. As soon as you arrive at the theatre, you’ll be presented with a ticket in the form of an admission wristband. When you enter through Tang’s doors, nurses are present to take any of your personal belongings. Ward attendants will show you to your seats as loud, ethereal music drones out the theatre—or ward.

Glance to where the stage manager’s booth usually sits, and you’ll see a commanding nurses’ office complete with glass sliding windows. Two large, barred windows stand opposite the nurses’ station, on the edge of Tang’s general proscenium.

If you choose to sit on the limited ground seating, get used to wooden bleachers and the possibility of interaction with the cast, since, on the ground floor especially,



M. DISCENZA/The Phillipian

Reid Mosquera ’09, playing Chief Bromden, pauses for dramatic effect.

each audience member is not a member of the audience, but a member of Nurse Ratched’s ward.

Chief Bromden (Reid Mosquera ’09), a tall and burly Native American who everyone assumes to be deaf and dumb, serves as the story’s narrator through inner-monologue sequences positioned in between scenes on the ward.

Sound and lighting effects work well together during Bromden’s monologue. The audience hears the dull hum of the “machine” that controls the asylum, what Bromden refers to as the “Combine.” All the asylum’s lights fade to black and a sole spotlight follows Bromden around, creating an eerie mood to Bromden’s often cryptic monologues. Unsettling and haunting music often pervades the air, much of which was created entirely by Andover students, notably Andi Zhou ’09 playing the saw.

During the day room scenes, the audience hears repetitions of jolly music akin to Lawrence Welk, and the audience sees no distinction be-

tween stage lights and house lights, a series of large fluorescent lights encompasses the theater. This lighting choice furthers the evaporation of the

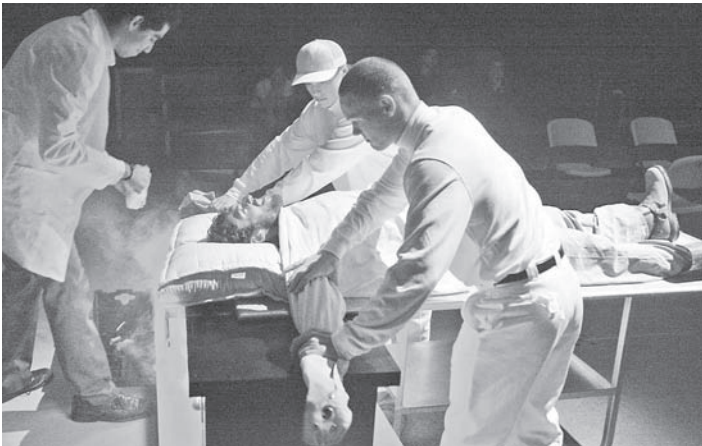
fourth wall—the invisible wall between the audience and the actor.

When most people think of One Flew Over the Cuck-

oo’s Nest, they remember the evil wrath of Nurse Ratched. Sadiqa Farrow ’09 tackles this challenging role with a great sense of control and subtlety. Many high school actresses might take Nurse Ratched’s evil nature in a completely exaggerated direction, but Farrow will frighten you not by a wicked witch impersonation, but by her silently scathing, matter-of-fact portrayal.

The story’s central character, McMurphy, suits Shaun Stuer ’09 quite well, as the ward’s boisterous, playful hero. Look forward to other memorable characters throughout the show, including the lovable Billy Bibbit (Kennedy Edmonds ’12), the rambling academic Dale Harding (Scott Sanderson ’09) and the vociferous follower Cheswick (Sam Dodge ’09).

Come see One Flew Over the Cuckoo’s Nest for its hilarious lineup of loonies, its exemplary technical components, an engaging set and its moving and crushing conclusion, one which will have you speechless as you gather your belongings, slit off your wristband and are discharged from the ward.



M. DISCENZA/The Phillipian

Shaun Stuer ’09 (left) and Sadiqa Farrow ’09 (right) strike poses during rehearsal.

Spring Senior Recitals

Katie von Braun

Shelby Centofanti

Concluding a weekend of brilliant musicianship by Phillips Academy students was an unparalleled senior recital. Katie von Braun ’09, concertmaster for Phillips Academy’s Orchestra, showcased her talent on the violin with an exceptional performance.

From the moment von Braun walked into Timken Room, her command of the audience and professionalism clearly illustrated her dedication to music. She opened with Bach’s Partita for Solo Violin in D Minor, which consisted of four very distinct movements.

Each movement provided von Braun a different style in which to display her musicality, containing slow, graceful sections as well as powerful moments leading to the final movement.

Not until the vigorous conclusion to the piece, unremitting until the final note, did von Braun finally display a satisfied smile.

For the next two pieces, Yelena Beriyeva accompanied von Braun on the piano and further accented her skillful playing. The second piece, Introduction and Ron-

do Capriccioso by Saint-Saëns truly showcased von Braun’s musicality with drastic leaps between octaves and dynamics, through which von Braun effortlessly maneuvered.

After an intermission and another solo piece, Ruby Mercure, Jacob Shack ’10 and Rainer Crosett ’10 joined von Braun to play String Quartet No. 14 in D Minor, “Death and the Maiden.” The piece contained very powerful moments with all four playing in unison, as well as very beautiful harmonies and skillful pauses. The magnificent flow of the piece and the talent of all four musicians further served as an example of von Braun’s talent in a group setting.

At this point in the recital, von Braun performed a section from Mark O’Connor’s “Appalachian Waltz,” with Shack and Crosett. She ended the recital with a short, but

with deliberate notes and superb playing. Von Braun played every piece with great emotion, but this piece epitomized this emotion, ringing out flawless high notes as a bittersweet finish to her musical career at Andover.

Von Braun received a standing ovation and broke from her focused facial expression to reveal a wholehearted smile. In the reception following her performance, von Braun said, “I definitely think playing with Chamber Orchestra and other groups on campus was so rewarding. I loved making friends with fellow musicians, being inspired by teachers, and letting everything come together.”

Von Braun is an impressively humble musician in spite of all of her talent and undoubtedly had a major impact on the Phillips Academy Music Department. Christopher Walter and Holly Barnes, Instructors in Music, said that they are going to really miss von Braun. They said that she was one of the greatest musicians Andover has ever had, an extraordinary concertmaster, a great leader and always well-prepared. They added that her quartet might have been one of the best performances of chamber music at Andover.



K. JOYCE/The Phillipian

Catherine McManus

Paul Noh

This past Saturday, violinist Catherine McManus ’09 amazed friends and family with her enthusiastic playing of diverse repertoire.

Her recital started off with a light and lyrical Sonata for

Violin and Piano in A Major by George Frederic Handel. The emotional melody of the violin reverberated around the Timken Room, which was expertly accompanied by the steady background on the piano by Stephen Porter, Instructor in Music.

Then, McManus went into the “Violin Concerto No.3 in G Major” by Wolfgang Amadeus Mozart which displayed a wonderful but an extremely challenging cadenza full of double stops and fast movement between the strings.

After a brief intermission, McManus showed her mastery of the instrument through “Romance No.2 in F Major”

by Ludwig van Beethoven and “Sonata for Solo Violin in D Major” by Sergei Prokofiev.

While the Beethoven piece displayed a poignant, slow-moving theme, the Prokofiev demonstrated virtuosic playing at the highest level. McManus, in an email to The Phillipian, said, “It was the first piece I had ever played by

tone and the minor key.”

Her last piece, “La Gitana” by Fritz Kreisler was the evening’s highlight as well as the audience’s favorite and featured rapid scales and fast trills. McManus’s energetic playing brought life to the piece.

Andi Zhou ’09 said, “[La Gitana] was different from the rest of the program” while Talarico praised McManus’s playing, referring to it as an “exposition of excellence.”

Ray Thamthieng ’12 said that McManus’s playing was “very artistic.”

After receiving a standing ovation and flowers from enthusiastic audience members, McManus thanked Holly Barnes, Instructor in Music, for teaching her violin for six years.

McManus also expressed gratitude to her family, including her brothers who flew all the way to Phillips Academy just to see her concert. Finally, McManus showed appreciation for the Music Department, saying that even when she is at college, she will “reflect” on the musical experiences she had at PA, including the cantata tours. During her four years at PA, McManus participated in Symphony Orchestra, Chamber Orchestra, Chamber Music Society and Unaccompanied Minors.

The people who came to watch McManus left astounded by her passionate playing. Her mastery of the violin was indeed a thrilling experience for all to watch.



Y. WATANABE/The Phillipian

Dance

Open

2009

Apsara Iyer

An impressive combination of stomps, twirls and leaps greeted the audience at this year’s Dance Open.

The show featured 17 pieces, ranging from a traditional Chinese dance to a futuristic take on oppression.

While certain established dance groups like SLAM, Blue Strut, Andover Dance Group and Hypnotiq made up a big portion of the lineup, there were also several independent student choreographers.

One of the choreographers, Georgia Pelletier ’11, chose to express her idea of social conformity through dance.

Pelletier’s piece began with a bright light illuminating the silhouettes of students dressed in distressed garbage bags and silver spandex. The figures then began to move with stiff motions, up and down the stage.

Midway through the piece the students began to move robotically in synchronization, symbolizing a lack of ability to think for themselves, according to Pelletier.

The students then laid on the ground and began to twitch. These motions were Pelletier’s way of describing a resistance to the desire to conform.

Creative lighting added another dimension to the futuristic—yet dark—aspect of the performance.

Another creative use of light was in Stephanie Greene’s ’09 tap dance, called “Tokyo Drift,” performed by the newly formed “Footnotes” dance group.

In this piece, the dancers entered the stage and then the house lights switched off, leaving only the dancers’ glow-in-the-dark tap shoes visible.

Greene said, “One rehearsal, fall term I think, out of nowhere, Givens Parr [’11] says ‘let’s do a dance with glow in the dark shoes.’ So we spent basically the rest of that rehearsal hashing out how to make it work. Since we didn’t want



to ruin a pair of shoes with paint, we decided to use glow in the dark tape.”

This noticeable footwear, combined with a lot of rapid foot movements, created a spectacular and dizzying show.

Greene said that she used the sounds and rhythms in the song to help her choreograph the piece.

“There is this piece at the end where it sounds like they’re saying ‘tick, tick, tick’ and Melina Prentakis [’11] suggested we emulate a clock.” In the performance, the group moved their hands in a clockwise motion as though they were literally the “hands” of the

clock.

In “The Fire of the Rose,” a traditional Chinese dance choreographed by Jenny Zhou ’11 and performed by Zhou, Sumi Matsumoto ’11 and Sophie Gould ’11, the dancers’ teeth were as important as their hands. Zhou, Matsumoto and Gould balanced roses in their mouths while twirling and leaping to Zhou’s arrangement of Ke Lin’s choreography.

Zhou said, “The music was definitely a huge component in the dance, as the music sped up and got more intense, the dance movements became more dramatic and more expressive.... at the climax of

the music I feel like the audience was really involved to our every movement because [the music] was so intense.”

Other choreographers, including Juli Brandano ’12, were also truly inspired by their music.

In Brandano’s piece, “The City of Electric Light,” she “tried to incorporate music elements into the dance by choreographing to the lyrics themselves and telling the story. Also I had different people dancing to various parts of the music at one time,” said Brandano.

Following the theme of the title of the song Brandano chose to utilize an electric blue light over

silver spandex in order to create a unique atmosphere.

Co-director of the Dance Open, Jessica Frey ’09 said, “I enjoyed watching all of the dances take shape over the months. As directors we go to rehearsals so to see the progress everyone made was absolutely amazing.”



Dances representing a litany of genres appeared in the Dance Open.



M. DISCENZA/The Phillipian

BATTLE

OF THE BANDS

Steve Kim and
Kate Taylor-Mighty

Heat, intensity and screaming fans: everything you will find on the steps of Samuel Phillips Hall this Friday at 7:30 p.m. WPAA will be sponsoring the annual Phil-

l- lipps Academy Battle of the Bands, where student bands will scream, sing and shred for the ultimate title as the best band on campus. A panel of judges will decide the winner—American Idol style.

The WPAA board, consisting of



S. SHEU/The Phillipian

Last year’s wildly popular Battle of the Bands concert was also held on the SamPhil steps.

he aspires to do better this year. “Let’s not talk about last year’s performance,” he said. He then went on to say, “Our first song [is] ‘Anna Molly’ by Incubus. It’s intended to be face-meltingly raw, and we hope impress. All our songs should be

good.”

His twin brother, Kyle Ofori, added, “All our songs will be good. Last year, we didn’t properly choose our songs in order of intensity. This year, we’ve got that all planned out. There will be costumes. Don’t miss it.”

Another individual that will perform Friday is Henry Metro ’10, renowned for his eccentric performance last year. This year, his band, Henry Metro and Others, plans to do something equally bizarre and entertaining.

Metro said, “Everyone should come to the Battle of the Bands. I most likely will be doing absurd things as I did last year. It’s a great time [where] bands come out to show their stuff! It’s just a warm, inviting, musical experience for all to enjoy.”

Jeb Roberts ’11 will be performing in two bands, Four Corners and Purple Helmet and the Love Warriors, because of his exceptional guitar skills.

He said, “We’ve prepared some really good songs. Everyone should come out because it’s going to be awesome. We’ve got really good competition this year. They’re like nine or ten bands. There’s going to be more heat than last year. I’ll [hurt] you if you don’t come.”

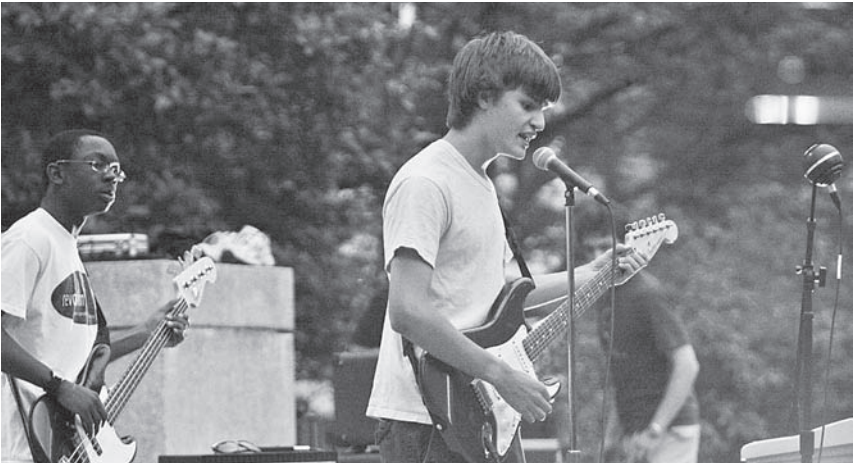
Duncan Crystal ’10, lead singer of the ever-popular and defending Battle of the Bands champion 7 Layer Crunch Wrap Supreme also plans to perform. “We’re always pumped. [Battle of the Bands] is one of the things we really look forward to.”

The Battle of the Bands has been upgraded this year, and Falk-Wallace said, “[There will be] a lot better bands, better music, better

prize.

“It’s just going to be a great show. There’ll be really good music, some really original songs. Everyone should come by Sam Phil,” said Chernyk.

So if you find yourself bored this last weekend before summer vacation, if you’re tired of playing the same old four-square, you should come watch these bands, among many others, battle it out.



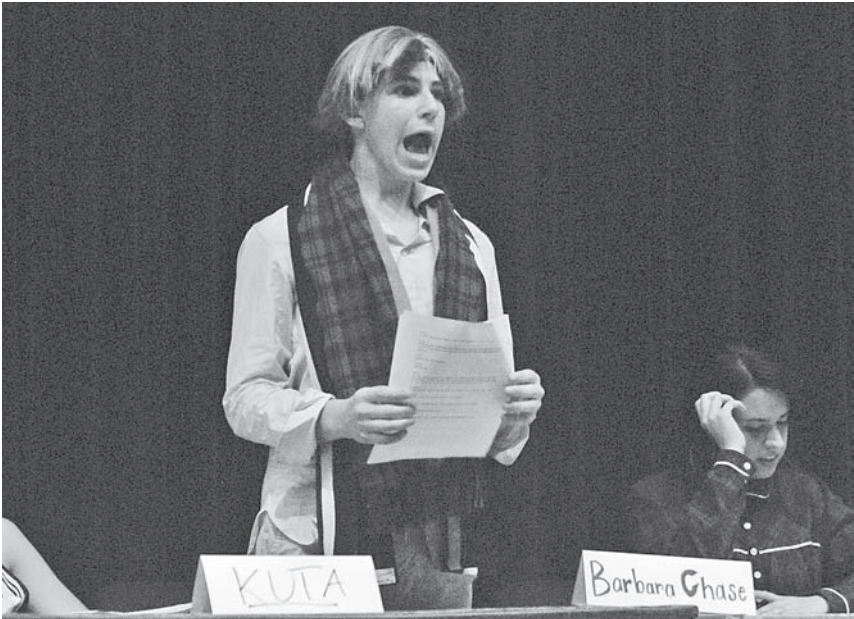
S. SHEU/The Phillipian

Top: Eli Howe ’09 sings lead while Kevin Ofori ’09 strums bass. Bottom: Shredding the guitar, Chris Calkins ’11 captivates the crowd.

Andover Night Live Under The Bed Style

Micere Johnson

Phillips Academy's improv troupe Under The Bed put on their first sketch comedy show this weekend.



Top: Eli Grober '09 and Thor Shannon '09 give PA its very own 'Weekend Update'. Bottom: Barbara Chase, Andrew Schlager '12, supplements the financial discussion with an insightful lyrical quote.

UTB performed Andover Night Live, modeled on Saturday Night Live, in Kemper Auditorium last Saturday night. "It was different being scripted. It was kind of more a pressure to be funny. When we're doing improv there's a little bit of sympathy," said UTB member Andrew Schlager '12.

But the team did not fail to impress and they left a packed Kemper delighted with the performance. The show included a mix of sketch comedy acts and video shorts with student band, Marshawn, playing short sets in between skits. Marshawn was the perfect accompaniment for the night and attracted as much attention as the UTB themselves. "We wanted a band that would fit and keep the energy up," Grober said. The night started off with a mock staff meeting with the actors impersonating school figures and trying to think of solutions for the school's financial crisis. Barbara Chase, played by Schlager in a blond wig, started off the meeting with "a citation preceded by an excerpt preceded by a quote" and opened up a discussion on the financial crisis by referencing the popular song, "Mo' Money, Mo' Problems". "We no longer have any money but we still have a lot of problems," quipped Schlager. Ideas from the "faculty" included terminating the English department and closing Commons to end the trend of grind dancing. The skit was a great way to begin the night and a reminder of what makes UTB so great. "[Coming up with sketches] was really unofficial. We sort of hung around in a circle and bantered off jokes to each other until one stuck," said Sara Alban '10. Some of the sketches played on the common bond of PA life: A short video mocked the new "FML" trend, giving a PA version of life crises: "I didn't get a Phillipian in the mail today. FML." Or "I got an 89 on my



Sam Weiss '09, lead singer of Marshawn, croons into the microphone in between UTB sketches.

math test. FML." The Andover News Report saw Thor Shannon '09 and Eli Grober '09 give comedic takes on a mix of on-campus and off-campus news. Other sketches were situated in puzzling and bizarre situation. One sketch was about a man returning from rehab to find that "prostitute" now means "doctor" and "polio" means "get remarried." The memorable final skit featured Schlager playing an eccentric ranger running a sham ranger training session. Proceeds from the night went to the Theatre Troupe project that takes place on campus. "The idea popped up winter term," said Grober. "Almost immediately we had the idea to do it towards a charity." The night brought some 200 students to the event and tickets were completely sold out before the show began, making it the most successful UTB event so far. "I can't be here to see that it continues," said Grober. "But I'd love to see that happen."

THE PILLOWMAN UNDEFINABLE TERROR

Sophie Gould

There is a crunch as a fist suddenly smashes through a plaster ceiling and drops a scrunched-up note onto a young boy's bed. Written in blood, the paper reads, "Brother they torture me while you sleep." "Hopefully, it was creepy enough," said Wolfgang Siewert '09 about his film, The Pillowman. At this particularly horrifying moment in his movie with the blood-stained note, several audience members were visibly terrified. Siewert needn't worry, lack of creepiness was certainly not an issue. The Pillowman premiered last Sunday in Kemper Auditorium in front of a large audience of students and faculty members. The film had remarkable special effects and a disturbing plot line. Siewert first discovered Martin McDonagh's "The Pillowman" when the Berkeley Repertory Theatre performed the Tony Award-winning play in 2007. "The entire play just struck me as really cinematic," he said. "The [director] seemed to be striving for a greater realism and gravity than plays normally have." After seeing the play performed live in California, Siewert decided to extract one small piece of the story and adapt it into a film. In Siewert's 30-minute film, the audience witnesses events from the bizarre childhood of a young boy named Katurian, played by Alex Cope '09. Plagued by chilling nightmares that include terrifying noises and surreal visions, Katurian turns to the only outlet he has: the typewriter his parents, played by Mark Cutler, Instructor in Spanish, and his wife Claudia Simon, mother of Ian Wollman '09, bought for him. As Katurian becomes a prolific writer, it gradually becomes clear that his parents are conducting a twisted experiment to help Katurian's writing career. Loudly torturing their other son in the attic at night, the parents deliberately keep Katurian in a state of "undefinable terror," nurturing his warped imagination to help Katurian become a great writer. According to his parents, "[Katurian's] writing is our gift to the world." When Katurian discovers a record of his parents' crimes, however, he feels so empowered by this shocking revelation that he smothers his mother and father, abandons his dying brother and sets

out on his own to make his way in the world. When Siewert began working on the film two years ago, casting was a challenge, and finding the main character was just the beginning. "Katurian is supposed to be fourteen years old, so I basically asked [Alex Cope '09] because he was the youngest of my friends at the time. He also had this kind of bug-eyed look that was cool and creepy for the attic scene. His eyes popped in an almost animalistic way, like he was really obsessed with what he was doing, and I liked that." Getting adults to portray Katurian's abusive parents, on the other hand, was another story altogether. "A lot of parents objected to the material and wouldn't play tortured people," said Siewert. Siewert said that the camera work can vastly supplement a film. "Pick angles carefully. The angles you choose and the lighting you choose and all the technical stuff is [important]. Don't forget that the camera is your narrator," he said. Siewert incorporated this technique in The Pillowman flawlessly. The camera told the story from innovative angles, and there were several moments of stunning lighting, especially in various shots of abandoned buildings, sunlit and covered in graffiti. Not only were his camera angles innovative, but Siewert also used special editing techniques to type text onto buildings, imitating the way a typewriter spells out a line of letters and then returns to the left margin with a clang. More clever directing choices followed, such as a revolving breakfast tray, which made the audience chuckle appreciatively. Other choices made moments terrifying, such as the split second when Katurian peeks under the bed in the attic, and the camera shows a bleeding body staring straight at him. Needless to say, The Pillowman is not a G-rated film. "It seemed so original," said Tina Su '11. Nicole Okai '10 said, "It was so scary! It was better than most of the scary movies that are out these days." The cast of the film was present at the showing, as were an extraordinary number of faculty members. Siewert's friends swarmed the director when the film had finished and various teachers shook the director's hand, congratulating him on a job well done.

Student Spotlight Jeb Roberts '11

How long have you been playing the guitar?
I've been playing for about two and a half years, roughly.

What inspired you?
Well, my inspiration comes from many places. First off, there was this kid at my old school who was absolutely amazing at guitar. Watching him play onstage at school events encouraged me more to learn to play the guitar myself. Also, there is this all-instrumental guitarist Joe Satriani who I have worshipped since forever. He is basically a god in my eyes.

Are there any specific bands that have inspired you?
I do not necessarily have a specific band but there is this one song by Van Halen. It is called Eruption and it motivated me to get better at playing the guitar.

Do you know how to play that song?
After listening to that song, I vowed to learn to play it. I spent a whole summer working on it, perfecting everything. And now, I can definitely play it.

How is your guitar playing going at PA?
It's pretty good because I'm in two bands, one is Four Corners and the other one is temporarily called Purple Helmets and the Love Warriors. Members of both bands are boys from the class of 2011. In fact, both of them are going to be performing in Battle of the Bands this weekend.

How do you distinguish between two bands of Lower boys?
In Four Corners, we all have different interpretations of good music. One of us would be into classic rock while another would really want alternative or something. So, it is harder for us to choose the style of music to perform when everyone has different opinions. With Purple Helmets and the Love Warriors, we usually agree quickly on music genres. Still, even then, I love both bands equally.

Do you do any other kinds of art?
Well, I used to sing in like the fourth grade and I played the piano a few years ago but neither really stuck with me. And any other art besides music, I was pretty bad at it!

So why did you choose guitar over the others?
I chose it because I love it. Playing has now become something that is mindless entertainment for me. When I sit down to play, it is to relax and have some fun. It's like sitting down to play video games after a long day for hardcore gamers! Every guitarist's goal is learn to play everything, and even though it's an impossible goal, you can always find new licks and techniques. So, I'll settle for learning something new everyday.

Where do you see yourself with your music in the future?
I don't know what the future holds in store for me and my band members but maybe we'll catch a break or something! I'm probably not going to be a rock star, but I still want to keep up with my playing.

Would you ever consider playing professionally? What is your dream?
My dream would be to do something academic and play the guitar. Brian May, the guitarist from Queen is awesome because he is an astrophysicist, and he is part of a successful band. How cool would it be to do both?

Compiled by Nicole Okai



M. Lee/The Phillipian

Addison Gallery

Coming of Age American Art, 1850s to 1950s

Kerry Joyce

Coming of Age: American Art, 1850s to 1950s, is a show about the development of American painting over the century. Using the extensive collection of American Art at the Addison Gallery, this exhibition demonstrates how artists created the American identity in art in a similar way to American writers’ distinguishing our written language from that of the British.

Landscape is the vital and central image source for this development. The conventions of landscape painting were derived from Europe, but artists needed to find a way to depict the wild nature of the American continent.

In 1861, the Civil War started in America over slavery and states’ rights—it would unfold to be the worst war in our history. The country was tearing itself apart, and the paintings of the period reflect the damage inflicted upon America. There are two paintings in the exhibition called the Coming Storm, one by Inness

and one by Bierstadt. Their dramatic interpretation of the landscape tradition, the storm, seems to echo the war.

Some of the paintings of this period have a sort of longing quality, even nostalgia. At the turn of the century, Arthur B. Davies painted Mountain Beloved of Spring, a mountain rendered as if in a trance—the image is blurry, lending the beauty of the landscape a dream-like quality. Davies finished his artistic career in Italy, and his work seems to be looking longingly at 18th century Europe, before America asserted itself as a world power.

From the 1850s to 1950s, America was trying to break away from Europe, to establish its own identity, but the paintings of the period occasionally draw inspiration from Europe. The origins of American

painting are rooted in Europe, but over the century, as society was rapidly changing, America formed a distinctive, individual style of painting.

century. This American character is lonely—a private, interior figure. Winslow Homer depicted a lone figure walking along the windswept dunes of The West Wind, searching the stormy landscape for something lost. In Eight Bells, two lonely sailors are preoccupied with navigation. Though these characters are usually engaged in mundane tasks, as in Homer’s works, they seem to be absorbed in thought: private, contemplative and philosophical. In the painting Reverie, by Thomas Wilmer Dewing, a private female figure stands in a solitary room without doors or windows. The same type of figure sits at the piano in Thomas Eakins’s Elizabeth

has an emptiness in the bare steel and cement of the cityscape and a raking light over the faces of the buildings. That same quality of light appears in The Conversation by Eastman Johnson, a picture of two cranberry pickers resting at the end of their work-day.

But as the body of our country began to heal itself, the style of painting began to change. The subject was no longer a private figure in a vast landscape. It was the subject, the artist who became that vastness itself. Painting styles evolved toward the abstract. Jackson Pollock, whose piece Phosphorescence appears in the Addison show, once said, “I don’t paint nature, I am nature.”



Courtesy of addisongallery.org

The Phillips Academy Addison Art Gallery, before renovations.

There is a typified character that recurs in various post-war paintings from the end of the 19th century to the turn of the

at the Piano.

There is also a lonely quality in the Hopper painting, Manhattan Bridge Loop. The painting

Stay tuned for next fall’s in-depth retrospective of the Addison Gallery’s Coming of Age tour around the world.



Courtesy of addisongallery.org

Four pieces from the Coming of Age gallery. From left to right: John Sloan, “Sunday, Women Drying Their Hair,” 1912; Edward Hopper, “Manhattan Bridge Loop,” 1928; Patrick Henry Bruce, “Peinture/Nature morte,” circa 1924; John Singer Sargent, “Val d’Aosta: A Man Fishing,” circa 1907.

As for the installation itself, the Musée National is a large multi-building institution with galleries throughout the museum hung with works from their significant Canadian art collection. In addition there are numbers of galleries set aside for temporary exhibitions. The Coming of Age exhibition is installed in the original 1933 Classical Revival building of the museum. It is hung in two very large matching galleries both opening into a grand rotunda, where the exhibition title, introductory texts, and credits are installed. In the gallery to the left, the earlier works are arranged thematically, starting with the mid-19th century landscapes, followed by the realist paintings of Homer and Eakins, the impressionist landscapes, and ending with the social realist paintings of the early 20th century. Across the rotunda in the gallery to the right are the later works, from early modernist paintings and sculpture to the later works of Pollock, David Smith and Franz Kline, ending with Frank Stella’s East Broadway.

Following the VIP tour, the opening reception began with short introductory remarks by the museum director, me, the AFA director and a number of others. There were at least 1000 people in attendance and throughout the opening the galleries where Coming of Age was installed were filled with people. A dinner for about 20 people including the American consul-general for Quebec and donors followed with elegant food prepared by the museum’s chef. It was a full and lively day!

I thought the whole installation, from the sequencing of works, the installation design, the wall colors and the sensitive lighting, was very skillful and very successful. As a curator it is always interesting and enlightening to see how differently other curators and institutions install the same show. Most often, and in this case for sure, it gives a new way of seeing and understanding the works for me.



Courtesy Photo

The Musée National des Beaux in Québec.

Québec Opening

The Musée National des Beaux in Québec City, Québec, Canada is the Addison Gallery collection’s final stop in its worldwide tour. Susan Faxon, Associate Director and Curator of Art Before 1950 for the Addison Gallery moderated the Addison opening on Wednesday, May 20 in Québec. She wrote her thoughts of the opening in an email to The Phillpian.

Wednesday was the occasion for the opening of two temporary loan exhibitions—ours, and a historical exhibition organized by their museum staff, called The Taking of Quebec, to commemorate the battle of Quebec between the English and the French in 1759-1760. The press toured both shows in the morning, and VIP visitors—donors, supporters and dignitaries representing both exhibitions—were given special tours in the late afternoon. The acting director of the American Federation of Arts (our co-organizer) and I were there both morning and afternoon.

The appreciation of those who came to the opening was wonderful. The meticulous planning of all the events of the day and evening by the museum staff made the day unfold perfectly. And the warm cordiality of all the staff, from curators to director to PR people, made my visit truly a pleasure. In addition, Quebec is a wonderful city—historic, beautiful, and filled with gracious and helpful people. The daffodils were out in the park surrounding the museum, the St. Lawrence river meandered along, spied across lush green lawns, the sun was out and the sky blue. I suggest a visit this summer to see the Addison’s wonderful treasures and experience them in a striking city! ”

☆ “Let me describe the events on Wednesday. At 9:30 in the morning, the Musée National des Beaux Arts de Quebec hosted a tour of the Coming of Age show for the press which I attended as well. Both the curator responsible for the installation and the director of the museum led the group through the exhibition. [Although] they spoke in French, [and] I missed what they were saying, it was obvious that they both approached the works and the totality of the show with great appreciation and enthusiasm. The press responded to the show with much of the same interest and appreciation. Many of the members of the press approached me to point out favorite works.