



Spike Lee Addresses Modern Day Racism, Provokes Debate

By YERIN PAK

Spike Lee challenged students to resist traditional racial stereotypes and to reject the notion of a "post-racial society" at Monday's Martin Luther King, Jr. Day All-School Meeting.

Lee, an award-winning filmmaker, told the Andover community that "400 years of slavery have not been wiped out by [President Barack] Obama's election" and that those who think that we live in a "Disneyworld post-racial climate" are incorrect. "We're not there yet," said Lee.

"It really comes down to young people who will change and turn this [country] around," he said.

Nneka Anunkor '11 said, "I thought what he said was fine. It was basically his opinions on a variety of issues. I wished he had more of a message to say, but that's not to be expected because he's a director, not a speaker."

While last year's MLK Day keynote speaker, Dr. Benjamin Carson had more messages to share with the students, Lee spoke more about his own life.

Following Lee's speech, a panel, composed of Joanna Wang '11, EJ Ejiogu '11, Jake Romanow '10 and David Fox, Instructor in English, conducted a question-and-answer session with Lee.

Questions ranged from the symbolism in one of Lee's films, "Do the Right Thing," to how Lee initially became interested in filmmaking.

Lee said that when he entered Morehouse College as an undergraduate student, he had no idea what he wanted to pursue. But during the summer of 1977, right before his junior year at Morehouse, he "ran around [New York City] filming stuff" and thus discovered his passion for filmmaking.

After the panel asked the

prepared questions, students sitting in the audience asked questions that later fueled discussions amongst the members of the Andover community.

Mike Bernieri '10 inquired about how Lee felt speaking at a school where students were predominantly white and the tuition was high.

Lee responded. "I'm happy I'm here. I'm grateful that you asked me to come. I hope there's something I said today that will have a positive effect on people."

Jenn Schaffer '10 asked Lee's stance on the consideration of race in college admissions. Lee responded by sharing his staunch support for affirmative action and stated that race was a merit.

Lee announced plans for a second installment of "When the Levees Broke: A Requiem in Four Acts," Lee's 2006 documentary on Hurricane Katrina and the federal government's response to the natural disaster.

Lee also expressed his desires to someday direct a musical film and an epic about slavery.

After the All-School Meeting, Juniors were required to attend Steven Tejada's "One Man Show: Boogie Down Journeys," while Lowers watched Lee's film "Malcolm X."

Madeleine McClintic '12 said, "The quality of the acting was really good but I thought it was a little long and I never fully understood exactly what [Malcolm X] did and who he was."

Uppers participated in a question-and-answer session with Lee regarding his film Bamboozled, which the Uppers watched with their English classes prior to MLK day as part of their study on satire and comedy.

Continued on A4, Column 1



Y. WATANABE / THE PHILLIPPIAN

Lee told students not to sink to the "lowest common denominator" in his All-School Meeting Speech on MLK Day.

Phillips Academy Faculty and Students Establish Fundraisers to Aid Haiti Relief

By ANDREW CHO

As Haiti suffers from the devastating effects of last Tuesday's earthquake, Phillips Academy students and faculty are making efforts to raise awareness and help the country recover.

Chad Green, Director of Community Service, said, "The Community Service Department is taking a two way approach to aid Haitian communities and raise awareness. Not only do we plan to raise funds for Haiti but we also plan to educate the students on Haiti and the severity of this issue."

As of press time, casualties

are estimated at approximately 200,000 and have left Haitian communities in devastation and despair.

According to Green, the Community Service Department is planning to host a fundraising event to benefit Haiti and may hold an educational awareness seminar to provide students with a general historical and social overview of Haitian culture.

Stephanie Curci, Instructor in English, began visiting Haiti in 1978 as a child because her father "did part of his residency in Haiti and has worked there for a little bit every year since 1969."

Curci then did her graduate work on the Haitian Revolution and has worked in Haiti

as a translator and grant writer in 1996. Currently, Curci maintains a website, "a visual records project on Haitian history."

"Given the severe effects of the earthquake with casualties nearing 200,000 in Haiti, the faculty must take part in educating the students about this issue to raise more awareness," Curci said.

"Students should also feel free to ask questions about Haiti in class," she added.

On Thursday night, Curci sent an email to the Phillips Academy community informing them of a relief initiative that will occur in Lower Left during lunch and dinner beginning Friday, January 29.

Continued on A4, Column 5

COMMONS GOES GREEN

Commons Institutes Healthier Food and More Efficient Light Bulbs

By APSARA IYER

Paresky Commons will seem a little greener when this year's Green Cup Challenge (GCC) begins.

Commons is planning to introduce more vegetarian options because the transport, processing and packaging of meat generate carbon emissions.

Michael Giampa, Food Service Director, said that overall the changes at Commons will reduce costs allowing for more "better quality, locally grown or organic produce at Commons."

To help reduce electricity use in Commons, lights will be dimmed in the dining halls during lunch and breakfast. In past years, lights have been dimmed only between classes.

"I've been trying to walk

Continued on A4, Column 4

Jon Stableford Publishes Personal Story in Dartmouth Medicine Journal

By CONNIE CHENG

Jon Stableford '63, Instructor in English, detailed his difficult recovery three years ago from a severe form of pneumonia in an essay published in the latest issue of Dartmouth Medicine.

His case of pneumonia was so serious that doctors placed him in a medically induced coma for two weeks.

Stableford knew that when he was well, he would want to write about his experience. He was able to use notes that he took during his stay at the Dartmouth-Hitchcock Medical Center to write his account.

Phillips Academy gave him a sabbatical for three summers to work on his writing.

After spending almost his entire first summer working on his piece, he realized that he had been writing a memoir, "but inside that memoir were some pieces that [could be used as] for magazines," he said.

After revising his piece for the next two summers, Stableford eventually discussed his work with the editor of Dartmouth Medicine.

Stableford ended up writing a new article specifically for the magazine that "evolved" from his original 40,000-word manuscript.

However, despite the fact

that the piece was written from his own experience, Stableford does not believe the story is only about him.

"The way it's pitched in the journal, thanks to editing and pictures that they took, makes [the essay] look like it's about me, but I think I'm an example... of [a patient] in a hospital when a complicated recovery is involved," he said.

The sudden illness came as a surprise to Stableford, who described himself in his essay as "the man who never gets sick, who is an exercise freak."

During his treatment, Stableford depended on a breathing tube that rendered him unable to speak. "It was very frustrating, incredibly frustrating," he said.

After regaining consciousness, Stableford said he wavered between a clear mental state and a delirious one. At times he felt lonely, anxious or afraid, he said.

"The medical procedures I was going through and the news that [treatment] was taking longer, that they thought I was getting sick again," Stableford said. "That part was frightening."

However, Stableford said that he began to think more clearly "as I began to understand that I was actually going to get out of the hospital," adding that he also felt better when he was with his family.

Continued on A5, Column 5

Kyle Franco '10 has a very important question. See A4

The Phillipian investigates religion at Andover. See A6-A7

George Dix to Retire After 38 Years at Phillips Academy, 50 Years of Teaching

By GREG WANG

George Dix, Instructor in Spanish, will retire at the end of this academic year after 38 years of teaching French and Spanish at Phillips Academy.

"To me it's good timing because I figured on retiring in a few more years. As the mafia says, 'it was an offer I couldn't refuse,'" he said.

Dix said, "I'm looking forward to not having a schedule, not being controlled by a schedule."

He is not ready to let go of his passion for his languages or teaching once he leaves Andover. "I might teach part time. I've had some offers at colleges and schools in the area," he said.

Dix is also looking to use his mastery of French and Spanish in different ways. "I want to be a tour guide for foreigners. They have a need for people here who can speak different languages," he said.



B. BRODIE / THE PHILLIPPIAN

Dix aspires to serve as a tour guide following his retirement.

"I'll be living not too far from Andover, since my wife will continue working in Massachusetts," Dix said. "It's close to the ocean, and it's close to colleagues whom I'll miss."

"I'm never bored. Not many things are boring, only people who let themselves be bored," he said.

Dix said, "[When I retire this year], I will have done a half century of teaching, fifty years."

He garnered 12 years of teaching experience before coming to Andover, mostly from a few colleges. "Of course

Continued on A4, Column 5



M. DISCENZA / THE PHILLIPPIAN

Stableford completed his story over three summers.

INSIDE

The Phillipian

COMMENTARY/ A2-A3

Students respond to Spike Lee's visit to campus.

EDITORIAL/ A2

Discussing Spike Lee's MLK Day speech.

NEWS/ A4-A7

Bijan Torabi '10 presents research on class and cultural capital at Andover.

Juliet Liu '10 looks at the economic and social statuses of working women in New York's Chinatown.

FEATURES/ B4-B5

Features presents Cosmopolitan.

ARTS/ A8, B6

Arts recaps the first annual Music Fest.

SPORTS/ B1-B3

Day Student Express wins charity dodgeball tournament.

Andover Swimming sweeps Loomis.




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LETTERS TO THE EDITOR

TO THE EDITOR:

I take issue with the editorial that appeared in last week's *Phillippian* next to my last, much longer, letter. This editorial did not disagree with the content of my letter. It completely ignored what I would have thought to be obvious connotations of my abbreviated explanation of the importance of self-reliance in our culture.

The editorial concludes by stating: "If you want liberty, you've got to earn it."

That is simply untrue. Self-reliance, liberty (like life and the pursuit of happiness), is a human right. When women and blacks could not vote or be full participants in our

society and culture of self-reliance, is that because they had to earn it? As it turns out, due to the now largely rejected beliefs of people we call "racist" and "sexist", they did have to earn it, but I think most of us can agree that, as humans, they should have been granted these rights upon birth.

I agree that trust is an extremely important factor in any academic residential community. That trust, however, is based on a mutual expectation of honesty between teachers and students. In admitting a student to the Academy, the institution agrees upon that mutual expectation, just as a student does by going there, and agreeing to abide by the school's rules (it should be

noted, though this is irrelevant to the general authoritarian nature of the policy, that the breathalyzer policy had not yet been implemented when I entered as a freshman). The Blue Book does explicitly recognize this expectation.

When somebody breaks a rule, they breach that trust, but that person is to be treated as an isolated case. Just because one or even fifty students have breached that trust does not license the institution to eliminate it for all others, which is exactly what the drug and alcohol testing policy does. Students are guilty until proven innocent.

-Chris Massie

TO THE EDITOR:

The College Counseling Office would like to respond to the comment about "set-asides" in the college admission process that Mr. Spike Lee made during his MLK,

Jr. Day presentation. Colleges and universities do not designate specific seats in their incoming freshman classes for students of color. None of us in the CCO has encouraged such an admission practice. Colleges may have institutional

priorities to recruit students from a variety of backgrounds, talents and communities, but they do not have racial "set-asides" or quotas.

-John Anderson and Anne Ferguson, on behalf of the CCO

CARLOS HOYT | CLARIFYING

Define Your Terms

We are all entitled to our own opinions. None of us are entitled to our own facts.

- Sen. Daniel Patrick Moynihan

DEAR MR. LEE, Thanks so much for coming to Andover and engaging with our kids and community. Your genuineness, humor and candor were great gifts.

In addition to sharing some of your personal history, emphasizing the necessity of having supportive people in one's life and explaining how one can have confidence in the face of doubt, I was very appreciative of your effort to inspire our kids to not settle for surface level understandings of crucial things (e.g. the deep significance of MLK Day and the value of sports as a window into important social dynamics).

In keeping with your admonition to dig deep into important matters in order to gain true understanding, I am hopeful that you will accept a correction to a misconception you presented at the All School Meeting.

When asked about your purported stance on whether or not blacks can be racist, you confirmed that you maintain that since racism involves the exertion of power (by government or institutions of power), those who do not have such power cannot be racist. Blacks in this country have been and are still widely excluded from macro level sources of societal power; ipso facto, blacks cannot be racist.

What requires correction here is

the unnecessary and dangerous restriction of the meaning of the term racism and the conflation of several related concepts.

While you are by no means the only proponent of the racism-requires-power formula, such a formulation is specious. Asserting vociferously that that is how you choose to define the term and adding that to do so draws an important distinction between the concepts of prejudice and racism only compounds the problem of corrupting a perfectly functional concept by conflating other terms associated with it.

Prejudice is the holding of unwarranted, preconceived and possibly irrational views in favor of or against something or some people. Power is the capacity to exert force over or upon something. Racism is the belief that a person or people are inferior or superior, favorable or unfavorable to other people based on the person's or peoples' supposed membership in supposed different races. Hence, I may hold the racist belief that Asians are, by virtue of being Asian, better at mathematics than other races, or that blacks, as a consequence of being black, have more rhythm and athleticism than other races. Oppression is the use of force or authority to subjugate others.

If we can agree on the meanings of these terms (and I insist that we must, since the definitions provided above are in fact the definitive understandings provided in virtually any dictionary one might consult), then we are bound to acknowledge

that anyone with a thinking brain can be prejudiced or racist, but that one needs power in order to oppress. It is reasonable then to assert that race-based oppression requires the power to oppress and that since blacks in this country are largely excluded from macro level seats of power, they are unable to perform race-based oppression.

Why all this trouble to end up agreeing that black people can't oppress (at societal levels)? Because oppression is not the same thing as racism, and to factitiously indemnify a whole group of people from being held equally accountable for toxic forms of thought that would otherwise be called racist is unjust and dangerous. Whites can be racist, blacks can be racist, biracial people can be racist, and on and on. But only people with power can oppress. The school of thought advocating otherwise which you countenanced in your remarks is simply wrong.

I hope, Mr. Lee, that you will acknowledge the inescapable logic of this argument, and that you will henceforward adjust your stated position on racism to express the truth that anyone can be racist, but only those with power can commit race-based oppression.

Thanks again for coming to Andover.

Peace.
Carlos Hoyt

Carlos Hoyt is the Associate Dean of Students.

LUCY ARNOLD AND KERRY LANZO | JULIA CHILD

Our Right to Bake

THE DAY THAT THE women's rights movement bars a girls' dorm from baking cookies for a boys' dorm is the day that it ceases to advocate for gender equality. Women fought hard for the rights to choose their own occupations and pastimes. Thus, we choose to bake. It's our right.

Temperature: 15 degrees Fahrenheit.

Time: too early.

Manual Labor: unpleasant.

Snow shoveling duty? We Day Hall girls wished to evade it with a price. That price is cookies. With our newly elected Snow Czar, the Day Hall dorm community made the democratic decision to strike a deal with the nearby men of Newman House.

The Snow Czar and proctors of both dorms came to the agreement that for the charge of weekly baked goods, the sweet-toothed men of Newman House would shovel our stoops and fire hydrants. Both dorms embraced this compromise – for Bio folks, it was what could be considered a symbiotic relationship.

Little did we know that by making such a deal, we were allegedly encouraging stereotypes, or, in the words of a Day Hall house counselor, "implicitly reinforcing traditional gender stereotypes."

Weeks after pooling donations of baking ingredients and time, the cluster dean and the Day Hall House Counseling team decided that this relationship was inappropriate. According to the e-

mail expressing this concern, the team felt we were also disregarding our community responsibilities and depriving ourselves of valuable dorm bonding time (which, by the way, can well be enjoyed within the warmth of a building, licking brownie bowls and spoons).

Our right to bake has been revoked.

Moreover, are our personal community responsibilities really limited to waking ourselves to shovel before eight o'clock? We would think something so minute would be inconsequential, and in fact, be encouraging of inter-dormitory relations, a far more important aspect of community. According to New-

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times.**

man House resident Matt Renner, "we think that the tradeoff is enjoyable for both dorms, and we are forging a good relationship with Day Hall."

We like baking. Does that mean we are not feminists? According to a Day Hall house counselor, "We are a dorm full of strong, independent, smart women, and yet we are giving baked goods for men in exchange for a manual task. It doesn't feel quite right." It would

make all the difference if we were using our strength and intelligence to re-tile their bathroom floor or help them with their homework in exchange for shoveling. Or would it be acceptable for Newman House to bake Day Hall brownies and cookies in exchange for shoveling their stoops?

A fine line exists between epitomizing gender stereotypes by baking and the choice to wear skirts and dresses instead of pants; wardrobe is a far less subtle expression of gender roles... is this right the next to go?

The question remains: how can we come to terms with the sensitivity of the administration, and our headstrong will to fight for our right to bake? We hate to accuse anyone of injustice, but quite frankly, trying to prevent the exchange of baked goods between friends and the generous actions of one community member towards another is unreasonable.

With our lives almost completely scheduled down to the last minute, does this one little thing that helps us get through our days just a little bit easier really matter? This micromanagement is getting a bit old.

Let's bake—and we will even do it wearing aprons.

Kerry Lanzo is a two-year Upper from Towson, MD. Lucy Arnold a four-year Senior from Stratford, MA.

Stifled Discourse?

No matter what one may have thought of his address at Monday's All-School Meeting or the content of his work, it is undeniable that Spike Lee provoked discourse and impassioned debate among all members of our community. However, that debate was only possible because of the impromptu question and answer session that focused on Mr. Lee's views on racial issues rather than pedantic points on his filmmaking.

The question and answer session initially began as a panel that presented student-produced queries that were preselected. Rather than informing the community of his often-contentious social viewpoints, these questions focused on specific elements in Mr. Lee's films.

Once he opened the questions to the audience, Mr. Lee geared the meeting towards a more meaningful and relevant discussion. The subsequent questions asked provoked dialogue and rendered both the address and the ensuing community discourse worthwhile.

Last May, several students debated affirmative action in the Commentary section of *The Phillippian*, eliciting a Letter to the Editor from Dr. Christopher Jones, Instructor in History. Dr. Jones closed the discourse with an authoritative and instructive letter written in support of affirmative action. Since then, however, there has been minimal formal discussion on affirmative action.

Only until Spike Lee's Martin Luther King Jr. Day address did the discussion reemerge from dormancy. Mr. Lee's assertion that race is a merit has led to a heated discussion around campus that has spilled onto Page A3 of this week's *Phillippian*. It has also revived the campus-wide discussion about affirmative action that began last spring. But that address would not have produced such a result if it weren't for the open question and answer session.

MLK Day is a holiday held in celebration of landmark progress in the field of race relations. What should the crux of any MLK Day speaker's speech be then but race? We ask these speakers to come to campus to talk about race in today's context. Spike Lee was a desirable candidate not only because his films have been part of several class curriculums, but also because he is a well-known African American rights activist.

When it comes down to it, we brought Mr. Lee to address the community not because he is a filmmaker, but because he is an activist.

Mr. Lee accomplished what we brought him here to do in terms of sparking community dialogue, but only after student provocation. The essential question is why was that impromptu student participation not planned to begin with?

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

AN APOLOGY

An inappropriate comment was inserted into the quote box for Thea Raymond-Sidel's article "Our Obsession with Six," that appeared in *The Phillippian* last week. Ms. Raymond-Sidel had absolutely nothing to do with this unfortunate error, and I would like to publicly apologize to her for any hurt or embarrassment this error may have caused. I would also like to apologize to our readers for subjecting them to such lewd material in the Commentary section. There is absolutely no place for it.

-Tim Ghosh, Editor in Chief

The Phillippian 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.

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“RACE IS A MERIT”—SPIKE LEE AT ASM

ADAM TOHN | SOCIOLOGIST

Equal Opportunity For All

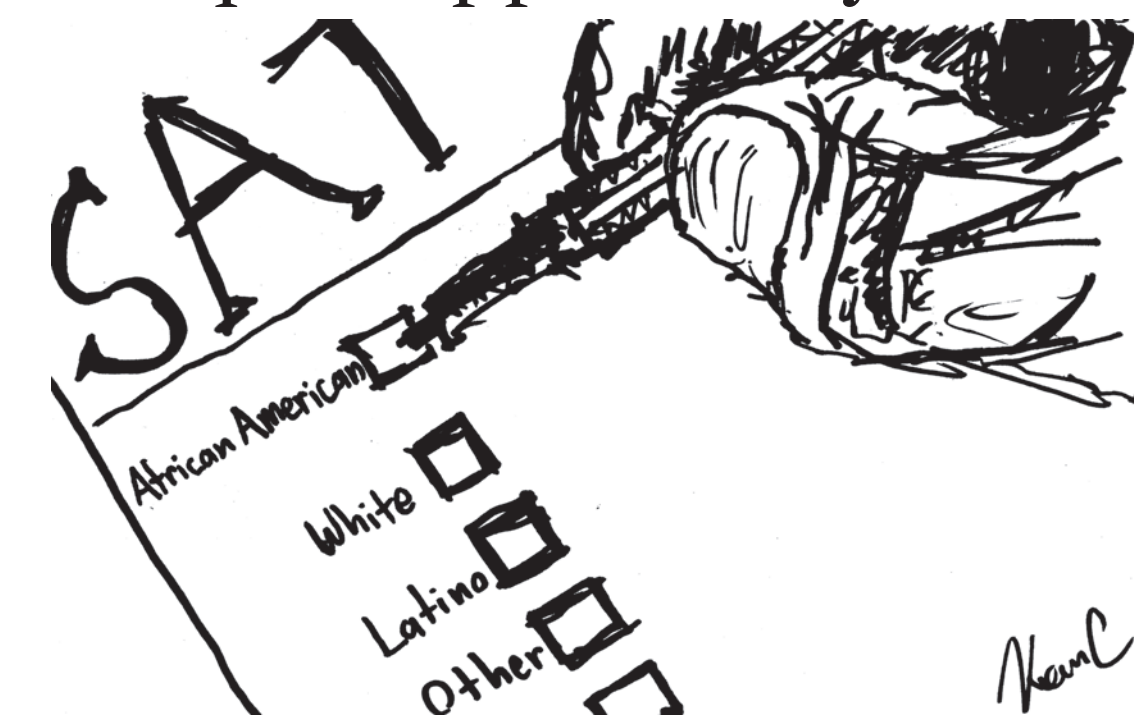
LET US CONSIDER what this statement implies, shall we? To dissect this, let us start with the definition of “merit.” According to Dictionary.com, merit is a claim to respect and praise. I recognize that Dictionary.com might not best represent the popularly implied meaning behind the arbitrary organization of sounds and symbols that make up the English language, but it does have some credibility.

The physical difference between a white American and a black American is, as the differing words suggest, color. The two colors have merit in different senses. A white American has a natural advantage when playing hide and seek naked in the snow (let’s overlook what sky clad snow treading implies about intelligence).

A black American, by contrast, is naturally advantaged when hiding nude after sunset, assuming that their eyes are closed of course. If a black American were applying to Columbia University’s College of Nighttime Camouflage, the merit of their race would be unquestionable.

However, even a casual look at most institutions of higher education, especially those oriented around the “liberal arts,” would undoubtedly expose the fact that the art of camouflage is a relatively low priority for colleges and universities today, with the distinct exception of service academies and Columbia’s aforementioned college.

However, Spike Lee, with 52 years of experience, did not talk about hiding when he supported the above statement. Instead, Mr. Lee discussed four hundred years of slavery and over a century more of racism, prejudice and sociopolitical injustice. He spoke of the cruelty that the ancestors of black Americans faced and suggested that we have not finished dealing with slavery yet, that there is still some compensation necessary for past atrocities. I do not know how to compensate for those atrocities in any way other than providing equality for all, by honoring their pain and even-



tual death by deliberately and diligently devoting ourselves to freedom and equality.

Let us consider, then, what is unequal about the college process that would, if it does, link the atrocities and inequalities of the past to a “merit” of race now, specifically the black Americans that are Mr. Lee’s subject matter. American public schools are funded largely by the residential taxes of their districts. This means that a student in a rich neighborhood has more money devoted to his education than one from a poor neighborhood. We are considering only public schools because they represent the vast majority of students and college applicants.

Logically, we can infer that the greater opportunities that extra resources provide richer students give them an academic advantage. Statistics strongly support this inference. If you look at average SAT scores based on the income of the families, without exception, an increase in money results in higher scores by five to 20 points per 10,000 dollars annually.

The discrepancy between districts

can be extreme. On average, a student in Utah is worth one third the average student in New Jersey. The difference between a student in the Lawrence public school system and the Andover public school system is similarly staggering.

So what is the link? Racism in the past and present has unquestionably prevented the average black American family from economically prospering

On average, a student in Utah is worth one third the average student in New Jersey.

the same way that the average white American family thrives. Statistics again show the average incomes to be staggeringly different, with white American families earning an average of \$70,000 per year as opposed to the \$40,000 earned annually by a black family.

Therefore, it follows that the average black American student receives

an education with fewer opportunities than their white American counterpart and is therefore disadvantaged on tests like the SATs, ACTs and in other areas colleges are interested in.

This is simply factual information. What does it mean? It means that the areas that colleges are interested in, where there is a measurable discrepancy between white and black Americans, on average, disadvantage black Americans.

Now, let us look at time for a moment. The differences between black and white Americans’ opportunities now are correlated to differences in the past. White Americans had a head start, so to speak. In the past, race was the determining factor between who was advantaged and who was not.

Now, socioeconomic class is the determining factor, which is clearly, but irrelevantly, correlated with race. I say “irrelevantly” because the problem we should focus on is class. As I said before, to best honor the suffering and sacrifice of both slaves and civil rights advocates is to work towards equality, to realize that the differences between us should no longer be-

cause of race. By altering admissions based on race and not class, we simply highlight an issue we are simultaneously saying is not grounds for different treatment, either good or bad.

Therefore, I strongly believe that race is not a merit in college admission. Just as there are very poor white Americans who are as capable as wealthier white students but who, by nature of their inadvertent circumstances, are disadvantaged away from the scores and achievements colleges look for, so too are there wealthy black American students who are given an unfair advantage by quotas and similar means of compensation.

What I suggest is a system that compensates for socioeconomic circumstances, a system that looks comparably at students’ opportunities versus their achievements and makes decisions accordingly. This system would obviously help a lot of black Americans, as a lot of black Americans live under the umbrella of those who are disadvantaged, but it would not be directly because of their race, which is not a merit.

To address the important issue of diversity, racial and ethnic diversity is important, but no more or less important than diversity in interests, socioeconomic background, religious views and any other category that divides people. This diversity should come to schools naturally, without giving any specific advantage to one group or another, because in theory, any group of equally capable students will contain all varieties of people with different perspectives.

What should be intentional is giving all students with equal capabilities equal opportunities to display their strengths. This, undisputedly, is an issue of class and resources. Race has no more merit than gender or height; actions, effort and personality have merit. Give us the chance to prove it. Give us ALL the chance to prove it.

Adam Tohn is a four-year Senior from Millersville, MD.

ALEX GRAY | ESSAYIST

Diversify Us

AT THE CONCLUSION of Monday’s All-School Meeting, Spike Lee made the contentious statement that race is a merit. Mr. Lee was responding to a question concerning affirmative action and the college admissions process. I agree that, in this context, race is indeed a merit. Race is something that humans are born with and do not have to strive to achieve, yet race is something that makes humans different. Each race comes with its own advantages, obstacles, history and culture.

The national diversity of the United States is a merit of our country as a whole. It is in the best interests of colleges and universities nationwide to value the diversity of its community as a merit as well. By the same token the race of each individual in the community adds merit to that community, thus the race of the individual is a merit.

In order to provide the most complete and effective academic experience as possible, it is essential that the institution in question take into account diversity, racial or otherwise. No matter how you want to define race, it is undeniable that every human race brings something unique and special to the academic equation.

Learning from one’s peers is as important a part of a fulfilling education as learning from one’s

I agree that, in this context, race is indeed a merit.

teachers, and the more world views represented the more complete the education.

A diverse community is an integral part of any effective academic environment, and I am certainly not alone in this belief. If you looked at the student body of Phillips Academy 50 years ago compared to today you would notice more than just the presence of girls. Over the last few decades the school has become significantly more racially diverse.

I will undoubtedly have peers who are hurt by affirmative action,

at least in regards to college admission. However, I would argue that a policy that promotes a diverse academic community is ultimately in the best interests of all parties involved.

The situation is not so simple that a white college applicant can blame affirmative action for allowing an African American applicant to take his or her spot. It is not as if admission is being granted to unworthy candidates of minority descent. Colleges think closely about the students they admit with the goal of admitting a cohesive class

I will undoubtedly have peers who are hurt by affirmative action, at least in regards to college admission.

where each member will be aided by their fellows as much as by the school.

With this in mind, Charles Vest, former president of MIT, said in defense of affirmative action, “Diversity of a student body is a positive factor in the quality of education and experience of all students on the campus.”

For three of the college applications I submitted last month I had to write an essay on how I would contribute to and benefit from the diversity of the school. I wrote three essays highlighting how I have grown and learned as a result of the diversity of ideas on the Andover campus.

My essays would not have been sincere if I believed that the racial diversity of the schools was not a merit or that some of the students did not deserve to be there because their race offered them an advantage to compensate for a possible discrepancy in opportunity.

Alex Gray is a three-year Senior from New York, NY.

DAVE KNAPP | COOL-HEADED

Searching for Controversy



WHEN FOUR SIMPLE WORDS are placed in an order we’re not used to, our default setting is to automatically qualify the statement as controversial.

The statement “Race is a merit” should spark debate. It is an interesting argument, and it shouldn’t merely be tossed aside. We should examine this because the key in unlocking Spike Lee’s words can help elucidate the pro-affirmative action argument.

The incessant and unintelligent discourse that has come about because of Spike Lee’s speech disappoints me.

While I can’t say I speak for everyone, it seemed to me that a majority of the student body waited to jump on Mr. Lee for saying something controversial. There was an apparent strong sentiment in favor of making Lee look stupid. Frankly, he was not treated like a respected director or social commentator.

Let’s remember that at the core, Mr. Lee is a filmmaker. While he

can brand himself as a social expert or historian, we should all know his best skill is to let the pictures do the talking. If he were a writer, he would write a book about race. If he were a public speaker, he would have come with a more prepared speech with less rambling. We seemed to forget that Spike is an artist. This is not to assume that an artist can’t give a good speech. It’s to assume that we can learn the most from Spike Lee from his movies and questions about his movies.

Andover did everything they could to get students to see Mr. Lee’s films. “Do The Right Thing” was shown three times. Many people were required to see “Bamboozled” as well as “Jungle Fever.” His films raise important questions. They are designed to challenge the way you think about your values and beliefs. Those who didn’t take advantage of or seen any of his films are automatically unqualified to comment on his beliefs or values.

I would have loved to talk to Spike Lee about his movies for the entire day. Instead, I heard largely plain vanilla questions from a panel.

I would have loved to ask Mr. Lee:

What’s the fairest criticism he’s ever received? How did he feel other directors have done at examining similar racial divisions or stereotypes as you? How would he respond to the criticism of his portrayal of women in *He Got Game*?

But instead of focusing on how his films function as a movement towards social change, we chose to try to make him out as a person who prevents change.

My evidence? What did students expect to hear on MLK day when they asked Mr. Lee why slavery was important if it happened 100 years ago?

Why was another student cheered merely for defining the word meritocracy? Was some of it because she showed knowledge and sharpness with her response? Sure. Was a lot of it to make Spike look bad? Definitely.

Why has a large portion of the school chosen to harp on Mr. Lee’s assertion that race is a merit? People sometimes hear what they want to hear. They heard something that could be viewed as controversial and attacked him for it.

We need to end the Rush Limbaugh comparisons now. You can say that Spike claims to speak for a demographic just like the radio host, but you cannot say they advocate the same things. In all of Spike Lee’s controversy you cannot say he doesn’t deeply hope for social change – similar to Dr. King and Malcolm X. Rush Limbaugh and Glenn Beck signify a regression. “In Obama’s America black people beat up white people” is an example of calculated racist rhetoric designed to incite people and set our country back. “Black people can’t be racists” comes from a man who was trying to explain how the past has impacted black America today.

In the end, I’m just sad that most of the school chose to refer to their default settings and preconceived notions, refusing to take what Mr. Lee had to say seriously.

Dave Knapp is a four-year Senior from Salem, MA.

SENIORS PARTICIPATE IN A VARIETY OF WORKSHOPS AND COMMUNITY SERVICE PROJECTS ON MLK DAY

Continued from A1, Column 2

Linda Griffith, Dean of CAMD, said the most notable difference between this year's MLK day celebration and those of previous years was that the day's events fit into students' academic curriculum.

"There seemed to be a lot of excitement that we incorporate[d] [the MLK day activities] into our curriculum," said Griffith.

Stephanie Curci, Instructor in English, said that just watching "Bamboozled" would have led to great conversation. However, Bamboozled and a question and answer session with Lee allowed "a lot of interesting things come to the surface."

"It gave people an idea of how difficult it was to make the movie," said Curci.

Jeremy Hutton '11 said,

"Speaking with Spike Lee definitely helped me sort of see another level of the movie that I didn't see before. The knowledge that the symbolism wasn't accidental and it was done on purpose."

"I was very happy to meet with Mr. Lee again because when we bring a man like Spike Lee who has clearly done a lot with his life and career, I wanted to take every available opportunity to talk to him," Hutton continued.

Seniors chose from a variety of MLK day workshops.

Ziwe Fumudoh '10 attended a workshop titled "Jungle Fever," which focused on interracial dating. Those registered for the workshop were required to watch Lee's film of the same title in advance.

According to Fumudoh, the workshop consisted of a discussion on the movie and on the concept of interracial

dating.

While Fumudoh went into the workshop expecting "a really rich discussion of what people thought about [interracial dating]," she found that time constraints limited the depth of the discussion.

Fumudoh added, "We just didn't have enough time. People were only getting candid in the last few minutes" of the discussion.

Andrew Li '10 watched a one-man theater performance titled "Incognito," which was about a white man discovering that his father was actually black.

"I had no idea what the show was going to be like. It was interesting to hear [how] his perception of his race affected his life," said Li.

Li said that the performance was factual and educational but entertaining at the same time.

Commons Will Reinstate ORT Measurement

Continued from A1, Column 6

around and dim the lights during lunch," said Giampa. "We want to tell the students why we're doing it so they can be more aware outside of Commons as well."

Commons will also try to build on last year's efforts to reduce ORT, a daily calculation of Andover's wasted food, disposable plates and utensils.

A group of students this year will photograph wasted food and create posters to remind the community about ORT, Brick Ends Farm, where Commons sends dehydrated waste for composting, will create graphs to measure trends in the amount of ORT.

Giampa said that he wants to use the graphs and posters to highlight the amount of waste that he sees on a regular basis.

"Especially with the conveyor belts, it can seem like [the waste] kind of disappears," said Giampa.

To raise awareness about sustainability efforts additional posters will be posted around Commons and fact sheets will be put into napkin holders.

A series of films chosen by Eco-Action Club and the Energy Resources Awareness Council (ERAC) will help inform the community about sustainability, carbon footprints and emissions.

Elaine Kuoch '11 and Jessica Blake '11, Co-Heads of Eco-Action Club, said that the movies they chose tie into different issues on campus such as food consumption, energy usage and sustainability.

Kuoch said, "I hope that every student realizes what they do really makes a difference. A lot of people are like 'Does what I do really matter anyways?' even if they do understand global warming. But, every little action can build up and make a big difference."

Kip said, "I think all the films are meant to help educate and raise the awareness on both the sustainability initiative and health, because they're not really that different. If you choose to eat in a more sustainable way you're going to be eating a healthier diet."

Student created films also helped educate the community. Michael Kontaxis '11 directed "Go Green or Go Home," which took home first place at the Green Film Festival.

The winning production was a humorous rap where the two leading actors convince students across campus to reduce electricity, eat less meat and order less delivery food.

"I've always kind of been into comedy rap as odd as that sounds. I thought it's really fun to perform...and it would be more lighthearted, appropriate for the Green Cup Challenge, and it could address instances of environmental problems on campus," said Kontaxis.

Donations Flow from Andover To Haitian Communities

Continued from A1, Column 5

Curci also posted information about the Haitian economy, history, art and music been on PAnet for students who wish to learn more about the country.

Associate Head of School, Rebecca Sykes, kicked off All-School Meeting on Martin Luther King, Jr. Day with a moment of silence, reminding the Andover community of the tragedy in Haiti.

Sheya Jabouin '11, whose distant relatives live in Haiti, said, "Although I have never met my distant relatives in Haiti, I was relieved to hear that both of them were safe. The news of the severity of the earthquake and the Haitian communities suffering from the tragic event really hit me emotionally."

In addition to the administration, students have taken initiatives to raise money for Haiti.

Last Friday's first annual student dodge-ball tournament raised approximately 800 dollars, which was directed to the Community Service Department's Haiti support funds.

Cynthia Efinger, Director of Student Activities, said, "The idea to host the event as a fundraiser for Haiti came up from the students. I was very impressed by how much our students wanted to help out Haiti."

According to Green and Efinger, a portion of the profits from the upcoming Blue and Silver Dance and the West Quad North Fashion Show will also be donated for Haitian aid.

Microcredit Initiative, a community service organization at Andover, which raises funds to make loans for teenage entrepreneurs in developing countries, has also raised money for Haiti. The club raised over 200 dollars to put towards loans to rebuild small businesses in Haiti selling food during conference period and at the Music Festival, which took place last Saturday.

Josh Feng '10, Microcredit's Director of Advertising, said, "Usually the funds that we raise go to countries such as Indonesia and Thailand. However, after observing the severe effects that the earthquake caused in Haiti, we really wanted to support the Haitian communities."

Andover students and faculty have also taken the initiative to help earthquake victims in Haiti by texting the Red Cross and other community service organizations and donating online.

Tahir Kapoor '12, who donated to the Red Cross Haiti relief efforts by texting, said, "I realize that the Haitian communities are in need of help and I hope my donation goes to good use."

Dix Reflects on Pivotal Teaching Moments

Continued from A1, Column 6

I'd heard of Andover, and I had friends here. The size of Andover made the transition not too radical [from colleges], and it was an age group that I liked," he said.

Dix learned more about high school students when he began teaching. "[At college], I was teaching French, using a book used at Harvard," he said. When I came here, I thought that I could help myself out by using the same book." I thought 'Seniors, at PA, must be pretty sophisticated.'"

But as his students struggled with the text, he learned a valuable lesson. "It was a 'Woah!' moment. Intellectually here, students are quite capable. But it's very important to teach beyond the text. It's more personal in high school than colleges."

Though Dix was hired to teach French at Andover, he soon began teaching Spanish as well before he eventually began teaching primarily Spanish.

"When I came here, the enrollment for French was twice that of Spanish. Now it is nearly the reverse," he said.

During his many decades at Andover, Dix has played various roles on campus as a teacher and an advisor. Dix has also worked with the debate team.

But Dix's passion has always been teaching.

"One of the things I've enjoyed here is marrying language study and theatre. To me, studying a language is very akin to learning theatre.

Your command of a language is like having a script," he said. "Speaking a language is like playing a role." Dix applies this concept to every class that he teaches. "I have students pull the language off the page and put it into context. Language acquisition is very different from learning about a language."

Dix's interest in teaching began when he was in school. He is a New Jersey-native and attended the Lawrenceville School.

"I was very influenced [by being taught] at a boarding school," he said.

Dix attended Brown University, majoring in French and minoring in Spanish. At 21, he received a teaching position at the Hun School in Princeton.

Dix was a very young teacher and often confused as a student. "Once a few parents yelled from their car 'hey kid!' asking for directions," he said.

In 1972, he sent job applications to Phillips Academy and Phillips Exeter Academy. "[They were] big enough, sophisticated enough and held high standards," he said of the schools.

He added, "1972 was when co-education was coming about. I was a bit of a maverick."

"Change in an institution such as this doesn't come over night, but it was fun to be here [during the years of transition]," he continued.

After fifty years of teaching foreign language, Dix is ready to rest. "The timing is good. I've had a good run," he said.

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Bijan Torabi '10 Researches Effects of Class on Lives of Andover Students

By CATHERINE CHOI

Bijan Torabi '10 believes there is a lack of attention to the issue of socioeconomic class and cultural capital on the Andover campus.

Torabi presented his findings on class and cultural capital at Andover in a CAMD presentation as a part of the Martin Luther King, Jr. Day programs on Monday.

He defined cultural capital to be anything attained from belonging to a certain class.

Torabi conducted his research this summer. He also randomly surveyed 61 Phillips Academy students regarding socioeconomic class and cultural capital at Andover and in the world.

Torabi said that Andover is a very homogenous environment because it takes a certain level of cultural capital to be admitted. Torabi notes that socioeconomic class is not equivalent to cultural capital.

"Class is a measure of one's status in society and is largely a function of income and wealth. It's often called the unaddressed member of the Big Three: race, gender and class," said Torabi.

He added, "You can tell what [people are] wearing and what language and vocabulary they use. You can have all the money in the world but no cultural capital [and vice versa]."

"Class is so hard to pinpoint," he said. His research demonstrated that wealth can be easily detected, but is not equivalent to cultural capital.

Torabi said the most important part in comprehending an individual's cultural capital and class is learning the decorum of cultural capital, which includes manners, diplomacy, nuances in language and vocabulary.

He said diplomacy and nuance play an important role at Andover, as some students are well versed in cultural vocabulary.

Torabi surveyed students for his presentation to get a sense of how well they understood the concept of class.

"[The group] had an intuitive grasp on cultural capital, even if they didn't completely understand the topic," said Torabi.

Torabi asked students what



K. SARNOFF / THE PHILLIPIAN

Torabi presented his findings in an MLK Day workshop.

class they most identify with and found that the majority of the students identified themselves as middle class.

"One thing that troubled me about the answers was that [the Andover tuition] is about \$40,000, and 44 percent of the students are on financial aid. 56 percent of the group identified themselves as middle class. Students may not exactly know where they are on class [spectrum]," he said.

Torabi also asked students how much they felt class affects their lives at Andover, and if they felt class is a problem in the Andover community. Two-thirds of student responses showed they did not believe class was a problem nor did it pose significant issues.

However, when asked about the importance of clothing on campus, responses demonstrated that students believed that clothing had a large impact on the way a person is perceived.

Torabi asked the group how often they felt they had to hide their class, and 33 percent responded that they never concealed their class.

Torabi did not agree with the results of his survey based on his personal experience in the PA community. He felt that the students were not being completely honest in answering the questions.

"I see people covering up where they come from. I cannot bring myself to believe [the results]," he said.

Torabi's research led him conclude that cultural capital is

an extremely valuable asset.

"Cultural capital can help you succeed and get ahead, and it can be taught and learned," he said.

"[We have] a very white-collar environment, where harmony and conformity are encouraged. [Students are] expected to be polite and politically correct," he continued.

Torabi described some other effects of class, including entitlement, or "the belief that one is deserving of certain privileges."

"Studies have found that entitlement is based wholly on class and upbringing and has nothing to do with the individual. Regardless of whether entitlement is the right thing or not, it's invaluable in terms of getting ahead," he said.

The audience agreed that cultural capital is a problem at Andover but not something that is always easily noticed or recognized.

Jack You '10, another CAMD scholar who attended Torabi's presentation, said, "[Torabi's topic was] fresh and appropriate for Martin Luther King, Jr. day."

"The whole point of the Martin Luther King, Jr. day theme is to raise awareness of social issues, not just about racial issues. That's what Martin Luther King, Jr. fought for," You continued.

Thomas Kane, Instructor in English and Torabi's faculty advisor said, "I think it was a very successful presentation in illuminating cultural and social capital - the 'what you know' and 'who you know' that undergirds class issues. This school is built as an engine to cultural and social capital, and [Torabi's] presentation allowed us to reflect on that."

Juliet Liu '10 Examines Domestic and Labor Experiences of Chinatown's Working Women

By DENNIS ZHOU

Juliet Liu '10 spent her summer learning about working-class Chinese immigrant women in America.

On Monday, Liu gave a presentation on the plight of Chinese women working in New York City's Chinatown as a Martin Luther King, Jr. Day workshop for Seniors.

In her presentation, "Chinatown's Working Women: The Forging of a New Social Identity," Liu examined how the intersecting forces of race, gender, immigrant status and class affected Chinese women's lives.

Liu conducted extensive research on the topic through studying traditional Chinese perceptions of women, historical Chinese immigration to America, and current working-class Chinese women immigrants in New York City's Chinatown.

Liu also did fieldwork over the summer by interviewing Chinese women in Chinatown who were employed in low-wage, labor-intensive jobs.

Liu began her presentation by discussing traditional Confucian beliefs on gender that have permeated Chinese culture.

Under a Confucian tenet called the "Four Obediences," women were expected to obey their father before marriage, their husband after marriage, and their sons when widowed.

Immigration from China to the United States changes this dynamic for women, Liu argued. The need for a second household salary forces many immigrant women to work outside the home in jobs below their level of expertise, she said.

According to Liu, Chinese women often work out of necessity for the benefit of their family, as the male's job often does not provide enough to sustain the family.

Liu also found that immigrants' limited English-speaking ability largely determined their inability to seek higher-paying jobs.

After interviews with immigrant, working-class Chinese women, Liu said, "I noticed that many of the women stayed [in America] because they wanted a better future for their children."

Liu first became interested in the plight of working-class

Chinese women over the summer, while in New York City with her sister.

"I chose the topic because it was a matter of both personal interest and academic curiosity to me," said Liu. "I felt that I was the only non-immigrant in a family of immigrants...and I wanted to know more about my parents' immigrant experience."

"There was a language barrier that I did not expect, because I speak Mandarin, but a lot of these women spoke Cantonese," Liu said.

Liu's presentation was the first time that a Brace Fellowship has been included as part of the MLK Day lineup.

Will Lindsey '10 attended the presentation as his MLK Day workshop. Lindsey found the presentation fitting with Martin Luther King, Jr.'s message.

"Spike Lee urged us to research Martin Luther King, Jr. and his message for equality and opportunity. It is important to understand the working conditions of people in America and educate ourselves about people from many backgrounds," he said.

"I was very impressed with the hands-on research Juliet did throughout her presentation. It took a lot of dedication to explore Chinatown and interview different Chinese women from many backgrounds," he continued.

Edward Rotundo, Instructor in History and Co-Director of the Brace Center, said that he found Juliet Liu's research to be highly impressive.

He said, "At one level, she did great interview research with Chinese immigrant women who work in the garment industry, exploring their life experience with them."

"On a very different level, she was able to examine those human experiences through the lens of some sophisticated theory to help her explain the issues for people who live at the point where class, gender and race intersect," he continued.

Rotundo added, "The project worked really well both as a set of true stories and as an analysis of those stories."

Tracy Ainsworth, Instructor in History and Social Sciences, was Liu's advisor for the presentation.

Ainsworth said, "I had Juliet in a history course, and knew she would be responsible and give a great presentation."

The presentation, held in the School Room in Abbot campus, was among a series of five sponsored by the Brace Center for Gender Studies. Meredith Rahman '10 will present the last project of the series, a study of Muslim women in politics, in early February.



A. LEVINE / THE PHILLIPIAN

Liu interviewed immigrant women as part of her research.

Stableford Continues to Run Ten to Twelve Races a Year

Continued from A1, Column 3

Though he hugely benefited from the support of his friends and family, Stableford thought that the chances for a successful recovery depended on himself as well.

He said that he believes there is an "essential self" a "soul" that the patient needs to hang onto in order to get through treatment.

"I think that if you're ill and life-threatening, and you want to recover and to get well, you have to grab on to a part of you that is maybe disappeared or faint," Stableford said. "It's something a little more spiritual than physical... a kind of inner strength."

In his article, Stableford described his impatience over his lengthy recovery. "I believed that I could simply rise and walk away, but I had no idea how long it would be before I would be able to even stand on my own," he said.

From his recovery, he said he acquired "a sympathy for what patients go through when they're in the hospital," which he wanted to demonstrate in writing.

Stableford said that he did not mind sharing his story with the public, as he did not

think of it as "deeply personal" but rather as something larger.

After four weeks in the hospital, Stableford spent the following month, September, in Vermont, "getting stronger, walking, and eating," he said.

When he returned to PA in October, he resumed his duties as the Chair of the English Department but waited until January to take over his classes.

However, he said he "ended up doing a lot of teaching," taking over three classes after a colleague became sick.

He also unexpectedly began coaching cross-country from a bicycle as soon as he returned to campus.

Today, Stableford still runs 10 or 12 races each year but has not run another marathon since his illness.

"I was getting slower anyway because of old age," he said. "If I did [choose to run another marathon], it would be with one of my children."

He said that he came to terms with his illness by thinking and talking with his wife to put the ordeal "in perspective."

According to Stableford, he is still working on writing his manuscript.

Commons Worker Contracts Salmonella; Staff Under Careful Watch

By DAN SCHULTZ

Richard Keller, School Physician, and Rebecca Sykes, Associate Head of School informed students by email that a Commons worker had contracted Salmonella Typhi, or Typhoid Fever.

According to Keller and Sykes, the school removed the employee and all employees he was in contact with. The employee last worked on January 7. The employees will remain off-campus until they test negatively for the disease.

"If Salmonella Typhi is not treated, it can be deadly," said Keller. "I highly recommend students coming into Isham if they think that they might be infected."

"It is a contagious disease, however, when discovered it is an easily-treated disease," said Keller.

Keller said, "Salmonella Typhi is contracted from direct contact with an infected person or with contaminated food."

Five to ten commons workers have been removed as a precaution and are being test-

ed for Salmonella Typhi, according to Keller.

Keller said that symptoms of Typhoid Fever include fever, headaches, body aches, increased fatigue, stomach pain, diarrhea, vomiting and nausea.

"To find out if someone has Salmonella Typhi, we would take a stool or a blood sample," said Keller.

"It is very important now for students to be sanitary and hygienic. Washing hands and using hand sanitizer is important, especially right before eating at commons," said Keller.

According to the email, Commons staff members are still being monitored.

"There are only 400 cases in the United States per year, which does not make it a very common disease," said Keller.

"We are consulting the Massachusetts Department of Public Health and they are giving advice on how to deal with the current situation," said Keller.

Andrew Li '10 said, "When I first read [the email], I was a little creeped out. But after a day, where nothing really happened, I figured it wasn't a huge deal."



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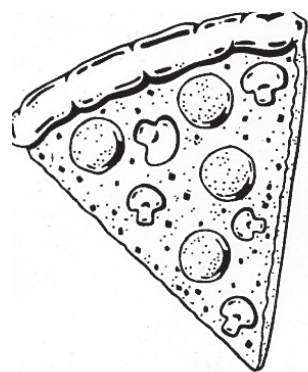
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RELIGION AT ANDOVER

Students' Devotion to Religion Varies Across Campus

By MADELINE SILVA

While some students find it easy to practice their religion amidst their many commitments, others struggle more to balance their time.

Rabbi Michael Swartz said, "I think that [religion] is neglected by a lot of the students, but [PA] is very supportive of religion and religious observance, and makes sure that the religious needs of all of the students are met."

Approximately 100 Phillips Academy students identify themselves as Jewish though only five to ten students attend the weekly Jewish service, according to Swartz.

Swartz said, "I think it's partly that students prioritize, and that it's partly a reflection of service attendance in the general Jewish world."

Ely Shapiro '10, President of the Jewish Student Union, said, "I tend to believe that religion is not a priority in the majority of student's lives."

She said, "Members [of religious clubs] have to make a conscious effort to attend meetings regularly, but with adequate planning, religious clubs do not take a significant amount of time out of a student's schedule."

Nikita Saxena '10, a member of the Hindu Student Union, said, "I don't think it's difficult [to practice Hinduism at Andover]. Everyone here is pretty open to what you believe."

"I have a little statue of one of the gods in my room, and when something big is happening I'll go and say a little prayer, and I know [other] Hindu students on campus do that as well," Saxena added.

Isabella Uria '10, President of the Catholic Student Fellowship, said that going to mass at home is a family-oriented experience. After coming to PA, she said going to mass provided a community and stability for her faith.

Reverend Anne Gardner, Director of Spiritual and Religious Life and Protestant Chaplain said, "I find most students to be enormously

curious about religion and religious practices. Most people who are raised in a religious denomination haven't had opportunities to experience other [religious practices]."

Uria said she thinks "there are some very outspoken atheists on campus who try and convince you to change your beliefs. But, in general, people let you do what you want, because they accept it as another aspect of diversity." Jane Thomas '10, President of the Andover Christian Fellowship, said, "I haven't gotten into any debates in the classroom. I think it's rather peculiar that no one has discussed religion in any of my classes. I think that 'Jesus' can be a sort of taboo word."

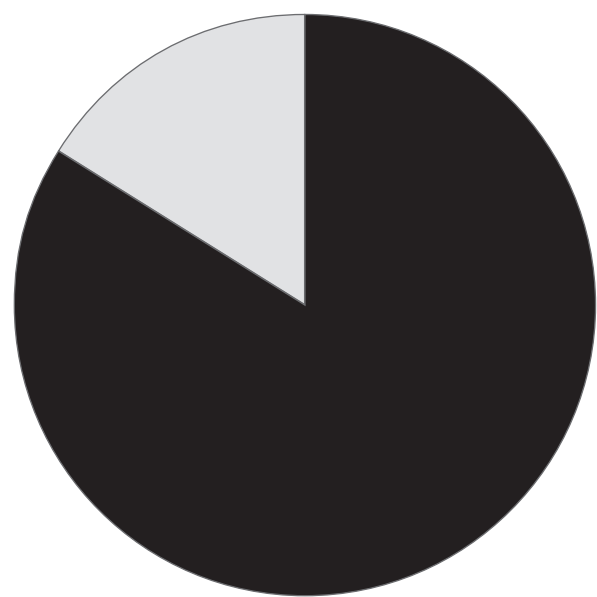
Mary Kantor, Catholic Chaplain, said about 150 students are members of the Catholic Student Fellowship, which has a social and fellowship gathering every week.

Gardner said 25 to 30 people typically attend the Protestant service each week, and that student attendance depends on their other commitments as well as the school year schedule.

"I recognize that I'm one piece of a tremendously diverse and exciting curriculum that's available at Andover, but it is an important piece for some people, and that's why I take it so seriously," Gardner said. She added, "[High school] is the time period when a lot of the questions about yourself start to percolate... So this is the natural time to look at the ways in which we have institutionalized religion, as well as the ways in which people can be spiritual, but not connected to a particular institutional church."

She said, "There are definitely students who are very devout [about] whatever religion they practice, but there are so many things competing for students' time. I'm interested in the Chapel providing religious programming to people who are interested, and [for those students to participate] in whatever way and [at] whatever level they want."

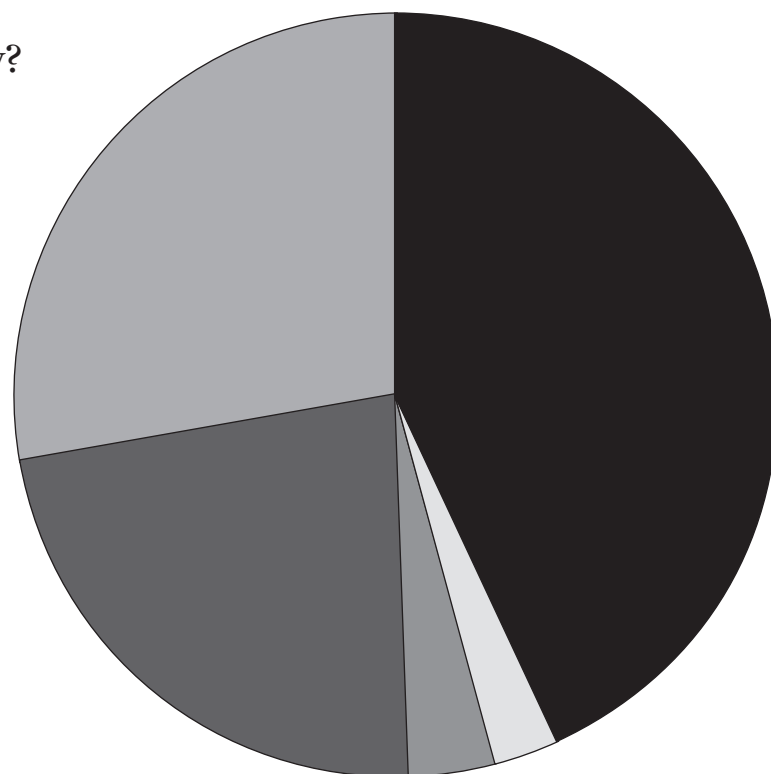
Percentage of Students Attending On-Campus Religious Services



84% Do not attend services on campus (41)
16% Do attend services on campus (8)

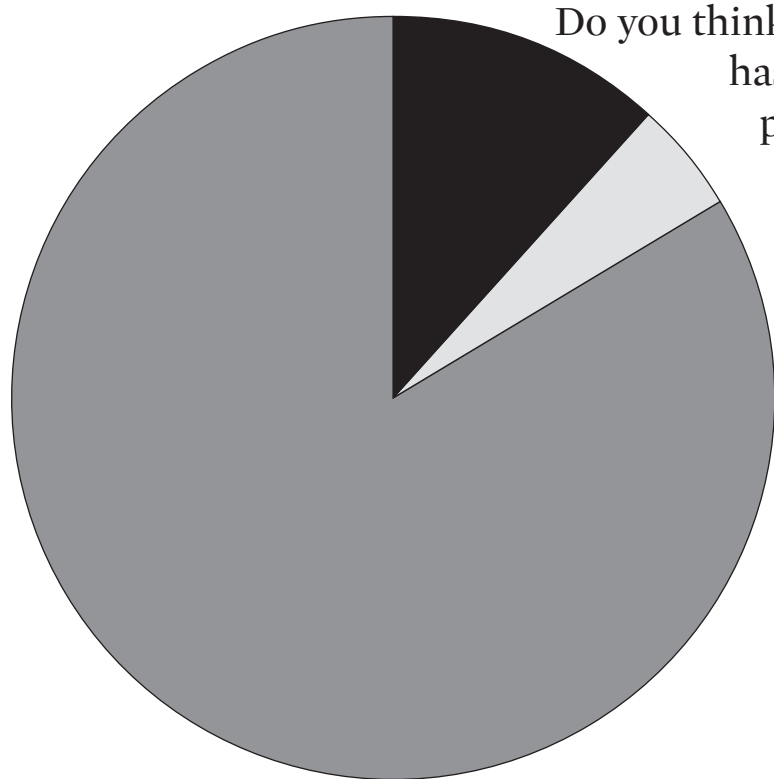
What religion do you practice, if any?

- 43.7% Christianity (49)
- 2.7% Islam (3)
- 3.6% Judaism (4)
- 23.2% Atheism (26)
- 27.8% Other (30)



Do you think that your religion (or lack thereof) has an impact on how others perceive you at Andover?

- 11.8% Yes - Positively (13)
- 4.9% Yes - Negatively (5)
- 83.3% No (94)



These results were obtained through a randomly administered survey by The Phillipian using Survey Monkey.

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Mick Wopinski '11 Struggles to Balance Catholicism and Schoolwork

By CATHERINE CHOI

Mick Wopinski '11 keeps religion balanced with his other time commitments.

"Sometimes when I don't go to church, it's because I have too much work," he said.

"If I have free time and I remember that I haven't been to church in a while, then I'll go. So it's usually because I haven't gone in a while, but even so, I won't go if I don't have time," said Wopinski.

In general, Wopinski finds that "it's harder to take time out of your schedule to go to church, temple or other [religious centers]."



A. LEVINE / THE PHILLIPIAN

Wopinski draws on his religious education in class.

Wopinski said that he understands students who hold religious beliefs but are unable to practice them, because he himself has experienced the difficulty of finding time to attend religious services.

"For those who don't [practice a religion], that's fine too. It's just part of their lives," he said.

In class, Wopinski frequently contributes his own religious ideas. "[Religion] often comes up in English because you can make parallels to the bible with some of the stuff we read," he said. Wopinski said the topic has come up in both his English classes and "The New Testament Perspective," a Religion and Philosophy course he took.

"If people mention [that there is no god], especially in a classroom environment...it sort of annoys me," he said. "I usually don't say anything though, because sometimes it seems like the assumed view of some of the people in the class is that Atheism is right. I disagree with that, but I don't really say anything."

"It's not that I'm not comfortable saying something, it's just not really worth it," he continued.

Wopinski feels that "some people [at Andover] seem sort of hostile toward religion...[The community] tends to be a consensus of people not believing in a religion, like Atheism. I'd say religious people are minorities here."

He believes that "the emphasis Andover puts on multiculturalism and tolerance doesn't always carry over to religion. Students should be taught that many people have different beliefs."

Wopinski is a member of the Catholic Student Fellowship, an on-campus student religious organization.

He said that the organization discusses "prevalent issues about our state and the community that have to do with Catholicism."

Wopinski said he does not think that all people at Andover take religion seriously, mostly because he feels that so many students are Atheist.

"There's nothing wrong with that, it's just the way it is here," he said.

Faiyad Ahmad '10 Makes Sacrifices to Actively Practice Religion

By ALEX SALTON

If it seemed that Faiyad Ahmad was a bit thirsty during his first All-School Meeting speech earlier this year, it was for good reason.

Ahmad was in the midst of observing the Islamic holiday, Ramadan, which requires that he fast while the sun is up for a month-long period.

"I was thirsty as heck," he said.

During Ramadan, Ahmad, and other practicing Muslims, must cope with hunger, thirst and fatigue.

Ahmad said that some nights he went to bed at 2 or 3 a.m. before having to wake again at 4:30 a.m. to eat before sunrise. After eating, he would pray before returning to sleep before school.

"The Den offered free meals for Islamic students during Ramadan to break fast after Commons closed," said Ahmad.

Ahmad said hunger serves as a reminder of why he fasts and invokes a feeling of empathy in him.

Ahmad said keeping up with his five daily prayers is also difficult.

Ahmad is a day student, and typically keeps up with his prayers when he is at home, but often misses his prayers during the school day.

"It should be more of an effort on my part," he said. "I know kids are able to do it."

"At a place like Andover it's

always tough, but it's possible," he added.

When he does pray on campus, Ahmad goes to a room designated for Islamic prayer located on the second floor of the library. Ahmad said he is normally joined by a handful of other students.

A Jumu'ah replaces the mid-day prayers on Friday and consists of a short sermon given by the imam followed by a prayer.

"People are generally encouraged to go to the mosque during Jumu'ah," said Ahmad.

There is no Jumu'ah service offered by the school, but during Ahmad's Junior year, Hasan Siddiqi '07 would deliver a two-minute sermon after classes.

"Then we would rush off to sports," Ahmad said.

Ahmad practices his faith with several members of the Islamic community at Phillips Academy, but is not a major participant in Muslim Student Union, which he said is an or-

ganization designed to spark discussion rather than act as a prayer group.

Ahmad is currently the only student on campus who can properly perform the Islamic call to prayer.

Like other prayers in the Koran, Ahmad said the call to prayer can be performed either melodiously or monotonously, depending on the person.

"It's an interesting combination of music and religion," he said.

Ahmad said he started performing the call to prayer his Junior year, and was one of the few students who formally learned the words and technique.

The call to prayer is meant to bring people to a large group prayer in place of minarets, but is not necessary at Phillips Academy. Instead, Ahmad has performed the call to prayer at various interfaith religious services.



B. BRODIE / THE PHILLIPIAN

Ahmad began performing the call to prayer as a Junior.

Lily Shaffer '10 Attends Temple Weekly Despite Challenging Pace of Life at Andover

By APSARA IYER

Despite her hectic Andover schedule, Lily Shaffer '10 still makes time to read the Torah, observe Shabbat, study scripture and attend weekly services at her Temple in Winchester, Massachusetts.

Shaffer said, "I just love prayer. From going on a really hard run and thinking 'God, please get me through this,' to every night before I go to bed."

Observing Shabbat, the practice of abstaining from

spending money from sundown on Friday to sundown on Saturday can seem impossible to many. But to Shaffer, Shabbat helps her remember her family and community.

"I don't spend money on Shabbat because, to me, it means I don't need any more than what I already have with my family and friends," she said.

Attending service on campus is often hard to schedule due to conflicts from the many other clubs Shaffer is involved with. Shaffer regularly attends the Shir Tikva

Reformed Temple in Winchester, MA every Friday and the Jewish Student Union (JSU) services whenever they are available.

Shaffer noted differences between the service held by the Andover Jewish Student Union and those held by her temple.

"When I go in to [Shir Tikva] there's this communal sense, you see the same people every week, whereas on campus you're lucky if you hit four or five people at a service, and the rabbi can't always make it because he has his own synagogue," she said.

Shaffer believes that services are a time of the week to be in the present and reflect on her week.

Shaffer sees elements of Judaism in her everyday life through community service and her music.

Shaffer especially values Sadaqa, the Jewish notion of doing a good thing just to do a good thing without motives. As a community service general coordinator, Shaffer says, "that is really my thing, I really dig it."

Shaffer continued, "Judaism is really about giving to others and doing things for others. And whether I give someone music or I give somebody a meal it really reminds me."

Music is another aspect of temple that Shaffer enjoys. "I think what makes my temple extremely special to me, is the music. We have an unbelievable cantor and something magical happens every time we go in there," said Shaffer.

At JSU services Shaffer tries to create that same sense

of community by bringing her guitar and singing.

Shaffer believes that she has become more religious since coming to Andover. She attributes the change to the experience of being different from the mainstream religion, and seeking a community to fall back on.

At home neither of Shaffer's parents practice Judaism to the extent that she does, leading her grandparents to joke, "I'm the most Jewish-y grandchild there is," Shaffer said.

Shaffer said that some people jump to Jewish stereotypes when she introduces herself. "I've had people come up to be say, 'Oh, you're only half-Jewish,' or, 'Shaffer that's such a Jewish name,'" she said.

"One person asked me if I was taught to hate Germans in Hebrew School," Shaffer continued.

Shaffer sometimes sees misunderstanding in her classes as well. "In my existentialism class when I said that I don't swear, or that I study Torah everyday, a couple kids started laughing," she said.

Despite occasional jokes, Shaffer said that the majority of students are a pretty tolerant community, though they aren't always driven to incorporate religion into their lives.

"Andover is not a religious community so it's really up to you to make the time. And Andover kids always have so much going on, for that reason I think that [religion] is thrown behind you. It's not the path well worn here," she said.

Amanda Wang '11 Encounters Little Opposition to Atheism

By DANNY GOTTFRIED

Amanda Wang '11 has encountered few pews or prayers in her life since being raised an atheist.

"Atheism is choosing not to believe in something rather than replacing it [with another idea]," said Amanda Wang. "I'm Atheist because religions have an aspect of faith in them and I never could associate with that."

"My father studied physics, and my mother studied chemistry, so I was brought up believing everything had to be observed or proven," she said.

Wang said, "Due to my lack of faith and science oriented parents, Atheism has become the only option for me."

Wang traced her family's atheism to her mother's generation.

Unlike the younger generations in her family, Wang's grandmother came from a highly religious background. She practiced Buddhism her whole life.

Wang said her parents' beliefs differed. "My [parents] had other things that were important to them [besides religion.]"

Wang has experienced minimal religious tensions while at Andover. Wang said, "The worst experience I've had [regarding religion] is in history class. When the Bible comes up I don't always fully understand the context."

Wang also has enjoyed the benefits of Atheism. "Every time I sit in the pews at All School Meeting I can't help thinking about how uncomfortable they must be," said Wang. "I also like to sleep on Sundays."

Before coming to Andover, Wang had lived in London, not raised into any particular religion. Wang said, "I've never been to church except for when

my mom thought we should try it out."

"People [at Andover] tend not to be overly religious," Wang said. "They keep their religion to themselves. I didn't realize my dorm mate attended church before I saw her returning in a dress - when I was able to wake up early enough."

Growing up in London has been a far different life for Wang than the Andover community. Wang said that in London, religion is more of a "cultural thing" as opposed to Andover where it's "more personal."

Although Wang enjoys the perks of Atheism, they alone are not why she chooses to maintain a non-religious life. Wang said, "I can't be religious because I lack faith. It's as simple as that. Having lived in a house that never placed a heavy emphasis on religion, I never felt compelled to get involved in it, even as a cultural ideal."

Although she feels that Atheism does set her apart from many of her peers, Wang believes that Atheism isn't a central part of her life. "I was surprised upon being asked to do an interview about Atheism. The definition of Atheism is a lack of religious belief. I never thought an aspect of my life that didn't exist would be particularly interesting," Wang said.

"My atheism doesn't harm anyone and for that reason, my friends don't care about it," Wang mentioned. "Certain people might care, but only if they are looking to stir up trouble. Most people don't perceive me very differently from anyone of a religious background."

"I live a good life and that should be enough. Most religions emphasize kindness and I feel I'm capable of embodying those qualities without going to church on Sunday," said Wang.



M. LEE / THE PHILLIPIAN

Shaffer attends Jewish services off campus each week.

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K. SONG / THE PHILLIPIAN

Wang places little emphasis on her Atheist beliefs.

Manship Fountain Returns to the Addison

Patrick Brady

When students enter the newly renovated Addison Gallery of American Art this November, the gentle trickling of water from the Venus Anadymene fountain will greet them. The fountain itself is a well-known staple of the Addison, having decorated the rotunda since the museum's opening in 1931, but has only recently been fixed and refurbished.

On December 16, 2009 the Venus statue was re-installed in the Addison after a lengthy period of repairs. It now functions splendidly, according to Addison staff, and marks the first piece of art to return to the Addison since its closing two years ago. The remainder is still in storage off-campus.

Amongst those delighted to see the fountain's return was Brian Al-

len, the gallery's director. "It's the first great work of art you see when you come into the building, and it occupies one of the most beautiful spaces on campus [the Addison rotunda]," said Allen.

Back in the early 1900's, the gallery's founder, Thomas Cochran, class of 1890, hired the esteemed architect Charles A. Platt to design the Addison. Both men expressed an interest in commissioning a beautiful fountain to greet museum-goers in the building's rotunda. They set the task upon Paul Manship, who Allen explained was one of the preeminent working American sculptors at the time.

What resulted was the Venus Anadymene, or "Venus Rising from the Sea." According to mythology, the Roman Goddess of love, beauty and fertility was born in the sea and rose up out of the water. Allen called the subject matter very distinctive and this particular interpretation an unusual take on a traditional scene.

"It shows her not rising from the ocean, but it shows her already walking ashore, ringing the sea water out of her hair," he said.

The striking statue has puzzled students for generations. The Addison's blog shares fond remembrances of former Andover students who were frequently taken aback by Venus's obvious nudity. One post by Jeffery Bush '64 read, "I pretended not to notice that she had no clothes on. Was this what I was supposed to do? Or was I supposed to really not notice? What about the adults who walked past her? Did they think I was really not noticing?"

Manship's original concept was that the water oozing over the fountain's edge would manifest the seawater dripping from the Goddess's wet hair. However, ever since the grand opening of the Addison in 1931, the fountain's water filtration system has malfunctioned and ceased to produce a stable cascade of water over its sides. So, when the Addison closed for its two-year renovation and expansion in 2008, the staff took the opportunity to restore the beloved fountain so that it would respect the original intent of its sculptor.

That's where the Williamstown Art Conservation Center comes in. According to Allen, in July 2008 the sculpture was sent to the renowned institution in Williamstown, MA where it would rest and seek restoration. "It was a very carefully, very sensitively, and very painstakingly done process," said Allen of their work.

Although the entire piping infrastructure needed to be replaced using modern technology, Allen acknowledged that the sculpture of Venus herself was treated very delicately. The patina of the marble was cleaned, but, most importantly, not damaged.

"It came back looking beautifully restored," he said.

The enchanting nature of the Venus Anadymene can be expected to charm many future generations of Phillips Academy students, but, unlike in the last 77 years, the additional appeal of real water will bring the statue more and more to life.



A. MORROW/The Phillipian

The fountain arrived back at the Addison in December, protected by a large wooden case.



A. MORROW/The Phillipian

Students will be able to relax and do work in the Addison once the renovation is completed.

Sirakian Heads to National Shakespeare Competition

Rachel Ryu

Eric Sirakian '10 will represent Phillips Academy at the English-Speaking Union National Shakespeare Competition in Boston this spring.

Sirakian's love for Shakespeare and acting motivated him to ask Phillips Academy to hold open auditions for the ESU National Shakespeare Competition. This year is the first year that Phillips Academy has participated in the competition. "I think it's important for PA to be represented. Exeter is represented and almost every other major school is represented," says Sirakian. In hopes of making the audition an annual event, Sirakian said that "this year, it started kind of small and hopefully they'll bring it back next year and people will be excited about it," says Sirakian.

The ESU National Shakespeare Competition has over 60 branches that are represented by around 16,000 students and 2,000 teachers; 250,000 schools in all. As the winner at Phillips Academy, Sirakian will go to the Boston to continue on with the competition.

To audition, Sirakian had to memorize and perform a monologue from a Shakespearean play, and he will perform the same one for the next competition. He also had to prepare a sonnet. Sirakian plans to perform Sonnet 130, "the one where Shakespeare says my mistress is ugly and not beautiful, but at the end he says 'that's why I love her.'"

The monologue Sirakian had prepared was Romeo's soliloquy from Act III of Romeo and Juliet. To prepare for the audition and the competitions following, "obviously, you need to know the whole play. I worked really closely with the text, a lot of reading in between." And the well-loved "Romeo

and Juliet" was a solid choice for Sirakian, who said that it is probably his favorite play.

When asked about stage frights or nervousness, Sirakian said, "I mean, [the competition] is just for fun. It's called a competition, but it's really just a celebration of Shakespeare."

Shakespeare is definitely a creative outlet for those who truly want to explore classic drama for the stage. A Shakespearean production guarantees every high and low of human emotions, dramatic monologues, noble dueling and endearing damsels in distress. Every performer is (or should be) familiar with the style of Shakespeare. "The roles in Shakespeare are really exciting because of what's at stake, and the conflict is rich," said Sirakian.

"I think [Shakespeare] is special because it speaks to different people in so many different ways and, each time you read it, there's a different interpretation," he said.



A. LEVINE/The Phillipian

Eric Sirakian '10 encouraged Phillips Academy to get involved with the ESU National Shakespeare Competition.

Cassie Coravos '11: Eclectic Layers

Kristina Rex

When glancing at the "Look of the Week" article, one would not normally expect to find a sales-rack-loving, thrift-store-shopping, personal seamstress like Cassie Coravos '11.

Coravos is not afraid of stepping out of the box, and her goal isn't to follow today's trends. She has a natural flair for combining both current and vintage trends. When asked to describe her style, Coravos responded, "Eclectic. I guess it's like a mix of non-expensive items—part



B. BRODIE/The Phillipian

Leather boots complement Coravos's eclectic outfit.

vintage, some things I make, sometimes things I buy at the 75%-off rack with my grandmother, thrift shops, Marshall's. My fashion changes a lot. It's never one thing for too long. It's unique."

Coravos' look is based off of a collection of simple items with many layers to accessorize and add complexity. "I throw on some plain clothes and then wear a scarf. I have to wear a scarf every day. It's a necessity. I put on a colorful scarf to accessorize any outfit."

But what makes Coravos' wardrobe so truly outstanding? This fun, lively Greek girl makes many of her own things. "I've been sewing forever basically. I don't always make that much stuff, because usually what I make, other people see and ask for, so I don't end up wearing most of it. But I make simple things like skirts. I made a suede jacket a few years ago—like a business suit type jacket, so that was probably the most intense thing I've ever made."

Making her own clothes seems like it would take a lot of effort, but this fashionista actually does not spend that much time on her ward-

robe.

"It really doesn't take me long [to dress]. My look is more a throw-on some basic items. 5-10 minutes. Occasionally I put a lot of thought into what I wear, but usually I don't."

So is Coravos' look comfortable or simply just fashionable? Her answer: "Comfortably fashionable. There's no need to choose just one." Coravos maintains this balance with looks like her sandal-leg warmer combo. She is a huge fan of strappy sandals both in the summer and the winter, but she still manages to keep herself comfortable and warm by layering with fun scarves and accessories like leg warmers. "If there is more than 3 feet of snow, I wear boots [instead of sandals]. But I keep myself warm with leg warmers and scarves and hats."

Coravos still has her share of favorites. She said, "My favorite item is a red coat right now, and my new bag—it's probably the most expensive thing I own. It's a hand-painted, leather, one-of-a-kind bright-flowered bag." Coravos also loves skirts as nice alternatives to the usual jeans.

So where does this vintage fashionista get her inspiration? Well, her look is completely original with the slight help of one very important person in her life. "I get a lot of my jewelry from my grandmother, and a lot



B. BRODIE/The Phillipian

Coravos shows off favorite accessory, her new, ornate leather bag.

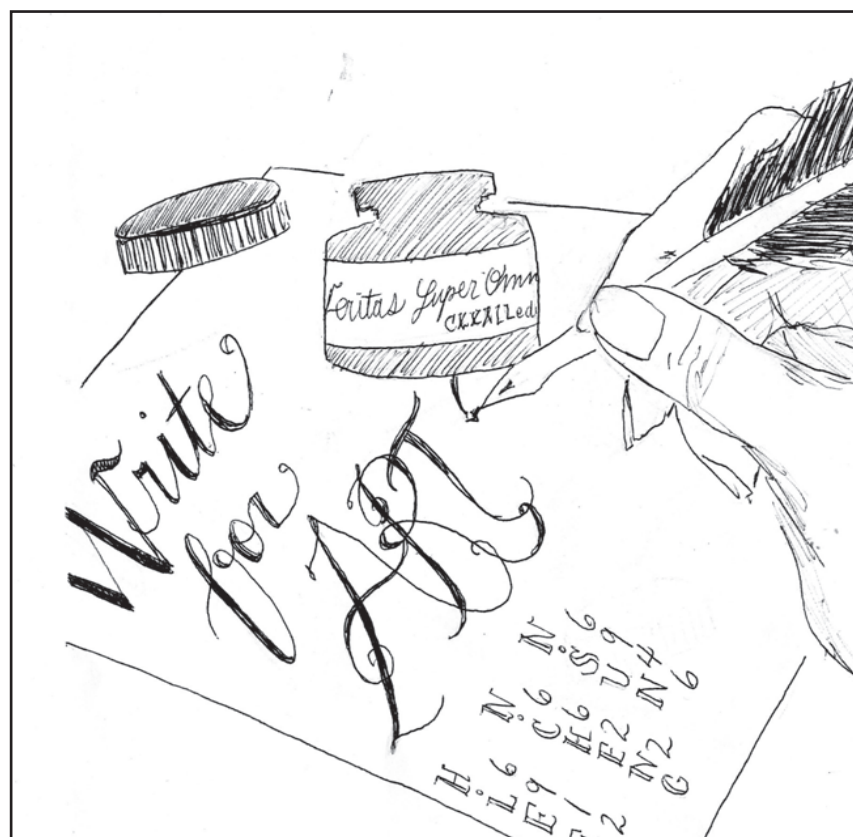
of the fabrics I use are from her too... a lot of the stuff I have comes from her."

Coravos' effortless but stylish wardrobe gets the best of both worlds. What are some ways one can emulate Coravos' look? "[Wear] neutral colors more than bright. Black is my favorite—everybody who's Greek wears a ton of black. But I like black with a splash of something else," Coravos said. With some neutral colors, a splash of brightness, a scarf, and leg warmers—Coravos' personal favorite—Coravos' look comes easily. Though one may not be capable of making clothes, have no fear—Coravos is also a big fan of Forever 21, Marshall's, and vintage items from thrift shops. So to all girls—keep on the look-out for vintage sales and grandmother's jewelry to get a sassy, sophisticated, and all-original look like Cassie Coravos.



B. BRODIE/The Phillipian

Scarves of all colors and materials are a staple of Coravos' wardrobe.





A. LEVINE/ THE PHILLIPIAN

Co-Captain Duncan Crystal '10 pins his Deerfield opponent in a quad-meet Saturday. Andover went on to win the meet.

Andover Sweeps Quad-Meet; Crystal '10 and Gaiss '11 Perfect in Five-Match Week

By Anthony Tedesco
PHILLIPIAN SPORTS WRITER

Led by Co-Captains Ryan Gaiss '11 and Duncan Crystal '10, who both went undefeated this week, Andover survived a tough week of competition, going 3-2 to improve its record to 6-2 on the season.

Crystal said, "It was a tough week for us. We faced some of our best competition and some of our worst. We did exactly what was expected of us, but certainly could have improved."

To start off the week, Andover squared off against Northfield Mount Hermon in an intense Friday night matchup. With a strobe light show and every fan dressed in white, the match was definitely a primetime event at NMH.

Colton Dempsey '12 said, "To be honest, I found the crowd rather unnerving and unsportsmanlike, but it wasn't too unreasonable considering our intense, ongoing rivalry

with them."

NMH got the upper hand on Andover, winning 62-13. Although Andover may have lost, impressive victories came from Crystal, Gaiss, and Anthony Tedesco '12.

Following the match, Coach Rich Gorham '86 explained, "We were beaten by a superior team. We also learned we need to get tougher in order to play with the big boys."

The following day, Andover took on Deerfield, Hyde-CT, and Hyde-ME in a quad meet. Andover got back on the winning track, taking all three dual meets in impressive fashion. Andover started the morning by dominating Deerfield 50-29. Andover then followed up with two more victories over the Hyde Schools.

Co Captain Ryan Gaiss said, "We had lofty goals to beat Northfield, but obviously we didn't pull through. Saturday was a great day, allowing us to rebound from the loss, helping us restore some confidence."

There were several impressive wins in the weekend meet, but one particularly notable win came from Ken Tharp '11, his first in an Andover uniform. Said Tharp, "I was more nervous than anything, being in front of the home crowd, but after hearing the ref slap the mat, I felt ecstatic. I hope to keep putting in the effort it takes to get that feeling again."

After a successful weekend, Andover traveled to Tabor on Wednesday, but came home with a 45-22 loss.

Once again, Andover walked into a very hostile, crowded environment. In the first match of the meet, Alex Du '10 certainly made a statement, recording a win against a highly ranked opponent.

Du said, "I was certainly a heavy underdog going into the match. I went into it, thinking I need to wrestle smart and start the meet off right with a victory for us. That upset is one of the best matches I have ever wrestled. The feeling

of silencing the rowdy home crowd was great."

Other quality victories came from Dempsey, defeating a returning New England champion and Crystal, who secured a third period pin, allowing Andover to get back into the match.

Gorham said, "Duncan knew the team needed a pin. He went out there in the third period and continued to take the kid down, doing what it took to get that pin. He did exactly what a senior leader does."

This weekend, Andover will face off against its toughest competition of the year, including Belmont Hill, Loomis Chafee, and Roxbury Latin.

BOYS SWIMMING & DIVING

Co-Captain McAuliffe '10 Breaks Record

By Calvin Aubrey
PHILLIPIAN SPORTS WRITER

Co-Captain Conor McAuliffe '10 tore through the 400 meter freestyle last Saturday, finishing half a pool length ahead of the nearest Loomis competitor and setting a new pool record for Loomis's home pool. Andover blew Loomis out of the water, winning by an astounding margin of 107-67.

Realizing he could break the pool record of 4:13.08, McAuliffe went into this event with a lot of added pressure. He handled the pressure extremely well, setting a new record of 4:12.90, and taking first place in the event, pulling in before Matthew Mahoney '11. Both finished well over a half pool length ahead of the closest Loomis swimmer. When asked about breaking the record, McAuliffe answered, "It was great. I felt a nice adrenaline rush when I looked up at the scoreboard and realized I had broken it. However, my teammates were part of it too, as their cheering inspired me."

Andover established a lead early in the meet, as the winning 200 medley relay of Conor Deveney '11, Andrew Wilson '12, Alex Smachlo '11, and Alex Nanda '11 won by a generous margin of 10 seconds with a 1:55.08. Co-captain Curtis Hon '10 said, "This opening event set the pace for the meet. In each of the events after the medley, we tried to maintain our level of swimming as best we could."

The 200 meter freestyle mirrored the 200 medley, as Mahoney and Jon Leung '11

won this event with virtually no competition, both winning by margins of at least nine seconds, more than half a pool length, with times of 2:01.68 and 2:05.83 respectively. McAuliffe was pleased to see that the same effort occurred in these individual events, as he said, "We had no difficulty winning any of the events, but the 200 free was especially impressive."

The 200 meter individual medley and 50 meter freestyle were no exception to this streak of great events, as Hon and Smachlo both finished half a pool length ahead of the closest Loomis swimmer in the Individual Medley, while Will Falk-Wallace '10, Austen Novis '11, and Didi Peng '11 routed Loomis with a 1-2-3 finish respectively in the 50 freestyle. Falk-Wallace's winning time of 25.92 beat the closest Loomis swimmer by a relatively large margin of 1.48 seconds.

In the Diving competition, Tommy Kramer '11 led Andover diving with a score of 172, while Manwei Chan '11 pulled in second place with a score of 112.3.

After the diving break, Andover picked up right where it had left off. In the 100 butterfly, Lorenzo Conte '12 dominated the Loomis competition with a time of 1:05.28, finishing over a full body length before the closest Loomis swimmer.

Using the energy created from McAuliffe's record swim, Andover went on to win each of the last events, with Hon, Falk-Wallace, Deveney and Calvin Aubrey '12 taking the win in

Continued on B2, Column 4

BOYS BASKETBALL

Andover Earns First Two Wins; McCaskill '10 Scores 26 in Win

By Blake Grubbs
PHILLIPIAN SPORTS WRITER

Andover 58

Tabor 36

Andover 50

Governors 44

On Wednesday, Captain Khalid McCaskill '10 racked up an astounding 26 points to propel Andover to a victory over Governor's Academy. This was Andover's second win of the season in what was a fantastic week for the team.

Andover was finally able to grab its first win of the season this Saturday, when the team traveled to Tabor and stifled the Tabor offense in a 58-36 victory.

Andover established its lead early in the game and never let go. Although Tabor appeared to be more agile, Andover outmuscled the opposition's smaller players underneath and in the paint.

Coach Modeste said, "We were much bigger than them, which helped a lot, but they did not have a very deep team either. We were just able to tire them

out and wear them down."

All around, it was by far the best game that Andover has played all year, with tenacious defense leading the way. Andover allowed only 36 points, a season best for the team.

"Team defense is really the biggest thing, and we were able to do it very well," Coach Modeste said. Thomas Palleschi '12 took advantage of the weaker post defenders and led scoring with 16 points, followed by captain Khalid McCaskill '10 with 14, Ryan Hartung '12 with 13, and Tyler Bond '10 with 8 along with over ten assists. This was Andover's very first win of the year, and a convincing one at that.

Andover took the short trip to Governor's Academy this Wednesday looking to put together a winning streak. Again, Andover far outmatched its opponent, winning by twenty points.

"Our offense if getting much more fluid, and our ball movement was great. We moved the ball fast and it was effective," Coach Modeste said.

Andover's offense is playing smoothly, and the team is shooting at a high percentage, something the team struggled with in its five game losing skid to begin the season.

Coach Mo knows there is

still room for improvement on the offensive end. "We just need to take our time choosing when to shoot. Our shot selection was a little shaky, but not bad," Modeste said.

The team continued its spectacular play in the defensive end as well, holding Governor's to a mere 44 points.

McCaskill was the focal point of the offense for Andover on the day, scoring 26 points, a season high for him and the entire team. Hartung's consistency continued, scoring 13 points, and Palleschi was one basket away from a double-double with 8 points and an astounding 15 rebounds.

Holding the lead also allowed the team to give some players of lesser experience playing time. Josh Feng '10, Greg Blaize '11, and Brendan O'Connell '13 all got scored their first varsity points this week. Jay Dolan '11 also contributed significant time off the bench.

"The team is really coming together. Everyone is getting to know each other better, and it's really helping out on the court," said Coach Modeste.

Andover looks to maintain its momentum heading into the most crucial run of the season. The team will play Milton, Deerfield, and Cushing this week.



K. SARNOFF/ THE PHILLIPIAN

John Cusick '11 (left) and Mark Hanson '11 (right) celebrate a dodgeball victory Friday.

FEATURE

Day Student Express Rolls to Dodgeball Tournament Victory

By Sarah Onorato
PHILLIPIAN SPORTS ASSOCIATE

When the Day Student Express' Ryan Hartung '12 caught the final out in Friday's student dodgeball tournament, he tossed the ball jubilantly into the air as his team swarmed the court in celebration of its championship victory over PG Chillin'. The team emerged from a pool of 18 teams as the winner of the first annual tournament.

Hartung's clutch catch knocked out the lone remaining member of PG Chillin', Clay Cleveland '10.

Before making the final catch, Hartung found himself alone on the court opposite Cleveland and Julia Rafferty

'10. Rafferty and Cleveland went for a dual attack, both throwing at the same time. Hartung caught Rafferty's hard thrown ball, eliminating her and allowing Day Student Express teammate Chris Cameron '11 to reenter the game.

Hartung said, "I saw that Clay [Cleveland] and Julia [Rafferty] were the only two remaining players, I decided to go strictly defensive and try to catch the next ball thrown. I was a little nervous at the fact that I had no margin for error, but I got lucky, and a ball was thrown right at my chest so I was able to make the catch."

Leading up to the championship game, the Day Student

Express faced four other opponents, including a tough Average Joe's team in the quarterfinals, and You Literally Won't Though in the semi-finals.

In the quarterfinals, John Cusick '11 was the last player standing for the Day Student Express against a young and competitive Average Joe's team that was six players strong.

Cusick bobbled a ball thrown by an Average Joe's player, and was able to hang on for the catch. With the re-entry of Jay Dolan '11, the Day Student expressed rolled on to the victory, with Cusick se-

Continued on B3, Column 1

NORDIC

Block '12 and Brooks '11 Lead Andover to Strong Finish

By Katie Ellinger
PHILLIPIAN SPORTS WRITER

Max Block '12 exploded off of the start line in the final heat of the annual St. Paul's skate sprints last Wednesday. Block and Cal Brooks '11 secured a fantastic finish for the boy's team, finishing fifth and seventh respectively.

The race at St. Paul's consisted of multiple one kilometer sprints with six skiers in each heat. Each racer had to race three times, first in qualifiers, then semi-finals, then finals. Depending on their finish in their heat of each race, a racer could advance to a faster heat or be demoted to a slower one.

Block made his way to the A-final heat, comprised of the best skiers in the league.

With his fifth place finish, he opened the scoring for what would be an extremely successful day for Andover's top three racers. Meanwhile, Brooks won the B-final heat, earning himself seventh place.

Ben Ho '11 finished second in the C-final heat, skating his way to a 14th place finish overall. Coach Robinson said, "Mia [Pecora '10] had an awesome qualifying race and got into the top 18, so it was a really good day for her."

Once again, Mimi Tanski '11 led Andover's Girls squad, skating easily through the first two heats and eventually finishing fifth overall.

Tanski said, "The day was kind of hectic, you had to pay attention to what was going on because each person had

several races. Also it was a little bit of luck of the draw. You could be unlucky and be put in a heat with really fast people, and end up not moving forward while someone not as fast but in a slower heat did."

Brooks found himself facing this challenge, as the leagues' first and second best racers were put into his semi-final heat, making it difficult for him to make A-finals.

The Saturday before, the team raced in a skate relay at Northfield Mount Herman. The team was divided into relay teams of two people. Each member of the team skied two loops of 1.8 kilometers, switching off after each loop with their partner.

Tanski and Co-Captain Brenna Liponis made up the first team to finish for Andover in the Girls race, earning second place overall. Newcomers Goody Gibbins '11 and Kelsey Jamieson '12 made up the next team to finish for Andover, followed by the relay team of Mia Pecora '10 and Wesley Meyer '11.

In the absence of strong skier Max Block '12, Cal Brooks '11 and Scotty Flemming '10 stepped up and raced tough competition from Belmont Hill and Mohawk High School to finish third overall. Behind them finished Ho and PJ Blouin '12 for fifth place.

Said Coach Robinson, "That was a fun race just because of the format. It was a pretty nice day, and a good day to get out and do something different."

Tanski said, "It was much more relaxed than our normal races, because it didn't count towards our season's score. One of the teams wasn't even in our league. It was just a lot of fun."

Andover will travel to Proctor Academy next Wednesday for its next meet.



Y. WATANABE/ THE PHILLIPIAN

Max Block '12 powers to a 5th place finish at St. Paul's.

GIRLS SWIMMING & DIVING

Andover Swimming Crushes Loomis Despite Longer Pool

By Molly Levene
PHILLIPIAN SPORTS WRITER

Hailey Novis '13 dove into the last leg of the 200 medley and gained significant ground on Loomis's top freestyler, marking the commencement of a very strong meet for Andover. Although Andover failed to capture first in all the events, the team's incredible depth proved vital in its crushing victory over Loomis 120-66.

Following the 200 medley relay, the 200 freestyle brought even more excitement, as Kristen Faulkner '11, Emily Carolo '13 and Molly Levene '12 took second, third and fourth place all within a second and a half a second of each other. The 200 IM added to this impressive start as Lydia Azaret '12 and Julia Torabi '12 finished first and second place.

Andover's success proved particularly impressive since Loomis trains in a meter pool, as opposed to the yard pools that Andover and the rest of the league trains in.

"Despite the extra length in meters, we performed particularly well in the 200 freestyle and IM and they were two exciting races to watch," said Captain Alanna Waldman '10.

The 50 freestyle gave Andover its first sweep, as Novis, Peyton Morss '10, and Lexi

Moroney '11 came in first, second and third. Moroney swam this race after recovering from a nose bleed, which she acquired during the warm up, but she still managed to place incredibly well.

The divers once again awed the audience, as Kendall MacRae '11, Emily Johnson '10 and Whitney Glick '11 finished first, second and third respectively. MacRae holds the second highest diving score in Andover's history, while Johnson holds the sixth.

"I was very impressed with our divers on Saturday...they were awesome!" said Coach Paul Murphy. The second half of the meet was just as exciting as the first, as Andover's lead grew more pronounced. The 100 butterfly, although not bringing in many points, proved to be an exciting race as Torabi out-touched Loomis' top finisher by a second.

The 100 freestyle was much like the 200 freestyle in that Moroney, Morss and Levene came in within a second of each other.

"Although we did not win the 100 or the 200 freestyle, our finishes in those events particularly show our freestyle depth, which is exceedingly important, not just in the individual events, but in the relays as well," said Morss.

The 400 freestyle gave An-

dover another first, second and third finish, with Julia Smachlo '13 finishing first, followed one second later by Faulkner, and then Carolo. Both Smachlo and Faulkner lapped two Loomis swimmers, and Carolo finished ten seconds in front of Loomis's top finisher. Faulkner said, "In switching from the 500 yard freestyle to the 400 meter freestyle, I had to completely revise my breathing pattern, my pacing, my stroke count, and my race strategy."

She continued, "The 400 meter race is over 30 seconds shorter than the 500 yard race, so I had to be careful not to conserve too much energy. Other events, such as the 200 freestyle, felt much longer, so I had to save enough energy so that I didn't die at the end."

In the 200 freestyle relay, Andover finished first, third and fourth, with the A relay winning by 2 seconds, quite a margin for a relay.

In both the 100 backstroke and 100 breaststroke, Andover finished second, third and fourth. Although Andover did not have the top finish, the team still gained more points than Loomis in both events. A Loomis swimmer barely out-touched Theresa Faller '11 in the 100 backstroke, and another out-touched Smachlo in the 100 breaststroke.



B. BRODIE/ THE PHILLIPIAN

Captain Brian Safstrom '10 scores on the St. Seb's goalie. He had two goals this week.

BOYS HOCKEY

Andover Falls to Exeter in OT; Team Scores Six in St. Seb's Win

By Greg Cameron
PHILLIPIAN SPORTS WRITER

Excter	2
Andover	1
Andover	6
St. Sebastian's	3

Captain Brian Safstrom '10 and Garnet Hathaway '10 led Andover to yet another split week, as the team lost a close 2-1 game in overtime to Exeter and dominated St. Sebastian's 6-3.

Safstrom scored two goals and earned two assists on the week, while Hathaway scored three goals.

On Wednesday, Andover hosted St. Sebastian's. After over 12 minutes of good defense from both sides, Safstrom was able to get through St. Sebastian's defense and give Andover the early 1-0 lead.

Another ten scoreless minutes went by before St. Sebastian's was able to get on the board and tie it up. Andover took the lead again when Hathaway scored with under one minute left in the second period.

Andover played great defense to keep St. Sebastian's away from its net while the

offense kept on scoring. Safstrom scored his second goal of the game with 14 minutes left in the third period.

Shortly after, Hathaway also scored his second goal on a rebound of his own shot, giving Andover a commanding three-goal lead.

A few minutes later, Trevor Braun '10 took a turn at scoring with a nice shot through a crowded crease to expand the lead even further.

Coach Dean Boylan said, "I really liked the way we responded in the second and third periods. Our defense did a nice job of keeping them out until the middle of the third."

Charging and holding penalties by Andover gave St. Sebastian's a long 4-on-3 power play with seven minutes left in the game.

Just as Andover was about to clear the puck out, an intercepted pass gave a St. Sebastian's player an easy goal.

Then with only one second left in the powerplay, a pass to the front of the net led to another St. Seb's goal only thirty seconds later.

Will Gray '10 took advantage of St. Sebastian's decision to pull its goalie, as he slid the puck in easily with 30 seconds left in the game to secure the win.

The previous Saturday, Andover was faced with tougher competition. It traveled to Exeter to play its biggest rival. The team suffered a tough overtime loss.

Hathaway was the sole offensive star of the game, netting Andover's lone goal in the middle of the first period.

Hathaway said, "We all did a great job of taking good shots, even though only one went in." Over 20 minutes of solid defense followed.

Will Gray '10 said, "Our defense did a great job shutting down their talented first line."

Exeter responded much later in the third with a goal on a powerplay.

Coach Boylan said, "In the third period, we had plenty of opportunities to win it. We lost because we couldn't take advantage of those opportunities."

With the score tied at one after regulation, the game headed into overtime. A bounce in the front of the net gave Exeter the win.

Gray said, "Goalie Eric Yoon ['11] played an unbelievable game, stopping 40 of 42 shots. The final goal was just bad luck."

On Friday, Andover will play Thayer (1-7).



B. BRODIE/ THE PHILLIPIAN

Co-Captain McAullife '10 competes in the 400 meter freestyle.

BOYS SWIMMING & DIVING

Kramer '11 and Chan '11 Finish First and Second in Diving

Continued from B1, Column 6

the 200 meter freestyle relay with a six second lead over Loomis, and Ben Morris taking the 100 meter backstroke with a 10 second win over the closest Loomis competitor. Hon pulled off a 12 second vic-

tory in the 100-meter breaststroke, winning by over half a pool length against the fastest Loomis swimmer.

Andover won the last event by an astonishing 18 seconds, a full pool length. This sealed the deal for Andover, wrapping up another great meet for the team.

Austen Novis '11 said, "With Connor's record swim and great efforts from everyone else, including the significant margins we won each event by, this should stand out as one of the best meets this season."

The team looks forward to a home meet against NMH this weekend.

BOYS SQUASH

Andover Wins for First Time This Season; Sweep Middlesex 7-0

By Nikhil Dixit
PHILLIPPIAN SPORTS WRITER

Groton	6
Andover	1
Andover	7
Middlesex	0
Andover	5
Loomis	2

Andover captured its first wins of the season on Saturday, sweeping Middlesex 7-0, dropping only one game in seven matches. The team then carried its momentum into a match Wednesday against Loomis.

Aditya Mithal '10 and Captain Kyul Rhee '10 both delivered key victories Saturday against top-seeded Middlesex players.

Rhee said, "I played consistently, and didn't lose my focus. I really wanted this team

victory, I guess that's what motivated me the most. And I think it motivated the whole team."

Mithal controlled his game, sweeping his opponent. He said, "I really played my game, and it was a solid win. But it's great we finally got our first victory. That's the most important thing for the team."

Top-seeded Andover player Hunter Schlacks '11 said, "This win was a real confidence boost for us for our upcoming matches against tougher opponents. Getting over that hump is key. Plus, our biggest weakness is inexperience, and this win will give us the practice we need to succeed later in the season."

Andover maintained its momentum, when the team faced Loomis Chaffee. Challenge matches this week placed Andrew Hong '10 as the third seed and Mithal fourth. Building on its performance on Saturday, the team pulled off an impressive 5-2 victory.

Fred Grace '10 boasted the key performance that day, securing a 3-0 win over his opponent as the seventh seed.

Andover and Loomis were tied at the time, and Fred Grace's three-game sweep pushed Andover into the lead. Grace said, "I was really happy with my solid performance. I hit some consistent shots with good form."

Last Friday, Andover traveled to Groton. Nick Grace '10 was a bright spot for Andover, delivering a clutch win for the team. Near the bottom of the ladder, Grace worked on tight rail shot that trapped his opponent in the corners of the court.

Captain Kyul Rhee '10 said "We could have beaten this team. We actually matched their talent and all the matches were close. We could have gotten more key wins like Grace's."

Andover will play St. Mark's and Nobles this weekend.

GIRLS HOCKEY

Andover Outshot 17-45 in 1-4 Loss Against Lawrence Academy

By Brian Hanafin
PHILLIPPIAN SPORTS WRITER

St. Paul's	5
Andover	3
Lawrence	4
Andover	1

Two goals by Marianna Walsh '11 in the second period of a game against St. Paul's Saturday were not enough to secure an Andover win, as the team lost 3-5. The team lost again on Wednesday to Lawrence, completing a winless week for Andover.

St. Paul's scored one early goal in the first period, and kept its one-goal lead going into the second period.

In the second and third periods, Andover retaliated with three goals of its own. Mariana Walsh '11 netted two goals, while Katie Riley '10 scored one of her own. Delaney Burke '11 and Ann Doherty '11 recorded assists.

Andover did not hold its lead for long, as St. Paul's stormed back and scored two more goals, knotting the score at three.

Andover was unable to regain its offensive momentum after the St. Paul's second period scoring surge. The team allowed its opponent to score two more unanswered goals, and Andover lost, 3-5.

"We played well and it was a close game, at several points we were tied with St. Paul's. It is evident that we are getting more familiar with each other as a team," said Delaney Burke '11.

Coach Martha Fenton said, "We have had a hard time containing teams down low in our defensive end and this game was no different."

She continued, "Obviously, we had some very good chances throughout the game but weren't able to convert on enough to come up with the win."

On Wednesday Andover faced off against Lawrence Academy at home. Lawrence Academy came into the game with an 11-1-1 record.

On the opposing side was former Andover stand-out Jordan Hampton. When asked about playing against Andover she said, "It was weird to play against my former team, seeing as I wore

that blue and white jersey last year."

Andover played right alongside Lawrence in the first period and neither team was able to score.

Lawrence capitalized on a power play opportunity early in the second, and the Andover defense crumbled under the pressure of the Lawrence front line, allowing Lawrence to rally for two more unanswered goal in the period.

Although Andover finished strong with a third period goal by Natalee Sohn '11, the team allowed Lawrence to score again, and Andover lost 1-4.

Schuchardt's faced a formidable task in net, as Lawrence fired 45 shots on goal in the game.

Despite allowing Lawrence to score on several occasions, Schuchardt's save percentage exceeded 90%.

Coach Fenton said, "This team continues to improve and is working hard, but they all need to believe in themselves more."

The team will look to improve against St. Mark's School this Saturday.

FEATURE

Hartung '12 Records Last Outs In Semifinals and Finals

Continued from B1, Column 6

curing the crucial final out.

In the quarterfinal game, the Day Student Express employed some unconventional and creative strategies. One method involved Cameron jumping off the back of crouching teammate Tom Palleschi '12. The two also ran a "Peek-a-Boo" play.

Cameron said, "The idea of the 'Peek-a-Boo' was that I hid behind the gargantuan Palleschi, and waited for him to throw. On his follow through, I threw a ball and tried to surprise the other team."

Palleschi said, "The peek-a-boo play we developed from the movie Dodgeball, and we figured it'd be fun and funny

to do. As for the play where he jumped off my back, we came up with that one on our own."

He continued, "That was probably the most fun play we were running in the tournament."

With the quarterfinal win, the Day Student Express moved on to face You Literally Won't Though.

After several minutes of play, the team once again found itself with only one player on its side of the court.

Mark Hanson '11 secured a catch, giving new life to the Day Student Express.

Once again, Hartung got the knockout, slamming the ball down in victory as his teammates rushed toward him to celebrate.

The semi-final victory propelled the team to the finals, a game in which Dolan said that the Day Student Express was an underdog.

Dolan said, "We knew as the first whistle blew that it was our game to lose. It went back and forth with emotions hitting highs and lows."

As Hartung flung the winning dodgeball into the air, the Day Student Express stormed the court to celebrate the championship win.

Hartung said, "The Day Student Express is poised to repeat next year as well. We're all returning."

Said Cameron, "That's the best thing about our team. We really have a chance to become a dynasty."



K. SONG/THE PHILLIPPIAN

Julia Rafferty '10 dribbles by a Thayer defender. Rafferty had a double-double on Saturday.

GIRLS BASKETBALL

Double-Doubles from Rafferty '10, Amarosa '10 Propel Andover Win

By Kristen Mendez
PHILLIPPIAN SPORTS WRITER

Andover	54
Milton	32
Thayer	51
Andover	36

Double-doubles from Julia Rafferty '10 and Co-Captain Laura Amarosa '10 lead Andover to a 54-32 win over a defensively strong Milton team on Saturday. Despite foul troubles early in the game, Andover rebounded with seven different players scoring in the second half.

In the first quarter, Rafferty and Amarosa led the scoring charge for Andover. Rafferty finished the game with 14 points and 11 rebounds, while Amarosa scored 12 points and grabbed 11 boards of her own.

An effective full-court press from Milton stifled Andover heading into halftime. This, along with foul trouble for Andover's starting five, allowed Milton to have the lead at the half.

In the second half, Andover adjusted its defense to

keep the Milton offense at bay and to stimulate its own offense.

"We changed into a zone, which worked really effectively and prevented Milton from scoring. We hustled a lot on defense and made good decisions on offense," said Laura Amarosa '10.

Megan Robertson '11 stepped up in the second half, and finished the game with 18 points and 7 rebounds.

Robertson said, "Eventually, we were able to slow down and work the ball around. Once we did this, we took advantage of some of the mismatches on defense and used our size to our advantage."

Co-Captain Ansley White '10, Alayna Garbarino '10, Julie Brandano '12 and Amanda Simard '13 also contributed to the Andover win, combining for 10 points, 16 rebounds and two blocks.

With Rafferty, Robertson and Amarosa scoring in double-digits, Andover stormed back to beat Milton, 54-32.

After its exciting comeback against Milton, Andover prepared for Wednesday's game against Thayer Academy.

Thayer stormed the court with an aggressive offense, taking an early lead over An-

dover. Thayer relied heavily on two or three leading scorers who were able to sink several three-point shots early in the first half.

"There were a few players we really needed to do a better job covering," said Coach Lani Silversides.

Andover went into the second half trailing Thayer 30-16. Despite Robertson and Amarosa both reached double figures with 14 and 12 points respectively, Thayer maintained its momentum in the second half, and Andover lost 36-51.

"Offensively, we were much better in the second half," said Coach Silversides. "We gained patience, but we really dug ourselves into a hole after the first half."

Amanda Simard '13 said, "When we took our time and didn't try to rush things, we made baskets and things happened, but because Thayer's defense was so aggressive and in your face, we got nervous, rushed, and turned the ball over."

Andover stands at 4-3 this season. The team will take on Deerfield Academy (2-7) this Saturday. Andover decisively defeated Deerfield 56-28 last season.

GIRLS SQUASH

Andover Still Winless; Team Drops Three Games This Week

By Jessica Lee
PHILLIPPIAN SPORTS WRITER

Loomis	7
Andover	0
Taft	7
Andover	0
Tabor	5
Andover	2

On Saturday, the squash team gathered at Loomis Chaffee for a dual match against Loomis and Taft. Both teams consisted of a strong ladder, challenging Andover's inexperienced squad.

Though Andover lost 0-7 against both teams, the team witnessed impressive playing from both opponents.

Coach Tom Hodgson said, "At this point in the season, we just are not as experienced as some of the other schools. When we play well and apply skills correctly, we are able to win some games. However, in many rallies our opponents hit the ball harder, deeper, and tighter to the wall."

Against Loomis, the team managed to win a few individual games, but still came away with no match wins. Because Lauren Kim '10 was injured, Catherine Choi '13 joined the team as the eighth seed. She took her match into four games. Said Choi, "I found she was weak on the high box serve, so I served it there. On her serve, she always over-committed; it worked best when I hit it cross court."

Julia Zorthian '11 entered the match eager to play, and she won her first game, but ultimately lost the match. June Supapannachart '11 said, "Julia won the first game mainly because of her body serve. She also hit many hard and low shots."

Midori Ishizuka '11 won the third game of her match. Reflecting on the game, she said, "Coach's advice motivated me to win. He told me to hit a jam serve and run my opponent around. Sure enough, I was victorious."

On Wednesday, the girls played Tabor Academy. Although Tabor was not nearly as adept as the Taft or Loomis squad, Andover struggled and lost 2-5.

Despite slow starts, Supapannachart beat her opponent in three games. She said, "After the warm up, Coach Hodgson gave me some valuable advice: he pointed out her tennis backhand. Taking this into account, I was able to run her around the court."

Zorthian won her match against Tabor after cunningly exploiting her opponent's flaws. "I was overconfident after the first game, but after I lost the second, I regained my focus and was able to take down my opponent," said Zorthian.

Kim, who refereed the match, said, "Julia won her match with the deep shots. Her opponent had a killer forehand volley, but she avoided it. She hit deep to her backhand when she was out of position and dropped the ball from the mid-court."

Ishizuka, the eighth seed, won her match as well. She said, "My serves helped me win. I really need to learn to suppress my nerves and relax myself on the court."

Andover will face league leader Deerfield on Friday followed by Exeter on Saturday and Groton on Wednesday.

THE FEATURES SECTION PROUDLY PRESENTS...

COSMOPOLITAN

Man Manual

HIS SIDE

What Guys Are Actually Trying to Tell You

There's probably a sweetheart hiding underneath that rough exterior

By Jesse Bielasiak

Most men are notoriously bad at communicating with women—especially when it comes to picking up the girls they like. Sometimes they come off as overly nervous and sometimes they're abrasively cocky. When they're having lots of trouble, they come to me, the actual "Hitch." Like Will Smith, I'm not some sleazy pickup artist man-whore. I also actually try to help the men I work with find love—not random hookups. Now, I'm here to help you women learn what exactly men mean in their communication with you.

Most of the men I work with are either stuck in multiple "friend zones," or cannot even approach an attractive woman. They also have trouble beginning and maintaining conversations, so I help to teach them the right moves. But if you're meeting a man I haven't taught, then these tips are for you. What women don't realize is that it's nerve-racking and difficult for a man to just approach you and put the moves on.

Is he into you?

Even though you don't like it, if a man is staring at your breasts,

it means one of two things: either he's a plastic surgeon or he wants to do you. I'd put my money on the latter nine times out of ten.

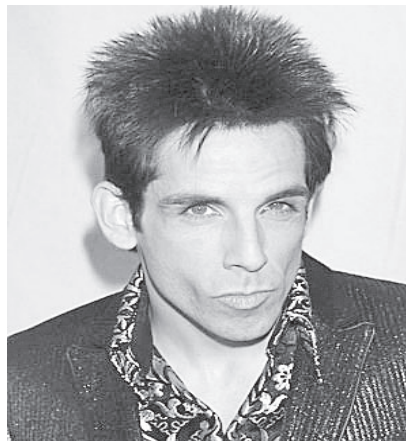
As you talk to a man, he will usually nod a lot and say "yes" frequently. However, this does not mean he actually cares about what you are saying or is even aware of the problems you are discussing. If he actively tries to listen and engages as part of the conversation, he definitely likes you.

Nervousness is often an indication that he likes you. If he stutters a little bit, then he probably likes you. Of course, he also might just have a stutter. And if he goes to the next level and actually throws up in front of you, I would advise you to run... quickly. This is not a guy you want to deal with. He has stalker potential written all over him. If there is one common trait I've noticed amongst stalkers, it is that they just can't stop vomiting. In line at the DMV, sitting on a bench in the park, using a pay phone, it doesn't matter, they will puke. Anywhere, anytime. Stay away.

Give him a chance

If the man is dressed poorly or showing the signs of nervousness I discussed earlier, make sure you give him a chance. There's probably a sweetheart hiding underneath that rough exterior. Unless he's a homeless paranoid schizophrenic. In any case, be sure to stay on the lookout for a diamond in the rough.

If you're one of those lucky women who tend to be approached by



smooth, attractive guys, then flaunt your stuff. Make sure he's not a secret douchebag though, because this isn't high school. Just look your best and be flirty—but not slutty. Again, this isn't high school. If he's looking for a one night "snogging" session, he isn't the kind of guy you want. That or he's British and uses such outrageous synonyms for "kissing." In which case, jolly good!

Decoding his text messages

This one is for the needy, oblivious type. If you text a guy a lot, and he consistently responds with one-word messages like "ok" and "yeah", it means one thing: HE DOESN'T LIKE YOU. Move on. There are greener pastures. Or in this case, men who are actually interested in you—and, hopefully, sexier too.

If a guy is being vague and secretive, there are lots of possibilities for his motives. He might be trying to be mysterious (going the tall, dark, handsome, mysterious way). He might just want to not divulge too much information. However, he also might be off with another woman (or guy), getting his freak on. If you're worried about this, bring it up with him gently, but make sure not to accuse him. If he isn't doing anything wrong and you accuse him, it will be a huge turn off for him.

COSMO CELEB QUIZ!

Name Nicolas Cage

Nickname "The greatest actor of all time"

My favorite movie is National Treasure

My favorite movie not starring me is National Treasure

You're in that movie, Nic. I know. That's the only movie I've ever seen.

My celebrity crush is: a girl who looks like Nicolas Cage.

If I could work with anyone in Hollywood, it would be:

- a. Clint Eastwood
- b. Martin Scorsese
- c. Matt Damon
- d. Gary Busey

Other: probably Nicolas Cage

If a woman wants to make me laugh, she just needs to:

- a. Tell a "priest and a rabbi" joke.
- b. Play with matches.
- c. Do a trick.
- d. Impersonate Charles Barkley.
- e. Fart.

People often compare me to: JESUS, because everyone totally worships me.

Because of my movie roles, people tend to assume:

- a. I have no talent.
- b. I'm a robot.
- c. I'm a narcissistic a-hole who buys really expensive stuff then doesn't pay his taxes.
- d. I shower infrequently.

Other: that no one has ever been as talented as Nicolas Cage. Bizarre as it seems, I am really scared of: not being Nicolas Cage anymore.

My favorite part of my body is:

- a. My hair
- b. My abs
- c. My butt
- d. My arms

Other: My Nicolas Cage

I bought an island in the Bahamas because it's an island. And because I'm Nicolas Cage.

A woman is hottest when she is: telling me how many times she's seen "Bangkok Dangerous."

-B.J. Gary

COSMONO NEWS

The Inside Scoop

By RYAN YOST, Ph.D



He's Always Touching, But Why Does He Do It?

Men are not as good with their mouths as girls are, so males tend to communicate best with bodily gestures. Most women do not understand how complex some male gestures are, no matter how inconsequential they may seem. I hope that women will be able to better understand the men in their lives with this guide to men and their bodily gestures.



The "Yawn" Around

Although this move reached its peak on Teen Nick, he nonetheless administers it with poise and grace to gain the trust of his hopeful female companion.

Souvenir

Notice the skill it takes to contain his excitement while discretely extracting a lock of her silky smooth hair. Another memento for his extensive collection.



Keep It In Your Pants

Does he have to pee? Is he ironically holding back the organ that he wants to show her the most? She may never know.



Hide and Seek

He knows that she has a lot of work, so he does his best to not disturb her while also having some quality one-on-one time. Lucky for her, winter is not skirt season.

A lot of Tension

His serial killer eyes show that he means business. Even though she doesn't look too eager to go with him, deep down she longs for a forceful man. He discovered this early in the courting process.



Top Ten

Cosmo Cover Headlines

10. How to Attract a Rapist...The Hot Kind!
9. 10 Ways to Get Your Man Off Your Mom
8. Herpes or Love Bumps? The Pivotal Question
7. Homeless Hunks: The Bums You'd Like to Squeeze Your Bum
6. Pregnancy Stolen Your Beach Body? 12 Ways Your Fetus Can Lose Those Extra Pounds!
5. Bad at Sex? 11 Sandwich Recipes That Will Make Up for It
4. How to Please Your Man... Build a Gingerbread House!
3. Score a Kickin' Bod: Eat Less Food
2. 101 Sex Moves You Can Perform On Your Own
1. Elin Nordegren's 50 Tips For Destroying Tiger's Escalade

cosmo confessions!

Cosmo readers tell us some of their wildest stories and seductive secrets.

Hey There, Old Timer!

The other day I saw the dreamiest hunk of man-meat. He walked with this sexy limp where he kind of hunched over as if only a really special girl could get his attention. He had a kind of delicate, fragile thing going on, and I had to admit it was totally cute. He was also a classy dresser, wearing khaki pants and - get this - a sweater vest. I could tell he was totally mature. Since I was only walking behind him I decided to be bold and give him a playful pat on the butt, but as I did it, he screamed out in pain and then turned around confused and said my name with shock. Then I realized that I was in my grandparents' house and that it was my Grandpa Jim! My spank broke his hip and he had to get surgery. Talk about embarrassing!

-Jenna, 19, Virginia

Steamy Dairy Shocker

Sometimes I eat cheese even though I'm lactose intolerant. That's about it.

-Septima, 26, Wisconsin

Fecal Faux Pas

I got set up on a blind date for the first time earlier this week. About halfway through, I started feeling a little funny. I felt this pressure in the bottom of my stomach and my throat got dry. My palms started to sweat and my heart started beating really fast. Then I reminded myself, I had heard about this feeling. I was in love! I was completely head-over-heels and lovesick for this guy... not! Turns out I wasn't lovesick; I had a kidney stone! Next thing I knew, I had diarrhea all over the restaurant chair and started vomiting all over my date. I totally drove my Corvette right into Awk-town! Now we just look back on it and laugh. (By "we," I mean "my cats and I.")

-Gloria, 47, Massachusetts

Hannibal Lecter Hottie

I went out with my boyfriend, and we were having a great time. By total coincidence, we ran into my best friend at the bar. She complimented me on my shoes and, like a good friend, subtly told me that I had some food in my teeth. I turned to a mirror on the wall to get the food out. I got so distracted by myself that two hours later, I looked up to see my best friend and my boyfriend totally making out! I grabbed him and told him that we were leaving. A year later, I was with the same friend at her parents' funeral. I helped her through and even used my handkerchief to help wipe off her tears. Her parents died in a tragic car accident. As I was walking out of the funeral, I laughed and told my boyfriend the juiciest confession: I killed my best friends' parents! LOL! What can I say, Cosmo?

-Barbara, 23, Kansas

Wow...

So, you know how sometimes us girls confuse tampons and mozzarella string cheese sticks? <<This has been cut off due to inappropriate and graphic content by the Cosmo editing staff.>> Talk about mozzarella sticks and marinara sauce!

-Rachel, 20, Maine

Bodacious Babies

Once I met this major cutie at a park. Things were going pretty well so we decided to take it back to my place. On the ride there, he was definitely flirting with me by throwing little plastic blocks at me and whatnot. We laughed the whole way there. Since we got along so well, we got into my big-kid bed together and started messing around with some toys. I played with my stuffed rabbit and he played with a teddy bear. Suddenly, the bed got all warm and I looked down to see a puddle below where we were sitting! I told him it was because I owned a water bed and it just leaked. He acted like it was totally no big deal. To this day, he still doesn't know that it was only because my Mom bought cheap diapers!

-Maria, 2, Indiana

-Sara Alban

red-hot read



The Mile-High Club

One man, one woman, one plane ride. Looks like we may experience some turbulence today, folks.

An excerpt from the latest in erotic fiction: *William Fowkes' "The Plane Sex Chronicles."*

I make my way onto the plane and stop at row seven. "I believe that's my seat next to you there, my fine lady." The blonde goddess doesn't respond, but instead squeezes her limber thighs toward her seat just close enough to allow me to pass, but also sticking far enough out so as to massage my shaft with her kneecaps as I make my way by. I can sense her love juices beginning to flow already. I hope she brought some extra undergarments.

"You do that knee thing on purpose, don't you?" I ask, with a confident swagger about me.

"Yeah, definitely," she says quietly, not even taking the time to look up.

"I knew it," was my response, "but don't worry, you don't need to be discrete with me. I'm looking to ravage your body just as much as you're looking to ravage mine." I could already imagine her fine figure pinned against the plastic bathroom wall.

"Hold on, honey," she says as she reaches into the mysterious depths of her golden locks. "Honey" I thought to myself—this may move faster than I had originally thought. I watch her slender, pleasure-making fingers as they switch off a Bluetooth device on her ear, a device which I had not previously noticed.

viously noticed.

She flips her hair back as she finally turns to face me. "I'm sorry, but were you saying something? I'm on the phone with my husband." I don't respond, but instead wink at her. She hadn't heard me, but I knew that my bad boy look would be enough for her to figure out what I'd been saying.

"Hello? Sir? Were you talking to me? What's your problem? HELLO! Why won't you speak?!"

I don't answer. The mystery of my silence will surely get her even more in the mood. I can sense the juices continuing to build inside her. I can already imagine her doing a handstand on the soiled toilet bowl, the tips of her hair dipping into the warm pool below.

As she finishes up the phone call, I make my initial move. <<This has been cut off due to inappropriate and graphic content by *The Phillipian* censorship staff. Sorry, Billy.>> "AHH-HHHH! AHHHHHHH! AHHHHHHHHH-HHHHH!"

In no time, a shock runs through my body, down from my neck and into my feet. I look up, and a uniformed man stands above me holding a taser. He pulls me into the aisle, but I quickly drop my business card onto the lap of my future lover, giving her a wink and saying, "Call me, baby..." She kicks me in the nuts. He handcuffs me.

"Kinky," I say.

Cosmo Quiz

BY EMILY ADLER

What Kind of Guy are You Dating?

1. On a typical Saturday evening together, you are most likely:

- a Going for a ride on his ship.
- b Out to eat.
- c Baking honey buns.

2. For the holidays, he asked for a:

- a Crocodile Taser.
- b Sandwich.
- c Rabbit; alive or dead.

3. The last fight you had was about:

- a Himscratching you with his hook again.
- b You making curtains out of his fat pants without asking.
- c Him biting you when you told him to shave his back.

4. What does he do during the day?

- a Hide bombs in Peter Pan's lair.
- b Brags about how loose his fat pants are.
- c Advertises the Charmin Toilet Paper jingle, "cha cha cha Charmin!"

5. You are most turned on by him because:

- a He has luscious black locks, which he unfortunately hides under his pirate hat.
- b He knows where to find a five-dollar foot long.
- c He claims to be a distant cousin to Winnie the Pooh.

MOSTLY A'S

Captain Hook

With this guy, the fun never stops! Be careful though, and make sure to set boundaries for his co-captain, Smee, because the last thing you need is a third wheel tagging along here.

MOSTLY B'S

Jared

The Subway spokesman has gone from flab to fab! He can get you free subs, and is a celebrity! What could be better than food and fame? Plus, he's Jewish, says a source.

MOSTLY C'S

A Grizzly Bear

First of all, we are a little surprised that you needed to take this quiz to figure this one out. Didn't you get suspicious when he gave you a fur coat the day after you finally got him to shave his back? Gross. Unfortunately, this is probably the best (and only) option you have.

SOME A'S, B'S, AND C'S

A Schizophrenic

Have your boyfriend checked out by a doctor/veterinarian/ringmaster. He may be having identity issues, or he is just an animated bear amputee with a passion for fat pants and toilet paper advertising.

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Arts Reviews the First Annual... MUSIC FESTIVAL

Stephanie Liu

The Smith Center boomed with excitement last Saturday for more than three hours, showcasing a variety of fresh talents in the first annual Music Fest.

Organized by the Students Activities Board and Cindy Efinger, Director of Student Activities, the evening provided students an opportunity to share their musical talents with their peers. Efinger said that SAB also hopes students could “hear different kinds of music.”

Music Fest’s MCs Jackie Lender ’11 and Elizabeth Oppong ’12 introduced acts that ranged from thunderous rap to classical violin. Early in the show, Unaccompanied Minors performed a medley of the most famous Michael Jackson songs, including “We are the World” and “Beat It.” Composed of classical musicians who normally wear bowties and jackets, the members dressed in t-shirts and jeans to turn themselves into temporary pop stars. Though few in number and lacking dynamic contrast, Unaccompanied Minors gave a solid performance that drew smiles from the audience.

Charlie Danner ’11, Dominick Chang ’11, Jeb Roberts ’11 and Zach Fine ’11 performed their rendition of “Sweet Child O’ Mine” by Guns n’ Roses, setting the mood for the rest of the show.

The duet version of Ray Charles’s “Hit the Road Jack,” featuring singers Marilyn Harris ’11 and Kristina Rex ’11, was a major hit. The audience gathered closer to the performance



Y. WATANABE/The Phillipian

Jordan Miller-Surratt ’12 belts “Respect” while Azure sways to the beat.

platform when they took the stage. Harris later performed a cheerful solo from Gilbert and Sullivan’s “Poor Wand’ring One.” She impressed the audience with her skill in the high registers of soprano voice.

The all-Upper band Good Night and Good Luck, with Julian Danziger ’11, Charlie Danner ’11, Ricky Marcotte ’11 and Zach Fine ’11, performed two songs written by Danziger, titled “Due North” and “I Sing to You I Sing to Me.” Danziger’s passionate solo was well balanced and coordinated with the band. Lydia Azaret ’12 said that she enjoyed watching the band because they performed “songs I would actually listen to.” Azaret added that she attended Music Fest be-

cause “the whole school’s here.” Music Fest proved to be the major event of the weekend.

Curtis Hon ’10 surprised many in the audience who were unaware of his talents in classical violin. With Peter Yang ’10 accompanying him on the keyboard, Hon performed Sarasate’s “Zigeunerweisen,” a virtuosic piece with flying notes and a gypsy flare. Though the piece began slowly, the second part of the piece grabbed listeners’ attention with its catchy rhythm. Hon sailed through passages of left-hand pizzicatos that required intense coordination between bow and fingers. The only setback was the sound system in Smith, which drowned out the organic sounds of wood and strings, instead conveying to listeners a microphone-enhanced version of the traditional violin.

The loudest act of the evening came with the band “Seven Layer Crunch Wrap Supreme,” featuring Duncan Crystal ’10, Phil Hofer ’10, Matt Renner ’10 and Bijan Torabi ’10. Lender even warned the audience before the band came on stage that the act would be exceptionally loud. The band performed “Vicarious” and “Parabola,” both by Tool.

Perhaps one of the most popular acts was a group of six boys in sunglasses, who called themselves “Project Asia.” Sky Yoo ’11, Andrew Cho ’12, Curtis Hon ’10, Peter Yang ’10 and Min Jae Yoo ’12 performed “This Love,” eliciting enthusiastic screaming from the audience. Lender said after they left the stage, “So the Yorkies have some competition now!”

Azure members in black dresses swayed to the beats of “Zero to Hero” and “Respect,” accompanying soloists Jordan Miller-Surratt ’12, Juli-

anna Wessels ’12, Chelsea Quezergue ’10 and Lily Schaffer ’10. The Yorkies came directly after Azure, singing a number of soft songs.

The end of the show featured several popular acts, including Casey McQuillen ’11, Sam August ’10 and Drumline. Audience members left with their spirits high from the night’s exhilaration.

Miguel Montana ’11 said that he particularly enjoyed listening to Kate Taylor-Mighty ’11, who performed songs from Lady Gaga, and Aazim Jafarey ’10, who is about to release his first album, “Lucidity.” Montana said that, though most of the bands were a success, “the order [of the show] was lacking. Loud and energetic acts were followed by calm performances. [The order] should have been more gradual, rather than such a juxtaposition [of styles].”

WPAA members Matt Appleby ’11, Bernhard Fasenfest ’12 and David Janovsky ’11 coordinated the sound system. They arrived in Smith early in the morning and worked to set up everything in time for the show. Janovsky said during Music Fest, “We’ve been figuring out everything on the fly.” For WPAA, the hardest part of putting together the show was “coordinating different people doing different things,” said Janovsky.

Though Music Fest ran smoothly for the most part, several students noticed the lack of an ample performance arena in Smith. A platform placed along one wall of the room served as a makeshift stage. Kira Wyckoff ’11 said, “I thought there would be a stage, so we could actually see.”



Y. WATANABE/The Phillipian

Sam August ’10 rocks out with an elaborate guitar solo.

Scherezade Khan ’12 came to Music Fest to watch many of her friends who were performing. She said, “I thought [Music Fest] started out slowly and took a while to get used to.” However, in the end, “There’s so much talent – everyone’s motivated and loud.”



Y. WATANABE/The Phillipian

Students cheer on their friends at Music Fest on Saturday.

Faculty Dance Concert

Noël Um

“A child said, What is the grass? Fetching it to me with full hands, / How could I answer the child? I do not know what it is any more than he.”

These lines are just a snapshot from Walt Whitman’s poem, “A child said, What is the grass?” However, they successfully encompass the imagination and naiveté of “Grass,” a modern dance work performed on Thursday evening in Steinbach Theatre. Judith Wombwell, Instructor in Theater and Dance, choreographed this piece for seven dancers from Deadfall Dance, a professional dance group organized by Wombwell.

The stage opened up on seven dancers clad in white outfits, which would later be juxtaposed with a series of ambiguous dark shadows.

Somber music and tranquil, fluid movements quickly turned into a tender balance of solos and group work. One interesting section included the use of assorted cardboard boxes. The dancers moved, arranged and utilized them as a source for hiding and escape.

Stephen Wicks, Instructor in Art, recited Whitman’s poem for the audience. The poem wound through each of the seven “sections” in “Grass,” infusing the themes from the poem into the dance itself. Wombwell said, “All of the symbols from the dance came directly from the poem,” yet the audience could interpret those themes however they liked. The dancers each said

a few spoken words during the piece, emphasizing the concepts behind the dance.

For this piece, Wombwell stepped out of her comfort zone and into a realm where lyrical dance meets tangible emotion. The audience could feel the vibrating tension of stillness as well as the rapid fluctuation of movement during the dance. The performance seemed like a tangible experience in which the viewer could enjoy and marvel at the artist’s perspective. It carried the audience into another world where they could quietly observe the complex intricacies of the figures and their movements.

Elizabeth Goldsmith ’11 said, “I definitely saw the themes of exploring and discovering, seeking and finding and teaching and learning. I found that the layered metaphors and imagery added to the overall performance.”

Contrast, dependence and coexistence were some other predominant themes in the piece. There was a lot of partnering work that emphasized the relationships between the dancers; push and pull, stop and go, need and want, fast and slow, light and dark, and collision of tenderness and passion were a few points of contrast in “Grass.” Distinct segments incorporated little details such as sharp inhaled, furious arms and exaggerated movement to keep a hint of the vulnerable naiveté and wistful longing.

Madeleine Kim ’12 said, “I didn’t know what to expect going into ‘Grass,’ but I thoroughly enjoyed myself. I could see that Ms. Wombwell made a change in her choice of movements, and that made it all the more interesting.”

As effortless as “Grass” looked, this breach of normalcy was not an easy feat for Wombwell. She spent six months creating this piece and working with her Deadfall dancers. Wombwell did everything from organizing a dancer retreat to drawing post-modern concepts from Merce Cunningham, a modern dance choreographer. She also worked with improvisation dance techniques and formed the soundscape- or natural, environmental background audio- for “Grass.”

For the small audience in Steinbach Theatre on Thursday, Wombwell’s hard work paid off in a subtle explosion of gesticulation and emotion.

Wind Quintet Soothes the Soul

Ben Talarico

Last Sunday was the perfect day to sit inside the Timken Room and mellow out as the Solar Winds Quintet, a talented group of five woodwind players, played pieces by Mozart, Bach and Hindemith. The quintet featured Jill Dreeben on the flute, Charlyn Bethell on the oboe, Diane Heffner on the clarinet, Dan Shaud on the French horn and Neil Fairbairn on the bassoon. These talented five, all from the greater Boston area, started playing together ten years ago when they taught at Brookline Music School. In addition to classical music, this group also plays modern era and novelty pieces, but this show was reserved for the classics.

Their arrangements were the premise of the show. In this concert, the arrangement comprised of taking orchestra repertoire and reducing it to only quintet format.

“Arrangements are quite fun because it gives us the opportunity to play things that we normally wouldn’t be able to play,” said Fairbairn, the bassoon player. The general sound of the music was pleasantly surprising. It did not sound booming, like an orchestra. The number of instruments made the pieces quiet, which made the music quite soothing and almost soporific.

As the show started, Fairbairn’s cell phone went off, reminding others to silence their phones as well. The group then started to play the overture to “The Magic Flute” by Wolfgang Amadeus Mozart. This piece, which is usually quite dra-

matic, was powerful in its own way. The next piece was Paul Hindemith’s “Kleine Kammermusik.” The third piece was Johann Sebastian Bach’s “Little Fugue in G Minor.” This piece was by far the most eloquent and came with a prize: a Toblerone to the person who could name the number of repetitions of the main theme. The chocolate went to a man in a green flannel, sitting near the back. The last piece was August Klughardt’s “Quintet.” The last movement of the piece was definitely the most original, as the musicians started to blow bird whistles, and use percussion.

This event was open to the public, and many members of the crowd, like the Quintet players, were older. Only a few students attended, trying to fulfill their concert attendance requirement. When asked about the arrange-

ments, an anonymous attendee stated, “It’s interesting. It’s odd to see the French horn and bassoon have the melody so often.”

The music had a calming effect that was achieved through the perfect combination of flute, clarinet, oboe, French horn and bassoon.

CAMPUS ARTS

What not to miss this weekend!

Friday:

6:30 p.m. DramaLabs in Theater Classroom

7:00 p.m. “Nickel and Dime” Author Barbara Ehrenreich Lecture, Chapel

8:00 p.m. “Terezin: Children of the Holocaust,” Kemper

Saturday:

7:00 p.m. Senior Concerto Concert, Chapel

7:00 p.m. “Inglorious Basterds” movie, Kemper

9:35 p.m. “Burn After Reading” movie, Kemper