



## STUDENTS FORM INTRAMURAL QUIDDITCH TEAM

Adaption of Fictional Game Instituted on Campus

By BRIAN DELANEY

Twenty-six Andover students immersed themselves in the magical world of Harry Potter this past Sunday in Andover's first campus Quidditch match.

Quidditch is a magical sport depicted in J.K. Rowling's "Harry Potter" book series, in which students fly around on broomsticks and try to score on the other team's goal. In Andover's version of Quidditch, students mounted broomsticks and ran instead.

In Quidditch, each game involves two teams consisting of seven players: three Chasers, two Beaters, one Keeper and one Seeker.

Chasers must travel up and down the field and try to throw a Quaffle into the goal, which is guarded by Keepers. During Sunday's game, Andover students replaced Quaffles with volleyballs.

The two Beaters on each team attempt to strike the Chasers with Bludgers with the intent of forcing them to drop the Quaffle. Andover Beaters used dodgeballs instead of Bludgers.

The game ends with the capture of a Snitch, a winged golden ball. However, in the Andover adaptation, the Snitch is replaced by a fast player running around campus. It is the Seeker's responsibility to capture the Snitch.

Christopher Manshel, Teaching Fellow in English, and Hayato Lee '12 organized the people and equipment

Continued on A4, Column 1



Y. WATANABE / THE PHILLIPPIAN

Students enjoy Andover's first game of Quidditch on the Great Lawn this past Sunday.

## Lifelong Interest in Archaeology Led Blustain To Peabody Museum

By APSARA IYER

Surrounded by books, indigenous masks and photographs of forgotten Native American chiefs, Malinda Blustain, Director of the Robert S. Peabody Museum of Archaeology, peers intently at a Panamanian textile while preparing for class.

Blustain's office in the Peabody Museum has shelves are lined with books on anthropology, medicine, history and biology. The walls are decorated with textiles and masks from around the world, each with a particular significance to Blustain.

"I have three masks on the

wall because I'm very interested in the idea of transformation. That's a theme that runs across cultures through time," Blustain said.

"One is an etching of Chief Joseph who is a real hero for me because he was a man who was not only a brilliant strategist but he also cared incredibly deeply for his people and was an eloquent spokesman and just a really nice role model."

Since 1992, Blustain has served as Director of the Peabody Museum. Blustain analyzes textiles, basketry and ceramics at archaeological sites around the world and currently co-teaches Human Origins as a Social Science elective.

Phillips Academy's red brick buildings and sprawling Great Lawn were not always so familiar to Blustain. A self-described "public school kid," the school initially reminded Blustain of a college, only with much younger

students.

"I was impressed when I first came and I think my appreciation for this job and for Phillips Academy has only grown over the years. I'm much more sophisticated about the wonderful opportunities that are afforded to students and faculty here than I was at that time," said Blustain.

Blustain's favorite part of Phillips Academy is the universe that surrounds the museum, the staff and the students.

Her most cherished moment at Phillips Academy was when the Trustees decided that the museum needed to integrate itself into the academic program of the school.

"That opened up, for me, a world of interactions with faculty and students which I had not enjoyed before and that has enriched my life considerably and it's certainly aided the museum

Continued on A4, Column 4

## ARCHAEOLOGY SOCIETY HOSTS PA STUDENTS

Joyce and Iyer Present on Experiences with the Peabody Museum

By CONNIE CHENG

Kerry Joyce '11 and Apsara Iyer '12 presented their archaeology research to members of the Massachusetts Archaeological Society (MAS) and the Andover community last Tuesday at Kemper Auditorium.

Joyce presented her History 310 research on the portrayal of Native Americans in photography throughout history.

According to Joyce, she said that her paper is mainly about the paradoxical view of the Native Americans as noble savages.

Continued on A4, Column 4

## Mundra Discusses Importance of Cultural Involvement

By BRANDON WONG

Rajesh Mundra, Instructor in Biology, presented his research in "India Beyond the Classroom" on Sunday, a conference which explored hosting trips to India and integrating such experiences into school curricula.

Studies Abroad for Global Education and the Educators for Teaching India, Mundra's organization, co-hosted the conference.

Mundra met with Scott Kumar, Director of Studies Abroad for Global Education, in a local coffee shop during his sabbatical in Mumbai last year. The two created plans to bring India into American school curriculums.

"My idea for this conference was to promote the

[teaching] of a program [on] India beyond India. There is tremendous potential for school trips abroad to integrate into education during the year," said Mundra.

Through a keynote speech and various presentations, the workshop participants explored the idea of running scholastic trips to India and integrating out of classroom experiences into school curricula.

Mundra discussed the four types of school trips: foreign language, community service, service learning and cultural tourism. The different trips were covered by presentations from various schools, including Nobles and Greenough School, The Peddie School, and Wilbraham and Monson Academy.

"Every school has a different model for approaching global education and I think that schools should think carefully about their approach because it reflects what students want to gain from the experience," said Mundra.

"I think the conference was successful because educators could see different models, different approaches to how different schools are incorporating India. There were also other schools con-

Continued on A6, Column 4

## Gruwell, Founder of Freedom Writers, Speaks to Students about Experiences Teaching Inner City Students



J. QU / THE PHILLIPPIAN

Gruwell engages the audience with a game from her own classroom during All-School Meeting.

By APSARA IYER

As a teacher to students who filed in to class with guns and switchblades instead of looseleaf paper and #2 pencils, Erin Gruwell helped her students overcome their indifference toward learning with the transformative power of writing.

Gruwell discussed her teaching experiences at this Wednesday's All-School Meeting.

In 1994, Gruwell began teaching at the Woodrow Wilson High School in Long Beach, California. She wanted to work in the Los Angeles area after hearing about civil unrest and realizing that students felt marginalized.

Gruwell's students wrote journal entries that became the basis for a book titled The Freedom Writers Diary: How a Teacher and 150 Teens Used Writing to Change Themselves and the World Around Them. The book later became a New York Times bestseller.

In 2007, the book inspired a film that was based on Gruwell's experiences with her

students. "The film, at its core, is really about inequality. Part of the story was the segregation because separate is never equal and schools still can be very segregated," said Gruwell.

During her ASM presentation, Gruwell shared the sto-

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A. LEVINE / THE PHILLIPPIAN

Mundra shared his sabbatical research this past Sunday.

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# The PHILLIPIAN

Volume CXXXIII

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## LETTER TO THE EDITOR

To the Editor:  
Death and taxes: these are the two things so often said to be inevitable in life. But while, as citizens, we can't avoid taxes, we often have the opportunity to control them. As expressed in a Commentary article by Chris Kent last week, Massachusetts voters will be voting on two ballot measures next month regarding the state sales tax on alcohol and on reducing the state sales tax. I am writing to implore all those voting in Massachusetts to vote NO on Questions 1 and 3.

As presented in the aforementioned article, Question 1 is a proposal to eliminate the state sales tax on alcohol. The current sales tax on alcohol stands at 6.25 percent. At the register, this amounts to 62.5 cents on a \$10 bottle of wine, or around 50 cents on a six-pack of beer. The fact of the matter is that this is a sin tax. It is a tax on something that is not a necessity and that has proven to be harmful to human health. In addition to providing about \$110 million per year in revenue, the sales tax on alcohol serves as a deterrent to those for whom a few cents is a lot but otherwise, should not adversely affect purchasing of alcohol by consumers. And while I find it difficult to believe that liquor stores would be able to "give back to their communities" with a repeal of the tax, it is true that revenue generated from

a state sales tax on liquor helps to treat over 100,000 people in Massachusetts suffering with addiction.

With regards to Question 3, a reduction of the state sales tax from 6.25 percent to 3 percent, I find even more issue. As mentioned in the article, the tax does not affect necessities like prescription medication, grocery items or clothing. However, the 6.25 percent sales tax brings in \$2.5 billion of revenue per year, which provides for public education, health care and public safety. Massachusetts can pride itself on the fact that it has the lowest percentage of citizens without health care of all the 50 states and that it has one of the most competitive public school programs in the nation. These are not things that should be jeopardized by further cutting our revenue in the midst of an economic crisis where difficult budget cuts are already being made.

As far as "ridiculous scare tactics" like teacher layoffs, streetlight shutdowns and curtailing of emergency services go, Massachusetts teachers have been laid off, my street was a little darker this summer as a result of streetlight shutdowns and I personally watched three structure fires burn in Lawrence, unable to be adequately controlled by a fire department that lost 24 firefighters to budget cuts. These are not scare tactics. This is public wellbeing that

the Commonwealth of Massachusetts is responsible for protecting. I will not deny that there are unnecessary government expenditures or that there is a need for accountability on Beacon Hill, but I do reject that cutting taxes is the correct way to implement reform. Taxes are an inherent part of a liberal democracy. They allow us to take care of the sick, educate our children and secure public safety.

The heart of the issue is that Mr. Kent believes that citizens know how to better spend their money than the government. The truth is that, as admirable as a \$30,000 donation to Haiti or Darfur on behalf of Phillips Academy students would be, it is wishful thinking to believe that this is where the money would otherwise go. In the event that Question 3 is passed, I challenge Mr. Kent to make a donation of \$32.50, the amount he claims the average Andover student might save, to a soup kitchen or Lazarus house. And until every student, until every citizen of Massachusetts, is prepared to do the same, I propose that we keep the state sales tax at its current level to provide for our children, our poor, our sick and for our public good.

Regards,  
Ryan Ferguson '07

KATE WIENER | READER

## A Novel Idea

AT THE BEGINNING OF SUMMER vacation, I received an email with a list of recommended books from the Andover faculty. We're not required to read these books—the list is merely a compilation of books that the teachers think we, as PA students, would enjoy.

I hadn't heard of most of the recommended books. Some teachers had suggested books within their field of study, while others had suggested eclectic titles. Though all of them sounded fascinating, I was especially drawn to the philosophy books, despite the fact I have never taken a Religion or Philosophy course at Andover. As soon as I got home, I ordered several of the books recommended by Mr. Hodgson.

I actually started one. I was about to get into bed when the title, "The Philosophical Baby" by Alison Gopnik, caught my eye. I tried to remember the last time I had read a book that wasn't assigned, that I didn't have to annotate or analyze for a paper. I was reading for pleasure, without any other outside motivation, and it felt great.

The book itself is captivating. The author uses babies' natural tendencies

I was reading for pleasure, without any outside motivation, and it felt great.

to explain adult altruism, empathy and familial bonds. However, every time I mention a quotation that I loved or an intriguing anecdote, I am met with the same responses: "What class is this for?" or, my personal favorite, "You read?" Believe it or not, every student who goes to Andover can read. In fact, a majority of my peers are assigned 50-100 pages of reading per night in their English classes alone. So why is it that at such a rigorous academic institution, where all of the students can read, many in multiple languages, that the students around me are shocked when I show them a book with clean pages?

In elementary school, your intelligence often is measured by how well

you read. Since pre-school, "She's a great reader" has also meant, "She's a great student, and a pleasure to teach." It is the ultimate compliment for all students under a certain age. Reading was a separate category on my report cards until fifth grade, and even today some college applications ask what books you have read for fun. Parents, teachers and administrators alike prioritize it on a daily basis, so why don't we as students, follow their example?

The sad fact is, maybe we can't. When I say that I "read," I actually mean that I digest a chapter right before I got to sleep as my roommate is getting ready for bed. Time at Andover is too precious to read simply for pleasure, because time is stretched tremulously among classes, extracurriculars and social life. Debatably, sleep is even more important. No student ever seems to get enough of it. In kindergarten, I would grab a book during naptime and go read by the window. Now I use my lunch period to nap if I haven't gotten eight hours of sleep the night before. Why the shift in our priorities? If our moral fibers grow consistently as we grow from three to 30, why can't our desire to sit down with a book in our hands?

My favorite parts about Andover are the awesome people who go here. Andover students are passionate about

sports, clubs, procrastinating or all of the above. The discussions I have had with others on this campus have completely changed my outlook on what we learn here. In the library, gym and classroom, there is always a title, headline or cover page that grabs our attention and inspire us. Don't ignore your

Time at Andover is too precious to read simply for pleasure.

curiosity! Pick something up and read it little by little. Choose something with short chapters, so you do not have to wait until Thanksgiving break. Sometimes taking 15 minutes to relax before bed helps you to fall asleep faster. I doubt any Andover student anticipated that by coming to such an amazing academic place we would be quieting part of our intellectual spirit — checking out more calculus answer books than poetry anthologies. Remember the "beach reads" that we devoured in the summer time, and bring that appetite back to campus. We'll all be better fed, and rested, for it.

Kate Wiener is a three-year Senior from Greenwich, CT.



## Student Solidarity

This week marks the midterm of the fall-trimester, and it is safe to say that every student on campus is feeling the pressure. Because it is a stressful time, students are more likely than ever to feel isolated in their problems, or worse, to express their frustration in dangerous and harmful ways. Now more than ever, students must remember that their difficulties are widespread and well understood.

Although many messages were present in Erin Gruwell's All-School Meeting presentation, one of the most resounding was the common nature of all teenage problems. Gruwell said "if a rose is a rose is a rose, a kid is a kid is a kid." And a PA student is a PA student is a PA student. The line game, or perhaps more accurately the stand-up game, is something that students can keep playing even when not sitting in the chapel. Look around classrooms, dorms, sports fields and Commons. Everyone here has some of the same problems. No matter their age, cluster or hometown every student has problems and feels the pressure at midterms and finals week, argues with their parents, struggles with getting any sleep and social worries.

Erin Gruwell also reminded the PA students what a truly remarkable place Andover is. Students often get caught up in the imperfections of Andover, heavy workload, impossibly busy days, the constant guilt associated with not working and a regimented schedule. They often, however, forget to acknowledge the strengths of the school, especially in comparison with one Gruwell worked at. Here, students worry about work, family and sports, not safety, food and shelter. Here at Andover, we are surrounded by proclamations of our talent and skill, rather than inundated with the message we are incapable and inadequate.

Appreciation for these benefits begins with decency to students and teachers. It begins with reminding someone failing at midterms that everyone struggles with grades. It begins with paying attention in high-quality classes that are privileges, not rights.

The best way to appreciate the good qualities of Andover is to help others deal with the bad. There is not better time than midterms, a period of universal stress, to begin this practice. Keep playing the "stand-up game." Remember, "a kid is a kid is a kid." Keeping these two things in mind is the best way for the student body to show their appreciation for all the great qualities of Andover.

This Editorial represents the views of The Phillippian Editorial CXXXIII.

The articles "Students Required to Login to Network Using Cisco Clean Access Agent" and Race During CAFE Meeting" and "Increased Faculty Involvement in Grasshopper Night Audition Process Relieves Pressure on Student Producers and Producers" in the October 15, 2010 issue were attributed to the wrong reporters. The correct reporters are Connie Chang and Dennis Zhou respectively.

The Phillippian regrets the error.

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. To subscribe, email subscribe@phillippian.net, or write to The Phillippian, 180 Main Street, Andover, MA, 01810. All contents of The Phillippian copyright © 2009, The Trustees of Phillips Academy, Inc. Reproduction of any material herein without the express written consent of The Trustees of Phillips Academy, Inc. and the editorial board of The Phillippian is strictly prohibited.

## OVERHEARD IN THE NEWSROOM

### Quidditch

"Merlin's Beard!" Andover Aurors skyrocketed to victory against the Phillips Phoenixes in Andover's first Quidditch match.

### Erin Gruwell

We're seeing a theme of moral introspection in ASM speakers. A lively and energetic Ms. Gruwell earned a standing ovation on Wednesday.

### Midterm Grades

What on earth is "--" supposed to mean? Is it just some sinister way of making the suspense of a final grade unbearable?



# CAMPUS DISCUSSION: Should Juniors Have Parietal Privileges?

*In recent years, Juniors have been allowed to visit the rooms of members of the opposite sex with the permission of the house counselor, and with the door propped completely open. Faculty members recently voted on a possible reform of the Junior parietal system, which would abolish room visits entirely for Juniors, out of concern that the current parietal regulations for Juniors could render faculty members liable to parent lawsuits if there was ever a case of statutory rape under their watch. Besides, many students agree that Junior parietal privileges are unnecessary in the first place. Should the youngest members of our community be denied parietal privileges? As of press time, the faculty vote was undecided.*

## Prefect Perspectives:

Many people question whether Juniors are mature enough to handle parietals. As a prefect, and once a Junior, I can attest to the range of maturity in any given dorm. Because of the spectrum of maturity, I can't decide, even with my experience as a prefect and Junior, whether or not Juniors on the whole are mature enough for parietals. To be honest, it probably varies from dorm to dorm or hall to hall.

Junior parietals are also potential lightning rods in the dorm. If there is a single student who has a lot of parietals, or a single student has none, then these students are that much more likely to be singled out, and explicitly or subtly harassed.

I also have to wonder how practical parietals are. The door-open policy makes Junior parietals basically useless for their purpose, as interpreted by many students, hooking up. This issue, more than any other concerning Junior parietals, makes me think that Junior parietals should be eliminated. They simply don't serve their purpose as construed by most students.

-Max Block '12

I think that Juniors should not be allowed parietals. Many people argue that parietals are not only used by those in intimate relationships, but also by those seeking a place to work on a group project or wishing to have a private conversation, but let's face the facts. Parietals still hold the connotation on this campus as a means to be intimate with someone of the other sex. This places house-counselors and prefects in an uncomfortable position, because, being the responsible figures in the dorm, it is their obligation to make sure that everyone in the dorm feels that they are in a safe and comfortable environment. Especially in a girl's dorm, other members of the hall or dorm may feel uncomfortable knowing that there is a boy on the hall, and it just adds an unnecessary pressure on the hall-mates and prefect of the people having the parietal.

-Jamie Shenk '12

## What the Juniors Have to Say:

I believe Juniors should be allowed to have parietals. Living at Andover already gives a Junior a tremendous amount of freedom, and if we are responsible enough to live thousands of miles away from home, we should be allowed to visit our friends of the opposite sex in their dorm rooms. The common rooms in most dorms are loud, small and cramped, making it hard to watch movies or talk while another group is doing the same. I am confident that we all are smart and responsible people, and that's why we are at Andover.

Andover's disciplinary system as a whole is based on trust. While it is understandable why the faculty are concerned about Junior parietals, if we can prove ourselves responsible, I don't see any reason why we shouldn't be given this privilege.

-Mary Catherine Nanda '14

Over the past couple of weeks there has been constant debate over whether or not Juniors parietals should be allowed. I have heard the opinions of various teachers, students and members of the administration, and I have received mixed reactions from all three groups. As I understand it, there will soon be a vote on whether Junior parietals will continue.

I understand that there are negative aspects of Juniors parietals, and that there are valid reasons for the administration to act, but there are negatives associated with everything in life, including things that are positive.

The classes before us were trusted with the responsibilities of parietals so why is that trust suddenly being taken away? Some people may consider Juniors parietals as being useless and pointless, but if nothing more, they are symbolic; a symbol of the trust that comes along with the responsibility associated with attending Andover. For this reason, if for nothing else, Juniors parietals should not be taken away, and the class of 2014 should be awarded the same trust that was given to the previous Juniors classes.

-Clark Perkins '14 is one of two Junior Representatives to the Student Council

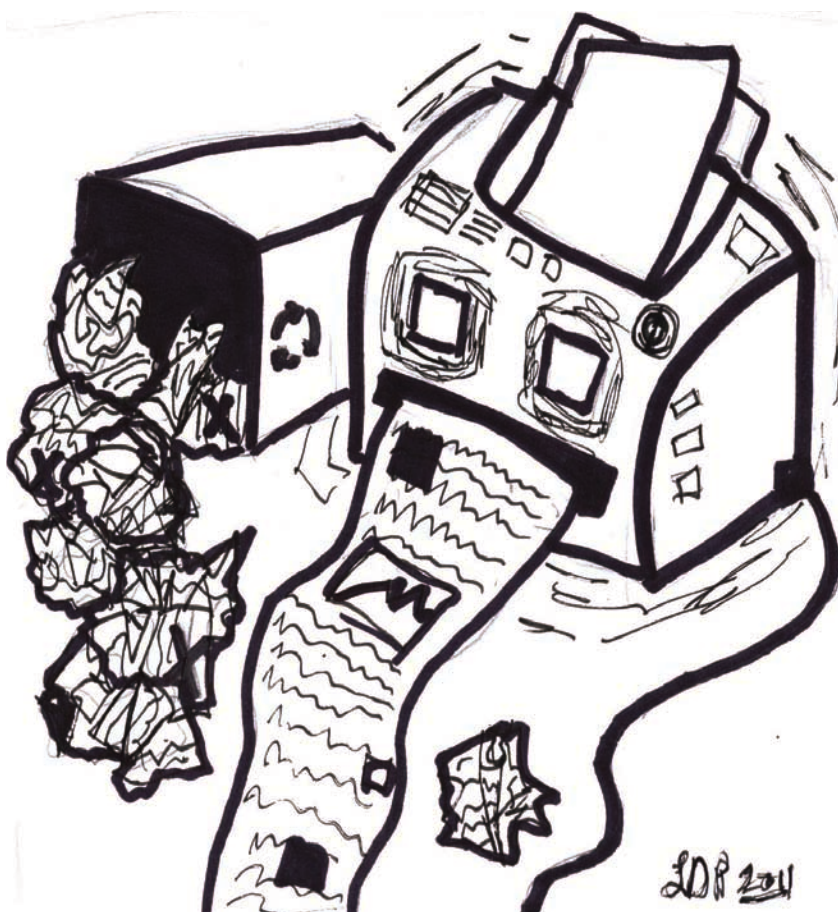
THEA RAYMOND-SIDEL | OUTSPOKEN

## What Do You Think?

TO MANY OF US, I suppose the idea of being opinionated is elementary. A teacher gives us a three on a paper or the statement of a rule in the Blue Book is slightly rearranged, and suddenly everyone has an opinion about why this event has come to pass. Opinions are fleeting. Spoken with unintended abandon and with unintended connotations, they serve every decision we make, achieve every victory, despair in every loss. And most opinions, at least most teenage and fickle opinions, rarely agree with the facts and are even more rarely researched to consider them.

I've heard people say that we are apathetic, lacking compassion, interest and curiosity for the world around us, because our minds are consumed with History 300 papers and Family Guy. I disagree. Even in the small world of Andover, which is indeed a world with copious fodder for complex, diverse beliefs, we are surrounded by people with different backgrounds, different interests and different views on every situation, large and small.

You have heard them, I have heard them: the conversation that a good (or awful) All-School Meeting can spark, the gusto with which we complain and praise every miniscule grade point. Our opinions are everywhere, at every table in Commons and in every classroom on campus. So why, when one of us is approached to put that opinion onto paper, to explain it in a paragraph



unable to attempt to type them onto a document and print them for the school to read and discuss.

Although Andover can provide more freedom to speak your mind than almost any other setting, this student body has an intense obsession with being right, and a complete abhorrence to the W word. Even in those classes where we are graded on how we present our thoughts, the subjective opinion of the teacher becomes the standard of what is correct, and anything else is simply not fit to be said. And it's no coincidence, because our whole lives up to this point have been about making the "right" choice: SATs? Convergence on the "best" answer or despair. Sports? That goal can mean the difference between recruitment and your fourth choice. It is no wonder, then, that this attitude has leaked into how we share our opinions, and whether or not we choose to print them.

Maybe, then, we need to think about the difference between being right and being confident. Opinions are, by definition, neither correct nor false. Even if an opinion is naïve or misinformed, it can never be considered erroneous. Sharing your opinions with the Commentary section, then, may seem different from turning in a paper, because although these articles are scrutinized

and discussed, they will not be judged or graded. Having your opinions printed does not require the conviction that you are right, but the confidence that your opinion matters.

**This student body as an intense obsession with being right, and a complete abhorrence to the W word.**

Do our opinions matter? I hope they do, because we are the I-am-future-hear-me-roar generation, and if they don't matter now, well, then how can we assume they will later?

If you have an opinion and you think someone should care, then perhaps you should consider writing it down and standing behind it. I promise you, the Andover community will thank you.

*Thea Raymond-Sidel is a three-year Upper from Iowa City, IA and a Commentary Associate for The Phillipian.*

BEN MANUEL | NASCAR FAN

## Seniority Rules

I WALKED INTO The Den on Saturday, looking forward to the Bank of America 500. Some of you may laugh, but, being from South Carolina, I like NASCAR. I walked in and saw only Lovers sitting around. At the next commercial, I changed the channel to the race. Normally, a channel change draws mere groans from underclassmen. This time, there was outrage.

One Lower got up and told me, "We're changing it back," but I replied, "Definitely not." Back and forth we went, and I was pretty upset. A Lower challenging an Upper? Thankfully, my friends told me to let it slide before it came to blows, but really, how could this happen? If a Senior had changed the channel on me, I would have understood.

The "four-more-years" chant didn't come from nowhere. With experience and age comes privilege and responsibility, including privileges such as changing the channel in The Den or being first in line at munches. Seniority, even among non-Seniors, is necessary for the school to grow. Juniors and Lovers look at Blue Keys and Seniors with awe, just waiting for their Senior year. Even Uppers can't wait for their own Vista Walk. The school needs the Seniors to represent the school and to provide good examples for the underclassmen. And with this need comes perks.

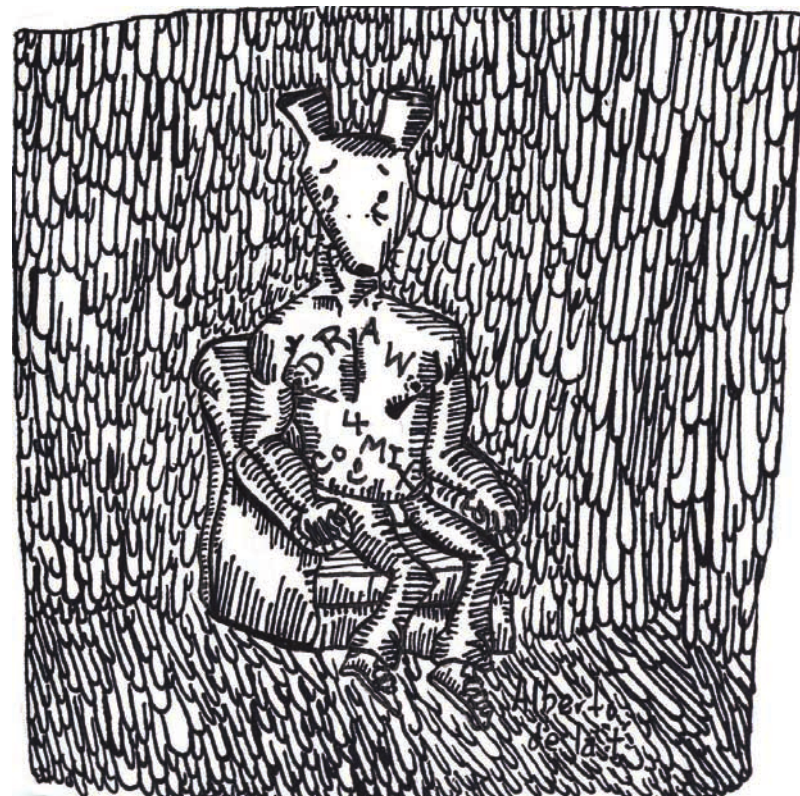
Upperclassmen have more experience than underclassmen, in the classroom, in the dorm and around campus. When you see someone wearing that Senior shirt, you respect the kind of weight it carries. They've been through the perils of Upper spring, they have sat through innumerable All-School meetings and they have seen countless

people come and go. Seniors hold positions around campus, from President of MUN to Editor-in-Chief of *The Phillipian* to the head of FIFA club. And even after they leave, new Seniors fill those spots, learning from the previous Seniors, who learned from the previous Seniors and so on. I still take lessons from Kyle Franco '10, my prefect during Junior year, on how to deal with problems that come with boarding at Phillips Academy, from homesickness to how to make the best sandwich possible with fourth meal. Underclassmen follow in their footsteps, and if respecting seniority is the only thing underclassmen have to do to repay upperclassmen for paving the way, then that's a pretty good trade off.

Granted, some people see seniority perks as a form of hazing, but I think it's almost the opposite. Seniors earn their perks by enduring everything Phillips Academy puts them through, from the lack of sleep to cluster soccer in 45-degree weather to the "catboner" insults hollered by townies. Once the underclassmen earn their Senior perks through a few years of hard work and struggling, they will see that this seniority didn't come with just slapping on a Senior shirt and walking into ASM, screaming because everyone else is. They'll realize that when they're screaming "four more years" and changing the channel in the Den, that they earned it.

And so, the next time someone older than you changes to the TV, just turn around and daydream about yourself, years older and wiser, sitting in ASM and screaming, "Four more years, four more years."

*Ben Manuel is a three-year Upper from Mount Pleasant, SC.*



WRITE FOR COMMENTARY.

mblock/mmal/cmeyer/ccockburn

## Giampa Hopes to Expand Chemical-Free Cleaning Initiatives in Paresky Commons

Continued from A1, Column 6

itself. We don't have to buy any more chemicals, so they should pay for themselves in about a year or two."

Commons hopes to continue improving the sustainability of its cleaning systems through the purchase of an Ionator carpet and floor cleaner.

"It's definitely our goal to be completely chemical-free as far as cleaning hard surfaces go," said Giampa.

Giampa said that there might be a possibility of an entirely chemical-free dining hall, but the installment of a chemical-free system for

cleaning dishes would prove difficult.

Commons has also looked to increase student participation in its sustainability efforts.

Last week, students signed pacts to help decrease wasted food consumption. The school-led initiative included a vegetable display and also focused on educating students about portion sizes and healthy eating.

"Hopefully, if you get people to look at food waste and sign something then they're buying into the idea of not wasting food," said Giampa.

"We're just trying to put information out there and ask students to try to reduce

what they waste, as well as take what they eat and eat what they take," he continued.

Giampa said that the awareness campaign succeeded in educating hundreds of students who signed the pact to reduce food waste.

Danny Gottfried '12 said, "Commons is doing a very good job in making our campus more sustainable. I feel like the school has gone to great lengths since my freshman year in sustainability, so I'm very happy about the progress we've made."

## Blustain's Early Experiences in New Mexico Influenced her Career

Continued from A1, Column 4

in it's struggle for existence," said Blustain.

Blustain now teaches a course on Human Origins with Dr. Jeremiah Hagler, Instructor in Biology, Lindsey Randall and Donny Slater, Peabody Museum Educators.

"I've always been very interested in the question of human origins and the fossils that go along with that. And it's really a biological story until we get up to the upper Pleistocene and we can start piecing together parts of the culture, but it's pretty tenuous back then," said Blustain.

"What's wonderful about the course is that they keep finding

new things every year, like the unraveling of the Neanderthal Genome and...[the] way you can look at mitochondrial DNA. It really gives you a lot of insight into events and things that happened in the past that we could never detect really before."

Blustain attributed her interest in archeology to her father, who was a geologist with an interest in archaeology.

"My father worked with Luther Kresman, who was sort of the grand-old-man of archaeology at that time, and my father went out and performed some of the first archeological surveys in the area of eastern Oregon for Cressman," she said.

"And my father kept up his interest in archaeology throughout his life, and he and Luther Cressman stayed friends his whole life. It was wonderful really," Blustain continued.

As a child, Blustain lived in New Mexico while her father was working with the Atomic Energy Commission. Her father would survey the New Mexico deserts for uranium and would sometimes stumble upon abandoned Native American sites.

Blustain recalls traveling with her father and older brother and pretending to excavate certain sites.

"I can remember exactly the very first arrowhead I found, it was just amazing. My brother was older and had found many, but I remember seeing my first one in the ground," she said.

Despite her early interest, Blustain never saw herself becoming an archaeologist. She said her generation had a different mentality and that when she went to college, she had no specific major in mind.

"I knew I was interested in natural sciences and I was interested in art and I definitely thought about psychology, as many people do," she said.

After taking an anthropology course with a "wonderful" teacher, Blustain was "completely smitten from then on."

Since then, Blustain has worked on projects in the south-eastern United States, Central America and North Africa.

Though she was initially analyzing ceramics, Blustain's doctorate work gave her the opportunity to be a basketry analyst at a site in Egypt.

Following her experience in Egypt, Blustain worked for the Harvard Peabody Museum and analyzed their Native American basketry with a grant from the National Science Foundation. When she was finished, she began work at the Jackson Homestead in Newton, MA.

"It was the first historic house museum I'd ever worked [in] and I was very interested in the anthropology of the Western Civilization. They had a great collection of costumes there that I became engaged in learning about it and then after seven years I came to Andover," she said.



COURTESY PHOTO/ THE PHILLIPIAN

Blustain has excavated in sites around the world.

## Lee '12 Hatches Plans for Andover Quidditch; Organizes On-Campus Games With the Aid of Manshel

Continued from A1, Column 1

necessary for the game to take place.

Lee said that he plans to showcase Quidditch to the Andover community.

According to Lee, the Andover Quidditch players will play a game during Thursday's conference period "in order to show Andover that Quidditch has arrived. After that we plan to just play pick-up games," he said.

"Personally, I don't like the idea of [Quidditch] becoming a club," Lee said. "We just want to spread the love and the joy of playing it."

Luke Hansen '11 said, "I thought the first Quidditch

game was very successful. I was surprised because I didn't think many people were actually going to show up. I, myself, thought about not showing up."

"Everything was really organized last Sunday. I'm really happy I went, I had a great time," he added.

Manshel said that he is not a faculty advisor for the Quidditch program at Andover, but rather someone who simply helped Lee and other students organize the first match.

"I wanted to be there [on Sunday] to make sure that it was fun and safe. The last thing I want is to see an athlete, or any student, impaled

on a broomstick," he said. "Safety is my number one priority."

"For now, we just want to keep the pick-up games going. Everyone is welcome to join us," said Lee.

Lee first came up with the idea for Quidditch games at Andover over the summer.

Lee said, "I saw a video about Quidditch over the summer and I thought it would be cool if we could play the game at Andover. I had the opportunity and I took it."

While attending Middlebury College, Manshel played a crucial role in the inception and adaption of Quidditch from a fictional game to an interscholastic competition.

Manshel said, "[During my] freshmen year, my friends and I had a regular Sunday bocce league. After a while bocce got kind of old and the idea came into my head about adapting Quidditch [to be a playable game]."

"I never thought that a Sunday morning pick-up

game would blow up into something that is being played at a lot of different colleges and high schools now. I think Andover students are very athletic and very imaginative and that's a great combination for the game," added Manshel.

Lee said, "[Manshel] told us that we could play a game of Quidditch if we got 14 players together. I was afraid that it wasn't going to live up to the hype, but I think it exceeded it. All in all, it was a great success with a great turnout."

Manshel said that his interests waned after freshman year when he stopped playing and organizing the Sunday Quidditch matches. He passed his responsibilities to a friend who now runs the International Quidditch Association.

The International Quidditch Association is a non-profit organization that promotes literacy and healthy lifestyle through playing the game of Quidditch.



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## Students and Faculty Discuss Importance of Non Sibi Day and Required Community Service

By JESSICA LEE

With impressions of this year's Non Sibi day entrenched in their minds, students and faculty gathered to discuss the role of community service at Andover in a forum titled, "Non Sibi Day: Why Bother?" this past Friday, October 15.

Andy Housiaux, Instructor in Philosophy and Religious Studies, along with Jackie Lender '11 and April Liang '11, Community Service General Managers, organized the meeting to discuss community service and grapple with the idea of community service requirements at Andover, such as Non Sibi Day.

"We wanted to provide a place for students to come and think philosophically about community service and some of the broader questions around it," said Housiaux. "These conversations may come up in a dorm, in an English class, in the car ride after Non Sibi day, but they also may not. We wanted people to talk about these things if they were interested in it."

Housiaux said that the meeting aimed to address important questions regarding motivation for community service.

Elizabeth Davisson, Interim Director of Community Service, said, "While Non Sibi is a great school motto, I could argue that

it is a problem when Non Sibi frequently gets equated with community service. Non Sibi is more of an mind set, and it is certainly worth more than one day."

Housiaux said, "I think that if we value service as an institution, we need to make a significant institutional commitment to it, which means more than one day, on which there are conflicts for a number of students."

"This might mean having more faculty involved in the community service program or having community service learning courses in a range of different departments on campus. I don't think we demonstrate our commitment by what we do once. We demonstrate our commitment on where we spend our time, where we spend our money, and what we do repeatedly over time," he added.

Housiaux said that he was still torn about whether or not community service should be required for Andover students.

"I think that there is a way that we learn by doing, and we learn to be benevolent human beings in doing community service. I also think that I could start doing something with a lousy motivation, and learn to love it," he said. "Ultimately though, I think service should be volunteer. I don't think we can mandate people to do ser-

vice."

Kate Weiner '11 said, "I support the required Non Sibi Day at Andover that exposes the community to service. What students choose to do from there though should not be required." She said that ideally Non Sibi Day would not have to be required either.

Liang said, "It is counterintuitive that we are so self-content with one day of school service and the school broadcasts this one day on the Internet. I think the publicity detracts from the idea of Non Sibi."

David Fox, Instructor in English and Art History, said, "I think that the congratulatory nature of Non Sibi Day is what undermines it. A true act is what you do when no one is watching, so why is it necessary to post Non Sibi Day on the website and discuss our projects in All School meeting?"

"I think everyone does service for different reasons. I think some are passionate about social justice work and others are interested in building community. There are also plenty of students that only participate to write it on college essays and applications," she said.

"Non Sibi Day: Why Bother?" is the first of a series of forums held to discuss community service at Andover. Lender said that the Community Service Office hopes to hold two more discussions of this nature.

## Gruwell Describes Personal Struggles Within Underprivileged Classroom

Continued from A1, Column 6

ries of two of her students, Darius and Maria. Darius and Maria were two of the many teenagers in Gruwell's class whose lives were deeply affected by gang violence. For many of these students, gang violence incited the deaths of many of their friends and family members.

"I feel like I started out as a teacher to 150 kids but I ended being a student to 150 different teachers. To be a good teacher you have to be flexible you have to teach to your kids and not at them, and education really has an impact on everyone," said Gruwell.

Gruwell described her classroom as "combustible" and a place where students initially resisted learning from her.

"I almost approached teaching as guerilla tactics. Whatever worked and would get my students out of their desks and critically thinking and for me it was that I wanted to know what they had to say, what they had seen, and heard," she said.

Gruwell developed a "line game" for her class. In the game, students would approach a line if they responded yes to a question Gruwell asked. Questions ranged from "Have you lost a friend to gang violence?" to "Have you listened to the latest Snoop Dog album?"

"I realized that by playing the line game, it would give [the students] the opportunity to be real and to own it, you own your truth. And they didn't have to walk to the line but in walking to the line it was very visual statement of the truth," Gruwell said.

After showing a clip of the "line game" from her movie, Gruwell asked Phillips Academy students to play the same game during ASM.

Katie Rivera '11 said, "Standing up in Chapel was really powerful, it was like seeing other people who know what you're going

through and understand you."

Michael Schwartz, Jewish Chaplain, was inspired to bring Gruwell to school after watching Freedom Writers and realizing the power behind the movie.

"Her message of being a catalyst for positive change, for making the world a better place, for helping to repair the things that are broken, I think is consistent with the message the school tries to convey: that everybody here needs to be that now and go out into the world and bring about positive social change," he said.

Gruwell's class read Anne Frank's Diary of a Young Girl and Zlata Filipovi's Zlata's Diary. They hosted a "Read-a-Thon for Tolerance" in order to fund a school visit from Miep Gies, the woman who hid Anne Frank's family from the Nazis during World War II.

Inspired by Gies, Gruwell's students wrote journal entries that were eventually compiled into the bestselling novel, The Freedom Writers Diary: How a Teacher and 150 Teens Used Writing to Change Themselves and the World Around Them in 1999.

Gruwell said, "We had read so many books writ-

ten by kids, and all of these stories were like a call to action, you know 'don't forget us people are dying and as children we can immortalize them.'"

The students named themselves the Freedom Writers, inspired by the civil rights activists, who called themselves the Freedom Riders.

Gruwell said, "We spend over \$40,000 to educate a kid at a prep school and we spend \$40,000 to incarcerate a kid in prison. I just wish [that] as a society, we're more proactive to value that kid before he's incarcerated, before we lock him up and throw away the key."

Gruwell understood that each student had a unique story to share through writing and asked them to write journal entries telling their story.

"And I think the power of this storytelling on so many different layers was so exciting. I realized that if we were able to tell our story, even if just to ourselves, that's enough," said Gruwell.

Gruwell considers the book "a blessing and a curse," because critics have attacked the book and the teachers who use the book to teach to students.

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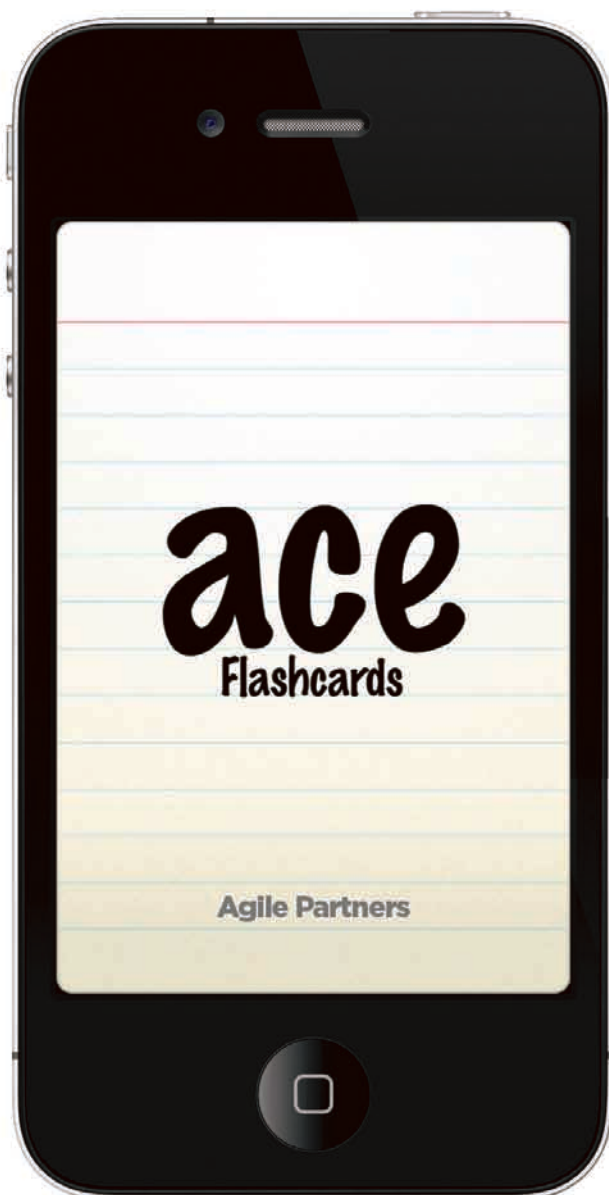
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## Joyce Presents Research on Artistic Portrayals Of Native Americans from History 310 Paper

Continued from A1, Column 5

"Native Americans have never really held a steady place in the view of the white people inhabiting America," said Joyce.

Joyce said that in the first European artistic representations of Indians, "The Indians looked childlike and innocent, as if they were waiting for the word of God to be bestowed upon them."

However, according to Joyce, after the Native Americans "clashed with the European civilization, they were portrayed as savage, cruel and violent."

"Once the Indians were no longer a threat to European Americans, they were then portrayed as a dying race. In other words, the demonic Indian became the doomed Indian, and photographers urgently set out to capture what was left of the vanishing race," she continued.

Joyce said that many of the earlier photographers of Native Americans sought to document the Native American race rather than take artistic photos. Photographers in later eras tried to bring justice to the race by exposing the unfair treatment of Indians, particularly the theft of their government-granted land by Americans.

By displaying a variety of pictures and photos during her presentation, Joyce demonstrated the extent of the destruction and devastation suffered by the race.

Joyce said, "For the most part, Native Americans have been wiped out and their previous way of life is completely gone. It's something that I realized before but never really internalized and completely understood."

Prior to her research, Joyce was mainly interested in the Classics and classical archaeology but was attracted to the prospect of working at the Peabody Museum for her work duty.

"When my History 310 paper rolled around, I realized that the Peabody would be a great resource," Joyce said. She utilized books, images and prints from the Peabody's collections in her research.

Joyce has always had an interest in art, which influenced her paper topic selection.

"I feel like when you write about what you know and what you love, it turns out well," she said.

Joyce hopes to participate in



M. LIU / THE PHILLIPIAN

Joyce '11 discussed the paradoxical portrayal of Native Americans.

excavations in the future, especially those in Italy or Greece.

Over the summer, Iyer participated in a five-week UCLA field school program, working in a site called Qochapata in the Sacsayhuaman Archaeological Park in Cusco, Peru. At the site, she learned about the basics of excavation and explored the culture and history of the area.

Iyer said, "The first thing that I found was a shard of pottery. It was very interesting to think that I separated from pieces of clay had been around for five hundred years."

The program's research group excavated numerous ceramic pieces at Cusco, including the lid of an aryballos, a jug used to hold religious offerings. The high quality and the charred surface design of the excavated pottery shards suggested that the pottery had been the property of a royal family or tribe, according to Iyer.

"One of my most memorable experiences on the trip was going to the Inti Raymi festival, a reenactment of an alleged ancient Incan festival in Cusco. Interestingly enough, I found out later that the festival is not historically accurate at all and was created to increase tourism in the area," said Iyer.

Iyer supplemented the presentation of her findings with historical chronicles as well as data, photos and maps from the excavation site sent by her instructors.

Iyer said that her interest in archaeology began in seventh grade after learning about the

Incas and a speculated form of Incan writing known as quipu, which uses types of letters called cords and knots.

"I was inspired to research more about the quipu, and it has sort of been a growing obsession to go to Peru, to figure out more about the Incas and to engage more actively with the history of the area," said Iyer.

At Andover, Iyer has pursued her interest in archaeology by serving as a work duty student at the Robert S. Peabody Museum of Archaeology. She is also the president of the Andover Archaeology and History Club on campus.

Iyer hopes to return to Peru next year, "either excavating or volunteering."

Dr. Suanna Crowley, Chair of the Northeast Chapter of MAS, called the student presentations "fabulous."

Crowley said, "Even if they don't want to continue to be archaeologists, it's great to have the practice of doing research and actually speaking in front of a group of professionals. I think any opportunity you get as a student to interact with professionals is a really great one."

The student presentations began last year, when Marla Taylor, Assistant Collections Manager, suggested that the society host a presentation by Charlie Cockburn '11.

Crowley said, "I noticed that Apsara and Kerry went above and beyond in their interaction with the Peabody, and [I] wanted to give them a chance to showcase their research."

## Mundra Hopes to Reinstate Summer Service Learning Trip After a Two-Year Hiatus

Continued from A1, Column 2

sidering the incorporation of India and it was instructive for them."

"When a school signs on with Studies Abroad for Global Education, they should be required to attend this type of conference. I believe very deeply that the education and the reflection evolves after a deep experience in India, or elsewhere," Mundra continued.

In the summer of 2008, Mundra accompanied a group of Phillips Academy students and faculty that traveled to Mumbai, India in order to immerse themselves in the local community. After assessing the needs of the local citizens, the students designed a plan of action in order to assist in the improvement of the community.

Mundra said, "Niswarth is a service-learning program building capacity to understand issues in different communities, gaining an awareness of urban devel-

opment issues, the power of youth voice and developing a sophisticated level of empathy."

Looking ahead, Mundra hopes to have the Niswarth program reinstated this summer after a two-year hiatus. In the meantime, other prep schools in New England, including Nobles, Rivers Academy, and Belmont Hill School, have asked Mundra to develop similar programs for their schools.

"I think this discussion is important for schools to have -- not just in India, but what kids are doing during the summer can be very powerful and right now it is separated from their school experience. I want to encourage discussion of how that can be integrated," said Mundra.

Annabel Bacon '09 presented an overview of her trip with the Niswarth program in the summer of 2008.

Bacon said that she and her fellow classmates grappled with the question, "Will our actions make a sustainable difference?"

In his keynote address,

Mundra discussed his personal relationship with India and India's importance as an emerging economy.

"...Looking ahead, to ignore India is to ignore the future. One fourth of all children in the world currently live in India," he said.

Though the audience consisted mainly of educators, several Phillips Academy students also attended the event. Chris Nanda '12 said, "Mr. Mundra not only changed the way I thought about India, but he also changed the way I thought about community service."

Mundra envisions a continued discussion next fall when student will have arrived fresh from their summer adventures, particularly from India. As this year's theme was beyond the classroom, a considered topic for next year's conference is "India Within the Classroom."

"My hope is that this will become an annual conference, and [for it to] grow," said Mundra.

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# PHILLIPPIAN ARTS

## A Broken Tooth, A Completed Dream

Fall Term Senior Concerto Spotlight, Steve Kim '11

### Eve Simister

As the finale to his musical career at Andover, Steve Kim '11 will play his senior concerto, "Concerto for Oboe on Themes from Donizetti's La Favorita" by Antonio Pasculli, on November 12th, accompanied by the Academy Chamber Orchestra.

Kim has had an unconventional yet inspiring journey with music at PA, all starting with a broken tooth.

About three days before the be-

ginning of his Junior year, he played a game of soccer with friends and accidentally hit one of his teammates with the ball. Kim said, "My overweight friend got very angry and started chasing after me and ended up lunging towards me. I flew a good five seconds before I hit the cement steps next to the field, face first."

Kim's left front tooth sank down several millimeters, and he was lucky enough to be sent to the hospital to get it pushed back up right away. However, because of the injury, he could not play the clarinet for a year.

Kim said, "I was a little bit devastated because that was the thing I was looking forward to most, coming to Andover."

"I've always had a bit of an obsession for the oboe. My iTunes library is filled with oboe music. I loved the sound, so I took the chance and decided to try playing the oboe, which does not require you to bite down like the clarinet does."

Out of this temporary setback, Kim's musical involvement skyrocketed. He

developed a passion for the oboe greater than he had felt for the clarinet. Since his lower year, he has been a constant presence in orchestra, band, chamber ensembles and student recitals.

Kim said, "I'm playing the concerto to say, 'Goodbye, Andover, thank you for all the great memories.' I mean, there are still two more terms left, so it's like a premature farewell piece. I just want it to be fun. People will dance along with it, I hope."

From high-speed scales to lyrical cadenzas, the concerto gives Kim the opportunity to showcase his technical and expressive mastery of the oboe. Kim said, "The Pasculli is a technical show, an 'I'll-show-you-what-I-can-do' piece. It's basically a fourteen-minute long cadenza."

After an impassioned orchestral introduction, Kim opens with a soulful note that gives way to rolling runs. Sometimes the orchestra and oboe come together to play a measured melody, but often Kim is playing ad libitum on his own. The style is continuously free and surprising.

Pasculli based the concerto on the arias that Donizetti wrote for his opera "La Favorita," which tells the tragic story of a love triangle between a king, his mistress and her lover. "I'm playing a variation on the soprano line, the part of the mistress, so it is filled with all sorts of emotions: love, joy, sadness, rejection," said Kim.

The concerto presents a host of technical challenges. Kim said, "There are 128th notes in there,



Kim performs the Poulenc "Trio for Oboe and Bassoon" during his recital last year.

which almost never exist. There are arpeggios and trills and jumps and many, many scales. It's just really, really fast and your fingers have got to be there."

"I definitely lived by the metronome—I started slow and went up," said Kim. "One of my favorite practicing techniques is to record myself and listen because it is just so much more enlightening that way."

Kim had to practice diligently to learn the notes so that he could focus on the part of the music that is most important to him—the expression of the piece. Kim said, "The thing about the oboe is that you can't think of it as playing notes. You have to think of it as what you want to portray, what you want to tell the audience. It's like singing, you're communicating through the oboe."

Playing his senior concerto will be bittersweet for Kim, whose journey with the oboe started at Andover

only two and a half years ago. Kim proves that love for an activity can sometimes be more valuable than years of experience.

"If you really have a passion for something, whether it be music or sports, or some kind of academic pursuit, I think you can push yourself further and really just grow tremendously—much faster than people who just do it without care," said Kim.

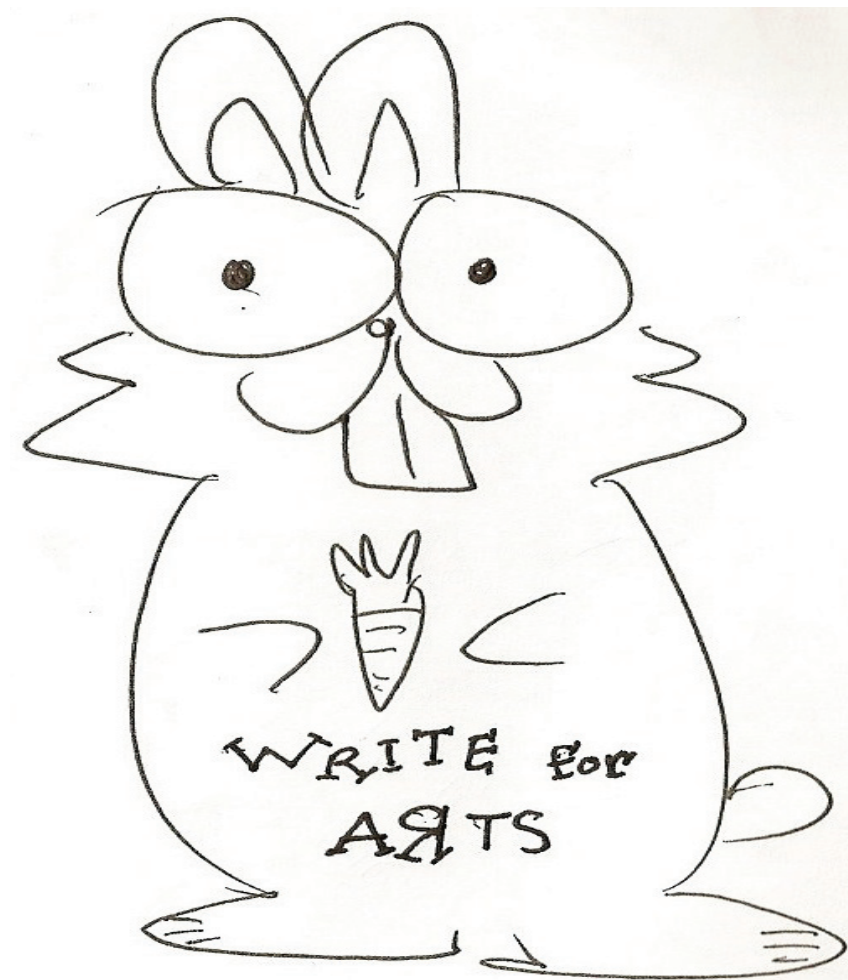
As Kim graduates, his musical journey will continue to take him to great places elsewhere, but for now the Andover community has the opportunity to enjoy his passionate performance.

Steve Kim is an Arts Editor of The Phillipian. Each term, Arts spotlights the student musicians who will be performing with the PA Orchestras, and the Fall term concert on November 12 will feature Kim.



M. LEGGETT/The Phillipian

A tooth injury three years ago created an unexpected turn in Kim's musical career.



E-mail wkim/sliu

## CAMPUS ARTS

What not to miss this weekend!

### Friday:

6:30 p.m. DramaLabs, Theatre Classroom

7:30 p.m. Coffee House, Lower Left of Commons

7:45 p.m. Stand and ASU Movie Night, Featuring "Hotel Rwanda," CAMD-

### Saturday:

6:00 p.m. IndoPak's Diwali-Eid Show, Kemper

7:00 p.m. Movie Night, Featuring "A Nightmare on Elm Street," the Den

## Campus is Cookin': Chocolate Delight

### Julie Zhou

From fudge cakes to cookies, candy to ice cream flavors, much of our population looks toward chocolate as the main and most delicious food group.

Andover students are no exception. The other night, a friend of mine asked me if I knew how to make chocolate mousse. I had never tried, so we ended up experimenting, and the resulting recipe we deemed scrumptious. Stellar. Spectacular.

Now, before I continue any further, I have a somewhat unnerving confession to make: I'm allergic to chocolate.

I can already hear the gasps and condolences, but because I've never had it, it really doesn't make a difference. Tragically, that means this is one recipe I couldn't taste, but my friend attested to its brilliance.

Chocolate chips melt into a silky sauce that is swirled into whipped cream for a smooth, airy treat. All of the ingredients for this indulgence can be found easily in Commons.

Melt a scoop of chocolate chips, a little bit of butter and a dash of half and half in the microwave for about two minutes, removing the bowl periodically to whisk the mixture with a fork. The fudgy creation should attain a mouthwatering, glossy sheen, but if it seems a bit thick, add another splash of half and half.

For the next step, the chocolate has to cool down to room temperature. If you're in a rush, fill a salad bowl with ice and plunk the chocolate bowl in, then stir slowly until the chocolate chills. Make sure the sauce maintains its fluid consistency.

Now this is the fun part: dollop some whipped cream into another soup bowl. To avoid a whipped cream overdose, start with a small amount, then gradually stir in the chocolate sauce.

At first delicate spirals of chocolate infuse with the cream, then the mixture attains a consistent coffee-with-cream, hazelnut color. The mousse should be able to hold its own shape, but it should be able to smooth out without getting too gloopy.

From this stage, there are a number of options for the mousse. For instant gratification, enjoy the mousse straight from the bowl. Alternatively, you can create a chocolate mousse pie by adding graham-



B. BRODIE/The Phillipian

Melt chocolate chips, butter and half-and-half to create this savory treat.

Crush graham crackers to a powder, mix with some cocoa and softened butter and pat down into a cereal bowl until the crumb mixture extends up the sides of the bowl in a shape remotely like a piecrust. Spread the mousse into the pie, slowly extending in circles outwards until the filling lays flat.

Frozen chocolate mousse makes a great variation to take back to your dorm or home. Spoon the mousse into a disposable coffee cup, cap it and leave it in the freez-

er. The mousse takes on a light texture almost like ice cream, soft and scoopable.

To intensify the chocolate flavor in any of these variations, dust some cocoa or sprinkle chopped chocolate chips over the top. The velvety smooth creation will satisfy all your chocolate cravings. Enjoy!



B. BRODIE/The Phillipian

Dip graham crackers into this chocolate mousse to satisfy sweet cravings.

# PHILLIPIAN ARTS

## Look of the Week: Maddie Kasper '12

### Neon Splurge

#### Hannah Lee

One student was overheard saying, "Who is that girl who looks like a highlighter threw up on her?" Yes, that's Maddie Kasper... in a sense.

In Kasper's world, clothing speaks louder than words. It isn't uncommon for her to pair neon colored skinny

jeans with a T-shirt featuring a salt shaker and a battery that screams "Assault and battery!" Kasper, a two-year Upper from New York, enjoys combining wittiness and personality in her looks.

Often her clothes are a blinding mix of yellows, pinks, oranges, rainbows and wild animal prints. Kasper is not afraid of color. Her outfits electrify an occasionally dreary campus as other students sport dark, neutral, clothing.



M. LEGGETT/The Phillipian

Kasper enjoys combining wittiness and personality in her looks.

Kasper said, "They often dress in a classic, no nonsense way, but sometimes I do pine for that explosive pop of color and something other than blue!"

Kasper keeps her long brown hair hanging down to her waist, pinned with a flower behind her ear. With a petite frame, her hair seems exceptionally long but seems to work for her image.

One will perpetually see SillyBandz on her wrists in stacks of up to a hundred in various assorted colors. Her favorites? "My Harry Potter ones, my Toucan, my Chinese takeout one, and my fish. From camp," she said.

Although the tree leaves are already changing colors for autumn, the Andover community needs someone like Maddie Kasper to brighten their day with outfits of shocking pink jeans, ultra aquamarine shirts and sunburst yellow jackets.

"I can't really define my style. I don't really have a style inspiration. It [just] cheers me up to wear bright, colorful, and fun clothing."

When asked if she had any anti-inspirations, Kasper declared, "tube tops," "crop tops" and "Taylor Momsen," as Momsen's sense of style is the complete opposite of Kasper's.

Kasper joked that if her clothes could talk, they "would say, 'Get out of me!'"

Her sense of humor translates into her choices of clothing. "I definitely have a sense of humor about the way I dress; it's very 'kindergartener meets dork.'"

She said, "At my old school, we wore uniforms. So at Andover I really got to start wearing these kinds of clothes full time."

Here at Andover, Kasper has reached new heights of creativity. What brogues? What oxfords? What flats? What Converse? Kasper's sequin sneakers are in.



M. LEGGETT/The Phillipian

Kasper wears a mix of clashing yellows, pinks and purples to cheer up the atmosphere on campus.

## DramaLabs: Humor with a Dark Side

#### Amanda Zhu

This week, the DramaLabs will feature two dark comedies: "Yellow Marrow" and "Dorothy and Alice." *The Phillipian* sat in on rehearsals, and here is a preview of this week's shows.

#### "Yellow Marrow"

Brian Armstrong—Adam Brody '14  
Travis Daniels—Julius Roth '13

Billed as a comedy, this DramaLab satirically illuminates a deep and dark relationship between two best friends.

The close bond between the two teenagers, Brian and Travis, becomes apparent when they plan for life after death.

The play begins with the best friends writing suicide notes and working together to try and figure out what they want the world to remember after they have died.

"This play isn't your average comedy, it's dark and emotional," says first time director, Anna Stacy '13.

"This production has been a dream, it's been a lot of fun and I'm definitely impressed at how quickly the production is coming along," said Stacey.

The second half of the play focuses on the boys' attempt at suicide as they plan to kill themselves together. They encounter interruptions along the way.

Ironically, in their attempts at suicide, they continue to interrupt

each other for reassurance that they are doing the right thing but find there may be a hint of doubt in their confidence. Do they go through with it?

Come to this week's Drama Lab to find out!

#### "Dorothy and Alice"

Dorothy—Emily Jacobson '13  
Alice—Erin Luby '13

The second play, "Dorothy and Alice," another ironic comedy.

In this play, we meet two teenage girls, Alice and Dorothy. Set in high school, the two girls talk about life, boys, travels, and puberty. Through this talk, they find out what makes them different than the average high school student.

"At first, these two girls seem like your typical teenagers, and they are, just with a twist," says first time Drama Lab director, Samantha Craig '12.

If you watch the play and realize that these characters seem vaguely familiar to you, you won't be the only one. There is something about Alice and Dorothy that gives you the feel you may already know them... Watch the play to find out!

#### DramaLabs.

10/22 - 6:30 pm

Theatre Classroom.

BE THERE.

## Culture and Comedy

#### Lauren Kim & Rachel Ryu

Looking for the best Arnold Schwarzenegger impression?

Look no further than Andrew Kennedy, a half Colombian, half British comedian who came to campus on Saturday night during Latin Arts Weekend.

Through jokes and accents, Kennedy shared stories of his multicultural childhood with the enthusiastic audience.

Kennedy connected with the audience because his acts were interactive and engaging. He started off by asking if anyone had a multicultural background, and as the night progressed, conversations with the audience moved to topics such as kids TV show "The Wiggles."

"It's easy for us to have an enjoyable time. Sometimes [though, it is] very unusual [when] I don't make a connection, and that makes it not fun for me," said Kennedy. He later admitted, "I love this audience."

Nicole Villar '12 and Alianza Latina hoped that the comedian would bring attention to the Latino community at PA.

Villar said, "We are a small population, but we are still a very strong one. We wanted to get that across to the entire student body, and we thought the best way to do that was to bring an entertainer, [especially] one who would appeal to PA's multicultural audience."

This decision proved correct, as the audience went hysterical over Kennedy's accents and imperson-

ations. He was able to pull off a perfect impersonation of Colonel Hans Landa from "Inglourious Basterds" and a variety of other characters.

"My favorite was definitely the Arnold Schwarzenegger impression," said Didi Oyinlola '13.

Kennedy grew up with a Colombian mother and an English father, and he has lived in Colombia, Venezuela, Puerto Rico, New Canaan Connecticut and Hong Kong.

He used his experiences with the local people to execute the accents.

The performance centered on the culture-clash between his English and Colombian heritage. Kennedy uses his life as his main inspiration.

He said, "It's therapeutic to just talk about [my upbringing]. Each



M. LEGGETT/The Phillipian

Comedian Andrew Kennedy's performance explores the culture-clash between his English and Columbian heritage.

time I talk about it, I'm reliving it. I had a crazy, unusual childhood, so I had to talk about it."

Didi Oyinlola '13 said, "[The performance was] funnier because he knew what he was talking about. He wasn't a third party, and he was actually Colombian...His comedy was telling the story of his life and his encounters with Latino culture."

Kennedy was not always involved in comedy. Prior to being a comedian, he was an entrepreneur, but it was the bank that inspired him to go into comedy.

"Whenever I would go to the bank to make deposits, I would always go into characters for the bank tellers to make them laugh," said Kennedy.

The bank tellers eventually told him that he was in the wrong line of business.

He took this suggestion and started his performance career when he answered an open-microphone audition at a comedy club. Since then, he has been on Comedy Central's "List of Top 20 Comedians" twice.

Kennedy's mesh of his heritage and talent is what makes his comedy unique. "I wouldn't change anything [about my childhood]. It's given me my career now," he said.



M. LEGGETT/The Phillipian

Kennedy has been featured on Comedy Central's "List of Top 20 Comedians" twice.



wkim / sliu

Write for Arts





Y. WATANABE / THE PHILLIPIAN

Brendan Rankowitz '11 rises above a Cushing defender to make a spectacular catch for a huge gain.

## Six Turnovers Prove Costly for Andover Football; Rankowitz '11 Catches 7 for 142 Yards

By Greg Cameron  
PHILLIPIAN SPORTS WRITER

Cushing	42
Andover	20

Three plays into Andover's home opener, Tommy Shannon '12 hit Brendan Rankowitz '11 on a long fade pattern for a touchdown to give Andover the early 7-0 lead. It was all downhill from there as six interceptions halted Andover drives and allowed Cushing to head home with a 42-20 win.

"We can't give them the ball six times in one game," said Coach Modeste. "High school football is all about turnovers, and there's no way to win with that many of them."

Andover started off strong on the first offensive series, as Shannon completed a pass to Ben Green '11, following up with the touchdown pass to Rankowitz. Rankowitz has become Shannon's go-to guy early on this season, as he added to his already impressive numbers with seven catches and 142 yards against Cushing.

"On all of my catches, especially the touchdown, the offensive line did a great job with their pass blocking and helped Tommy have enough time to get rid of the ball," said Rankowitz.

Cushing responded with a touchdown late in the first quarter to put a quick end to Andover's lead. Andover got the ball back but turned it over on an interception, allowing Cushing to score again on a 16-yard run. After another interception in the middle of the second quarter, Cushing scored again on a deep pass,

taking a 21-7 lead.

Andover was given an opportunity to score late in the first half but turned the ball over on downs inside of the five-yard line. "That was a crucial point in the game," said Modeste. "We could have gone into halftime down by only seven points, but we just ran out of downs."

Cushing received the ball at the beginning of the second of half, but Andover was able to come up with a stop, for a three and out. Shannon

Continued on B2, Column 4

### FEATURE

## Hamel '10 Walks On To Harvard Basketball

By Chris Cameron  
PHILLIPIAN SPORTS EDITOR

After two long weeks of playing in pickup games with the Harvard basketball team, Tom Hamel '10 was invited by the coaches to attend team workouts. A week of workouts later, the coaches approached Hamel in the gym and said, "Congratulations, welcome to the team."

"I was ecstatic even though I couldn't really process it at first. I knew I'd worked for it, but I had a hard time believing that it actually worked out," said Hamel, "I'm thrilled to be a part of this team. The program is gaining respect around the country, and it's time for us to take the next step to prominence. It would be awesome to be even a small part of that."

Andover Basketball Coach Leon Modeste said, "Nothing Tom Hamel ever does will surprise me. He's just that kind of guy. Making the Harvard Basketball team just shows what kind of character and drive Tom has. He's going to go far in this world, and he's going to take a lot of people with him."

As soon as he was accepted at Harvard this past Spring, Hamel knew he would be headed to Cambridge come the Fall. Although he wasn't a starter at Andover, Hamel planned to prepare himself to try out for the basketball team at Harvard.

Going into tryouts, Hamel's mentality was to just give it everything he had. "I figured they would at least give me a look because of my height, and I was hopeful that they might need an extra body. My only goal was to play like I had nothing to lose, empty the tank every time out,

and see where that got me," he said.

To prepare for the tryouts, Hamel trained four days a week at the Institute of Performance and Fitness in Andover over the summer. The grueling workouts helped Hamel get into excellent shape and add some muscle to his 6'9" frame.

Once he unpacked his bags at Harvard, he began to play pickup games with the team, and then attended the workouts where his time at IPF allowed him to complete the demanding workouts designed by the coaches. The summer workouts also made him quicker and stronger on the court, which helped him get noticed by the coaches in the pickup games.

"The games and tryouts were intense. The level of athleticism and sheer size of the players were much different than I was used to," he said. Despite this, Hamel made it through and showed the coaches the desire and hard work that characterized his time with Andover Basketball.

As for his expectations for this year, Hamel knows his role on the team. "I don't expect to get much game time this year. I just want to work as hard as I can in practice and make the veterans better," said Hamel.

Hamel, being his humble self, attributes all his success to the help of others. He said, "I'd also just like to say thank you to those who were a part of my athletic experience at PA: my coaches, my trainers and especially my teammates. They, along with my family, inspired me to try to achieve this next level of athletics and see how far I can go with it."

### GIRLSVOLLEYBALL

## Andover Volleyball Pulls Out Win Over Exeter in Five Sets

By Alexi Bell  
PHILLIPIAN SPORTS WRITER

Andover	3
Exeter	2

Andover squeaked out a 3-2 victory in an up and down, heart-pounding match against rival Exeter on Wednesday.

Andover rolled through the first set, gaining an immediate 5-0 lead on steady serves from Co-Captain Jamie Shenk '12. Despite a minor setback of three services aces from Exeter, Andover glided to a decisive 25-14 win. "Our passing and defense were incredible. Everyone was exactly where they needed to be" said Shenk.

In game two, Exeter found its rhythm, running a ferocious offense. Andover fought for each point at the start of the game, but the team's focus and energy strayed. Exeter pulled away, gaining a 15-6 lead. Andover struggled to regain their rhythm, and Exeter took the set, 25-17.

In the third match Andover rallied for enthusiasm and returned to the court hungry for a win. Exeter remained a formidable opponent, claiming an 8-2 lead right away. Co-Captain, Kemi Amurawaiye '11 evened the score to nine all with a five point service run, but Andover surprised Exeter with a nine point run to Exeter and gave them an

insurmountable lead. Despite Andover's best efforts, including six service points between setter Chelsea Ward '12 and Shenk, Exeter quickly finished the game, leading 2-1 in sets.

Andover charged into the fourth match, determined to take back the match. The advantage swayed between the two teams 11 times

until Andover finally pulled away with the lead. With the score tied at 19, Shenk's consistent serves gave Andover a four point lead. The team capitalized on the small advantage and emerged victorious with a score of 25-21. Shenk said, "The fact that we were able to come back in

Continued on B3, Column 5



Y. WATANABE / THE PHILLIPIAN

Elizabeth Paul '12 extends to make a stop in Andover's 3-2 win over Middlesex.

### FIELDHOCKEY

## Andover Field Hockey Earns 3-2 Win in "Playing for Pink" Game

By Kristin Mendez  
PHILLIPIAN SPORTS WRITER

Andover	3
St. Paul's	0

Andover	3
Middlesex	2

In honor of Breast Cancer awareness month, Andover Field Hockey donned pink jerseys in its game against Middlesex School Wednesday, winning 3-2. Andover also snagged a victory from St. Paul's School with a 3-0 tromping on Saturday.

The game against Middlesex, which Andover labeled, "Playing for Pink," recognized those who have battled Breast Cancer, including Assistant-Coach Olivia Achtmeyer's mother. Achtmeyer founded Runway for Recovery, an organization that hosts fashion shows to raise funds for children who have lost their parents to the disease.

Nat Sohn '11 said, "Playing for Pink" was a great event; it meant a lot for both Andover and Middlesex, and it really motivated us to play hard for people who have been affected by Cancer."

Playing the pink game with the same intensity as any other, both Middlesex and Andover

took the field strong. Andover kept the ball in scoring zone for the majority of the first half, but they never pushed it into the net.

However, Brooke Van Valkenburg '12 started the second half off with a smooth goal within the first three minutes to go ahead with a one-point lead. Sohn said, "Brooke had a beautiful goal, which really fired us up to keep playing."

Mari Walsh '11 followed and sent in two insurance goals shortly after, taking Andover to a comfortable 3-0

In the final 15 minutes of the game, Andover lost some momentum and allowed

Continued on B2, Column 3



J. QU / THE PHILLIPIAN

Kemi Amurawaiye '11 sets up for a spike against Exeter.

## MIDSEASON RECORDS

Football	1-2
Field Hockey	6-2
Boys Soccer	6-2-1
Girls Soccer	6-2-2
Volleyball	6-1
Boys XC	3-0
Girls XC	2-0
Water Polo	4-4

**Go Big Blue!**

### BOYSSOCCER

## Andover Defense Shuts Out Tilton

By Jack McGeachie  
PHILLIPIAN SPORTS WRITER

Andover	5
Tilton	0

Led by Jake Rohwer '11 and Peter Lee-Kramer '11, Andover's defense preserved their fifth shutout of the 2010-2011 season on Saturday against Tilton, winning 5-0.

Aaron Mentos '11 showed great composure, placing the ball into the side netting for the first goal of the game. Fighting against the strong headwind, the Andover boys held strong against the home team's offense.

Both center backs, as well as both outside backs, were threats on the offensive side of the ball. Both Andrew Woonton '11 and Hawkins '11 pushed into the offensive third and served in many dangerous crosses to the eighteen-yard box. As well as making multiple runs from the back line, Lee-Kramer was also a looming attack on every corner with his tall stature.

Center back Jake Rohwer '11 started off the half with a bar-down snipe from 40 yards out. Connor Hickey '11 described the goal as "the second moment of immaculate conception this side of AD has yet to see, pristine in every way, blazing past numerous players in a streak of holy light."

With the wind, Andover proved to be no match for the Tilton side, opening them up with long balls and carving them up on the ground with great footwork from the entire midfield.

Woonton combined with playmaker Tim Marchese '11 for the third goal of the game. After burning his defender and turning, Marchese played Woonton into the box where he finished with a classy outside of the foot chip past the keeper. Woonton said, "Tim made a great play and played a perfect ball for me to run onto, making my job fairly easy."

Winning balls in the air and on the ground, both center midfielders Marchese and Captain Mike DiFronzo '11 had fantastic games, taking the Tilton midfield out of the game from the get go. Both DiFronzo and Marchese switched the ball across the field with ease, exploiting passing lanes throughout Tilton's defense. Marchese said, "Mike and I had a great game together. We played with superb synchrony and created many chances in the offensive third. We had ample help from our outside mids and our forwards, who did a fantastic job checking back and holding the ball for us."

Noah Le Gros '11 came into the second half firing on all cylinders. Running through the defense, Le Gros connected with a beautiful free kick from Rohwer for a phenomenal header goal. Late in the second half, Taylor Chin '14 turned his defender and played Gabo Cordero '12 a ball behind the defense. Cordero took the ball in stride and finished into the left-hand corner without hesitation to make the score 5-0.

The boys now prepare for a difficult game against NMH this Saturday.

### FIELDHOCKEY

## Andover Beats St. Paul's

Continued from B1, Column 3

Middlesex to score two back-to-back goals. Van Valkenburg said, "It was frustrating when they scored two goals right after each other, but luckily we had a big enough lead to keep it together."

Defender Ann Doherty '11 said, "It was fun playing for a good cause, but it was even better beating a good team. We almost let them back in the game during the last 10 minutes, but I was happy that we were able to pull off the win."

The previous Saturday, Andover traveled to face off against St. Paul's. The team jumped ahead early and maintained a consistent lead, largely due to Walsh's second hat trick of the season.

Co-Captain Kellie Walsh '11 said, "We overcame a lot of obstacles against St Paul's. We played on a wet grass field during their parent's weekend, yet we still came together for another 3-0 win, which just proves the depth and heart of this team."

Hoping to add another victory to its current 6-2 record, Andover will travel to take on Class A opponent Northfield Mount Hermon this Saturday.

### FOOTBALL

## Max Lippe '11 Scores 2 Touchdowns to Lead Andover's Final Push

Continued from B1, Column 4

finished off a great offensive drive by scoring on a one-yard keeper, which brought the game back within reach.

Between the third and fourth quarters Andover turned the ball over three times, all on interceptions, which led to three unanswered touchdowns by Cushing, crushing Andover's hopes at a late game comeback.

"I didn't think the touchdowns were really the defense's fault," said Modeste. "I felt like we had an excellent

defensive day, but it's really tough when you have opposing drives starting at your 25-yard line."

Andover's offense kept pushing late in the game, and Max Lippe '11 scored a 16-yard touchdown on a counter. Lippe also saw his first action at quarterback of the season, completing one pass for 22 yards.

Andover recovered an on-side kick after the touchdown, but they were unable to score again and ended the game at 42-20.

Despite allowing 42 points, the defense was hardly at fault,

holding Cushing to just 281 yards opposed to Andover's 464 total yards. "It's clear that our game plan works," said Modeste. "We just need to work on the turnovers."

Andover will hopefully be able to make adjustments this week as it prepares for its game at NMH on Saturday. Despite the loss of an injured TJ Hickey '11, Andover will also look to the return of Joe Kruey '12 to give the Andover offense a much needed spark. "Joe, with his strength and quickness, has the ability to run the ball for huge gains and make big plays for us" said Modeste.



Max Lippe '11 jukes out a Cushing defender on his way to the endzone.

J. QU/ THE PHILLIPIAN

# CAPTAINS FEATURE

## Boys Soccer

In his fourth year starting at center midfield and his second year as Captain of Andover Boys Soccer, Mike DiFronzo '11 has proven himself as an unquestioned leader. DiFronzo, a four-year Senior from North Reading, MA plays a key part in Andover's tenacious defense as well as their explosive offense. Although he is far from a flashy player, DiFronzo's consistency and hard work make him a force on the field and a well-respected leader. This season, DiFronzo has already scored three important goals while leading Andover to an impressive record of 6-2-1.

Since being called up to varsity during his freshman season, he has never looked back, establishing himself as a very consistent player in the center of the pitch. "To put on the varsity jersey for the first time was an honor," said DiFronzo, "That jersey symbolizes the desire, passion and work ethic of an entire team and school. I am nothing short of privileged to get a chance to represent Andover and fight alongside my teammates for each win." When asked about the young ninth grader, Coach Carr said, "Three things really stood out about Mike when he first came to the squad. He was both physically tough and mentally tough. He was mature, and from day one he came in willing to work hard and wanting to get better. In some ways, from an early stage he began to lead with his work ethic and example."

As a freshman, DiFronzo found tremendous guidance from the Seniors who helped him adapt to the high school game. "Seniors Tanner McNeill ['08] and Mike Donelan ['08] were huge role models for me," DiFronzo said, "Tanner played in the center midfield with me, and I looked to his lead on how to play the position in Andover's system. Donelan, on the other hand, was more of a personal role model for me. His lifestyle is one I still strive to follow."

Garnet Hathaway '10, DiFronzo's Co-Captain last season, had been a great inspiration for Mike throughout his four years on the team. "Garnet pushed me and shaped me as a soccer player and person. He was a great team mate and is still my best friend," DiFronzo said.



Y. WATANABE/ THE PHILLIPIAN

This year Mike shares the center of the midfield with fellow Senior Tim Marchese '11. Combined, the two are a deadly force in the midfield, picking apart other teams' midfield and defense with hard tackles and great balls to the wings. "Mike has always been a solid player who you can always depend on to make a hard tackle or win a header," Marchese said. Mike still leads by example, playing hard at practice every day and pushing all of his teammates to play their hardest every day. First year Varsity player Taylor Chin '14 said, "I love playing with Mike because he is a commanding presence on the field, and he plays simple. He sets a great example and has been a great role model for me."

After a heartbreaking 1-0 loss in the quarterfinals of last year's NEPSAC tournament, Andover looks to take revenge and finally capture the trophy in DiFronzo's final season.

By Jack McGeachie  
PHILLIPIAN SPORTS WRITER

**WATERPOLO**

# Water Polo Secures Spot in Playoffs With Win Over Suffield; Team Falls to Choate in OT

By **Tobi Coker**

<b>Andover</b>	<b>13</b>
<b>Suffield</b>	<b>7</b>

<b>Choate</b>	<b>13</b>
<b>Andover</b>	<b>12</b>

Led by Alexander Nanda '11 and Austen Novis '11, an array of Andover players scored to secure Andover's spot in the New England Championships with a decisive 13-7 victory over Suffield on Saturday.

With the postseason in mind, Andover took control of the game early, leading 3-1 after the first quarter with goals from Nanda and Novis.

Andover also dominated the second quarter with relentless offensive attacks. Capitalizing on turnovers, Co-Captain Matt Mahoney '11, Conor Deveney '11, Nanda, and Novis fired several balls past the Suffield goalie to give Andover a 7-3 lead at half-time.

In the second half, an energetic defensive display from Andover initiated several successful counterattacks. Goals by Derrick Choi '12, Calvin Aubrey '12, and Alexander Smachlo '11, secured the 13-7 victory for Andover.

Strong defense and crucial offensive play from Henry Kenely '13 and Travis Bouscaren '14 contributed to this well-round-

ed win. Andover will face Suffield again on November 6th.

Seeking revenge from last week's overtime loss, Andover attempted to defeat a familiar Choate team in the second game of the day.

With strong defense and several quick counterattacks, Choate jumped out to an early 4-1 lead.

Despite trailing during the first half and the majority of the second, Andover fought off the fatigue from its previous match and chipped away at the deficit. With 2:46 left in the third quarter, Andover charged out of a timeout and drew two penalty

shots, both converted by Nanda.

Mahoney netted two goals to lead Andover's charge in the fourth quarter. Despite this good start, several defensive lapses and failed conversions on exclusion fouls gave Choate a three goal lead with 4:45 left in the game.

Nanda led a final comeback, converting a penalty shot to bring Andover back within two goals. Novis then scored twice to tie the game at 11 with 2:29 left in the game. Novis commented on the comeback, saying, "We really stuck together as a team and bounced back to tie it. That could have only been done by

the defense and Andrew Wilson '12, who had an amazing game."

Nanda later found the back of the net on another penalty, giving Andover its first lead of the game. Despite Andover's aggressive defense, Choate tied the game at 12-12 after a timeout with seconds left to play, sending the game into overtime for the second week in a row.

Andover failed to score in overtime, while Choate found the net once more, solidifying a 13-12 victory in Choate's favor.

Andover looks to improve their record against St. John's Prep next Wednesday.



Y. WATANABE/THE PHILLIPIAN

**Larson '11 elevates to block a shot. Larson led the defense in the victory over Suffield.**

## Write for Sports!

ccameron  
jho  
sonorato

**GIRLSVOLLEYBALL**

# Amurawaiye '11 Racks Up Nine Kills

*Continued from B1, Column 6*

the fourth set and keep pushing into the fifth set speaks volumes about the team and our determination, as in the fifth set, since it's only to 15 points, there's no room for errors."

The fifth and final match was a heart-stopping rollercoaster. With the teams deadlocked at 3-3, Alice Tao '11 served three high-speed serves to bring Andover ahead. With the score tied at nine, Amurawaiye and middle hitter Chioma Ngwudo '11 served two and three hard-hit balls, respectively, delivering Andover at a 15-10 win.

Ward earned 31 assists, while outside hitters Zoe Ro-

schach '12 and Shenk each slammed eight killer balls to the ground. Leading in kills for the day was Amurawaiye with nine fantastic swings. Middle blocker Alexi Bell '13 earned five kills and two stuff blocks. Behind the block, Onorato dug and bumped an astounding 59 balls successfully. Ward served 17 strong balls. Shenk earned 20 effective serves, gaining point for Andover at crucial turning points.

With Andover/Exeter weekend only a few weeks away, Exeter will undoubtedly be searching for revenge, but Andover hopes to pull out another victory in one of the biggest games of the season. Andover's next match will be at NMH on Saturday.

**GIRLSSOCCER**

# Andover Soccer Comes Back From 3-1 Deficit to Tie Governor's

By **Sahil Bhaiwala**  
PHILLIPIAN SPORTS WRITER

<b>St. Paul's</b>	<b>1</b>
<b>Andover</b>	<b>0</b>

<b>Andover</b>	<b>4</b>
<b>Governor's</b>	<b>4</b>

Leah Humes '12 netted 2 brilliant goals on Tuesday to force a 4-4 tie against Governor's. After a tough loss to St. Paul's on Saturday as well, the team's record now stands at 6-2-2.

With Co-Captain Courtney Macdonald '11 and post-graduate Clare Ashforth '11 both back from injuries, Andover was primed to compete with an always competitive Governor's team. Andover started the game slowly however, letting up three early goals to fall behind 3-1 by the beginning of the second half.

Andover came out in the second half with much more focus, scoring three unanswered goals to pull ahead 4-3 with just minutes remaining. With time ticking off the clock and a great comeback win virtually wrapped up, the Governor's attack was able to penetrate the Andover defense that had been solid all half, to take away a win for Andover, forcing a 4-4 tie.

Despite the late game goal, Andover still felt like they played the best game they could. "I was really proud of how we played," said Ashforth. "We were aggressive, tough, got all of the loose balls and even though we didn't win, I know we can build off of the tie and get much better as a team."

The game was clearly affected by the weather con-

ditions as well, as a strong wind consistently carried the ball over the back line, making the defense have to work much harder to win the ball. Hannah Guzzi '14 continued her scoring spree adding her usual goal, Humes highlighted the game with two goals and Nekele McCall '14 netted her first of the season.

On Saturday, Andover's offense was unable to penetrate St. Paul's stifling defense, losing a heartbreaker, 1-0. This was the first game of the season that Andover was held scoreless. Injuries may have contributed to Andover's struggles, as Macdonald, Ashforth and keeper Emily Hoyt '13 were all unable to play.

"It was tough because it was the other team's parents' weekend, and even though we played as well as we could, St. Paul's scored an unfortunate goal," said

Fay Feghali '12. The loss marked the end of Andover's two game winning streak. "I think we played really well to be honest. I think our effort was there, and we played our hearts out," said Co-Captain Katherine Wootton '11. "It was an especially tough loss considering our defense was essentially rock solid, even without [Macdonald] in the game."

Although it may not have been the most successful week for Andover, the team is keeping a positive attitude moving forward. "The results of this week were unfortunate, but we are just as prepared, just as eager to win, and just as good as we ever have been," said Co-Captain Wootton. Andover is away for their next two games, facing Northfield Mount Herman and Thayer Academy on Saturday and Wednesday respectively.



Y. WATANABE/THE PHILLIPIAN

**Co-captain Wootton '11 fights off a Governor's defender.**

## Athlete of the Week: Alex Nanda '11 Water Polo

*Alex Nanda '11 turned in two multiple goal performances against Suffield and Choate on Saturday, helping Andover to secure a spot in the postseason. His playing earned him Athlete of the Week honors.*

**Q. What was your reaction to making the postseason after the Suffield win?**

A. I was thrilled. We're all looking forward to playing in the postseason and maybe getting another chance at taking Choate down.

**Q. What was going through your mind before the 5 meter penalty shot that gave Andover the lead over Choate?**

A. I tried not to think about anything other than the shot and where I was going to aim.

**Q. What allowed you to score so many goals last weekend?**

A. Everyone on the team was drawing a lot of 5 meter penalties and I was just able to take the shots. We were able to drive well on offense and force Choate to foul us, which resulted in a lot of penalty shots.

**Q. What made you interested in water polo when you first started playing?**

A. It's a lot of fun. It's also a pretty challenging game, because you're swimming and treading water and trying to get into position. Shooting and scoring is a very rewarding feeling after all that work, which is what I really liked about it.

**Q. What are your personal goals and your goals for the team this season?**

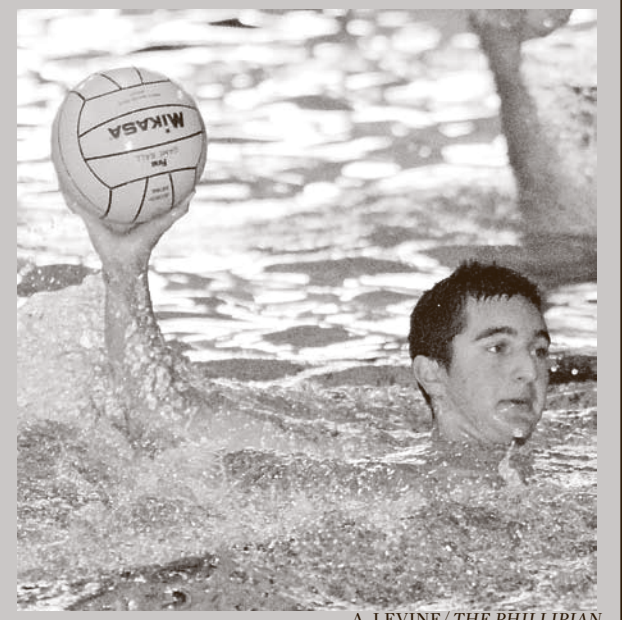
A. Hopefully we'll continue to improve as a team and play well at the postseason tournament. My personal goal is to continue helping the team out as much as I can.

**Q. How have your skills improved throughout your Andover water polo career?**

A. Coach Fox and Coach Hoenig are both great coaches, and they've really helped me progress over the years. I've learned a lot more about just playing the game itself, since most of us started playing Water Polo when we came to Andover.

**Q. Out of all the goals you scored last weekend, which was most memorable?**

A. I was taking a 5 meter shot against Choate, and I hit the crossbar. Luckily the ball bounced back in front of me and I was able to shoot it again and score.



A. LEVINE/THE PHILLIPIAN

# FEATURES DOES ANIMALS

## Diary of an Exotic Pet Enthusiast

### This Diary was Found Covered In Blood

Dear Diary,

Today was the day Bo-Bo moved in. After months of trying to locate a chimp, I finally found a guy in Texas who sells them, and the latest addition to my family arrived via USPS flat rate today (they really will ship anything that fits inside the box). Anyway, Bo-Bo is super friendly. We have a game where he pulls on my cheeks like a grandmother. I just know we're going to have a lot of fun playing that game.

Dear Diary,

I knew today was going to be a bad day when I woke up. I mean, any day that starts with waking up with the wrong end of a grizzly bear in your face isn't going to be a good day. Wait... is there a right end of a grizzly bear to wake up to? Anyway, after I pushed Grizzlebee out of my way I went to get out of bed and almost stepped on Sonic. The last time I stepped on him I spent all day picking spikes out of my big toe. The real bad news of the day was that the Chinese Government found out about Ling-Ling and wants me to return her, something about Pandas belonging to China.

Dear Diary,

Simba tried to eat Bambi again. I walked into the kitchen and found Simba holding Bambi in his mouth. Everyone uses the expression "cat with a canary", but I think it should be "lion with my beloved fawn." I could tell that Simba knew he was breaking the rules of the house. As soon as he saw me he knew he was getting a spanking. Side note: maybe it's time to upgrade from rolled up newspaper to something a little heavier... Simba yawned during his spanking today.

Dear Diary,

Disaster! The divider in the pool between Smiley the shark and Mumble broke this morning and I think Smiley ate Mumble. This couldn't have happened at a worse time! Mumble and I were so close to perfecting our tap-dancing routine.

Dear Diary,

I'm writing this before bed tonight. I just read the wolf triplets their bedtime story and now they are looking at me kind of funny. Maybe Call of The Wild wasn't a great choice. Whatever, they're probably just watching over me to make sure I'm safe; I mean they love me as much as I love them. What's the worst that can happen?

- Scott Cutshell

## INSIDER STORY

### Andover Squirrel Tells All

For nearly a millennia the Munchezon-Nuttz Dynasty has lorded over the treetops of these deciduous forests. We are a proud people, skilled in both the gathering of nuts and the hippity-hopitying that has become ubiquitous with our species. Yet we are now marginalized members of society, marginalized by a bunch of hypocritical tail-suckers who call themselves "human beings." In as polite a tone as a squirrel bereft of his rights can utter, I say: "This sucks nuts!"

Only in recent generations has the human being become a thorn in the side of our lithe, furry bodies. These particular beasts (ironically, they label themselves the leaders of tomorrow... I wish I was kidding) have ignored our civil liberties as rightful owners of this land as granted to us by the Red-Tailed Hawk Committee in 153 BC (Before Chipmunks). Humans arrived with a sense of supreme entitlement and thus proceeded to strip the land of its valuable tree and nut-related resources, crippling the Munchezon-Nuttz Dynasty.

For all their supposed intellect, these beasts fail to see their own hypocrisies, which are too lengthy in number to ascribe in this solitary address. Yet for the sake of a cogent argument, I will highlight one particular human behavior that really busts my nuts: the seemingly unconscious debasement and eviction of the squirrel population. Consider this absurdity: the typical human considers the squirrel to be a "cute" animal (of course, this romanticism overlooks the competitive nature of, duh, nature) and will, on occasion, feed us delicious nuts provided that we grovel before them and put on our most innocent face. Yet these same humans have deforested our homeland in order to put in—please, you should sit down before you read this for your own safety—grass.



Bereft of his civil liberties, this maverick squirrel clandestinely munches on nuts.

Are you kidding me? Grass? Last time I checked, these creatures lacked the proper digestive system to eat grass, so unless they are raising cattle there is no apparent reason for the installation of worthless grass in the place of life-giving trees. Furthermore, these idiots must spend a fortune on establishing, primping and maintaining the grass, which, I should remind you, they cannot even eat. To add insult to injury, they are not even allowed to walk on said grass. If they are not tasting or touching the grass, we can only assume they enjoy looking at the grass. Looking at grass? They must be nuts! If only they could look beyond the grass at the silent suffering of the Munchezon-Nuttz, a proud people who have been exploited, endangered and enraged.

Here's my final dictum: revenge shall be had. Sure, they might have more advanced technology, but lets see how they respond to rabies.

-Robert Palmer

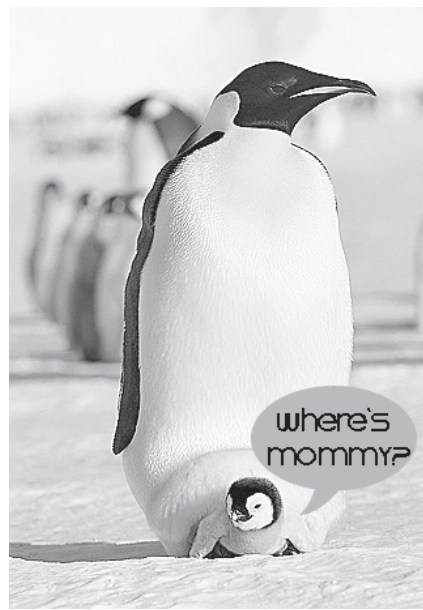
## The Memoirs of an...

### Angry Emperor Penguin

The Emperor Penguin is the only penguin species that breeds during the Antarctic winter. The female lays a single egg, which is then transferred to a unique pouch in the male's belly and incubated by the male while the female returns to the sea to feed. With his baby mama missing, the male penguins form gigantic, tight-knit clusters of penguinhood to block wind and maintain body temperatures amidst the Antarctic winter. The temperatures vary from 0 °F to below -100 °F. These are the thoughts of one such male Emperor Penguin through the difficult, solitary months of incubation.

It's the first day since Annie left. God, she was a beauty! She had the waddle of a runway model, with majestically useless wings. Mmmmm.... Anyway, I sent her off to get some food and now I'll have to keep my baby warm in my belly for two horrible, freezing months. At least there are 2000 other dudes here to tough it out with me. Actually, it's kind of a sausage fest.

**Two Weeks Later:** Holy human, this is getting old. Do I have that sandwich I sent her for? No! It's so cold I could rip my own beak off. Annie's abandoned me and I have to raise our baby alone! She's not even paying child support. She's probably out there mating with every Dick and John she sees up there on the coast. Pshhh, the Antarctic Coast. Like that's so nice.



**One Week Later:** All alone... All alone... All alone... And so cold. Why would she do this to me? I was a caring mate, what did I do to deserve this?

**Five Minutes Later:** Also, what is that human doing here with that camera? What is he, just filming us? Can't you see we're freezing here? This isn't just a day on the beach, you douche. I literally cannot move or I will freeze to death. And will somebody please tell me why that penguin keeps dancing?

**Two Weeks Later:** Me and my neighbor, Frank, have finally hit it off. Turns out his mate left him here too. I guess it's just females in general that suck. Well, I'm starting to get over her. Too bad she'll probably reappear here in a couple weeks trying to be a "good mother" and to "help me raise the child" or some other horsepoo reasoning. I hope she never comes back.

**Three Weeks Later:** Yup. She's back. GreaaaaatTTTTTT. And she just wants to take the egg from me. The little runt's been living in my belly for two months and she just all of a sudden shows up and expects to get him back. Like I'm going to let that happen.

**Twenty Minutes Later:** Well, she stole my damn baby!

- Jesse Bielasiak

## Predator vs. Prey

### A Conversation That Would Never Happen

**Lion:** Are you ready to meet your maker?

**Gazelle:** Don't eat me, I barely have any nutrients!

**Lion:** Why?

**Gazelle:** There isn't much grass on the savannah, and I am absolutely terrible at fending for myself. Ever since my wife left me, I've been totally helpless.

**Lion:** Amen to that brother. If I didn't have the missus around, well, I'd probably be *lying* around all the time.

**Gazelle:** Was that seriously an attempt at humor? You are literally trying to eat me right now and you feel that it is appropriate to try and make a pun on your species? You better check yourself before you wreck yourself, man.

**Lion:** Alright, my bad.

**Gazelle:** You do know that eating gazelle has been proven to decrease sperm count, and I've heard your swimmers are already a little slow.

**Lion:** Hey! The doctor says that they're not slow, they just aren't fast.

**Gazelle:** That's kinda the same thing and your doctor sounds like an idiot.

**Lion:** Eh, he's not a real doctor, he's just a pediatrician.

**Gazelle:** You do realize that you're an adult, right? You should have a real doctor.

**Lion:** Yeah, but he's been with me since I was a cub and he gives me dirt cheap inhalers.

**Gazelle:** You have asthma?

**Lion:** Nah, one of the little ones has it.

**Gazelle:** I told you, your sperm suck because you eat too much gazelle.

**Lion:** Eh, I should vary my diet, gazelle sandwiches can get a bit old.

**Gazelle:** Yeah, plus, think about just how scrumptious a nice wildebeest would be.

**Lion:** I've never really liked them, those horns are just so big.

**Gazelle:** Hey, my horns aren't too bad either.

**Lion:** Yea but I do think that a wildebeest beats you in a fight.

**Gazelle:** Why don't you let me go find out?

**Lion:** I'm not stupid you know, I just like to think with my heart first and my stomach second.

**Gazelle:** Well then think about this: are you really gonna have a chance with a smoking hot lioness if you're covered with blood? What if your coat is shining like Mufasa?

**Lion:** I'll just use a bib.

**Gazelle:** Don't be like one of those cheap bums who eat lobster with a bib. Eat like a boss.

**Lion:** Being a boss is hard work, I can't do that all the time.

**Gazelle:** Ohh, I have one more great reason why you won't eat me.

**Lion:** Why?

**Gazelle:** Cause you can't catch me. Bye!

-Max Carrillo-Ostrow

# THAT WAS NOT MEANT TO IMPLY BESTIALITY

(BUT WE WON'T STOP YOU FROM MAKING THAT INFERENCE)

## Animals for the Ethical Treatment of Humans A Formal Complaint

### Our Satire Sense is Tingling From the Animal Kingdom

Here at AETH, we strive to protect the lives and habitats of humans all across the world. For years and years, the lifestyles of some animals have been harming both humans and their habitats. It is up to us to show that we care, and we will not stand for this any longer.

Humans were once prosperous creatures; they mated, lived peacefully and even had a simple version of hierarchal government in their packs. But as our urban areas have grown, the humans' habitat has become restricted. In turn, their population has decreased. Our mission is to help the humans restore their habitat so that they may once again become a prosperous species.

The daily life of a human is now very dangerous. Ever since it was realized that the pelt of the human was perfect for making leather products, poachers have been hunting the humans to take and sell their pelts on the black market. Although poaching is now illegal, there is still a large amount of it in heavily populated human areas such as the tundra of Texas and the



Here is the leader of AETH. He claims that his mother was part human. We don't believe him either.

woods of Illinois. Along with poachers, humans have recently been becoming tangled in trash and debris created by animals just like us. It is things like this that make us here at AETH sick. This is what Rosco Johnson, lion, had to say.

"About two weeks ago, I was simply doing some errands. On my way to the grocery store, I saw a small human going through some garbage. After I got closer, I realized that it was not only a human, but one of the most endangered humans that still remains. It was a small artsy human commonly known as a 'hipster.' I approached him to try to help him. He had become tangled in a garbage bag. I took him and transported him to his natural habitat. Once we got to the vintage clothing store, I released him and watched him scamper back into his land of skinny jeans."

I hope that all animals will soon realize that we need to change how we live to save the humans from extinction.

-Adrian Stone

Greetings from the Umbobo of Magonkawiwi, Lord of the Animal Kingdom. We have prepared a list of demands from the various animals of the world. First and foremost, the raccoons wish to issue a note of appreciation and a request. They approve of the massive quantity of garbage that humans produce: raccoons see their growth and expansion as tied to the ability of humans to produce waste. Although they are happy to have a stable economy and food supply, raccoons wish that more people would leave their curtains open and televisions on. They have a pretty intense fantasy football league going, and it is difficult to stay up to date without opposable thumbs.

Second, we have a message from the squirrels. We have a well-researched report indicating that more than three quarters of squirrels, seven-eighths in urban areas, can't go on the ground without some ninkumpoop trying to grab them. I mean seriously, are you guys all freaking five? Those squirrels have kids to feed, and it doesn't help that some idiot intent on capturing them yet doomed to failure gets between them and the nearest tree. Please refrain from harassing the squirrels. It does nobody any good.

Third, the dogs insist that humans cease dressing them up in ridiculous clothes. They maintain that simply because humans overcompensate for their hairless physique with impractical and unnecessary accessories to the point that Lady Gaga is allowed in public, it does not mean dogs should suffer with them. Dogs hate boots, coats, hats, sports jerseys and, most emphatically, fur coats. Please stop, it's silly.

Lastly, if you could refrain from destroying the planet (or at least let us in on the profits) and shooting all animals larger than a breadbox on sight, we would be much appreciative. At the first congress of animals the only human nation to receive commendation was San Marino, and only then because they have no environment or animals to maim. With that, we bid you adieu. We look forward to negotiating with you on the rights of pigeons to poop on black sports cars.

-Robert Langworthy

Hey, you. Yeah, we're talkin' to you. You look funny. Write for Features.

ryost  
jbielasiak

Features Presents...

## Top Ten

Animal Traits That Humans Wish They Had

10. Blubber for those cold, winter nights.
9. Turtle shells. So we can live in them when our houses get foreclosed.
8. The heart of a horse... would that justify my feelings for Seabiscuit?
7. A social structure that would allow us to fling our own feces.
6. Male Adelie Penguins' ability to exchange rocks for sexual favors.
5. A pouch to carry school books and babies.
4. The Jesus Lizard's ability to give moving sermons.
3. Tusks of ivory. So that we can be made into the world's best pianos.
2. The right to bear arms.
1. Flight... Duh.

## Famous Animals: Where are they now?

**Shamu** - Devolped a taste for human blood after a training mishap and subsequently was put down after the "Swim With Shamu Day" disaster.

**Flipper** - Got too old for flipping, turned to performance enhancing drugs but was caught.

**Mumble from "Happy Feet"** - Had career ending dance injury due to icy conditions. After a lengthy stay in the hospital, he returned to Antarctica and is currently the head choreographer for Happy Feet 2.

**Lassie** - Ironically stuck in a well.

**Baloo from the Jungle Book** - Nobody has seen him since he ate Mowgli.

**Taco Bell Chihuahua** - Recently diagnosed with severe intestinal problems because of one too many chalupas. Slated to be the the secret ingredient in Taco Bell's "Chihuahua Supremo".

**Garfield** - Diagnosed with diabetes and is also legally obese. The movie put him through some really dark times and he battled with heroin addiction.

**Free Willy** - Nobody has seen him for four years except one seal who also hasn't been seen since.

**Bambi** - Bambi recently turned to hard drugs to cope with the loss of Thumper.

**Seabiscuit** - Now is only used for his genetics. He doesn't mind this job.

**Kung Fu Panda** - Moved to Chinatown in New York. Teaches classes in kung fu, taekwondo and neo-conservative policy.

**Nemo** - He and Dory eloped to the Great Barrier Reef.

**Michael Moore** - Passes himself off as human. Writes, directs and films movies about American politics.

**Budweiser Clydsedales** - One developed a gimp in his leg and was euthanized. The others are in Alcoholics Anonymous. They aren't very Anonymous.

**Winnie the Pooh** - Continues to be mind blowingly awesome.

**The Lady & The Tramp** - Currently in the midst of a very messy custody battle. Tramp doesn't stand a chance.

**Geico Gecko** - Like we need to tell you. Turn the TV to literally any channel at any time. He'll be there.

**Mickey Mouse** - In jail on charges of child molestation stemming from an incident at Disney World. We still believe he's innocent. A court date is pending.

**Benji** - Who the eff is Benji?

**Simba** - He's starred in several sequels but is still looking for work. Was an extra in "Dinner for Schmucks."

**Squirt (Sea Turtle from 'Finding Nemo')** - Did you see the last X Games? He beat out Shaun White for the freestyle half pipe and won the gold medal.

**101 Dalmations** - There are only 46 left. A moment of silence if you will.

**One of Those Owls from That Owl Movie That's Out Right Now** - Apparently at your local theater.

**Scooby Doo** - Feeding off of Scrappy's success as a defense attorney. The years since the Mystery Gang's breakup have been hard.

- The Features Staff

Verb of the week:

### Filander (NOT philander)

To engage in activities typical of a kangaroo; hopping around, boxing, etc.; comes from the name of a New Guinean Kangaroo species

## Not a Tent

Sohyun Lee

"This is not a tent, but it is a work in progress," reads a baffling wooden placard, pinned to the ground in the Elson courtyard.

What is "not a tent?" This is the exact question the students in Art 500 class asked themselves when Emily Trespas, Instructor in Art, assigned them this installation project.

The students, split into three groups and responded to the theme "Not a Tent" through their installations. They were provided with limited materials: a few slats, a roll of Jute Twine, twenty stakes, a poly sheet and hex nuts along with numerous tools.

In addition, the Office of the Physical Plant allocated spots on the site that are safe for students to insert project materials into. "[The] 'dig safe' areas indeed limited students' choices of ideas," wrote Trespas in an e-mail to *The Phillipian*.

With these restricted resources and time constraints, Art 500 students worked in groups to turn a vision into art.

The first installation, by Chiara Baravelle '11, Caitlin Kingston '11, Steven Kosovac '11 and Gabby Kwon '11, was built with translucent plastic and panel screens. They named their work "An Evolving View."

Kosovac said, "[Our theme was] evolution and change as well as submission to the natural forces of the weather."

Baravelle added, "Our group was motivated to change the viewer's perspective of the landscape. If you take a closer look, you will notice that the screens' location and their stripes echo the pathway and stairs of Elson."

Artists Matt Appleby '11, Kevin Carey '11, Jared Curtis '11 and Hannah McGrath '11 created another installation, making use of an old metal chain hung between two trees to aid them with their themes of wind and light.

"By the second session, our group knew what we wanted. We wanted to manipulate light and wind and the installation that hangs now is the product of our ideas. We have created the translucent plastic tube with triangular metals going through it with openings on the top



J. QU/The Phillipian

**One group utilized an old metal chain between to trees to manipulate the themes of wind and light.**

and bottom so that it can catch the wind, while the translucent material allows the light to go through it as well," said McGrath.

This past Monday evening, this group projected light onto their piece through the windows of the Elson Art classroom, creating a sensational night visual as the tubes and metal pieces cast shadows on the grass.

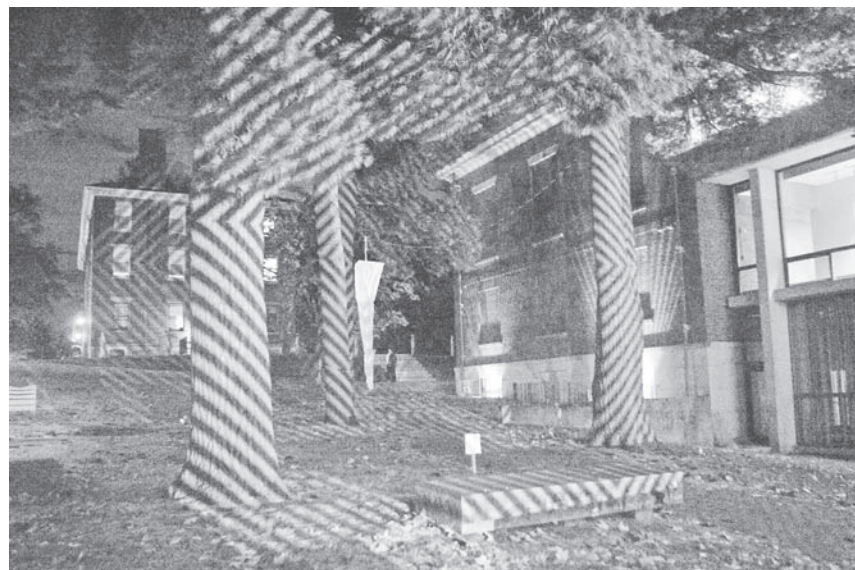
"Our piece has manipulated natural light as well as man made light, which shows how different a piece can be with different types of lights," said McGrath.

The last group, Jessica Holley '11, Givens Parr '11, Daniela Pimental '11 and Sosha Sullivan '11, made

their installation by arranging LP records, blocks and music stands on the ground so that the records looked like were melting onto the blocks as well as protruding from the ground. They named their project "Evidence of a Struggle."

"Our goals were to get the pieces to interact with the space and to express time and sound. This project not only taught us the metamorphosis of art, but also the metamorphosis of ideas," said Parr.

This group revealed the difficulty of the project. "In some ways, art is a lot like a self portrait, which makes it difficult to create art with people that you don't know really well," said Sullivan.



J. QU/The Phillipian

**Light was projected onto the art piece to create a unique pattern.**



J. QU/The Phillipian

**Focusing on time and expression, a group of student artists morphed LP records.**

Art 500 students worked for weeks on their installations. "While the campus views the near final or final installations, the students met for weeks beforehand, brainstorming, sketching, making miniature structures, refining ideas and even starting over with the germ of the first iteration," said Trespas.

With uncontrollable factors like the weather, some groups faced disappointments that forced them

to start from scratch, yet such accidents seemed to have helped the students create even greater installations.

Trespas hopes that the Andover community will "keep looking, keep visiting and keep questioning" the inspiring installation that will be on display until the end of Parents' Weekend.

## Antique Phone Meets Art of the Future: Tristan Perich '00

Sophie Gould

Artist-in-Residence Tristan Perich does not need to lift a finger. He leans casually against the wall while his artwork creates itself.

The sharpie seems to act of its own accord. Suspended in midair from a thread, it drags slowly across the surface of the wall, leaving thick black lines in abstract patterns in its wake.

"I program the microchip, give it starting parameters, start the drawing and let go of the process," says Perich, a graduate of the class of 2000 who is the artist in residence at Phil-

lips Academy this year.

Perich, a musician, described a microchip code like a musical score. "A score is a series of instructions. The composer writes the score, but every [ensemble's] interpretation is different," says Perich. Likewise, Perich never really knows how a drawing will turn out.

In addition to his visual installations, Perich composes pieces like his "1-Bit Symphony." Visitors to his exhibitions can listen to the music stored on the microchip and view a written version of the computer code Perich used to create it. "Code is essentially the ultimate expression of process. I wanted to make transparent the way people create electronic music," he says.

Transparency is very important to Perich, who thinks it is important for people to realize that "there is nothing mystical or magical about [technology.]" He says that everyone can break open a cell phone and create buttons by reconnecting wires. "The public don't necessarily need to abide by the rules," he says.

Breaking the mold is not difficult for Perich. Since 2004, he has carried a bulky, canary-yellow 1950's telephone with him wherever he goes. He dismantled a regular cell phone to wire this fully functioning portable phone himself, though he admitted it breaks often and earns him some strange looks from passersby. "It brings out a really great side of people," he says. "They look at it and smile. A crossing guard in New York walked up to me once and gave me a big hug."

Perich is no stranger to attention. His work has been shown in numerous art galleries and exhibitions and is featured on the internet on large "techie" sites such as Gizmodo. "The internet and new media have a strange way of making things really famous really fast," says Perich. "In a way I consider myself lucky to be interested in and have a meaningful connection with things that are easily consumable."

Perich is currently working on composing a piece for 50 violins and 50 electronic speakers, to be performed live. "I try to treat the speaker as a physical object," he says. "The way a speaker moves in and out for me is similar to the vibrations of a violin string or the way air moves through a wind instrument. It's going to be a monumental project."

Check out some of Tristan Perich's work in the Addison Gallery.



A. LEVINE/The Phillipian

**Perich stands by watching a marker that he programmed to create an image on the wall.**

