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VERITAS SUPER OMNIA

VOL. CXXXVII, No. 8

APRIL 18, 2014

PHILLIPS ACADEMY

Harvard University President Drew Faust and Filmmaker Ric Burns Discuss the Civil War

By **OLIVIA MICHAELS**

During the American Civil War, between 2 and 3 percent of the nation's population died. Transposed to today's population, this percentage of deaths would amount to seven million American citizens dying in one war, according to Drew Gilpin Faust, President of Harvard University and American historian.

Faust and Ric Burns, a documentary filmmaker, visited Andover's Cochran Chapel on April 15 to discuss the effects of the war on the nation's policies and the societal view of death as an intimate part of life itself.

The presentation was a part of "Lest We Forget," a series of events hosted by the Andover Historical Society in conjunction with other supporters to commemorate the 150th anniversary of the Civil War and the part that it played in the history of the town of Andover.

Burns's documentary "Death and the Civil War" is based off of Faust's acclaimed book "This Republic of Suffering: Death and the American Civil War." The book won the 2009 Bancroft Prize, was a finalist for the National Book

Award and the Pulitzer Prize and was one of the "The New York Times"'s "Ten Best Books of 2008." Andover students had the opportunity to see the movie at a screening last Friday or through Andover's Mediaspace hosting server.

"What I love about history is I see myself differently when I see the past making different assumptions than the ones we make today. What struck me in my journey into 19th-century death was how we as a society don't talk about death and try to hide death. In the 19th century, they needed to think about death all of the time, because only then could you live your life to the fullest," Faust said.

Today, relatively few members of the United States population are involved in war. Unlike the 19th century, when it was expected that every male citizen would fight, less than 2 percent of families in the nation have members who participate in the military. Death permeated all households during the Civil War, exasperating the sense of loss throughout the nation, according to

Continued on A5, Column 3



E.KAUFMANN-LADUC/ THE PHILLIPPIAN

Cat Haseman '14 plays foursquare outside the Oliver Wendell Holmes Library, enjoying the short-lived spring weather.

Jamie Bloxham '15 to Compete with US National Team in Computational Linguistics

STAFF REPORT

Jamie Bloxham '15 had never seen a word of the Aboriginal Australian language before he took his first Computational Linguistics exam, but that did not stop him from deducing a method to translate a piece of the antiquated language into English in a matter of minutes.

Bloxham placed sixth in the Invitational Round of the North American Computational Linguistics Olympiad (NACLO) during Spring Break, qualifying him for the United States National Team.

Over the summer, Bloxham and the other members of the US National Team will travel to Beijing, China, where they will compete in the 12th International Linguistics Olympiad (IOL). He will be the first student from Andover in ten years to qualify for the IOL.

Bloxham took the Open Round of the NACLO at Andover this past winter, which allowed him, along with Emily Jusuf '16 and Angela Gu '15, to qualify for the invitational round. Around 10 to 20 students participate in the Open Round each year at Andover, according to Maria Litvin, Instructor in Mathematics and Computer Science.

NACLO is a high school competition in linguistics that requires no previous linguistic knowledge and helps students learn about the common linguistic patterns while using logic as a tool to translate a diverse set of languages, according

to the NACLO website.

"[The NACLO problems] are basically logic puzzles with a linguistic flavor to them. The classic type of problem is one where you are given a bunch of sentences written in a language and you are given their English translations, and, based on that information, you have to extrapolate and perform some translations," said Bloxham.

Computational linguistics was developed as a branch of artificial intelligence that relates to the production of human languages and other aspects of linguistics, according to Elizabeth Meyer, Instruc-

tor and Chair in Classics.

Although NACLO does not require previous experience in linguistics or a secondary language, Bloxham partially attributes his success to his background in Latin.

"Latin's endless syntax and grammar rules prepare you to encounter languages with similar complications in the problems," said Bloxham.

Bloxham was inspired to pursue computational linguistics when Meyer gave him a set of sample problems in class one day.

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J.SCHMITT/ THE PHILLIPPIAN

Faust and Burns spoke on Wednesday in Cochran Chapel.

Check out the Privilege Forum on A5!

Andover Reaches Record High 85 Percent Yield Rate

STAFF REPORT

366 new students were admitted to Andover for the 2014-2015 academic year. The 237th incoming class consists of 182 girls and 184 boys, representing 33 states and 23 foreign countries, according to an Andover press release.

427 of 3,049 completed applications, or 14 percent, were accepted in March. 366 of the 427 admitted students will matriculate, marking a record 85 percent yield rate, an increase from last year's 79 percent.

"The demand for an Andover education continues to increase, as evidenced by our 3,049 completed applications from 50 states and

86 countries," said James Ventre, Dean of Admission and Financial Aid, in Andover's press release.

For the seventh year in a row, Andover has maintained its full need-blind admission policy, sealing Andover's place as the only private secondary boarding school in the United States to have maintained a need-blind admissions policy since 2008.

153 members, or 42 percent of the incoming class have been awarded financial aid scholarships, with the total cost amounting to \$5,775,000 in financial aid given. This is up from last year's \$5,235,000 financial aid costs. Forty-seven percent of all students at Andover receive financial aid, with 13 percent of the

student body receiving full financial aid.

A record high 90 percent of underrepresented students of color who were admitted have chosen to matriculate. All five of Davis International Scholars have decided to matriculate as well. The class of Davis Scholars includes students from Bulgaria, Burkina Faso, Japan, Kuwait and Ukraine.

More than 330 students, approximately 75 percent of the admitted student pool, participated in Andover's annual Spring Visit Program. More than 85 percent of the students who participated in our Spring Visit Program chose to enroll at Andover, according to Andover's press release.

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Privilege Forum

Students speak on the topic of privilege and its manifestations at Andover.

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Water Polo

Girls WoPo brings home their first win.



D.BHATHENA/ THE PHILLIPPIAN

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Meet the 2014-2015 DramaLab Producers!

Features B6

Spring has Sprung

Features celebrates the changing of the season.



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INSIDE THE PHILLIPPIAN

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Readers respond to David Shin's article, "On Discussions and Diversity."



E.KAUFMANN/ THE PHILLIPPIAN


Editorial/ A2

"Pick up the PACE"

"Out of Orbit"



J.SCHMITT/ THE PHILLIPPIAN



The PHILLIPIAN

Volume CXXXVII
NUMBER 7

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Pick Up the PACE

During one term our Lower year, we each devoted a double period every week to the Personal and Community Education (PACE) program.

For many of us, our evenings following these classes were spent lamenting over the lost lawn time, hours we could have spent throwing frisbees and finishing homework on the steps of the Armillary Sphere.

We constantly complained about the structure of PACE, the topics chosen and the lackluster discussions in our classes. We found flaws in the forced conversation and the lack of concrete advice.

In retrospect, PACE inspired us. It was the first time we, only Lowers, were asked to actively participate in discussion of such topics. It was the first time we were asked to think critically about and engage in the discussion of race, class, gender, sexuality and other subjects.

Despite our complaints at the time, it is clear a year later that we found PACE to be invaluable. This designated place to safely discuss such conversations is unique to Andover, so it is no surprise that 71 Uppers submitted PACE Senior applications this March.

Only 12 students will receive good news today when the decisions for PACE Senior are released. We urge the other 59 Uppers not to be discouraged, however. Drivers of such conversation do not need to be denoted by the title “PACE Senior.” Harness your commitment to addressing race, gender, class and other topics in the way you live your life, not just in a classroom setting.

Out of Orbit


Students awarded astronaut Sunita Williams with a standing ovation at this past Wednesday’s All-School Meeting (ASM) after her part-funny, part-serious, part-scientific presentation. There are few female astronauts in the world, and even fewer as accomplished as Williams; the student body, particularly in the context of recent conversations about gender, was lucky to host such an engaging orator. Yet at the same time, our Earth Day presentation did not address many of the goals and values associated with Earth Day, and many were left questioning the choice of Williams as Earth Day speaker.

In setting aside a specific ASM for Earth Day, we have established our commitment to issues of the environment and sustainability, which are essential for a school as socially conscious as Andover. We immediately invalidate this commitment, however, when we do not use Earth Day as an opportunity to educate the student body about the very real problems that climate change poses to both our immediate and global communities.

Particularly as the school is gearing up to enact its five-year Strategic Plan, and as student petitions and forums call for increased awareness of and engagement with climate change, the school should prioritize educating students about such matters above all else. We have already wasted one opportunity to do so and would not like to see the same mistake made again.

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

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So Much for Diverse Opinion

James Jung

GIVE ME A MAN, DOGMATIC, problematic, a hater of women and a lover of God, so I can step on him, crucify him, rip him apart and deconstruct him. Give me a gay-hating tradition-loving human-rights-bedamned instrument of the system! Give me anything, something! No? Not even a Republican? Fine. I will find him someplace else.

I found him at summer camp. Not the manicured ones at Yale or Wharton, but somewhere out there in a far-away quarter of the world. His name was Umar, a Nigerian Muslim with two wives. His

“Andover is surely diverse, but it is not diverse in its values.”

eyes floated in an otherwise unremarkable face, and that gave him a probing look far older than 27. He had a slow, almost holy way about walking, and he always asked me to join in prayer. He was a fine gentleman, soft-spoken, meticulous and reasonable. He spoke against every value I hold dear in broken English. I liked him immensely.

He said that women have a particular place in society, and that place is beneath men. He said that homosexuals are an affront to Allah, and that they should fear for their lives. This was new to me, and he spoke quietly, with conviction but without insistence. I could not do anything but shrug my shoulders and listen. I did not know how to respond; in fact, I was excited. Here was a different man.

Fast forward to Andover, and I am in a place where students of many origins, male and female,

open to new experiences, who respect other cultures, who are concerned for the well being of others and who love the world in its ever-changing varieties. But Andover gives us a false sense of what diversity is and has convinced us that diversity is just enough aesthetic difference to be interesting, but with the same ideological core underneath.

“I see no challenge when just about everyone nods his or her head, posts a status on Faceook, and goes back to homework.”

challenge when just about everyone nods his or her head, posts a status on Facebook and goes back to homework. What is the point of talking about diversity in a community so monolithic in its values that every identity group should be respected, that every individual should be valued, as long as one keeps to an orthodoxy?

I think the limited political expression at this school illustrates the point. I doubt any student would publicly declare he or she is against gay marriage. But for gay marriage, many would insist on it as strongly as Umar against it. I, for one, am for gay marriage, but where do I base this stance? Freedom? Human dignity? These concepts are as abstract and delicate as God and faith; instead, my community, Andover, has taught me an orthodox answer.

Orthodoxy is how institutions define themselves, especially closed ones like Andover. This is a prep school after all, and every student has been screened by the admissions office to match the school’s ideals. This is no different from, say, yeshivas picking out Jewish students, or madrassas picking out Muslim students.

Andover is surely progressive, but it is not diverse in its values. Andover chooses students who are

I think the Andover concept of diversity does injustice to the social justice we want to see in the world. We are stuck in the “Andover Bubble,” dismissing racists and misogynists as ignorant. What these people need is an education, we think. They have to be shown the errors of their ways by us more enlightened folk. But consider: people do not think of themselves as ignorant, and evil, less so. So why have they arrived at their conclusions? In order to understand, we must interact with them. But

“I think the Andover concept of diversity does injustice to the social justice we want to see in the world.”

we cannot, since they are nowhere around us! This is the problem.

Here is what I propose. We are already here at Andover, which is far from diverse. Since I am not expecting people like Umar the Misogynist Nigerian, I challenge you: play devil’s advocate, start discussions, and do something that is controversial for a change. Be annoying, and maybe even hurtful. Nice is overrated. Give your friends something to argue about, instead of something to nod their heads about.

James Jung is a four-year Senior from Seoul, South Korea.

The Sexism in Sexting

Nathalie Griffiths

THIS PAST WEEK, CAMPUS has been buzzing with one topic: sexting. My dorm of 40 girls watched a mandatory video on sexting last Thursday. It has come up in almost all of my classes, and it has clearly become practically impossible to avoid at Andover. Almost every aspect of the issue has been discussed, from the consequences and legalities to handling various sexting-related situations. Unfortunately, the neglected aspect in this conversation was the gendered way that sexting is addressed.

Many examples of sexting cases involve a male who asks for nude pictures, and a female who provides them. When these pictures end up online or are spread to others,

however, the fault appears to lie almost solely with the original sender, the woman. Accusers often blame the female’s lapse in judgment, criticizing, “She’s so stupid to have sent those pictures!” “Why did she do that?”

This widespread sender-focused take on sexting severely limits the scope of the problem. The initial choice to succumb to peer pressure and send inappropriate photos is in the hands of the sender. Yet a second, but equally serious, part of the problem — the distribution — is the fault of the party who requested and subsequently shared.

It is legal for those above the age of 18 to send and receive photos. It is illegal, even for those above the age of 18, to distribute photos of a minor.

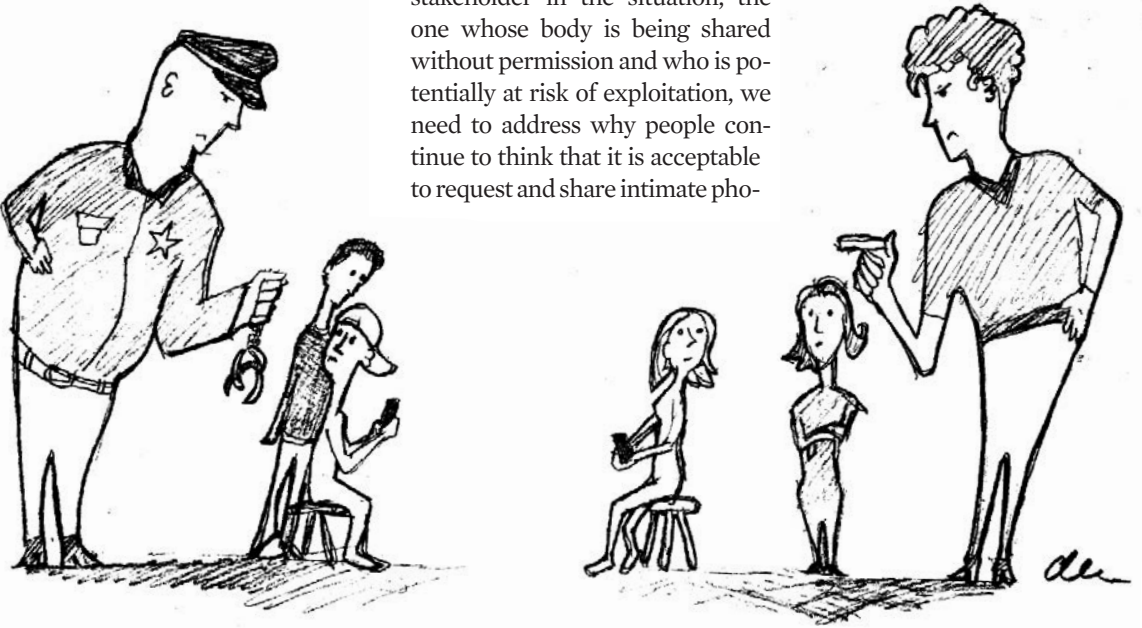
Instead of approaching the situation and blaming the subject of the photos, who is also the main stakeholder in the situation, the one whose body is being shared without permission and who is potentially at risk of exploitation, we need to address why people continue to think that it is acceptable to request and share intimate photos

of other people.

By sharing such intimate photos, the receiver breaks the trust of the sender, takes advantage of the sender and puts the sender at risk. By only blaming the consequences of sexting on the person who sent the photos, you are shaming someone for something that was in part outside of their control, and you are neglecting the two-fold problem.

The way that this discussion is gendered is relatively simple: the girls get the majority of the blame for sending the photos, and the boys get less of it, even though they distributed the photos, an equally problematic action. The more that people realize this, the sooner we can fairly understand the situation and prevent future mistakes.

Nathalie Griffiths is a two-year Lower from Stonington, CT.



A. MANOS/THE PHILLIPIAN

WRITE FOR COMMENTARY

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Andover: Not a Meritocracy

**Janine Ko
Kai Kornegay
Daniel Wang
Alex Tamkin
Isabella Oliva
Jonathan Arone**

IN RECENT WEEKS, OUT OF the Blue, More Than Just a Number, a group of Asian and Asian-American students and the Coed@40 Committee have pushed our community to examine our identities, our privileges and the meaning of diversity. We have seen students find the confidence to share their stories with a compassionate audience through panels, letters and articles. Our community has tried to both confront the system of oppression we live in and create the potential for lasting change. But while we have taken our first steps towards positive growth, there are still those who deny the existence of racism, sexism and other oppressive systems, who doubt the

power of a shared story and who reject an emphasis on intentional diversity, condemning it as racial discrimination in our supposed “meritocracy.” We cannot operate under the false pretense that Andover is a meritocracy, or that a true meritocracy is somehow desirable or possible. History has shown how empowered groups have used the concept of merit to systematically disenfranchise other groups. Andover is a community of 1,100 students from different backgrounds, identities and experiences, students who have received different opportunities and primary school educations. Our varied experiences cannot be evaluated or encapsulated by any construction of merit, especially at a place like Andover where privileged students inherently have an advantage. As a community, we have a responsibility to take steps towards a system that judges people individually, in relation to their context, and not on some

notion of merit or “fit” that systematically excludes already marginalized groups. Affirmative action is a step forward because it addresses the privileges that make academic and vocational success more accessible to some individuals and groups than to others. For an exclusive institution that employs the principles of affirmative action in its admission practices, the result is a community that is diverse in race, class, ethnicity, gender and other characteristics. In a society of prejudice and discrimination, intentional diversity is educationally enriching in that it brings often-suppressed voices to the table. It is each of our individual challenges that shapes our readings of Shakespeare in English 300, our views on immigration at a PA Republicans meeting or our interpretation of a Drama Lab. Those who claim they cannot even “name one way” in which race or gender shapes people’s viewpoints overlook the de-

gree to which these categories are intertwined with their own identities and experiences. As a result of the above, we, the authors, are disturbed that some individuals in this community, mainly those in a position of privilege with regards to race, class and gender, claim that forums and discussions do not bring about any “real” progress, reducing shared experience to “commiseration.” We beg to differ. It is not the place for privileged individuals to define what progress looks like in social justice movements. Furthermore, the joy of meeting others who share your passion, your sorrow, your rage, your experience and the opportunity to touch someone in the heart and mind and for them to empathize with your experiences — that certainly is progress. We share our stories because we see the potential to effect change in a joint effort with both the marginalized and the privileged. No person is unwelcome in

a discussion of diversity, but actively discrediting the experiences of disenfranchised students invokes a legacy of oppression that continues to stifle their voices. In order to work in solidarity with marginalized groups, the privileged need to often sit down and listen silently to a conversation that they have monopolized for a very, very long time. Listening, trusting and taking cues from the marginalized are among the most powerful acts a privileged person can do to support those who need their voices heard.

Janine Ko is a four-year Senior from North Andover, Mass.

Kai Kornegay is a three-year Senior from Goodyear, AZ.

Daniel Wang is a two-year Senior from West Windsor, NJ.

Alex Tamkin is a two-year senior from Glencoe, IL.

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Jonathan Arone is a four-year Senior from Boxford, Mass.



V. GARTH/THE PHILLIPIAN

The Perpetual Specter

Junius Williams

ON A CAMPUS WHERE political correctness often takes priority over honest conversation, David Shin ’14’s Phillipian Commentary article, “On Discussions and Diversity,” was an overdue dissent. At place where buzzwords are employed ad nauseam, his candor was courageous. But in a nation where racial diversity and multiculturalism have contributed immeasurably, the bulk of Shin’s argument straddles the satirical. By rightfully condemning “the exclusion of dissenting voices from the ‘conversation,’” as he said in his article, Shin initially seems to be expressing an earnest desire for all intellectual opinions to be respected. This is indeed an aspect of diversity in which Andover often fails, as demonstrated by the homogenous political affiliation of the bulk of our faculty. According to a 2012 Phillipian survey of the political preferences of faculty members before the last general election, an overwhelming 84 percent preferred Barack Obama, compared to 19 percent in support of Mitt Romney. Even more telling is the fact that roughly a third of Democratic respondents felt comfortable sharing their political views in class, and not a single Republican teacher expressed that same level of comfort. The facts are clear: Andover’s faculty is overwhelmingly politically homogenous. This, I believe, is the type of diversity for which Shin initially calls, and it is the type that Andover desperately needs. After this, however, our paths diverge. By questioning “the ideal of racial diversity,” Shin invalidates both experience and evidence that suggests that race still plays a major role in the economics, political systems and national fabric of the United States — and of Andover. His argument cheapens the significance of the impetus for diver-

sity on account of race. Furthermore, by prioritizing one form of diversity and discussion over another — in this case, ideological over racial — his argument implies that the latter form must be subservient to the former. In short, Shin’s argument assumes one, or both, of the following: that race is so inconsequential that it does not warrant attention or that variations in an individual’s treatment on account of his or her race are merely circumstantial. Shin, using the example of the college admissions process, suggests, “Some racial groups, because of a variety of factors, statistically perform better than others academically.” Yet sim-

“Race is the perpetual specter that has haunted the United States since its inception, silent sometimes, but omnipresent aways.”

ply by acknowledging a potential connection between various “factors” to academic success, Shin contradicts himself by reasoning that while race could indeed be a factor, its presence is not “strong enough to warrant support of racial diversity.” More importantly, the “variety of factors” that his argument ignores — socioeconomic class, gender, access to health care — have too often been tied to race, a fact that no student who completed History 300 can deny. Following a similarly erroneous logical sequence, Shin later asserts, “Proponents of intentional racial diversity often say that people of certain races bring ideas and ways of thinking to the table that others could not. Please name one.” I will oblige and name not one, but three. First of all, as a black man, my perception of public safety and law enforcement have been

undoubtedly colored by tragic stories like that of Trayvon Martin. I doubt that Shin can relate to the visceral fear many black men face when walking the streets of Boston each night — but I can, on account of my race. Secondly, my perception of social justice will forever be shaped by my father, who, as a black college student in the 1960s, dodged billy clubs and police dogs in Selma. Lastly, and perhaps most maddeningly, the way I view loss, movement and migration is indelibly shaped by the knowledge that my West African roots are forever buried under the sands of history. Countless other nuances and ways of thinking, similarly attributable to race, abound across the board. Race is the perpetual specter that has haunted the United States since its inception, silent sometimes, but omnipresent always. As such, the varied experiences each of us has had with race make us each unique. True, we are all more than our race, but it would be foolish to deny the benefits of bringing such a wealth of experiences to Andover’s intellectual table. Critics of my argument might accuse me of “playing the race card.” How I wish there was such a convenient card, like Visa or AmEx, used to purchase “race points” at just the right moment. But alas, there is not. What there is, instead, is a firmly established truth that race is an inextricable part of who I am, just like my religious views and political affiliation. Just as ideological diversity, a category into which these last two characteristics fall, is vitally important for Andover’s intellectual vitality, so too is racial diversity. I respond to Shin’s final challenge with another: examine each person for who he or she is, taking into account all of the composite factors of identity that make us whole beings.

Junius Williams is a four-year Senior from Newark, NJ.

Start with Stories

Tyler Lian

IN THE THE PHILLIPIAN’S April 11 Commentary section, David Shin ’14 criticized the discussions surrounding race and gender that have seized the campus in the past year, considering them illegitimate. In particular, Shin took issue with what he deemed “the sharing of personal struggles followed by commiseration and solidarity...” Shin presented this type of dialogue and the pursuit of egalitarian solutions as two opposing forces. I would argue, however, that they are one and the same. Under a political doctrine that already grants equal rights to all races and genders by law, the reason racial and sexual prejudices still persist is not a legislative one, but a cultural one: those who fall outside the white, cisgender male archetype are viewed as different and thus inferior, despite the fact that individuals of different genders, races and cultural identities all have the same constitutional rights. We simply do not live in a post-racial, post-gender society. Policies like affirmative action try to level the playing field by intentionally leveraging bias in the opposite direction, but these practices are only a palliative measure and do not treat the underlying cause. The real solution is, in fact, the simple telling of stories, of struggles and experiences. White people and men do need to sit down and listen, to hear the testimonies of their non-white, non-male counterparts and understand that different does not mean lesser, just different. If such a sharing of experiences is followed by commiseration, compassion and empathy on the part of white, male individuals, only then can we regard it as a success. The goals of these discussions are unification, understanding, and at the very least, cognizance, not the disagreement Shin is looking for. This is not to say that white people and men should not be part of the conversation as well — to reject or ignore their opinions would be just as discriminatory. As Shin fairly states, the views of these groups are often dismissed. The experiences of white males are just

as valid and pertinent to the discussions as any other. Anyone who has been through a PACE class should know that being a male in American society has its own “pros and cons.” Nevertheless, discussions of race and gender should be just that — discussions. White people and men do need to sit down and listen only because they have historically dominated and monopolized such discussions. With this in mind, however, there is absolutely no room for dissenting viewpoints on the part of white males. What is there to oppose? Suffrage? Equal pay? Equal rights? On the other hand, allegations against entire races or genders should be completely avoided, because not only are they unproductive, they also discourage and alienate certain groups. Each individual, regardless of race or class, has a unique perspective worth sharing. The ability to have these conversations on campus is one of the benefits of the intentional diversity that Andover lauds, yet one that Shin opposes. Andover’s intentional diversity brings individuals with completely different backgrounds and experiences into one community, giving us the opportunity to understand the world from other perspectives, not just the one we were born into. It allows us to compile manifold works like “Out of the Blue,” or hold heterogeneous discussions, panels and forums that most high schools cannot. At Andover, you are more than just a number; you are a unique collection of stories, struggles and experiences that brings a new facet to the Andover community, a diverse exchange of perspective that will hopefully lead to a deeper, more empathetic understanding of race, gender, orientation, class and the other identities that define one another. So, do we choose intentional racial diversity or racial nondiscrimination? I believe that the former can inspire the latter.

Tyler Lian is a two-year Lower from Old Lyme, CT.

Not A Differential Equation

Angela Gu

IN SEVENTH GRADE, THREE OTHER schoolmates and I qualified for the regional level of a national math competition. My teammates were all males, all eighth graders and all incredibly talented mathematicians. I was a gawky newcomer, constantly studying out of fear of bringing down the team average. In a few months, my hard work paid off: we qualified for the state competition.

On the day of the tournament, a competitor from another school approached me. After exchanging pleasantries, he ventured to ask, “How’d you get on the team, anyway? Is it because your team needed a girl?” As I attempted to conceal my shock, laughing uneasily and scrambling to come up with some sort of self-justification, he followed up unabashedly with, “You are Asian, though, so I guess you can’t be too bad at math.”

This encounter was just one of countless examples of the difficulties I have faced in pursuing the subjects I love: both on account of my gender and on account of my race.

Society encourages boys to pursue science, technology, engineering and mathematics (hereafter abbreviated as STEM), but from an early age, we discourage girls from these fields in order to prevent our women from becoming too “nerdy.” In one online comic from Saturday Morning Breakfast Cereal, two children, a boy and a girl, receive toys for Christmas.

The boy delights in his “Mechablox,” a toy that can be arranged in infinite ways, connected to a computer, and controlled remotely. The girl asks what her doll can do—well, it can be a doll.

Even worse, this childhood dichotomy of gender roles persists well into adulthood. Women make up nearly half of the workforce in the United States but hold about a quarter of STEM jobs. Of the 195 Nobel Laureates for Physics, only two are female. Relative to the general population, there are not many females in scientific fields. The lack of women who reach scientific prominence means that girls have few role models to encourage them towards scientific careers. Thus, the lack of female representation becomes circular.

This inequity manifests itself in virtually every high school competition and research program that I participate in. I feel lucky that my parents introduced me to math and science at a young age, but many girls do not have that opportunity. The underrepresentation of females remains the elephant in the room, either poorly addressed or ignored entirely. I love studying in the fields of math and science, but I’ve come to expect the issue of gender inequality to raise its ugly head when faced with latent hostility from participants, parents and even competition organizers.

To make matters worse, one boy I encountered at the math competition believed that my Asian heritage restored the mathematical skills that my gender had supposedly removed. His remarks, rather

than negating each other, insulted me twice over. He belittled my achievements by referencing gender, then discredited whatever remained by referencing my race. As an Asian, I am expected to excel at math and science, yet as a girl, I am not discouraged from this success. As an Asian, my successes are discounted. As a girl, my failures are ascribed to the presumed inferiority of all females.

Because of barriers set by microaggressions and social expectations, scientific fields lose many talented and motivated people, who select themselves out of those studies. People are turned away prematurely from both the natural and theoretical scientific worlds. Ideally, all women and men should feel free to explore science and math and—if they enjoy those fields—to excel at them. Nobody should cast doubt on the skill level of a science major who doesn’t fit the mold that traditional society has perpetuated.

Of course we do not live in a perfect world, but societal presumptions about how a computer programmer or engineer “should” look cannot continue to influence those considering careers in STEM. It is time to stop concentrating on what a scientist “should” look like and instead focus on what scientists do look like: researchers and learners who are focused on their projects, eager to explore and passionate for their work.

Angela Gu is a two-year Upper from Andover, Mass.



Memories of Istanbul

Cem Vardar

UPON ARRIVING AT ANDOVER, I was deeply shocked to learn that individuals here are neither afraid nor hesitant to criticize concepts and systems they disagree with. The fear of taking indirect routes around fragile topics of discussion is not an issue, and an overarching sense of nationalism never deters students from saying what they truly believe. Throughout my childhood in Turkey, I have experienced, time and time again, what it means to keep my thoughts to myself, to have my parents warn me of what might happen if what I said or wrote things that offended a figure of authority. But after having my ideas about equality, freedom and human rights encouraged by Andover and its students, I often thought to myself: “Now that I have all these resources, my freedom and safety are ensured. But I should do something — no, I must do something. It would be a shame if I didn’t.”

So now, I have decided to tell my story.

The summer of 2013 was a life-changing period in time that will always stay with me, in the corners of my mind. The reason why that summer will always be a memorable one for me is not necessarily because I experienced some of the fondest incidents in my life, but because I was placed in a situation in which I felt the pressing urge to defend some of the things that mattered to me as a human being. I was reminded that there were important parts of my Turkish identity that I had to defend as my eternal belongings, and that I had to stand for my essential rights as a human being. I learned that one had to stand up for one’s liberty before it was too late.

In June, a series of mass protests broke out in Istanbul and soon spread across the whole nation, in defiance of the current government’s intentions to demolish one of the few green spaces left in the city and replace it with a shopping

center. Thousands of people took to the park designated for reconstruction and began employing sit-ins as an action of nonviolence. In return, the riot police stormed into the park, unleashing water cannons and firing tear gas canisters at peaceful demonstrators. After years of oppression and frustration, for millions of fellow citizens, including myself, this was the last drop in the glass. What started off as a mission to save a couple of trees turned into a national matter that called upon the people to protect our voice of dissent, our fundamental human rights and our democracy.

Though I had never met the protesters before, we did share an invisible bond that drew me to them. I felt that this was the time for those scared, intimidated, ignored, marginalized and contained to come out of their dimly lit corners to treat their lungs with the fresh air of freedom. This was our moment to take a stand. Unbeknownst to my parents, I actively participated in the protests.

Words could not describe how amazing it felt to be standing with hundreds — no, thousands — of people chanting “Everywhere is Taksim, everywhere is resistance!” with our fists in the air, gaining strength from each other, helping those on the ground up, giving slices of lemon and face masks to those who suffered the effects of the tear gas, and joining hands with people I have never known, never seen, never talked to before, in order to form protective human barriers around the wounded or injured.

With a transgender person on my right and a middle-aged man with a “God is dead. — Nietzsche” t-shirt on my left, I felt immensely empowered, even invincible, by the unity of those around me. As the night drew near, however, the government showed its unwelcoming side. While marching up the long Istiklal(freedom) Street, we suddenly faced an ambush from the riot police, who had captured both ends of the street and bombarded us heavily with tear gas. Sanitary

masks did little to protect us. As the gas entered my nostrils and began climbing its way up, it felt as though dozens of needles had penetrated into my brain. Sandwiched in between the police forces from both sides and among thousands of people, my friends and I survived because we managed to escape into narrower side streets.

The protests lasted for three months, but some of the visions from that night will never leave me. I still remember the riot police clubbing one of my closest friends in the face, making blood gush from his nose. Many of us watched, helpless, as our fellow protesters sustained serious injuries: some lost their eyes after being directly hit by tear gas canisters, and a total of five people lost their lives as a result of the police brutality. They became the martyrs, the symbols of our struggle for freedom, for recognition, for no longer living in fear.

The most tragic part of the experience, however, was that the Turkish media refused to cover even a fragment of what went on during those days of protest. The struggles, cries, pain and losses of our people went unnoticed. In spite of this, my determination to let the world know about what happened during that summer only became stronger throughout my travels.

As a student at an open place like Andover, where different experiences, cultures and values do not have to disappear, I knew that it was time to let more and more people know about some of things that are important to me, and to the people of Istanbul: democracy, human dignity and the right to free expression. But I also had the feeling that it fell upon me to let others know about my people’s yearnings for freedom, those injured, wounded and beaten by the police, those who had to see one less person at their dinner tables. I believe it is my duty to honor their pain and immortalize their struggles.

Cem Vardar is a new Upper from Istanbul, Turkey.

Pro Sibi

Sewon Park

WITH NON SIBI DAY COMING up, I have begun to think about the true meaning of Andover’s motto, and whether or not we, as individuals, and as a community, are truly “not for self.” We are an ambitious bunch — many of us arrive at Andover with the intention to work hard and succeed. However, I fear that the motivation for most of us is not that we want to be able to give back, or to change the world. It is because we want to live successful and comfortable lives.

With the academic world plagued by competition, it seems as though everyone, myself included, can think only of propelling themselves forward, of preparing themselves for success. In pursuit of college admittance and well-paying jobs, we lose sight of “the greater good.”

A case in point is that many students volunteer for community service solely to burnish their college applications. Even DoSomething, a not-for-profit organization that helps students initiate community service campaigns, advertises such services as a means to “impress a college.” Community service is thus quickly becoming just another component of students’ college applications and resumes, rather than an important opportunity for learning and generosity, as it has tradi-

tionally been considered.

Considering the above, it is easy to see how at Andover, we can quickly forget the true meaning of “non sibi,” particularly when the practice of being “non sibi” is not incorporated into our daily lessons and routines.

Non Sibi Day, on the other hand, gives us such an opportunity to be truly “non sibi,” and perhaps more importantly, to reflect on the values associated with being “non sibi.” As Monique Cueto-Potts, Director of Community Service, put it so succinctly in an article in *The Phillipian* last week, “I really hope that students are present during that time and really appreciate and are grateful for having a few hours out of one day to go and do something they wouldn’t normally be doing.”

Non Sibi Day, in allowing us to take a day off, gives us a rare and valuable escape from the highly competitive, stressful, “pro sibi” environment that Andover can often generate. I thus urge you to use the day to redefine exactly what “non sibi” means to you on a personal level. Forget grades. Forget your college application. It may sound cliché to say so, but we will not be remembered for our personal achievements, but instead, for the change we have enacted, and the service we have done in the name of others.

Sewon Park is a Junior from Hong Kong.

Optimize the iPad

Jake Kim

ALTHOUGH THE MAJORITY of the student body takes it for granted, the fact that the only three-year-old iPad has become a huge part of our classes is to say the least, astonishing. The iPad has proven to be an effective learning tool, but it is not free of flaws. Our community has made great strides in integrating the iPad into our curriculum, and we must continue to avidly promote its proper use in the classroom to optimize its benefits and minimize its drawbacks.

Mr. Victor Svec, Chair of the Russian Department, shows that the iPad makes learning very effective. Mr. Svec said of his use of technology, “Students do their homework, they send it in [via iPad], they get it marked up, they send it back with corrections and they learn it by the time they come to class the next day.” This process helps students absorb the new information on the subsequent day and receive immediate feedback, as opposed to waiting for paper copies of homework to be handed back a day later and thus, unnecessarily prolonging the learning process.

Additionally, students in Mr. Svec’s classes can opt to take all their notes on their iPads, so all notes from previous years are resident on the iPad. Students then are more likely to dig up old information from their iPads than from written notes in old notebooks when they forget materials learned in previous years. In learning a language, this is especially helpful as students must undergo many repetitions of the same materials to master a language.

The use of the iPad better facilitates the process of looking up words. While reading a book, students have to access another device or dictionary to find a definition when they do not have the iPad. In Mr. Svec’s classes, however, every reading is on the iPad’s e-book, so

students simply click on the word to find its definition.

Through cooperation of the faculty and students, we can minimize some disadvantages of the iPad. A disadvantage addressed by Mr. Tipton is that because information on the Web is overflowing and easily accessible, some students fail to fully understand and apply some of the information. To solve this issue, the faculty must regularly, possibly every year, teach students about this skill. Students could then complete assignments that require interpreting and using the information to draw various conclusions.

Moreover, Mr. Tipton remarked that technology at times impedes appropriate conversations from taking place. Therefore, teachers must define a boundary of the cases in which iPads should and should not be incorporated.

For example, the iPad should not replace in-class discussions about a book. Oftentimes, discussions begin with a specific comment. Even then, people can gain well-rounded knowledge of a book by taking advantage of the tendency to go off-topic in a live discussion. On the other hand, if the discussion takes place online, the student’s response is likely to be structuralized within the strict frame of the issue being discussed. This is because they have the time to verify the relevance of their remarks to the discussion before submitting them. As a result, they may only learn about a narrower portion of the book.

In many of our classes, the iPad has managed to become a promising device. We must understand, however, that nothing can be flawless from the start. Whenever problems arise to threaten our education, we must as a community bring them to light and put our heads together to constantly improve our learning environment.

Jake Kim is a new Lower from Seoul, South Korea.



S.JAMIR/THE PHILLIPIAN

Andover Students Reflect on Personal Experiences with Privilege

By ERICA SHIN

Following recent discussions on campus about issues of privilege, students packed into the Underwood Room on Wednesday evening to participate in a discussion-based forum hosted by CAMD, Out of the Blue, Feminism is Equality and More Than Just a Number. The discussion centered around topics of privilege, including privilege of ability, race, gender, sexual orientation, class and many others.

Five student panelists were invited to speak about their experiences with privilege: Malina Simard-Halm '14, Robert Rush '14, Kailash Sundaram '15, Kayla Thompson '15 and Emma Kukielski '15 all shared stories about their connections with privilege, each bringing a different perspective to the conversation.

Each panelist was given the opportunity to speak briefly about what privilege means to them and what kinds of privilege they either have or do not have.

Kukielski discussed the idea that, as a white woman, she was the only member of the panel who had personally experienced the benefit of white privilege, or the societal institutional benefits white people have because of the color of their skin.

"That's one of the things about privilege. It's something that, as a person of privilege, you don't need to think about. You accept it as a part of your daily life, and that's why we're here today. Because it's something that needs to be confronted," said Kukielski.

Kukielski first understood her white privilege when she realized that she lacked privilege as a woman.

She said, "It was clear then that some people do experience inherent privilege. For example, I can't walk down the street at night and feel completely safe, no matter where I am."

Rush spoke about how his privilege of attending Andover, a prestigious school, saved him from a situation of being treated very differently because of the color of his skin. When a police officer in a New York subway station stopped Rush on his way to catch the subway, the officer's opinion of Rush shifted when Rush informed the officer of his education, Rush said.

"Being in this position and seeing how he looked at me after he realized what school I go to... The potential that I may have to change



E.KAUFMANN-LADUC/ THE PHILLIPIAN

Emma Kukielski '15, Robert Rush '14, Malina Simard-Halm '14, Kailash Sundaram '15 and Kayla Thompson '15 spoke on the panel.

things in this world, the potential I may have to be something other than the expectation he had of me made him let me go. Not the fact that I was a human being," said Rush.

Simard-Halm addressed the issue of not having the privilege of being able to be a part of a family that is socially accepted everywhere and having to deal with hatred and discrimination because of her family. Simard-Halm has two gay fathers.

Simard-Halm talked about her childhood as one of the first children born through assisted reproduction to gay parents and her experience in different communities as she dealt with hostility towards her fathers and her family.

"I oftentimes felt torn between sharing one of the most important parts of my life, my family, and being a part of the community that I wanted to be," said Simard-Halm.

She continued, "I remember moving to New Mexico from Los Angeles... I remember not telling anyone about my parents for three whole months. In fact, I lied about my parents. I said one of my dads was my uncle because I thought that I would be ostracized."

Sundaram focused on the concept that, despite having been born and having grown up in the United States, he is oftentimes considered un-American because the way he looks does not fit the American ideal in a country that is considered to be diverse.

"I was at the airport with my family... The pilots come over, and I start a conversation with them. The pilot's about to go, and then he says, 'Enjoy your stay in America.' For me, that definitely felt like he thought I was foreigner in the country that I call home," said Sundaram.

Thompson also spoke about the implications of an

intentionally diverse community. When she first arrived at Andover, she surrounded herself with friends of similar backgrounds.

"Intentionally diverse communities mean absolutely nothing unless you make them mean something. I didn't get the experience of interacting with people who I didn't interact with growing up because I didn't let myself," she said.

Moderators from More Than Just a Number and Out of the Blue, including Dan Wang '14, Thea Rossman '15, Alex Thomas '15 and Jaleel Williams '15, kicked off the forum with statements posed to the audience about different kinds of privilege they may have encountered in their lives.

After panelists spoke, the attendees broke up into smaller groups to discuss privilege. Many shared personal stories about their experiences with privilege in its many forms.

Two Students Attend National Japan Bowl in Washington, D.C.

By OLIVIA MICHAELS

Trapped in a stuffy room packed with 110 students from across the nation, Billy Casagrande '15 and Harry Wright '14 sat perched at the edge of their seats as they were challenged to identify individual "kanji," thousands of pictographic characters used in Japanese writing.

Wright and Casagrande, both of whom take Japanese 300 at Andover, represented Andover at the National Japan Bowl in Washington, D.C., from April 10 to April 11.

Wright and Casagrande did not place in the top five teams this year, despite placing fifth at last year's competition.

The competition constituted of two written sections and one oral section. In the conversation round, judges who were fluent in Japanese asked the team questions. Their responses were then scored on the difficulty and accuracy of the grammar used and the flow of the sentence structures, Casagrande said in an email to *The Phillipian*.

In an email to *The Phillipian*, Wright said, "My Japanese classes at Andover prepared me well for the oral portion of the competition; I feel very comfortable speaking and understanding spoken Japanese from my classes. The written portion of the competition, however, included many obscure details of

history and culture that are not part of the Japanese curriculum [at Andover]."

Outside of the competition rounds, Casagrande and Wright met students from the Japanese School of New York and practiced conversational Japanese with other students from across the country.

Other cultural activities apart from the competition included a traditional incense ceremony and a presentation by the inventor of "Sudoku" puzzles. Students also met a former ambassador to Japan from the United States and watched a performance by Taiko, a popular Japanese drumming group.

"This year, I gained more of an understanding of how to interact with real Japanese citizens, high-school age and adult, and my experience heightened my goal to become fluent one day," said Casagrande.

Any school with a Japanese program can register for the competition. In order to participate, a student must be in a second-, third- or fourth-year Japanese class, cannot speak the language at home and cannot have spent over three combined months in Japan during a homestay program, according to Wright.

"The Japan Bowl helped to remind me of the importance of Japanese in the global economy and political sphere today; language has the power to bring people together and help to solidify relations be-



D.BHATHENA/ THE PHILLIPIAN

Billy Casagrande '15



D.BHATHENA/ THE PHILLIPIAN

Harry Wright '14

twoen allies. It's very motivating to be surrounded by adults, both Japanese and American, who have studied English/Japanese and have made a living for themselves with their foreign language skills," said Wright.

The National Japan Bowl was hosted by The Japan-America Society of Washington, D.C.

Faust and Burns Discuss Inception of Arlington National Cemetary

Continued from A1, Col. 2

Faust.

"We can compartmentalize our wars in a way that was not possible to do in the Civil War, as Andover so powerfully represents. Despite this distance from the frontline, the war took place here for the families of the loved ones who lost their lives," said Faust.

Burns said that, before the Civil War, the federal government did not have methods and procedures for handling the dead and notifying the kin of the fallen soldier. There were no ambulances or army hospitals. Bodies would remain on the battlefields for days. What once was the duty of the

widows and kin to find their missing loved ones and give them proper burial services became a national responsibility.

"When we think about 19th-century history in the United States, I think that we have to think of the nation as in mourning and uncertainty and ask ourselves how much of what we look at when we look back needs to be considered in the context of that loss and of the people who had no basis for what we call today 'closure,' just because they didn't know what had happened to their loved ones. It's made me revise my whole understanding of what came after the war," Faust said.

Burns added, "Death was preserved in individu-

als and their families and maybe a group of people who lived in their town before the Civil War. The work of death, which [Faust's] book has shown so many of us, was the work of communities, families and individuals. We did not think of the work of death as being the work of the country."

National cemeteries, including Arlington and Gettysburg, were direct results of the war and the initiatives taken to rebury soldiers who had previously been interred in hastily-made, shallow graves, according to Burns.

In particular, African-American soldiers saw the worst of this carnage. Often-

times, they were the soldiers given the task of moving the corpses into makeshift graves, according to Faust.

"The experience of death was so much more common and so much more part of the familiar tool kit of experience for enslaved African-Americans in the 17th, 18th and 19th centuries," said Burns. "There were a myriad of ways to die. The normal ways in which one assumes they have some control — you have control over your body, you cannot be killed without justice being visited upon your murderer — these were things not available to slaves."

Bloxham One of Eight Top US Computational Linguists

Continued from A1, Col. 6

His interest in Latin, coupled with a love of logic, pushed Bloxham to sign up to take the NACLO.

"Honestly, I just do these contests for fun. I don't really consider myself a linguist, even though I am now on the IOL team. I would encourage people to take the [NACLO], if anything just because the problems encourage a good logical way of thinking," said Bloxham.

"I just want to make sure that I get zero credit for anything that he has done with computational linguistics. [Bloxham] stands out because he has a natural aptitude for linguistics and he is a big

computer guy," said Meyer, who leads training sessions in the Winter Term for students preparing for the NACLO.



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Jamie Bloxham '15

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LET'S FINISH THE FIGHT AGAINST CANCER

Rachlin Uses Surfing To Inform His Teaching Philosophy

Continued from A1, Col. 6

towards the things that I care about,” he said.

“My first-period class might even notice that I’m in a slightly better mood on Monday morning,” he added.

Rachlin often applies lessons he learnt through surfing to the classroom to further enhance his students’ academic experiences.

“Just because something is hard, that doesn’t mean it isn’t fun. I found surfing incredibly hard to learn. In short, it takes a lot of time and frustration to get better... But it’s incredibly gratifying to feel as though I’m working hard at something and improving over time. That’s rigor and joy,” said Rachlin.

“Hopefully students feel as though they’re also being pushed to grow and to further develop in a multitude of ways, but they’re also feeling as though we’re having fun along the way... The way I construct an individual class session emanates from a place of trying to think about that balance,” he continued.

Rachlin’s passion for surfing stems from his experience as a swimmer. Throughout his high school and college years, Rachlin swam competitively.

“In swimming, you’re racing both your competitors and the clock. That means that it’s possible to swim a best time and lose a race... This is combined with the fact that most swimmers train all season for a single meet, and you’re always racing a clock, which, in essence, you can never beat. While I definitely didn’t internalize this message at a young age, competitive swimming says something powerful about the nuanced nature of success and failure,” wrote Rachlin in an email to *The Phillipian*.

“I think that’s a particularly important lesson that I try to bring into the classroom as much as possible by encouraging students to see their academic experience, both in my class and others, as not just a series of formal assessments to be deemed ‘successes’ or ‘failures,’ but instead as a more nuanced and complex path of growth and development,” he continued.

In addition to his weekend surfing adventures, Rachlin also often participates in triathlons. He even aspires to compete in the IRON MAN World Championship, which is known to many as the most physically rigorous and mentally demanding triathlon in the world.

“It’s one thing to dabble in these smaller-distance triathlons, but there’s a part of me that thinks that it would be really cool to do something like that one day. It’s wild. Somewhere in my mind as a possibility for something I want to do, it’s out there,” said Rachlin.

Rachlin came to Andover from the Pacific Ridge School in Southern California. After earning his Masters in Education from the Harvard Graduate School of Education, Rachlin worked with a group of people in 2007 to start Pacific Ridge, a new independent school in Carlsbad, CA.

“[Pacific Ridge] was a really phenomenal experience, and I felt really good about the education we were providing for people who were there. I think it’s been really interesting to have this experience of transitioning from a school that was really building from the ground up to coming to a place that was founded in 1778,” he said.

“Andover stood out to me as a unique place that had a balance of things that I was looking for,” he continued.

Continued from A1, Col. 6

Williams made her first journey to the ISS aboard the Space Shuttle Discovery with the crew of the STS-116. There she joined the Expedition 14 crew as a flight engineer. Prior to arriving at the ISS, Williams went through eight years of extensive training to prepare her for life in space. Williams made a second journey to the ISS in July of 2012 and stayed for four months.

After starting her professional career in the military as a helicopter pilot, Williams’s curiosity regarding the aeronautics of helicopters grew, leading her to attend test-pilot school. While at test-pilot school, Williams went to Johnson Space Center in Houston, Texas, to meet astronauts for the first time. After being encouraged to apply by friends who had already been accepted into the astronaut program, Williams took the leap and applied.

“The thing that comes back to me was ‘the only one who’s telling me that I’m not going to be an astronaut right now is me,’” said Williams.

Williams underwent basic astronaut training. Stressing the mental preparation required for space exploration, Williams said she attended the National Outdoor Leadership School (NOLS). At the NOLS, NASA astronauts explored the wilderness to learn many team-building skills, as well as survival skills that could be translated into work on the ISS.

“It is a good way to learn that not everybody learns the same way. Not everybody thinks the same way when you’re in that type of environment,” said Williams.

In addition to completing a NOLS course, Williams lived underwater for nine days in a habitat

that imitated the effects of space on the human body.

“It’s like you’re stuck at the Depths of the Key Largo, you can’t get out; you are with a certain group of people and you are doing science experiments,” said Williams.

“The main goal really is to test yourself, so you know which buttons get pushed on you, that piss you off, and you can sort of anticipate that when you’re living in space,” she added.

Williams said that there were many challenges that she could not have anticipated, with one of those being sleep deprivation.

“You block out a time for eight hours, and you probably don’t get as good sleep, so you probably get anywhere from five-and-a-half to seven hours of sleep,” said Williams.

Even though Williams was busy carrying out her duties as an engineer on the ISS, she still made time for two of her passions, athletics and philanthropy. In



AWESTFALL/ THE PHILLIPIAN
Sunita Williams addresses students and faculty at ASM.

2007, Williams was able to participate in the Boston Marathon from space. Running the race on a modified treadmill with a harness over shoulders to counteract the effects of zero gravity, Williams ran the race in four hours, 24 minutes.

“I like to work out. I think it’s important and something we have to do as astronauts because of problems with bone density and muscle loss and

just being normal when we reach the next planet, eventually,” said Williams.

Though she is now retired, Williams said that she “would love to go back out [to space].”

“I’m lucky I have had some really good times in space,” said Williams. Williams said if she were to return to space, she would want to become more involved with social media.

Brazilian Students Visit Campus as Part of Andover’s Off-Campus PLACES Program

By SHARAN GILL

A group of Brazilian students and faculty members from Escola SESC de Ensino Médio (SESC), Andover’s partner school located in Rio de Janeiro, Brazil, will visit Andover’s campus this week.

During their week-long visit, the Brazilian students look to expand their knowledge of American history and literature. In particular, they will interact closely with Andover students participating in PLACES, a new foreign exchange program for Andover students between Andover and a boarding school in Brazil.

“[The exchange] will also give [Andover students] another lens into Brazil-

ian culture and the types of things that Brazilian teenagers enjoy and do. The SESC students can also give a bit of a heads-up about what to expect when we’re visiting their school,” said Flavia Vidal, Instructor in English and Director of Brazil PLACES.

Andover faculty members across various disciplines, including art, math, English and environmental science, have extended their welcome to SESC students and invited them to sit in on their classes.

“Our hope is that [the SESC students] will really meet many more students than just those who are specifically assigned to them and that a lot of what they end up doing on campus will be directed by their interests and whatever it is that they will find fun and enriching,” Vidal said.

“I think just having visitors on campus opens the minds of our [Andover] students to a variety of different perspectives, and that’s definitely something that we want to instill in our students,” she continued.

In addition to interacting with the Andover community, the Brazilian students will travel to the area around Boston over the weekend. “One of the things that they want to do while they’re here is take advantage of the Boston-area attractions that have to do with American historical

and literary events... We’re going to do the Freedom Trail, to Walden Pond and to Lexington and Concord. Just a lot of different places that are important to the material that they’re studying,” said Vidal.

While all the other summer trips run by Andover involve students traveling to foreign countries, PLACES is unique because of its exchange aspect, which allows more students the opportunity to learn about other cultures without leaving campus.

“We want to really foster this kind of collaborative partnership as a model to teach our kids how to interact with one another and with students of different places and how to form partnerships. I think that’s one of the things we believe is a necessary 21st century skill,” Vidal said.

Madison Pettaway ’17, who will be travelling to Brazil this summer with the PLACES program, said, “I want to learn of [the Brazilian students’] interests and their lives in general. Currently, all I know from Brazil comes from Vidal’s anecdotes and from the historical information provided to us in class. From these exchange students I want to know about everyday-current life in Brazil.”

Andover Students Attend World’s Largest Global Health Conference

By AUSTIN TUAN

Seth Godin, “New York Times” Bestselling Author and Blogger, stood before 2,200 health professionals and students in Yale University’s Shubert Theatre as he talked about the effective strategy needed to communicate ideas. Nestled among the audience were 14 Andover students, members of Andover Global Health Initiative (AGHI) on their weekend trip to Global Health and Innovation Conference (GHIC).

“The riskiest thing you can do now is be safe having average products for average people. That’s risky. The safe thing to do now is to be at the fringes, be remarkable,” said Godin.

Last Friday, AGHI traveled to Yale to participate in the conference, hosted by Unite For Sight, a non-profit health delivery organization committed to promoting high-quality healthcare for all.

According to Unite For Sight’s website, the GHIC’s main purpose is to unite those interested in global health,

international development and social entrepreneurship to create an exchange of ideas and an understanding of new developments in the fields of global health and entrepreneurship.

The conference hosted over 300 speakers, providing a variety of “innovation sessions,” as Unite For Sight’s website called them, for participants to attend, such as lectures on the application of film to engage and educate members on new developments in global health and technology pitches on mobile applications to help report results of Rapid Diagnostic Testing in Columbia.

“One person I found particularly fascinating was Jeffrey Sachs. He talked about how the world is changing and how we need to take control of our actions and how that is affecting communities worldwide,” said Graydon Tope ’14, Co-Founder and Co-Head of AGHI.

“What I find so ironic [about what he said] is that people will listen to all these wonderful things that come at them, yet they fail to take action: they don’t do any-

thing. So what I feel is great about us is that we’re young enough to know that we have a future ahead of us and that we can actually do something, so that’s what is so powerful,” she continued.

Hector Cho ’15 added, “There was this group called Prometheon Pharma, a biotech startup out of the University of Florida, who pitched one of their products at one of the innovation sessions. As opposed to having the patients carry around a needle and a pump, the patch is just much simpler, cheaper and more discrete. To be one of the first to learn about the latest advances in both the pharmaceutical and traditional biology world is quite amazing.”

In addition to the array of “innovation sessions” that members of AGHI attended, members of the club also had the opportunity to network with health professionals, CEOs and graduate students to establish relationships for future use, according to Cho.

“The majority of the time, I got the speaker’s contact information so I could later shoot them questions. For in-

stance, I even got the email of the founder of Theo Chocolate, who gave a presentation on building responsible business models,” said Tope.

“Also, I remember some random person on the street for no particular reason, and as it turned out, he was [a health professional] at Yale for the conference and gave me his contact information,” she continued.


The Andover Participants were Caroline Chen ’14, Co-Founder and Co-Head of AGHI, Graydon Tope, Meera Bahn ’14, Cho, Alessa Cross ’16, Rachel Gerrard ’15, Alexandra Houle-Dupont ’15, Chris Li ’15, Felix Liu ’15, Michael Ohakam ’15, Amelia Rider ’17, Soha Sancharawala ’14, Erica Shin ’16 and Parker Tope ’16.

The Andover Global Health Initiative, created last year by Chen and Graydon Tope, is grounded in their belief of “the agency of people to affect change.” Their motto, “Educate, Inspire, Act,” guides their club meetings and represents the goals of their efforts.

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ARTS & LEISURE

New DramaLab Producers Bring Skill and Passion to the Stage

Sara Luzuriaga

Next fall, as the lights dim and the crowd erupts in applause in George Washington Hall's black box theater, Emma Kukielski '15, Michaela Barczak '15 and David Benedict '15 will lead the show as DramaLab Producers for the 2014-2015 school year.

According to Barczak, the Producers organize every aspect of DramaLabs, weekly student-produced plays. Their tasks include choosing directors for each production, helping student writers edit their plays and teaching newcomers acting techniques.

Although the new Producers have different theatrical interests, they are united by having grown up around theatre. Benedict has been acting since the age of five, but became interested in technical theatre during his Junior year at Andover. Barczak, whose parents are both involved in theater, first began appearing in musicals at the age of four, but at Andover, she decided that directing was better suited for her needs and experience. Kukielski fell in love with theatre in first grade after participating in several mandatory performances for her school in Canada.

Barczak said, "The first theatre I did at Andover was the DramaLabs. I remember getting to Andover and being really nervous that I would never be cast in anything because my

peers would be too talented. I remember checking the theatre callboard that one Wednesday and seeing that I had gotten a DramaLab — I was so nervous and excited! I did a lot of DramaLabs after that point."

Since then, the three have found their own niches in Andover's theatre community.

"I realized that directing and producing just made sense to me, more so than acting," said Barczak. Kukielski, on the other hand, has explored both acting and directing.

"I assisted in stage managing and had a small role in 'Comedy of Errors,' and after that, I've just acted in different things, directed and did tech and stage managing for any and every production I could," said Kukielski.

Benedict, Kukielski and Barczak stood out from a total of eight applicants this spring.

"We chose David, Michaela and Emma [because they] are passionate, committed and enthusiastic about theatre," wrote Esther Cohen '14, one of the three current Producers, in an email to *The Phillipian*. "They are all skillful in theatre as well, though in different ways. Because producing is such a team effort, we tried to strike a balance between technical, directing, acting, organizational and other skills in next year's Producer team."

Both the new and current Producers have high hopes for the DramaLabs in the 2014-2015 academic year.

"The past couple years have been a time of transition for



E. KAUFMANN-LADUC/THE PHILLIPIAN

Barczak, Benedict and Kukielski were all exposed to theatre growing up.

the DramaLabs and the Theatre & Dance Department as a whole," said Cohen. "Next year, the DramaLabs will hopefully become even more of a safe, fun, challenging space that can cater to both theatre rookies and veterans equally."

"We definitely want to make the DramaLabs a safe space for non-actors and directors who want to try something new, while also creating an opportunity for more experienced actors and directors to challenge

themselves," said Benedict.

The Producers also hope to create longer DramaLabs, organize a student film festival and generate interest for and awareness of theatre in the Andover student body.

"We are always striving to increase the number and types of opportunities students have to do theatre at Andover, no matter their experience or interest level. I'm excited to see exactly what David, Michaela and Emma

have in mind!" said Cohen.

Kukielski, Benedict and Barczak look forward to a busy but rewarding year in the Theatre Department. "I've always found the Producers to be the ambassadors for the Department to the rest of the school. We're often the point of contact for students who want to get interested in theatre," said Kukielski.

Solar Winds Quintet Presents French Repertoire

Julia Boyd

The flute's light melody floated over the audience, intertwining with the rough, brassy undertones of the French horn, the throaty oboe, the deep clarinet and the forceful bassoon. What should have been chaos among five vastly different instruments instead formed unity, representative of the whole of Sunday's Solar Winds Quintet concert.

The Solar Winds Quintet, a Boston-based, five-person woodwind group featuring Charlyn Bethell and Neil Fairbarin, Adjunct Instructors in Music, focused its performance around pieces composed by French composers.

"This was just a program we put together to highlight the mid-twentieth-century French music," said Bethell, who plays oboe in the group. "There's a lot of it that's very well-written that we like. We have to like it before we play it."

The performers' passion for the music they performed was evident in their smooth, energetic performance of "Novelette in C" by Francis Poulenc. Opening on a cheerful note, the clarinet and flute worked together to create an up-tempo beat and added flair to the steady tones of the bassoon and French horn. Fluidly transitioning to a different melody, the oboe grew stronger and worked with the bassoon, creating a sinister atmosphere through deep notes. The energy of the piece, however, did not falter, and the piece effortlessly transitioned once again into its conclusion as the flutes once more began to sing above the other instruments.

"They're a dynamic quintet; they're a lot of fun, I can tell," said Karissa Kang '17, an audience member. "Technically it's just really difficult. They're playing very

quickly at some parts. They're so together. The unity is surprising."

French influence and flair rose to prominence in the piece, "La cheminée du roi René" by Darius Milhaud. Fascinated by Medieval times and the King René, Milhaud incorporated ideas of place, emotion and French history into his piece, according to the concert's introduction.

"French music is very clever: it's fun, it's witty," said Fairbairn, the bassoon player. "And so it's a change from some of the Romantic stuff. It's 'anti-Romantic' music."

The playfulness Fairbairn described came to light in the piece "Cinq Pièces en Trio" by Jacques Ibert. Played in trio, rather than

quintet, the piece spotlighted the higher tones, including flute and clarinet. The piece began with a fast pace, then transitioned to a considerably slower tempo as the second movement began. As the tempo slowed noticeably, the mood shifted from bright to sorrowful before the piece sped up again.

"I've performed in an ensemble before, so it's interesting to see how more experienced players go through it, like who keeps track of the tempo. You can see the oboe moving up and down, getting into the rest of it," said William Hartemink '17. "If there's no tempo, the piece can't work."



J. SCHMITT/THE PHILLIPIAN

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Faculty members performed original songs at Friday's concert.

Obama's Catchphrase Inspires Faculty Jazz Concert

Tucker Drew

At Friday's Faculty Jazz Concert, President Barack Obama's catchphrase for the Affordable Care Act, "You Can Keep Your Doctor and Your Plan," became the centerpiece of the night.

Bob Baughman, Adjunct Instructor in Music, used the saying as inspiration for an original new song. Baughman, who claimed that Obama has used the phrase 37 times, based the main phrase of his song "You Can Keep Your Doctor and Your Plan" on the line. He meant not to make a political statement, but rather to play on its ubiquity.

"Jazz artists' compositions have at times referenced famous phrases and political figures, i.e., Herbie Hancock's 'I Have a Dream,' Charles Mingus's 'Fables of Faubus,'" said Baughman in an email to *The Phillipian*.

With a strong theme and melody and bright piano riffs, "You Can Keep Your Doctor and Your Plan" elicited one of the most positive responses from the audience of the night.

The concert started off with "Driftin'," by Herbie Hancock, played by a jazz quintet consisting of Vincent Monaco, Instructor in Music, on trumpet, Joel Springer, Adjunct Instructor in Music, on tenor saxophone, Baughman on piano, Jesse Williams, Adjunct Instructor in Music, on bass, and Bertram Lehmann, Adjunct Instructor in Music, on drums. The piece's bluesy swing style distinguished it from Hancock's better-known funk, pop and jazz-rock works.

A high, piercing trumpet note from Monaco led the piece. With

solos from the piano, trumpet, saxophone, bass and drums, each of the performers had the opportunity to show off their individual talents. The saxophone played bright licks throughout each feature, holding the piece together.

Another faculty-composed piece, "Panorama," by Peter Cicco, Adjunct Instructor in Music, was played by Raleigh Green, Adjunct Instructor in Music, and Cicco on guitar, Dave Zox, Adjunct Instructor in Music, on bass and Lehmann on drums. "Panorama" began with an upbeat guitar solo from Green. Full of chromatic scales and pentatonic themes, it contrasted sharply with the earlier pieces.

"The tune 'Panorama' came out of studying several different pentatonic scales and the chords that come from them. All the chords and melodic motives in this tune are derived from the same pentatonic scale built off of different root notes. Rhythmically, the melody is organized around the same pattern of eighth note syncopated accents, similar to how much Latin music is organized. The title 'Panorama' implies vast space, and there are many empty measures between each melodic phrase," said Cicco.

"['Panorama's] strong bassline has a syncopated, asymmetric structure that is fun to play around with, especially on the drums. Otherwise, the tune is formally, unlike Baughman's, very simple. That balance is important," said Lehmann.

"It was really cool to be able to hear a lot of the things I've learned come into play and also to hear some fresh ideas that really challenged me when I tried to wrap my head around them," said Arthur Doran '15, who attended the concert.

ARTS & LEISURE

Acclaimed Author Reads Work, Shares Success Story



Laura van den Berg

Sara Luzuriaga

Laura van den Berg, an acclaimed writer from Orlando, Florida, keeps her readers' attention with provocative prose in her short story "The Greatest Escape," which she read to a group of students gathered in the Museum Learning Center in the Addison Gallery of American Art on Wednesday night.

"The Greatest Escape" follows a 17-year-old girl, Crystal, who moves to Hollywood, Florida, with her mother to perform their magic act in a small theatre. Although their target audience is initially families, middle-aged men start attending the shows, and Crystal begins to wear nothing but a bikini on stage to gather more attention and fill more seats. To save up enough money to take care of herself, Crystal stays at the bar after her performances and uses her charm on older men in order to steal their wallets. Meanwhile, Crystal's father's whereabouts have remained a mystery since his own greatest "disappearing act."

Many students gathered to

hear the successful young author read her story, creating a dynamic conducive to an engaging reading.

"Even as a writer, I sometimes find myself cutting in and out of a longer prose reading," van den Berg said. "However, it is very interesting to hear how an author reads their work, what they think is funny or serious and what rhythm they use as they recite. I try to project these different elements when I read my work in order to keep the audience curious and involved."

Jeffrey Domina, Instructor and Chair in English, agreed with van den Berg's opinions on how hearing a story read out loud impacts the audience's understanding of the story.

"I don't think readings alter the meaning significantly, but the way in which a person reads a story involves a certain interpretation," said Domina. "The inflection, the voices used for the characters, the speed, the emotions and the tone with which the author reads the story might line up with how someone has previously read it, and at other points, it might depart from it. Sometimes, this might feel unsettling, but it makes the reader think about the story differently. You might just return to your previous interpretation of a story, or the reading might open up a different, sometimes better understanding of the story."

The difference between how a reader interprets a piece of literature on their own and how this is changed through a live recitation was evident during van den Berg's reading.

"Van den Berg read the story very differently from how I imagined it being read," said Haley Avery '16. "Her voice carried a sort of monotony through the words that seemed to diminish how much the main character suffered. However, judging by how her inflections changed depending on the scene, I felt that was intentional. Even though I didn't read the story that way on paper, this interpretation of the main character made me think very differently about the story and the events that occurred. I loved getting that second interpretation."

After reading "The Greatest Escape," van den Berg opened up the floor for questions. The reading itself only took up a small portion of the time allotted, allowing many students to ask questions.

"It was very interesting how van den Berg described her method of writing first drafts as messy and disorganized," Avery added. "I had never thought of the writing process that way. I have always thought of authors as having a very strong skeleton before they even begin to write or even just having some sort of map of where they want their thoughts to flow. Hearing how van den Berg relies solely on her intuition while drafting stories gave me great insight into the mind of a writer, and how methods and processes differ for each person. It was great to be able to hear that perspective."

"A reading of something, even by the person who wrote it, involves interpretation of performance, so the audience hears not only the story, but the author's opinions about the story," said Domina. "Some writers do this very well, and others don't. Van den Berg's voice carried the story in a way that correlated perfectly with the words on the page. It's always somewhat different to hear a story then to read it, though. Live readings really enhance the story and invite unique perspectives on it."

An Excerpt From

"The Greatest Escape"

by Laura van den Berg

I let the man stroke my neck. He rested a hand on my waist. I didn't know his name, but in my mind I had started calling him Bill. Poor Bill. Didn't he know that you should never trust a half-naked girl in a bar at this hour of the night?

Bill asked where else I could make flowers appear from. I fluttered my eyelashes. I leaned forward and slipped my hand inside his pocket. He sighed dreamily. I pulled out his wallet, rolled it up my arm, and slipped it into the back of my bathing suit. This was a variation on another trick my mother had taught me, where I vanished a wand by covering it with a handkerchief and sliding it up my sleeve. In the morning, Bill might call the theater and ask Ricky—I threw him a little cash for his silence—about the wallet. But probably Bill's memory would be too foggy to remember where he'd been or who he'd been with. And even if it wasn't, he might be a little embarrassed that he'd spent his night pawing a teenager in a bathing suit. He was married. He probably had a mortgage and kids. He wouldn't want to make trouble.

Look of the Week

Alana Humes: Blending Past and Present

Sara Luzuriaga

"I like to keep it funky without being too over-the-top," said Alana Humes '15. Wearing a simple white shirt layered with an oversized suede jacket, jeans, white ankle socks and burgundy Dr. Martens boots, it is clear that Humes is an expert on looking casual, yet cool and unique.

"Sometimes, I feel like my style is a bit all over the place," said Humes. "I wear a blend of different styles because I get my clothing from lots of different stores — I even wear clothing from different countries! I also

tend to wear vintage clothing that was my mom's. Put together, my outfits represent a mix of different cultures and time periods."

Humes sometimes faces adversity for her clothing choices, however, especially from her family members.

"I'm the only person in my family who's interested in fashion and who dresses differently, so [my family] makes fun of me a lot — especially my sister Sarah [Humes '16]!" said Humes. "I've gotten past the snarky comments, though. I just wear what I like and express myself."

"I make fun of her sometimes, just for fun," said Sarah Humes. "I do think she has very good style, though. It's

very cool and different, and I admire that she has the confidence to go against the current."

Humes enjoys mixing up her outfits by adding a few accessories. With six ear piercings, for instance, Humes is able to add a fresh take on her outfit choices without being too extravagant.

"I wear a lot of earrings and other types of jewelry, but I don't usually accessorize too much otherwise. I don't want to overdo my look," said Humes.

"I love when [Alana] wears her weird socks because socks are something we are both passionate about, and I really enjoy the fun patterns and colors of her daily sock choices," said Naomi Markman '15. "Her style is a

very good representation of her personality because, from afar, she appears laid-back and chill, which she is, but the closer you are to her, the more quirks you find."

Humes's favorite item of clothing is a brown jacket, which, to her, reflects many generations of love and use. It is suede and oversized, giving it a look that is both classic and casual, and has a light lining on the inside to preserve warmth.

"[This jacket] was my mom's when she was younger, so it's very old. It keeps me just warm enough, so it's perfect to wear in the fall," said Humes. "I love this jacket because it's old, it keeps me warm and it has some character and some history."

Coming from a school with a uniform, Humes values her ability to communicate her personality and emotions through her outfit choices.


"Fashion is a very important form of self-expression," said Humes. "If I wake up feeling happy, I will wear a bright, bold outfit, but if I wake up in a bad mood, my outfits tend to be a bit more dark. Style is a great way to project your feelings, and in that sense, it's very important. It's great to be at a school like Andover where there is no dress code, so you can really wear what you want and what you feel like wearing. I never want to take that for granted."



Humes shows off a typical outfit of combat boots, wool socks, leggings, a beige sweater and a burgundy shawl with simple yet pretty accessories.

B3 SCOUTING REPORT
Co-Captain Ravenne Nassar '15 leads Andover Girls Softball in its bid for a fourth consecutive Championship.

B3 BOYS CREW
B2 pulls ahead of rival Kent last-minute for a 1.5 boat-length victory.





B5 TRAINERS TALK
Andover's Athletic Trainers bring care, comfort, and expertise to Andover's student-athletes.

Photos by Emma Kaufmann-Laduc, Lucuis Xuan and Jessica Schmitt.



In addition to competing in the long jump, Co-Captain Robert Rush '14 placed first in the Boys 4x100 Relay with Jonathan Arone '14, Will Hartemink '17 and Ryder Stone '14.

Boys and Girls Take First in 15 Events

By Chiraag Gohel
PHILLIPIAN SPORTS WRITER

After falling to crosstown rivals Andover High, Andover Track and Field turned the season around with sweeping wins over Deerfield and Taft last Saturday.

The Girls team won handily with an uncontested 98 points with Deerfield and Taft stuck at 41 and 36 points, respectively. The Boys team had a closer matchup but still recorded 71 points to 52 from Taft and 41

from Deerfield.

“We had a whole bunch of first places, in addition to some second and thirds, which is always nice,” said Caroline Shipley '16, who placed first in the Girls 400. The girls placed first in ten events, while the boys placed first in five.

The team displayed its talents in a multitude of events over the weekend. Peyton McGovern '16 took first in the Girls 1500-Meter, Camille Little '16 in the Girls 200-Meter, Matt Fischetti '14 in the Boys 110-Meter Hur-

dles, Michael Moore '14 in the Boys Shot Put and Sam Shapiro '16 in the Boys Triple Jump.

The team was also able to deal with a few last minute changes in the lineup. Shipley said, “In the Girls 4x400 [Meter Relay], Deyana Marsh '17 stepped into an empty spot and did an awesome job running her first 400 ever.”

The girls ended up winning first place in the 4x400-Meter Relay.

“We really showed the depth our team has, taking multiple

places in our respected events, which truly shows the team nature of track and field,” said Co-Captain Robert Rush '14.

He continued, “I can’t wait to host this next meet. It’ll be our first glimpse into how In-

terschols will be, and I’m confident we’ll measure up.”

Andover Track and Field will host Thayer, Governor’s Academy, Winsor, Groton and rival Phillips Exeter Academy this Saturday.

Read About Tri-Varsity Athlete Nekele McCall '14 and Her Recovery From a Torn ACL on B4

COACH FEATURE KEVIN GRABER

Rounding the Bases:
Kevin Graber’s Journey From Player to Coach, With Cancer In Between

By Cam Kerry
PHILLIPIAN SPORTS WRITER

As a child, Kevin Graber lived across the street from a prison guard training field. Graber never dreamed of becoming one of those prison guards, but he was drawn to the neighboring softball field, the same grounds on which he and his dad used to hit buckets of baseballs after school.

In his sixth season at Andover, Graber, Associate Dean of Admissions and Andover Varsity Baseball Coach, has led his team to two consecutive Central New England Prep Baseball Championships. Years of experience in coaching, backed by a noteworthy career in the Minor Leagues, have helped Graber, or “KG,” turn Andover into the biggest force in the league. His greatest struggle, however, could not be cured on the baseball diamond.

The biggest day of Graber’s life came one month early. In the May of 1992, a month before the June MLB Draft, the promising Senior at the College of Saint Rose re-

ceived some disheartening news. Instead of spring training, he was to report to immediately to the hospital, specifically: the chemotherapy department.

At the age of 21, Graber was diagnosed with life-threatening lymphoma. Needless to say, his draft stock took quite a hit.

“It was difficult timing, not to mention the fact that I wasn’t feeling well and that I got this really terrible news that you don’t really know how to process when you are 21 years old. [I had] a lot of different emotions. The first question was, ‘Will I ever be able to play baseball again?’” said Graber.

The answer was yes, but not for a long time.

According to Graber, chemotherapy was devastating and exhausting, but he was able to get back on the field after over a year of cancer therapy. A coaching stint at Lassen College in Susanville, California, instilled new life in him. He said the sunshine and elevation rejuvenated him, and he slowly took the steps towards playing again.

That summer, Graber returned home to upstate New York when

he heard about an opening in the Australian Baseball League. With no guarantee of making the team, Graber flew over to Australia and was in the starting lineup that same day.

Although it was halfway around the world, Australia was just another field for Graber, and he ended up flourishing there.

“That first game, being on the field, being in a uniform after coming back from cancer [was my greatest baseball memory],” said Graber. “Just being back, hearing the noises, smelling the grass and knowing that I accomplished something that I never knew was going to happen made me a little emotional. I was literally out there at shortstop, and I was tearing up a little bit.”

After playing two seasons with the Pine River Rapids as the starting shortstop, Graber decided to move on, signing his first Minor League contract shortly after a Spring Training camp in Arizona.

“It was a neat story of my little comeback. I clearly wasn’t a Ma-



Head Coach Kevin Graber has battled lymphoma since the age of 21.

BOYSLACROSSE

Two Close Games Challenge Boys' Reign

By Peter Hahn
PHILLIPIAN SPORTS WRITER

Andover	10
Dexter	9

Andover	8
Brewster	13

Andover Boys Lacrosse Captain Austin Gaiss '14 burst into the crease and released a shot that flew under the opposing goalie's stick and into the net to tie the game at 5-5 in the third quarter against Dexter Southfield on Friday.

Gaiss's shot and subsequent momentum fueled three consecutive goals in the fourth quarter from Tim Bulens '15, Jacob Tomsik '17 and Foster LeBoeuf '15, propelling Andover to a close 10-9 win.

Dexter maintained possession of the ball for a large part of the fourth quarter and at times threatened Andover's lead.

"Three goals early in the fourth quarter gave a little breathing room, and we obviously needed it," said Gaiss.

"Against Dexter, we got away



J.SCHMITT/THE PHILLIPIAN

Ian Maag '14 blows by a defender en route to Andover's win over Dexter.

with some little mistakes. The effort is there, but the execution sometimes isn't," said Head Coach Stephen Moreland.

Goalie Clark Perkins '14 added, "A win's a win. We should be thankful and happy for that. But

there are some tougher opponents coming up that we will have to play at a higher level for."

Brewster snapped Andover's winning streak with a 13-8 loss this Wednesday.

"It was a real test for us at ev-

ery position. There were no easy match-ups on defense, especially for Will Young [14] who was covering their best attackman. It was no cakewalk for our offense either: they were going up against some serious poles," said Taylor Chin '14.

Against such a notoriously tough opponent, Andover struggled to gain momentum.

"If you make a slight mistake, suddenly they'll put in a goal. It's just the little mistakes, and if we

button down those, I think we'll be able to compete," said Gaiss.

Chin added, "Coach Moreland summed it up perfectly when he told us that we played with a lot of heart, but that our execution lacked at times, and against a team as tough as Brewster, little mistakes end up being the deciding factor."

Andover plays Bridgton Academy today to close out its home stand.

BOYSTENNIS

New Talent Boosts Team to Victory

By Isabella Haegg
PHILLIPIAN SPORTS WRITER

Andover	6
Middlesex	2

Andover Boys Tennis made quick work of Middlesex last Friday for a 6-2 victory. In addition to playing inside, slightly different from what the team is used to, with six single-set singles matches instead of two set matches, the team successfully compensated for the absence of key players Co-Captain Henry Kalb '14 and Dan Wang '14.

Andover grabbed an early 2-1 lead with doubles wins at the Number 1 and 2 spots.

After a winning doubles performance at third doubles last

week, newcomer William Way '17 moved up to the second court to replace Kalb and play with Michael Huang '15. The duo clicked and secured an 8-3 win for Andover.

Andover continued with this upward momentum in singles play, only dropping eight games total on Courts 1, 2, 3 and 5. Jonathan Jow '16 filled in for Wang at Number 5 singles, stepping up to the plate with a decisive 6-3 win that gave Andover its sixth point.

After falling 1-6 to Millfield from Somerset, England, last week, Andover will hope to utilize this newfound confidence when it takes on Nobles & Greenough at home this Friday.



J.CHEN/THE PHILLIPIAN

William Way '17 played second doubles in the place of Co-Captain Henry Kalb '14.



J.CHEN/THE PHILLIPIAN

Co-Captain James Heaney '14 and Christopher Kralik '16 played first doubles.

ULTIMATE

Injuries Cripple Team

By Ryan Simard
PHILLIPIAN SPORTS WRITER

Andover	4
Concord-Carlisle	15

Sprinting across the field, Co-Captain Remington Rimmel '14 set his sights on beating down a threatening Concord-Carlisle pass near Andover Ultimate's end zone. Just milliseconds late to reject the pass, he smashed into his opponent. Rimmel emerged with a broken nose while Concord-Carlisle added to its lead with the next pass, going on to win the game 15-4 last Wednesday.

The team also suffered from the absence of Co-Captain Alec Tolentino '14 due to his own injury.

Despite the missing leadership, Andover looked promising

at certain points in the game.

"Jordan Swett [15] had a great game. He laid out for some catches, had some great defensive plays and was very reliable," said Darian Bhathena '16.

Weather conditions have not been favorable for outdoor Ultimate games so early in the season. Blistering cold and debilitating wind have added elements of chance to Andover's matchups.

Bhathena added, "We need to work on communication on the field. Overall, knowing what we have to do on the field will help."

Andover will play Boston University High School next Wednesday. The team hopes to have both of its Co-Captains back on the field.

GIRLSWATERPOLO

Crushing Win Avenges Previous Loss

By Andrew Zheng
PHILLIPIAN SPORTS EDITOR

Andover Girls Water Polo sank Suffield in a 16-10 win, moving its record to 2-1.

Many Andover players put up points on the scoresheet including Co-Captain Kait Simpson '14, Co-Captain Lauren Conte '14, Sasha Newton '16, Kelly Xia '16 and Corinna Torabi '14 who had upwards of four.

Despite the overwhelming scoreline, Suffield did threaten Andover's lead at some points in the game. One

player in particular consistently found Andover's weak spot as she lobbed shots into the goal from seven or eight meters out, recording the majority of Suffield's points.

Eden Livingston '15 said, "We weren't very good at defending way outside the five meters and our goalie wasn't used to it. We didn't adapt, making it closer than it should have been."

On Saturday Andover will travel to Deerfield where it hopes to gain a similar outcome as from the Suffield game.



J.SCHMITT/THE PHILLIPIAN

Sasha Newton '16 scored in Andover's 16-10 victory over Suffield.

GIRLSTENNIS

Season Opens with Double Victory

By Noah Belser
PHILLIPIAN SPORTS WRITER

Andover	10
Groton	5

Andover	13
St. Paul's	2

Isabella Haegg '16 and Katherine Tobeaason '14 demolished their St. Paul's opponents, both winning their singles matches 6-0, 6-0 in a 13-2 team win on Wednesday. The victory sealed a 2-0 kickoff to the season for Andover Girls Tennis.

"To have two of us win 6-0, 6-0, that's a big feat. It's hard to keep your focus up for the whole match," said Haegg. "I think it shows our focus has gotten better, to be able to close out two matches right from the beginning."

On top of winning five of six singles matches, Andover took all three doubles points.

Number 1 Reagan Posorske '17 had a final score of 6-4, 6-1. Both Co-Captains Camille Price '15 and Campbell Howe '14 took home 6-3, 6-0 victories, as Numbers 2 and 4 respectively.

The only loss of the day came from Number 6 Lara Danovitch '16 who fell 6-2, 6-2.

According to Haegg, Head

Coach Deborah Chase rounded up the team once the match had already been decided with the singles wins, and told the girls they had nothing to lose.

"It gave us a new, unique drive. We had nothing to worry about, and it was easier to play loose, so we wanted to just go for it and close out the match. Not to mention, it made doubles a place to try some new strategies, which is really helpful for developing a greater comfort zone," said Danovitch.

Price and Posorske won 8-4 at Number 1 doubles, followed by an 8-1 win by Haegg and Howe at Number 2, and an 8-0 win at Number 3 from Tobeaason and Danovitch.

A strong start to the season last Friday against Groton helped the team gain momentum and confidence for its Saturday success. Posorske, Katherine Tobeaason '14 and Sewon Park '17 won singles matches to give Andover the 10-5 win, with each set contributing a point.

The team will finish the road trip at Nobles today and open up two home matches on Saturday against Choate and Hotchkiss.

GOLF

Andover Ends Hill's Win-Streak

By Cameron Kerry
PHILLIPIAN SPORTS WRITER

It had to be the ninth hole, which had been treacherous for Andover all day. With the whole team behind him, Orlando Figus '16 set up his putt, sank it, gave Andover the 6-5.5.5 win and ended Belmont Hill's two-year winning streak.

After a reversed 6.5-5.5 loss last season, Andover rebounded to knock off its rivals. Ellie Blum '15, David Todd '16 and Figus all took home individual wins, while Co-Captain Kavan Canekeratne '14 tied his match.

Andover overpowered Belmont Hill in the team matches. Tyler Tsay '15 and Canekeratne, comprising Team One, and Blum and Alexa Tsay '17, Team Two, won their matches. Rob Devaney '14 and Todd, Team Three, and Peter Hahn '16 and Figus, Team Four, tied their matches.

Andover's match against Holderness on Wednesday was cancelled because of the unexpected snow storm. The match has been rescheduled for Saturday.

Scouting Report: Ravenne Nasser '15

By Andreas Tonckens

Andover Girls' Softball Co-Captain Ravenne Nasser '15 is working to lead Andover to its fourth straight Big East Tournament Championship. In Andover's last exhibition game against Lowell, Nasser struck out seven batters and gave up only one run en-route to a complete game. Here's a breakdown of how Nasser stays ahead of her competition.

Mechanics

Keeping her weight back while she starts her arm rotation, Nasser creates a seamless weight transfer into her six-foot stride. Nasser begins her delivery by cocking her arm back at an angle close to 100°, on par with the angle that professional pitchers hit on their load. She then throws herself forwards, coiling all her energy up in her legs, glutes and core. From here to the time she releases the ball takes Nasser only 1.10 seconds, on par with the time it takes Olympic Gold Medalist Jennie Finch to unload her pitches.

Location

Textbook mechanics, however, don't necessarily make a pitcher great. Hitters can connect on a ball thrown down the middle of the plate, regardless of the speed. Something Nasser does that is often overlooked is moving the ball around the strike zone, according to teammate Mackenzie Bradford '15. Nasser works primarily down in the zone in order to keep the ball on the ground and reduce costly mistakes.

Softball IQ

Unlike many talented high school pitchers, Nasser does not sell-out for strikeouts. Nasser's main objective is to get the batter out and win the game as opposed to racking up strikeouts and filling her stat sheet. Nasser's ability to avoid the strikeout obsession allows her to work smartly in the zone and utilize all her pitches to get batters off- balance and avoid giving up solid contact.

“If work ethic and attitude count for anything, Ravenne will end up becoming the best pitcher she can be.”
— Coach Peter Drench

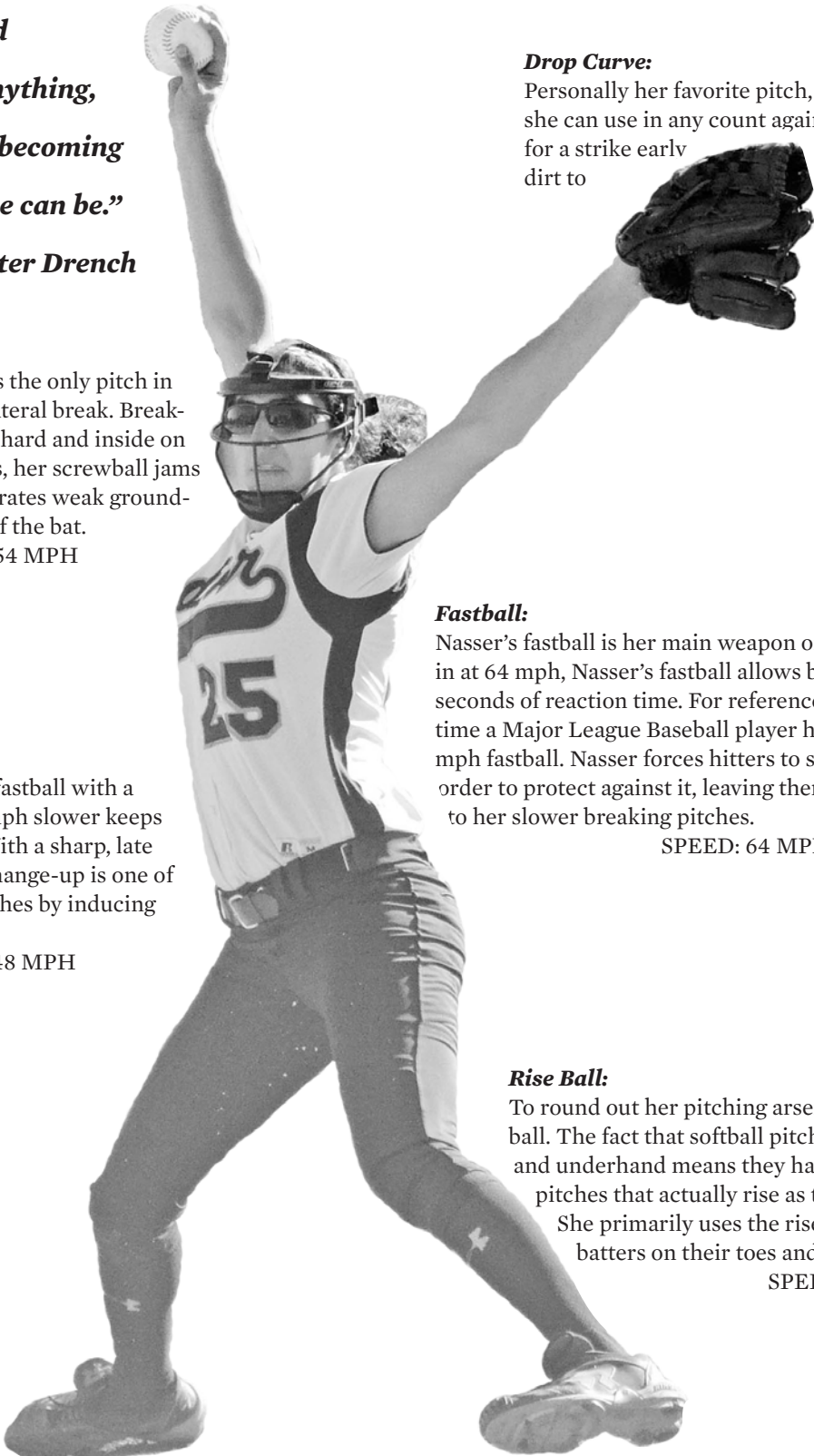
Screwball:
Nasser's screwball is the only pitch in her arsenal with a lateral break. Breaking 9-3 and running hard and inside on right handed batters, her screwball jams the hitters and generates weak ground-balls of the handle of the bat.
SPEED: 54 MPH

Changeup:
Complementing her fastball with a changeup that is 15 mph slower keeps hitters off balance. With a sharp, late 12-6 drop, Nasser's change-up is one of her biggest “out” pitches by inducing ground-balls.
SPEED: 48 MPH

Drop Curve:
Personally her favorite pitch, Nasser's curveball is a weapon she can use in any count against any batter. She can throw it for a strike early in the count, or bury it in the dirt to get hitters chasing with two strikes.
SPEED: 56 MPH

Fastball:
Nasser's fastball is her main weapon on the mound. Coming in at 64 mph, Nasser's fastball allows batters only .394 seconds of reaction time. For reference, that's less than the time a Major League Baseball player has to react on a 90 mph fastball. Nasser forces hitters to sit on the fastball in order to protect against it, leaving them entirely susceptible to her slower breaking pitches.
SPEED: 64 MPH

Rise Ball:
To round out her pitching arsenal, Nasser throws a rise ball. The fact that softball pitchers throw from flat ground and underhand means they have a unique ability to throw pitches that actually rise as they get closer to the plate. She primarily uses the rise ball in 0-2 counts to keep batters on their toes and move them off the plate.
SPEED: 56 MPH



SOFTBALL

Nasser Strikes Out Eight

By **Sam Zager**
PHILLIPIAN SPORTS WRITER

Andover	2
Governor's	5

Despite scoring two runs in the first inning, Andover Girls Softball fell to Governor's Academy 5-2 on Friday. Andover's record now stands at 0-2. Andover kicked off the game on a strong note. Victoria Bergeron '16 started the inning with a walk and scored on an error. Co-Captain Kasey Hartung '14 got on base on a mishandled sacrifice bunt and scored on an RBI single from fellow Co-Captain Ravenne Nasser '15.

The team, however, was unable to maintain offensive momentum. A series of defensive miscues resulted in four runs for Governor's. Andover's outfield made three errors alone. Nasser struck out eight and gave up only one earned run in the loss. The game was initially scheduled at Governor's but was moved to Andover because of bad field conditions at Governor's. In a rare occurrence, Andover played as the “away” team at Isham field. Andover's game against St. Paul's, originally planned for Wednesday, was played on Thursday due to the snow. The team will look for its first win against North Reading High School on Saturday.



A.JONAS/THE PHILLIPIAN
Ravenne Nasser had an RBI single.

Ravenne Nasser '15

O.PICCHIONE/THE PHILLIPIAN

BOYSCREW

Two Seconds Between B1 and Kent

By **Victoria Bergeron**
PHILLIPIAN SPORTS WRITER

After being neck-and-neck for the first 1000 meters of the race, Andover Boys Crew B2 pulled away from rival school Kent. Led by rookie coxswain Christina Schoeller '16, B2 flew down Lane 1 in the final stretch to win the race by one-and-a-half boat lengths. Rowing under Schoeller's instruction were Andrew Vallejos

'14, Tora Liu '16, Scott Simpson '14, Alex Cao '16, Dylan Norris '16, Jack Lane '15, Nick Faulkner '16 and stroke Chandler Washburn '16. With a time of 4:27.5, B2 glided across the finish line five seconds before Kent. “It was a great race. Our boat had a nice rhythm and lots of power with each stroke. It felt awesome to pull out the win against such a good team. The win gives us the confidence that we can do really well this season,” said Faulkner.

Even though B1 ended up losing its race, it was still a great day for Andover on the Merimack. All seven of the boats raced. After falling behind in the beginning of its race, B1 was unsuccessful in its attempt to close the gap on Kent. The boat fell two seconds short of victory and was unable to reclaim the Dent Oars, finishing with a 4:36.8 time. Kent is a notoriously strong rowing school and has been one of Andover's fiercest competitors for years. The B1 rowers were disappointed to lose the race, but are focused on improving their starts during practice this week.

“They were a fast crew, and so are we. They've had a little more water time than us which helped them with their blade strength. Not trying to make any excuses for us; they were a good crew. The loss just makes us more determined to be successful throughout the rest of our season,” said Captain Grant Bitler '14. Andover will take on Simsbury, St. John's Prep and Phillips Exeter Academy on Saturday.

GIRLSCREW

G1 Unable to Find First Win Against Kent

By **Savannah Mastrangelo**
PHILLIPIAN SPORTS WRITER

As Kent bolted from the starting line with incredible force, Andover trailed closely behind until about the 750-meter mark when its coxswain pushed the rowers to dig deeper and slowly Andover's second boat began to close the gap. Both boats battled for the lead throughout the body of the race and with 250 meters to go, Andover's second boat began its final sprint to the finish line but fell short of first place by just 3.5 seconds. G1 also lost to Kent by 7.3 seconds. “Kent has always been really fast off of the start and they normally come off with power and really high stroke ratings. If we had had more distance between our boat and the finish line we could have been able to pull ahead but we didn't have that extra edge,” said Alec Kingston '14.

G1 fell behind Kent during the early stages of the race as it did not get off of the starting line with as much power and was a few seconds behind Kent for the majority of the race. However, this race marked significant improvement for G1's speed as last time it faced Kent, Andover lost by 15 seconds as opposed to 7.3 seconds. “We are about 7 seconds faster than last year which is a huge success for the team. Our new mentality is that we stay long and strong, and this week in preparation for our race we will be working on our endurance in the body of the race,” said Elizabeth Kemp '15. Now that the team is a few races into the season, it can start to focus on specific aspects of its racing technique to get better. “We definitely improved from the first race, however there is still more work to be done. Now the team is focusing on the mid-



L.XUAN/THE PHILLIPIAN

Anna Zimmer '17 gets ready to row her boat.

dle 500 and working to make up the last 7 seconds we lost by,” said Julia Marcus '15. Andover will be racing against Exeter, NMH, Simsbury, Boston Latin, Shrewsbury, and Brookline this weekend on Lake Quinsigamond. “This weekend our goal is to beat Exeter and start off with a win because we are racing them

3 times this season and they should be our toughest competition this Saturday. We are also racing Simsbury who we beat in our first race and we want to beat them by more to show our improvement from our hard work over the last two weeks,” said Marcus.

SPORTS FEATURES



COURTESY OF KEVIN GRABER

Minor Leagues, Major Star

Continued from B1 Column 3

more, but I was able to get back on the field for parts of four seasons and play pretty well,” said Graber.

When Graber made his comeback from cancer, he made headlines for his recovery. Graber said he was bothered by the attention. He wanted to be recognized as a good, professional baseball player, not as the man who defeated cancer.

In his best season, Graber batted .311 for the Southern Minnesota Stars, but the next year a recurrence of cancer forced 27-year-old Graber to shut down again.

What ultimately ended his playing career would go on to spur his coaching career. “Someone asked me, ‘What if you managed in professional baseball?’ and I answered, ‘Well, what does it pay?’ They answered not much, and I was like, ‘All right, I’ll do it,’” said Graber.

Graber managed his former team, the Stars, for two seasons before eventually becoming the Assistant Athletic Director and Head Baseball Coach at the University of West Alabama.

He later moved to Amherst College, where he took on multiple roles, including one as Assistant Baseball Coach. While at Amherst College, Graber decided to pursue teaching and quit his coaching job. He was a residence director at UMass Amherst when he met Jane Fried, who at the time was the Director of Admission at Andover.

“The thing that intrigued me about Andover is that we have really smart kids, so we can do some pretty complicated, cool things in terms of teaching techniques and what we run on offense and defense. We actually do some things here that I would never dream about doing in professional baseball,” said Graber.

Graber is quick to direct all praise to his players, to whom he credits the team’s success.

“I just love to coach guys that I would have loved to have as teammates,” said Graber. “I don’t demand respect. I don’t even like to be called coach. I much prefer to be called KG. I’d rather earn respect by showing them that I’m organized, showing them that I know what I’m doing and by earning their trust.”

Needless to say, Graber’s players admire him as more than the man who beat cancer. In him they find a confidant, mentor and, above all, a man coaching the game he loves.

“KG has been a huge part of my time of the past four years. He has been a tremendous coach, a great mentor and just a great guy to be around,” said Co-Captain Mark Sullivan ’14. “He is awesome both on and off the field. We love to spend time at his house, and he obviously knows what he is doing on the field. His baseball IQ is incredible and he knows how to get along with the guys.”

John Simourian ’16 added, “He prepares us better than any other coaches prepare their teams. From a trust standpoint, I can always go to KG for anything I need. He’s more than just a coach. He’s a great mentor, and he is always looking out for us.”

Facing an Athlete’s Worst Nightmare: Victory Over a Torn ACL

By Isabella Haegg
PHILLIPIAN SPORTS WRITER

Planting the right foot and changing directions — a move she had executed perfectly thousands of times before. But in the middle of a lacrosse game last May, Andover Girls Lacrosse Captain Nekele McCall ’14 collapsed to the ground in pain.

She had torn her Anterior Cruciate Ligament (ACL).

“In that moment, I knew it was pretty serious, and I wouldn’t be able to play for a while. I was so focused on how much it hurt,” said McCall.

Before her ACL tear, McCall had won numerous accolades as a lacrosse player and a tri-Varsity athlete. She had been selected as a high school All-American, New England Prep All-Star and a member of the Lower New England second team for the National Tournament. McCall was also a powerful force on Andover Girls Varsity Soccer and Andover Girls Varsity Basketball.

“She is a role model with her love for the game, desire for the team to be successful and her work ethic. On the field, she wins draws, assists, scores and plays defense. She does all she can to help the team,” wrote

Andover Girls Lacrosse Coach Kate Dolan in an email to *The Phillipian*.

McCall’s ACL tear was a blow to Andover Girls Lacrosse 2013 season. McCall was forced to redirect her attention away from her team and towards the long recovery process.

“I couldn’t imagine not playing soccer or basketball because they had been such a big part of my life, and I had been on both teams since freshman year,” said McCall.

Before ACL surgery in early July, McCall went through extensive pre-surgery rehab to increase mobility and reduce swelling.

After surgery, it took McCall three days to walk again. She was in a brace and on crutches and had an expected recovery period of six to nine months.

“After the surgery, I could fit one hand around my thigh because I didn’t use it for three weeks. I had to do a lot of strengthening exercises to build it back up again,” said McCall.

McCall went on her first run in November, five months after surgery. In her final year at Andover, she was unable to play on the Andovers Girls Varsity Soccer and Andover Girls Varsity Basketball teams due to her injury.

Despite her torn ACL, McCall attended every soccer game and many practices to remain involved with the team.

“She has not complained [about forgoing] her Senior seasons. She has remained focused on preparing herself for the lacrosse season and beyond. True courage and perseverance are required in order to come back from an ACL injury, and [McCall] has shown a great deal of both,” said Dolan.

By March, McCall began preparing for her 2014 Andover Girls Lacrosse season.

“My biggest fear was coming back a different player after rehab. Maybe I would be a little slower and not as confident on my leg, and not be able



J.SCHMITT/THE PHILLIPIAN

Nekele McCall ’14

to cut like I used to be able to,” said McCall.

While McCall was initially rusty after having not played lacrosse in a year, her technique and stick work skills returned quickly.

“In fact, she may be better because she is older and more experienced, and a result, she has a deeper understanding of draw controls, the tactical aspects of offense and defense and game situations,” said Dolan.

With the return of her athletic prowess, McCall looks to maintain the balance between being a captain, fulfilling her responsibility to her team and being mindful of her injury in the long term. McCall will play lacrosse at Harvard next year.

For now, McCall’s “ultimate goal is for the team to have the best season that we can.”

GIRLS LACROSSE

Garrity ’15 McCall ’14 Out-Score Pingree

By Fadzi Gambiza
PHILLIPIAN SPORTS WRITER

Andover	16
Pingree	4

Captain Nekele McCall ’14 received a pass just past midfield, sprinting down the field with the defense still in transition. Spinning her way past two defenders, McCall fired a shot to the top right corner of the net for her second goal of the game. She would go on to add two more goals to match Pingree’s score and boost Andover Girls Lacrosse to a 16-4 win last Friday.

The victory severed Andover’s three-game losing streak and grabbed its first win of the season. Early goals from McCall, Caroline Garrity ’15 and Olivia Cabral ’14 gave Andover the lead early on.

Excellent defending let up only one goal in the second half, and Andover retained a tight hold on its lead throughout the game.

“Starting off the spring with three tight losses was difficult, especially when we have been working so hard during practice. In the Pingree game, we had our set plays and our fast break working really well. We could control most of the draws, and we had great shot opportunities,” said Garrity.

High pressure further down the field led to numerous turnovers, which Andover’s attackers consistently converted into goals.

The scoring rout showed no signs of stopping. Garrity added five goals to McCall’s four and Post-Graduate Morgan Hollowell ’14 had a breakout performance with a hat trick.

Garrity added, “The win against Pingree was a team effort, and it felt great to put a W on our record. My teammates created all the opportunities for my goals.”

On Wednesday, however, Andover fell 18-12 to St. Paul’s in a fast, high-scoring match-up on both ends. Andover came close wwat the end of the first half, closing the gap at 6-7, but St. Paul’s, a team stacked with 14 Senior players, eventually pulled away with successive fast break goals.

Andover will play this Saturday at Groton, looking to get the season back on track.



D.BHATHENA/THE PHILLIPIAN

McCall tore her ACL last spring, but will play lacrosse at Harvard this fall.

BASEBALL

Boys Trump Top Team for First Win of the Season

By Pranav Tadikonda
PHILLIPIAN SPORTS WRITER

Andover	5
Belmont Hill	6
Andover	3
DeMatha Catholic	2

Facing a 2-2 tie late in the seventh inning with two runners on base, Kevin Superko ’14 stepped up to bat against Collegiate Baseball’s top-ranked Maryland team, DeMatha Catholic High School.

Determined to bring home a win after a 0-3 start to the season, Superko blasted a long base hit to center field, and Kenta Nomoto ’14 dashed to home base for the winning run. Superko’s walk-off hit resulted in Andover Baseball’s first victory of the season at 3-2.

The win against DeMatha on Saturday came just a day removed from a 6-5 loss at the hands of Belmont Hill.

“Against Belmont Hill, we gave up a big inning early. I think we gave up four runs in an early inning, which really set us back. We can’t let that happen, and that improved [when we played] against DeMatha,” said Thomas Lane ’15.

Andover’s game against DeMatha was evenly matched through all seven innings. Neither team fell behind by more than one run for the entire game.

DeMatha struck first with a run in the top of the fourth inning, but Andover responded in the bottom half of the inning with two runs of its own — Nick Gorski ’14 drove in a run with an RBI single, and Matt Whalen ’16 scored on a Nomoto single to put Andover ahead 2-1 after four innings.

After DeMatha tied the game at two runs apiece in the fifth inning, neither team made much noise until Andover put two runners on base in the seventh.

“I went up there having not seen [the DeMatha pitcher] yet, so I wanted to see where his arm

slot was and get a feel for it. He had a funky motion going on out there. He eventually got me into a 3-1 count, and I was looking fast-ball and wanted to zone it up, and I was able to,” said Superko in an interview with “ESPN Boston.”

Lane tossed seven strong innings for his first complete game of the season, allowing just two runs on seven hits. Head Coach Kevin Graber did not have to rely on valuable bullpen arms.

“When I step on the mound, I expect to succeed, and I did expect to throw seven innings. I expect that every time,” said Lane. “Against Bridgton, I gave up a couple runs in the first inning, and this time I went three innings without giving up a run. I think the key to the DeMatha game was not giving up runs in bunches, and we avoided that.”

Andover will look to pull closer to .500 when it plays at BB&N today and Worcester tomorrow at home.



D.BHATHENA/THE PHILLIPIAN

Thomas Lane ’15 tossed seven innings for his first complete game on Saturday.

Paving The Road to Recovery

Andover’s Athletic Trainers Cure and Cheer

By Noah Belser
PHILLIPIAN SPORTS WRITER

In the brightly Andover Training Room, with the cold whirlpool bubbling and music constantly flowing from the radio, the three athletic trainers can always be spotted singing along while wrapping legs or packing ice.

Working as a team for the past two years, Katherine Birecki, Ali Mattia and Amy Wiggins, Andover Athletic Trainers, have efficiently treated a wide spectrum of injuries, from shin splints to torn ACLs, while creating a fun and upbeat environment for athletes of all levels. Under their cheerful watch, the Andover Training Room has become a cross between a bustling emergency room and a relaxed children’s playground — an environment where even an athlete’s worst nightmares can be fixed.

All three trainers are united by a palpable passion for what they do and a genuine love of their surroundings.

“Athletic training is the most awesome profession out there because it’s so fun,” said Mattia.

“The people that I work with are the best. It’s not individual work — we’re a team of train-



Amy Wiggins helps tri-Varsity athlete Matt Ilalio '14 in the training room.

ers,” added Wiggins. “I guess I love athletics and taking care of athletes.”

The trainers see an athletic training career as a seamless

mix between athletics and medical practice.

“I’ve always liked medical stuff, and I was injured in high school, and that’s when I learned about athletic training as a profession,” said Birecki.

“I was an athlete in high school, and I got hurt a lot, so I spent a lot of time with my athletic trainer. I just thought it was a cool profession,” said Mattia. “I wanted to go into some type of medical field, and I love sports, so I thought it was a cool combination of what I enjoy.”

Known around campus not only for their welcoming attitudes, but also for their incredible aptitudes for athletic training, Mattia, Wiggins and Birecki bring life to this relatively new career.

Mattia and Wiggins obtained

degrees in Athletic Training at Quinnipiac College and Springfield College, respectively. Birecki majored in Physical Education at Central Connecticut State University, but concentrated in Athletic Training.

“When I went to school it was a new profession. Most of the jobs when I first started were the first time a school employed an Athletic Trainer,” said Wiggins.

The trainers stress differences between athletic training at a high school and at other sports institutions.

Birecki said, “I like high school because it’s more about the athletes, and it’s not about winning at all costs. We’re all really student-driven. It’s all about the students.”

Wiggins added, “The athletes here are very appreciative of

what I do with them and for them, and that makes my job very rewarding. I want to help them get to the level they want to. We have everything we need to get the athletes better.”

At a school that emphasizes the well-being of its students, the trainers devote their time to making sure that injured athletes are fully healed before returning to the playing field.

“I like working at the high-school level because it becomes more personal, and it follows more of what I believe. If you’re in a divisional college, it’s those kids’ jobs to play. At a high school level, we can get you better and then put you back in,” said Birecki.



Katherine Birecki often wraps students’ injuries before practice.

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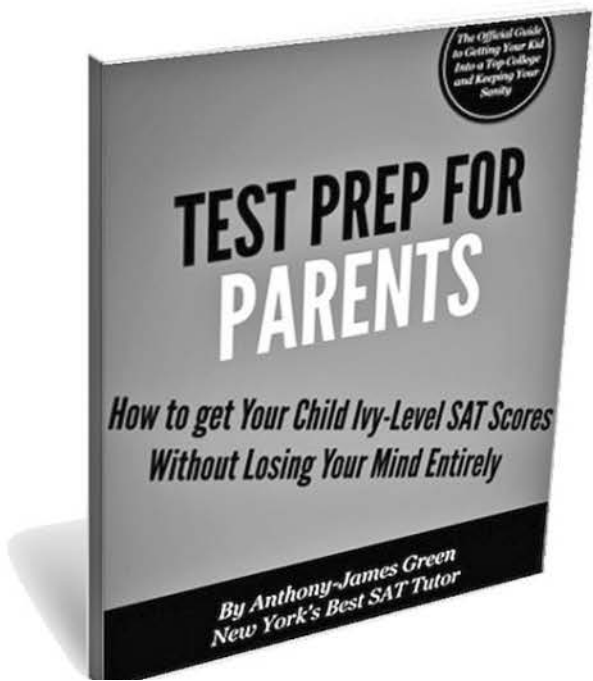


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Features Gets Sprung!



The Freshest of Men

BY PAYTON JANCSCY

Well, folks, it's that time of year again. The sun is coming out, the grass is coming back and students of all ages are gradually migrating out to the lawn and descending into various states of (Blue Book appropriate, of course) undress. That's right, this weekend has been the first this year in which the weather outside has been appropriate for lawning. The lawning-season has come as quite the surprise to the pale, sickly curmudgeons reclusing

themselves in the library. Emerging out onto the Great Lawn, students can be seen squinting, stretching and releasing throaty pterodactyl screams. They have just begun to explore their new habitats. But this season is most foreign to the youngest among us: the Juniors. Petite, naïve and inexperienced, they can be seen scurrying from corner to corner of the Great Lawn as the Seniors, the dominant mama lions of the lawn, swagger across the matting grounds. Indeed in this scene, Juniors are experiencing a mix of fear and temptation.



TIGER-FEDERER/THE PHILLIPIAN

A jolly ol' game of "Tenni-golf?"

The Lowest of the Lowers

BY ALISA BHAKTA

As the student body emerges from one of the longest hibernations in Andover's history, just about everyone is relieved to finally see the light. The Lowers, however, are not as relieved as the others students are. The Juniors remain worry free and ready to explore their first Spring Term; the Uppers have Senior year to look forward to; the Seniors and Post-Graduates are graduating; but the Lowers, oh, the Lowers! What do they have?

The term sophomore, a muggle term for Lowers, comes from the Greek words "sophos" and "moros." Together,

the word translates into the great oxymoron a "wise fool." Lowers live in this matrix of uncertainty; they are wise and knowledgeable enough to know they should be lawning and eating under the flagpole, but they are foolish enough to forget their SPF 16 sunscreen. This Spring Term, you will be able to identify the Lowers by their badges of honor: defined tan lines and sun-burn waddles.

Alberta Weinstein '16 shared that, "This Lower Spring is a time of reflection. We are 46.9 percent through our Andover careers and are looking back to ages ago: their Junior Spring, and asking the question: 'What the heck was I thinking last year?'"

Downers Uppers

BY PAYTON JANCSCY

It happened in the stir-fry line. There I was, waiting patiently, when the realization hit me: Upper Spring had finally arrived. Just as I considered this daunting fact, I approached the counter and told the chef, "Chicken, please." This was the moment we have all been waiting for, the challenge of surviving the final term of Upper Year, the period of an Andover student's career commonly referred to as "the Age of Hell."

"It was not that bad," they said. "You can do this," they said. But here

I stand, and suddenly all these underclassmen on-lookers around me are like, "Man up, man!" Really?! Why is it not manly to cry?! I feel like a feminist, and I think I like it!

How did things get this far? Here I am with four subjects left and a research paper due that's supposed to be longer than the weekly email about the fact that there should be sNOW backyard barbecues. Yes, I'm being a real downer for an Upper, but I am just depleted after putting so much blood, sweat and teriyaki sauce into this 10-page paper!

FEATURES PRESENTS

TOP TEN

Things You Forgot You Couldn't Do this Spring!

10. Smile.

9. Laugh.

8. Lawn.

7. Frolick.

6. Spoon (in every sense of the word).

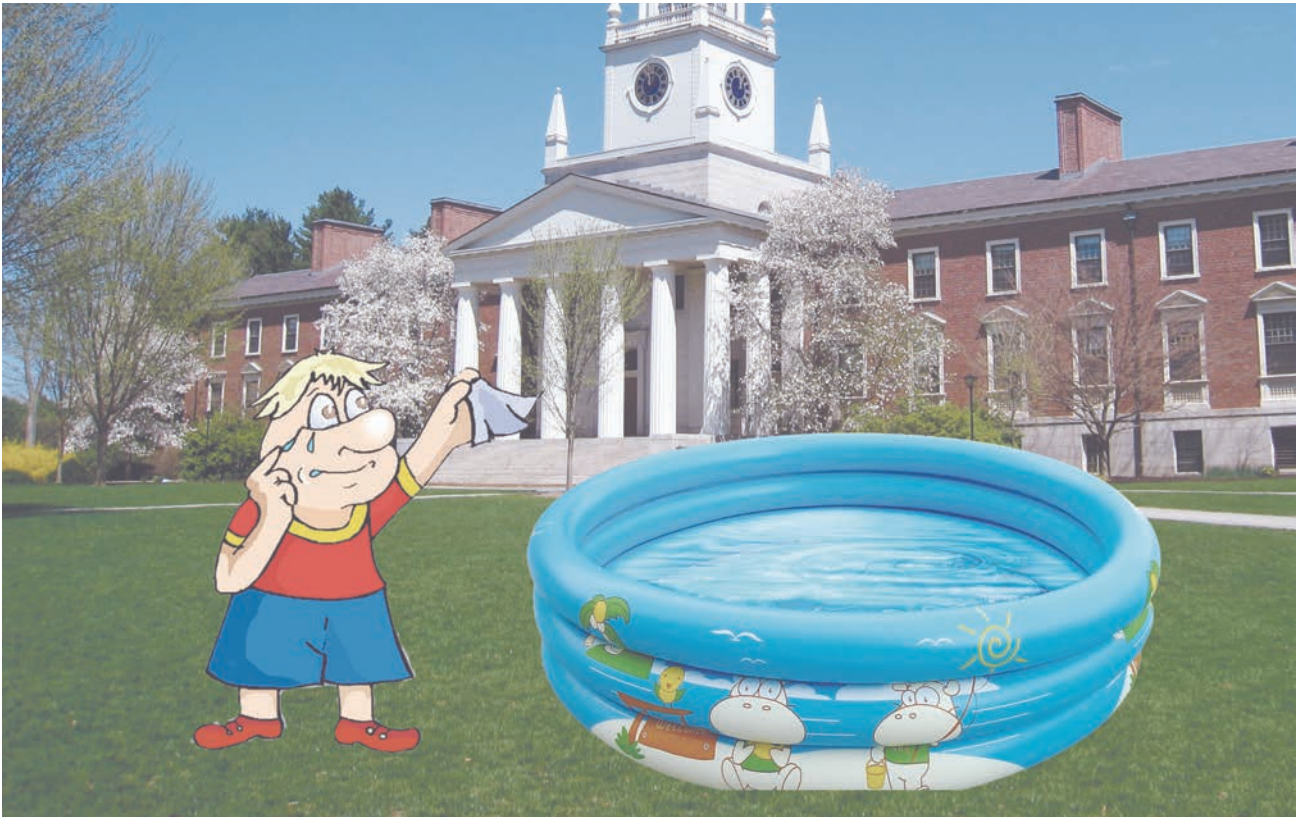
5. Zigzag on the grass.

4. Look at the grass.

3. Think about the grass.

2. Weed the grass.

1. Procrastinate.



SWIMNOMORE/THE PHILLIPIAN

A heartfelt goodbye to the adminsitration's latest victim.

Senior Citizens

BY JULIAN OTIS

With Senior Spring upon us, the eldest of upperclassmen now have the time to sit back and relax. Ah, there is nothing better than to lean back and feel the wooden contours of a library chair mold to the curvature of one's back. With alarms promptly set, each Senior is sure to make every day the absolute finest.

"Go to the Great Lawn without me, Sally. I'm afraid I will be maintaining a 6.0 average this term," states every Senior simultaneously. "What a shame," responds an unwise and confused Sally, "I was hoping for a little more fun."

You want more fun, Sally? Try teaching yourself Ancient Greek, or writing a novel in Modern Greek. Each Senior

has done both twice and does not need your silly criticism. As Andover tradition states: the Senior anti-prank must aim towards building a healthier, happier, and more non-sibi community. For exactly that reason, the Seniors have assembled a rotating schedule that consists of adopting puppies, singing the Freshman to sleep and actually going through the "Lost and Found."

The reader of this commentary may think that this is a joke, but it is not.

Every individual at Andover aspires to be the Senior within.

From the top of Sam Phill to the distant fields of Siberia, hear the student body cry, "Let Senior Spring Ring."

P.G. '14

BY JAMES FLYNN

The beginning of their second Senior Spring has been a trying time for the Post-Graduates. Despite the fact that they were accepted into college and do not need to worry about their grades any longer, the Post-Graduates are up very late completing their enormous homework loads. The 100-level language classes are piling up on homework assignments, and the teachers are checking them for the first time since Fall Term.

A resident of West Quad North, Tom Graduated-lastyear, one of the many Post-Graduates complaining about the homework increase, said, "I have almost an hour of homework every night. I sometimes think that taking African Drumming was more than I can chew."

However, Spring Term is child's play compared to Fall Term for these PG's. They

had to start in games and lead teams to winning seasons — tasks both emotionally and physically tolling on the system. One of our football Post-Graduates, Chad Ochocinco, complained, "It was terrible that we had to win all of our games and have an undefeated season for my last year of high school. I was really looking forward to giving a 'We get knocked down, we get back up' speech."

However for the Post-Graduates invested in the arts, Spring Term is far worse. Matt Damon, a Post-Graduate from Bolly-wood, claimed, "It has been hard being able to learn more from the great theatre teachers at Andover. I feel like I have become a much better actor, which sucks! I was perfectly happy with mediocrity." A year of intense training has impaired his signature acting characteristics such as his poor diction, his inability to pronounce the letter "L", and his snakelike lisp.