



W. Hunckler/The Phillipian

Marlys Edwards, Dean of Students and Residential Life, stands in the chapel before All-School Meeting.

Marlys Edwards to Retire at Year's End

PHILLIPPIAN PROFILE

By THOMAS SMYTH

Dean of Students and Residential Life Marlys Edwards' retirement from Phillips Academy is just the opening of another chapter in a life full of surprises. She didn't get a college degree until 1990. She's worked in everything from retail to banking to house flipping. And she teared up in an interview with *The Phillipian* at the very mention of what she'll miss about this school.

Edwards is a mover. Her 18 years at Phillips Academy are the most time she's spent in one place since her childhood in a small town in Minnesota.

Now Edwards is leaving Andover. But just like Brooklyn and California and everywhere else she's lived, she won't forget Phillips Academy.

Land of 1,000 Lakes

Edwards was born in Mound, Minnesota, next to Lake Minnetonka. Mound used to be "bor-

derline rural," she says, but now it's become a suburb of Minneapolis, 23 miles away.

Edwards grew up in a house of seven kids, her mom usually at home and her dad working as a grower for a large nursery in Minneapolis.

She would make the trek into Minneapolis occasionally, for shopping or the movies, but usually she was in Mound, "the forgotten third child" of three girls and four boys, she joked.

Edwards' parents only had an eighth-grade education. Even so, her dad "really is a mathematical genius," she says.

Her family still lives in Mound today.

She graduated from Mound High School in 1963 and went to the University of Minnesota for about two years before marrying and leaving college.

Then she worked to put her husband through college, which was "not untypical for my generation in Minnesota," she says.

Across America

She and her husband, who worked for the textbook company McGraw-Hill, moved all over the country. She moved 14 times in 16 years, "back and forth and in the middle of the country," from Los Angeles to Detroit to San Francisco and places in between.

Edwards held down dozens of jobs, including a stint at the Minneapolis Star-Tribune.

"I've had more jobs than I can remember, because we moved back and forth across the country so many times," she says. "Everything from retail to banking. I never waited tables, but I did just about everything else."

Most of her jobs were those of

"toil," she says, especially banking and retail.

But "that's when I learned I loved to work with people," she says. "Working with people is an extremely important part of my job."

In the midst of the moves she had two kids: Sarah, born in Albany, New York, and Lucas, born in Brooklyn.

"They did a lot of their growing up in California," she says.

Lucas is now 32 years old and a doctor at Brigham and Women's Hospital, affiliated with Harvard Medical School.

Sarah is the head of the middle school at Brunswick Academy, a private school in Greenwich, Conn. with a stellar athletic program. She lives with her husband and three kids in Greenwich.

Edwards sees her children and grandchildren often, driving to Boston or Connecticut or hosting them on campus.

Edwards and her kids "have a lot of common interests," she says. "Family is very important to us. We think of ourselves as a threesome."

New York City

The family moved into a brownstone in Brooklyn in 1980, when Sarah was in fourth grade and Lucas was in kindergarten.

Edwards stayed busy in New York: renovating her home, getting a bachelor's degree at Brooklyn College, working in the athletic department at a private school in Brooklyn and raising her kids.

In 1986 she became the athletic director at that private school - Saint Ann's, a "progressive" school founded in 1965. She first

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Students to Lead MLK Day Events

Workshops Reflect Increased Student Input and Feedback

By TRISHA MACRAE

Kelicia Hollis '08 will be leading the workshop "The VH1 Top 40 Videos Show" for the third year in a row on MLK Day.

Participants will watch clips from VH1's most popular videos from the year and consider what messages the artists portray to audiences in their videos "from chauvinism to class," said Hollis.

One of Hollis' goals for the workshop is to get participants to be "conscious consumers" of media.

Hollis' workshop is one of more than a dozen planned for Martin Luther King, Jr. Day this Monday. The schedule features a special All-School Meeting in the morning, separate programs for Juniors and Lowers, workshops for Uppers and Seniors, two community service projects and events for faculty.

This year's agenda, the result of months of effort, reflects greater student input and feedback from previous years.

In her third year spearheading the planning for MLK Day, Dean of CAMD Linda Carter Griffith said she "want[ed] as much variety as possible," but that she is accommodating gen-

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Candidates Green, Murphy Outline PA Experiences

By CHARLES SHOENER and ZOE WEINBERG

As the Dean of Students selection process continues, *The Phillipian* takes a look at the candidates' careers and contributions to the Andover community.

CHAD GREEN
Director of Community Service and West Quad North Cluster Dean

PAUL MURPHY
Director of Summer Session and Former Flagstaff Cluster Dean

Chad Green, Director of Community Service and Cluster Dean of West Quad North, hopes that under new leadership, the Dean of Students office will "do a better job in defining what we really stand for."

He said, "We need to come to a consensus on honesty as a real number one core value of [Phillips Academy] and making sure that students know that and that it is reinforced from day one."

"Hopefully then, [we] are actually decreasing the need for the disciplinary stuff, because it's sort of frontloading everything rather than being completely reactive," continued Green. "As deans, we spend a lot of time being reactive just because it is the nature of the beast. Stuff happens and we have to deal with it."

Green only began to seriously consider the Dean of Students position when Rebecca Sykes, Associate Head of School, announced the opening for the position for the 2008-2009 school year.

Green discussed the opportu-

As a former Flagstaff Cluster Dean, Paul Murphy '84 "had a lot of amazingly great experiences with kids, with cluster presidents, and D.C. reps [and] learned a lot about kids and parents and how [Phillips Academy] works," he said.

Currently the Director of Summer Session, Murphy is applying for the position of Dean of Students for the 2008-2009 academic year. Rebecca Sykes, Associate Head of School, will make the selection for the six-year term in late January.

Murphy, one of the two candidates, has considered the Dean of Students position since becoming a cluster dean. "I don't think you ever don't think about it as a cluster dean, not because you are ambitious, but because you think, 'Well, maybe I'll do this someday.'"

The Dean of Students position has "a lot of responsibility," Murphy said. "There is a part of me that knows that if I get this job, I'll spend a good deal of time thinking about very serious things and be

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Jess Cole '08 Votes in New Hampshire Primary

By CHASE EBERT

Jess Cole '08 exercised her right to vote for the first time on January 8.

On a cold January day, she stood in line amidst shouting crowds and campaign banners outside a polling place in New Hampshire.

Cole was one of thousands of New Hampshire citizens to head to the polls for the Democratic and Republican primaries. New Hampshire is always the first state to hold primary elections and is considered a crucial state on the path to a party nomination.

"For one night, the entire world media seemed to converge on my home state," said Cole, who was interviewed by a Pittsburgh newspaper and television stations from Japan and New York on the day of the election.

Cole said that she had followed the presidential race closely prior to voting, watching debates and trying to decide whom to support.

As she became more interest-

ed, Cole got her parents involved, bringing her father to rallies for Republicans John McCain and Mike Huckabee and traveling with her mother to an event for Democrat Hillary Clinton.

At one event, Cole met a woman who had traveled from Pennsylvania to support one of the candidates. When she told her father about the partisan pilgrimage, he wondered aloud why someone would travel such a long distance for a politician.

"Choosing the next president is going to impact the next four years of your life," Cole replied.

She was excited to see other voters sharing her enthusiasm.

"It was refreshing to see people lining up for a new candidate like for a new Wii," Cole said.

A registered independent, Cole says she votes for people, not parties. "I think it's important for a candidate to have a rational head on their shoulders,

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Collins and Adler Lay Out Agenda

By ANNIE LI

Student Council President Teddy Collins '08 and Vice President Jonathan Adler '08 are building on their past experience to implement Student Council's detailed agenda for the remaining two terms.

Collins' proposed one-card key system has been finalized and will be implemented at the start of the next academic year.

The Winter Term Club Rally, one of Adler's platform goals, was put on by the Student Activities office last weekend.

Other projects that Student Council completed this fall include organizing a student-faculty dinner, creating online OPP re-

quest forms and getting downtown discounts for students.

On a larger scale, Collins is trying to restructure Student Council.

"Just one meeting a week for Student Council as a whole does not provide enough opportunities for the class representatives to pursue their own initiatives," he said.

Collins now meets with subcommittees of Student Council on Sunday afternoon before the full Council meets at 6:30 p.m.

Collins and Adler are also pushing for more communication between Student Council and the student body this term.

To do this, Lowers, Uppers and Seniors now have their own "class

pages," which can be accessed under the "My Organizations" module on PANet.

Adler said, "What we would hope to do in the future by using this Blackboard page is to post for the student body, 'This is what we're talking about tonight [at the Student Council meeting]' so that each student can have an input and the class representatives can gather those ideas."

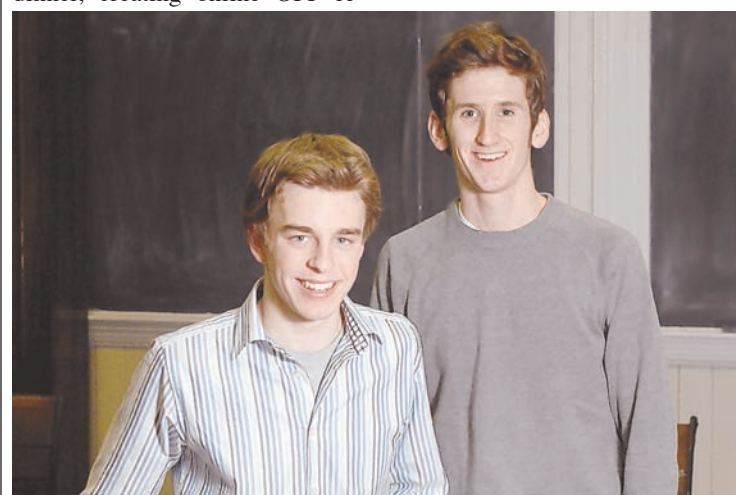
Other comments, such as suggestions for class pizza parties or for the Ryley Roller, are also welcome on the class pages.

Further efforts toward what Collins calls a "comprehensive approach" to keep Student Council in touch with the student body include implementing Sunday office hours. During this time, Collins, Adler and Executive Secretary of Student Council Joey Mensah '08 will be available to answer questions that students want to ask in person.

"We really just want to let the students know that we're their advocates and we really want students to feel comfortable coming to us," said Adler.

Another large initiative on both of their agendas is talking and learning about the Disciplinary Committee process.

"A large number of people have gone through the process, but a small number of people actually



W. Hunckler/The Phillipian

Collins and Adler plan to restructure Student Council to provide class representatives the opportunity to pursue their initiatives.

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J. Curtis/The Phillipian

Winter snow blankets the ground once more despite a spell of warm weather earlier in the term.

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A Chance to Patch Up the Rift

Chase Ebert

EARNEST

Since 2000 the invisible decision-making hand in the residential lives of PA students has been that of Marlys Edwards, Dean of Students and Residential Life, but by the end of this year, a new hand will be at work guiding students through their boarding-school careers. Though it will be strange not to see Ms. Edwards in that capacity, and a new face and name will take some getting used to, it is important to look forward to the golden opportunity presented by this situation: repairing the rift between the students and the administration.

Yes, the rift, an oft-mentioned phenomenon. It is a common topic of discussion in the dining halls and in the dorms, and it has been an editorial topic in this newspaper. The selection process of a new dean and the level of student involvement in that process could be a decisive factor in repairing this rift and could set the tempo of student-administration relations for years to come. This is an opportunity to bind up the Academy's wounds.

An article in last week's *Phillippian* discussed the decision making process and demonstrated the mixed reactions among students as to the value and viability of student involvement. Will Eastman '08 was quoted as saying "No matter who you are or how nice you are, the students are going to view you unfavorably." Will is right. Somebody has to be the bad guy, in this case the highest ranking disciplinarian in the school; however, student input can ease the sting of the punitive lash.

A major problem with relations between students and administrators is the perception that the latter is aloof. Though forums are held in which students and administrators exchange dialogue on campus issues and Ms. Edwards and others are available to meet personally with students with an appointment, the fact of the matter is PA administrators, much like PA students, are very busy people. They simply do not have the time to meet and greet students as much as they may like. As a result, students usually do not develop as close relationships with those in the Dean of Students and Head of School's Office as they do with their teachers and house counselors. Fortunately, the candidates for Dean of Students themselves could prove a remedy for this alienation felt by many students and may dispel misconceptions.

Chad Green and Paul Murphy are those candidates and their popularity may influence the development of a stronger relationship between policy makers and students. Both men have served as cluster deans, showing they have experience

dealing with students in a disciplinary capacity, but more importantly, students know them from other, more personal roles. Students are acquainted with Mr. Green from his role as community service coordinator and scores of students from different grades learn algebra and trig

The selection process of the new Dean of Students presents an opportunity to repair the rift between the students and the administration.

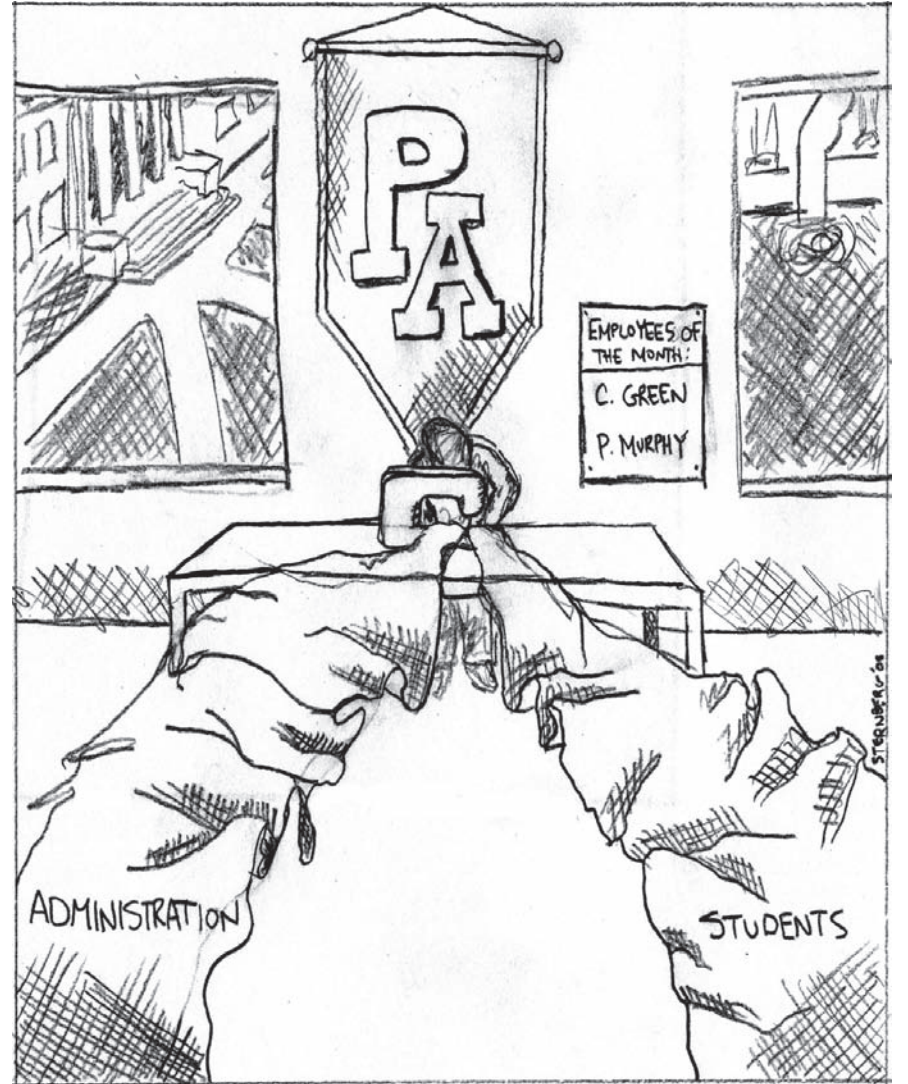
in Mr. Murphy's classroom. Though not personally acquainted with every student, Mr. Green and Mr. Murphy are at least familiar faces to a good portion of the community.

Eastman is correct in his affirmation that the Dean of Students is never going to be a popular job in the eyes of students, but if students feel they know the dean

from before the beginning of his or her tenure and have experienced different sides of their personality and character, as with Mr. Green and Mr. Murphy, the policies enacted and actions taken by that dean will likely be better received by the student body. This will be doubly true if the students are given a forum to air their opinions about the candidates and share their thoughts on and experience with those men. The discipline dealt by a dean can be tough medicine, but allowing us to choose a doctor we know will help the medicine to go down more easily.

Being a dean is not all about enforcing policy. It is about being a parental figure in this home away from home. Though the parent bears the rod and a good one will at times be forced to use it, there should still be a degree of affection between the disciplinarian and his or her charges.

So give us a survey. Give us a Philo forum. Whatever you do, give us a voice, listen earnestly, and in doing so make this appointment meaningful. I say without reservation that this may be the most important decision made at PA this year. Let us make it together.



Go Fish

The Uncommons managers have "caught on." Its Fishing for Feedback system has changed; what started as a seemingly silly alliteration and a one-way suggestion box has morphed into a meaningful dialogue. Student input is heard; suggestions are responded to. Dialogue has found its voice in the form of a mystical red pen.

Call it trivial, but this system embodies a fundamental principle of communication. Suggestions are posted in a public forum; all, even the most ridiculous, are responded to with clarity, conscious attention and honesty—all in a positive and constructive manner. We receive acknowledgement and appreciation for our feedback, and candor when our ideas are unfeasible.

It seems all too simple, but this form of public, honest and constructive dialogue may be the essential element in creating a community of free exchange. Maybe we need to apply the concept of Fishing for Feedback to a broader setting—because it is only when both sides of a discussion feel that their voice is acknowledged, and that their ideas and limitations are met with the appropriate attitude, that ideas can become reality.

Fishing for Feedback reminds us that feedback should not be merely a one-way street, but rather should stem into a two-way dialogue that erases hard feelings and promotes a more personal and constructive exchange. So call the system corny, call it cheesy, call it whatever you want, but we're "hooked."

A Definition of Terms

In order to have a meaningful discussion about race, we must first define the words we often use casually, such as "race" and "diversity." And in order to move forward and genuinely change our perspectives, we have to take action, as well as merely attending workshops and talking.

As Martin Luther King, Jr. Day approaches, conversations about race, diversity and ethnicity spring up all over campus. Discourse can quickly turn to argument as a result of conflicting conceptions of these broad terms. In order to have a progressive or productive discussion, candor and respect are key.

Still, it is unrealistic to claim that such a diverse group of students, coming from all over the world, will agree on what such general and oft-used terms, such as "race" and "diversity," really mean. In order to do justice to Dr. King's legacy, we have to accept that there is no single answer or definition.

For all our talk, what we really need to do is take action, show up and educate ourselves. Without a personal context for the issues, we won't be able to relate to one another in discussions about race and stereotypes. Without exposing ourselves to new situations and unfamiliar settings—an Asian student going to AflaAm, a white student showing up at Asian Society—we remain stuck with a single, narrow perspective. Sitting at a table in Uncommons with the same people every day is not just monotonous, it's small-minded.

This suggestion works both ways. Clubs and organizations can do more to reach out to members who may be intimidated or feel unwelcome, simply because they are different. It is hard to be the first at anything, a newcomer to any unfamiliar frontier. As high schools go, Andover is an accepting and pluralistic community. If we can't branch out here, in a place where people are generally respectful of their peers and mindful of differences, how will we interact in the real world?

We have to do it now; we have to do it here. High school is a time in our lives when we have a chance to break down the prejudices and stereotypes we all have absorbed from our varied experiences. We may think we're adults, but we're still young, and there is still time for us to change our minds.

At Andover, sometimes we have the privilege of viewing the world through rose-colored glasses. Instead of moving through these four years lightly and comfortably, we should use this time to reach out to one another, to create habits that we can take with us. Let's not graduate from Andover the same people we matriculated as. Let's not graduate being friends with the same people that we would have been friends with, had we stayed at home. It's too easy to fall into cozy social spheres and cliques of people who hold the same interests and cultural backgrounds that we do.

As we prepare ourselves for a day of no classes on Monday, we should look at this free time as an opportunity for discussion. We may not agree on what all the terms mean, but it means something that we're all looking for an answer.

The *Phillippian* Editorial Board thanks the members of the community whom it consulted in writing this editorial. Special thanks to Carlos Hoyt, Associate Dean of Students.

These editorials represent the views of *The Phillipian* Editorial Board.

Confessions of a Young Entrepreneur

Michael Yoon

UNPAID

Inside this Andover Bubble that students can easily become caught up in, we become somewhat oblivious of the real world and how it works. Beyond Phillips Academy, even beyond college, there is something that all of us must prepare for—professional jobs. The professional world holds some things that cannot be learned in a classroom, but only through interaction and real experience. Internships are the perfect way to gain work experience for PA students who only have short breaks from school to gain as much work experience as possible.

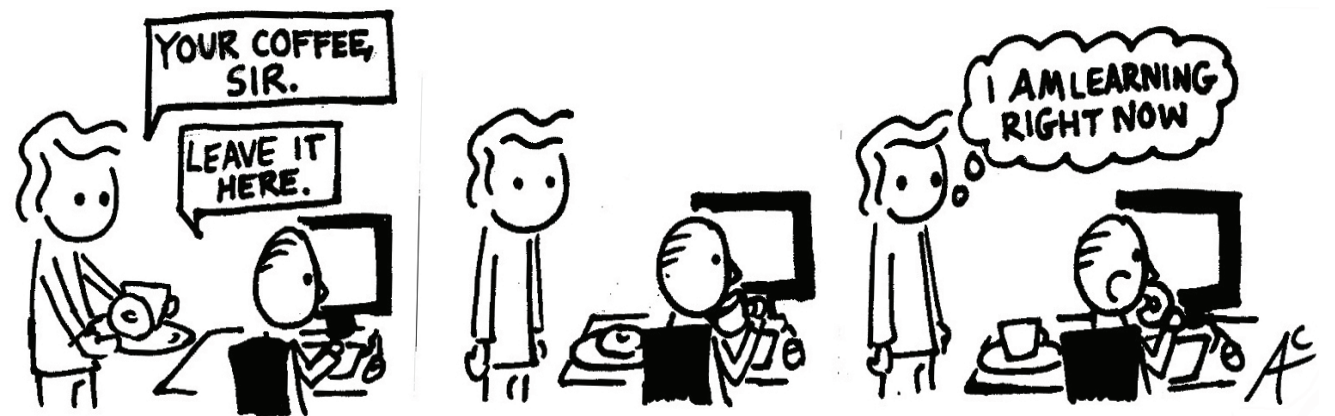
This past winter break, I, along with seven other members of Andover Young Entrepreneurs, a young club on campus, traveled to Shanghai to work as interns in different companies. I chose to work with New World China Land, a prominent real estate company based in Asia. New World China Land owns hotels, service apartments and office buildings all over China and is a well-established Chinese

company in the market. As interns for this company, my peers and I learned how the "back of the house" was operated. From staff cafeterias to human resource departments, we got to see for ourselves how a company works and functions. We were able to talk to a variety of workers and staff, from senior managers to marketing officers to security guards. By watching people throughout the day carry on their work, we were able to gain valuable experience that we would not have had at PA.

Although internships may seem filled with work and stress, this was not the case for me and my peers. After spending a good portion of the day at a hotel or office building, we were able to have fun during the evenings. Shopping, taking in the sights, celebrating birthdays and even singing karaoke were just some of the activities that filled our evenings. Despite the fact that being an intern means being a worker, high school students should not avoid internships because of fear of working. Internships are not just extra points that you write on

a college application; they are invaluable opportunities to discover what type of work you would like to do in the future and methods to prepare yourself for work in the competitive business world.

Besides some useful Chinese vocabulary, I learned important lessons in Shanghai. Nothing could have shown me a glimpse of the world beyond Phillips Academy better than this trip. From marketing strategies to ways to keep your employees motivated and happy, I now have at least a sense of how things are done in a company. Andover Young Entrepreneurs took the initiative to provide this gateway for Andover students to temporarily remove themselves from the infamous Andover Bubble and see for themselves what they will need to do in the future. The AYE trip to Shanghai has allowed me to learn how Andover will prepare me for the world beyond school, and how my passions will ultimately help me accomplish my goals for the future. I also discovered the hard way that I am awful at karaoke and hold no future in professional singing.



CORRECTIONS

In a news article about Uncommons last week, Julie Ingram '09 was quoted out of context, saying "Eating with teachers is weird." Ingram was speaking in reference to the fact that students have not typically eaten with teachers in the past.

In a sports article last week covering Boys Basketball's first two games of the season, the team captain was mistakenly referred to as Ben Watson '08. His name is Brian Watson '08.

An article entitled "Uncommon Mural," in last week's Arts Section stated that artist Wade Zahares created as many as 15 works of art for Phillips Academy. He has actually created as many as 15 murals in his career.

In last week's Arts feature on New Year's Resolutions, the name of Lily Shaffer '10 was misspelled.

The *Phillippian* regrets the errors.

Write For Commentary

Commentary is open to all members of the Phillips Academy community as a forum for public expression and exchange of opinions and beliefs. All are encouraged to submit their writing to the section.

We look forward to hearing what you have to say.

email the editors with questions and phillipian@andover.edu for submissions

PERSPECTIVES ON PASS/FAIL ENGLISH 100

This Fall Term, English 100 gave new students a different experience.

Juniors at Andover received no grades on their written work in English 100 during the Fall Term this year. Instead, the course was graded on a pass/fail basis, although teachers did give constructive feedback and comments to help students improve their work. During the Winter and Spring Terms, students will receive grades on Andover's standard six-point scale, as well as final grades for the class. The English department is committed to a two-year plan using this system, after which it will evaluate the merits of the change and consider whether or not to adopt it permanently. This week, Commentary asked students and faculty to share their perspectives on the new approach to English 100.

Tentative Optimism

The English Department's Perspective on English 100 Going Pass/Fail

Commentary interviewed Jonathan Stableford, the Chair of the English Department, and corresponded by email with Jeffrey Domina, the English 100 Course Head, on the decision to make English 100 pass/fail.

Reasons for the Change

"The move to an ungraded Fall Term in English 100 was primarily a response to the imperative of the 2004 Strategic Plan that we do a better job of addressing the needs of entering students who are less well prepared for the particular demands of PA," said Domina in an email. "However," he continued, "the English department is optimistic that it will serve all Juniors well and perhaps better than a graded Fall Term." This transition to an ungraded Fall Term has given four-year students a new and different experience with the English curriculum at Phillips Academy.

In a separate interview, Stableford seconded this opinion on the change. "Andover deliberately accepts people from a wide variety of backgrounds, from all over the world, so naturally ninth graders face a difficult adjustment upon coming here. Why would we grade that [adjustment]? The whole purpose [of the new pass/fail system] is to help lift some of the pressure on ninth graders," he said.

Stableford also commented on the unique experience that Juniors have when they first take English at Andover in comparison to those students in other classes. "In English 100, in the very beginning, no one's looking at the grades – no colleges. [In English 200 and 300], there is a different kind of pressure," he said.



M. Discenza/The Phillipian

How the Decision Was Made

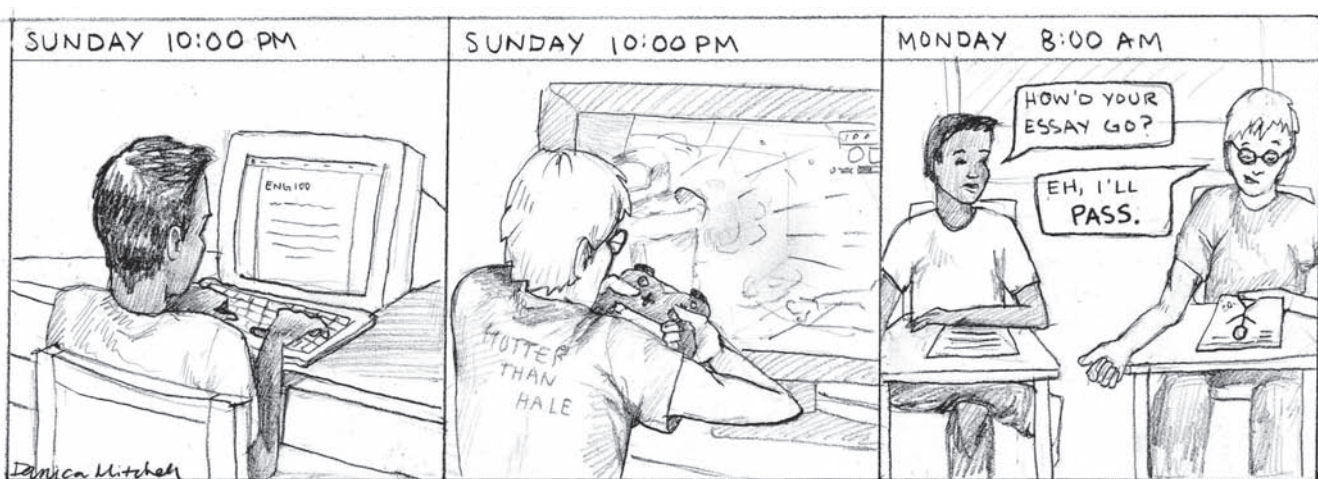
When asked of the process of the change, Domina commented, "Last year, after speaking with some other teachers, I made the proposal to the other [English] 100 teachers, who quickly agreed that it was worth a try. We had little trouble convincing the rest of the department to support the idea, and finally Jon Stableford, the department chair, secured the endorsement of Academic Council."

Stableford said that within the English Department there was a lot of support for the experiment this year. "[The change] was almost universally accepted as a good idea by the people who would be affected by it... There were virtually no arguments against it," he said.

Evaluating the Change

"This is a two-year experiment, and we won't really know anything until after the Winter and Spring Terms... We think people will be more confident with 'The Odyssey,' which comes right in the middle of Winter Term," said Stableford. He mentioned that he had heard little negative feedback from within the English department, but that there was a need for formal evaluation. This past Thursday, there was a faculty meeting of all the English 100 teachers to discuss the change.

In an email, Domina said, "We are committed to the plan for next year as well, and we will decide after that whether to return to graded Fall Terms, to continue with only ungraded Fall Terms, or to expand the ungraded format to other terms or to other courses."



View From the Classroom



"[The pass/fail system] puts the importance on conferencing and the teacher's narrative comments, and not the number, which is more important anyway. Am I seeing more energy from my kids now? I think that they are just as engaged. I am not concerned that they were putting their English work at the bottom of the list. Andover kids come with self-discipline and intellectual curiosity. Of course, sometimes kids didn't do their reading last term, but that sometimes happens this term too."

Stephanie Curci, Instructor in English

A Senior's Perspective Learned the Hard Way



Jessica Cole

FOUR-YEAR WRITER

I am not a math person. Don't get me wrong, I respect numbers and can appreciate the beauty of a simple solution to a complex problem, but if given the choice between walking across a bed of hot coals or doing nothing but trigonometry for the rest of my existence, I would be sorely tempted to choose the former (no disrespect intended for my teachers here at Andover – you have all been phenomenal, and before taking your classes, there is no doubt in my mind that I would have selected the hot coals without hesitation). So in my daily life here, it is my humanities classes that I truly look forward to.

As a Junior, those classes were especially important. I thought of English class as my respite from my perpetual "small fish in a big pond" syndrome, and I remember being so proud of the first paper that I had to turn in. Well, folks, I received a 4 on that paper. And though the world didn't end, it did stop momentarily as I

New students arriving at Andover need to become acquainted with the tougher grading process. Delaying this transition is unfair to the students.

gathered my shattered pride off the floor and wondered why Andover couldn't just have understood that I was good at English, that I deserved a 6! I finally battled my way up to a 5 that Fall Term, but it required a lot of broken pencils, long library nights and treks to Bulfinch for Conference Period. And I don't regret a minute of it.

Andover, to me, remains a high school where grades are not given merely for good work – they are given for good work that is accentuated with a good deal of conscientious effort. After all, we don't have a valedictorian here, nor do we keep track of class rank or comprehensive GPA. And where better to learn the bitter lesson of pushing oneself than in a class that everyone has to take – English 100?

English 100's switch to a pass/fail system does not make it less worrisome; it makes it less rewarding. Students deserve to see themselves progress over the course of the term. Plus, a pass/fail English class neglects to account for the infinite variations in ability and effort present in the classroom, an oversight that seems as though it goes against the very backbone of the subject's recognition that there are no singular right answers.

Don't pacify students by merely passing them; rather, teach them how to extend themselves and how to fight to earn their grades and their own self-respect. Only then will students from across the disciplines learn how to enjoy and excel during their next four years.

Student Thoughts: Experienced Pass/Fail

"I thought pass/fail English this Fall Term was a really good way to introduce Juniors to this year's English curriculum, because there wasn't the pressure of being graded. We were able to get a feel for what was expected of us, and I thought it was a great way to get everyone on the same page. It was also fun because I got to know my teacher and form a relationship with my class without having to be too stressed out!"

Christina Peabody '11



"I am not for the pass/fail English first term. I think that pass/fail English makes Junior Fall easier, but from what I have heard, at some point a 'shock to the system' is needed. Why not sooner than later? I think pass/fail English is simply prolonging me one term to really try my hardest. I know I am not the greatest writer, so I'd rather start having to work hard the first term so I can be a better writer for longer, rather than just having to start putting in effort in English class starting Winter Term."

Dan Larson '11



"I disliked pass/fail English. I thought it was unnecessary and unfair to the students who were better at English. I didn't think that some students who would be getting a 2 should have the same grade as someone who is getting a 6 in the course."

Julian Danziger '11



"I think that the pass/fail grading system for Junior Fall English was really good for the new student's adjustment. I would support the idea of applying the same system for the class of 2012. It would probably be helpful if the pass/fail system was applied to the subjects '11 had the most trouble with this past Fall Term. It would make the most sense to apply it to the classes everyone takes together, like History 100."

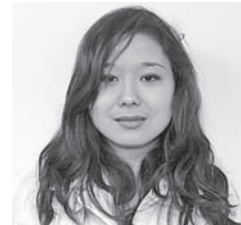
Edith Young '11



Already Graded

"[The new pass/fail system] is a positive move by the English department which seems to ease the transition to the rigors of academics at Andover. This creates a situation in which Junior students can become acquainted with the demands of English 100 without the additional burden of GPA-related anxiety."

Lauren Verdine '10



"The change to the Fall Term of English 100 as a pass/fail course makes sense for those Juniors who might belabor during the transition into high school English; however, it does not account for those who struggle in other subjects. New students less adept at other subjects still must fret over the full grading system. If this change is to be fair to all Juniors, the pass/fail policy should be extended to other departments as well."

Anne Motlow '09



Briefing From the Writing Center



Andrew Clay

ERDL

I think that making English 100 pass/fail in the Fall Term is a really good idea for several reasons. Making it pass/fail lessens the anxiety and fear that some Juniors have during their first term at Andover. By making it pass/fail, juniors don't have to worry as much about their grade. Andover is particularly good at acclimating incoming Juniors to the boarding school environment and this is another example of how they do this.

Secondly and more importantly, as a tutor in the writing center, I have noticed that the Junior class, more so than any other, has the broadest range of writing abilities. There are obviously some

Juniors who have had more experience writing than others. It doesn't make sense for English teachers to grade writing assignments during the Fall Term of Junior year because some Juniors start with an advantage. After fall term, however, the range of writing ability among Juniors diminishes, thereby preventing any one student from having an inherent advantage over the others.

I don't think it would make sense to extend the same policy to other departments just because there isn't as broad of a range in other academic areas, as there is in English. In biology, for example, it does not necessarily help to have previously taken a science class, unless of course it was biology. In addition, in math students are divided into classes based on skill level. Thus, in both math and science, Juniors are on more equal footing with the other students in their class than in English. The only way to get better at writing is to write more papers. Thus, there will always be some Juniors better at writing than others.

As a member of the writing center, I have not seen any differences in the way Juniors approach their assignments and I didn't expect to see any.

IRT Aids Minority Students Through Graduate School Admission Process

Continued from Page A1, Column 1

pushes, so it's quite an acknowledgment to the work of all our staff and all our students."

The Mellon Foundation, which awards around \$200 million in grants yearly, provides funding in

five fields: higher education, museums and art, performing arts, environmental conversation and public affairs.

For the past 16 summers, IRT faculty have worked like "college counselors" to steer and aid minority students through the graduate

school application process, said IRT Director Chera Reid.

Emphasis is placed more on specific programs and professors, and less on the school when applying to graduate school, Reid said.

Wise said, "When you apply to college, you may still be applying to Williams or Amherst or Harvard because of the name."

"But when you apply to graduate school, you could apply to a thoroughly unknown state school that happens to have the best linguistics department on the East or West Coast because scholars somehow have shown up there. We're not going after the label so much as the best department that will serve you and our needs," Wise said.

During IRT's Summer Workshop, students are guided throughout the process while preparing for the Graduate Record Examination. IRT also invites more than 60 deans and admissions representatives to meet with candidates at its Recruiters' Weekend.

"They receive counseling, assistance with the statement of purpose, we send out their application, and we provide application fee waivers, or the consortium of the universities we work with have agreed to waive fees for students. We advocate for them to be admitted to receive full fellowship packages," Godo-Solo said.

She continued, "These are all higher-qualified students, but some of them may or may not be familiar with the graduate school lingo, the entire process from beginning to end, how you negotiate a higher fellowship package and those kinds of things, so we help students with that as well."

Applying through the IRT program gives students a solid footing as they transition to becoming teachers. Approximately 93 percent of IRT students receive full funding

for six years.

"With IRT, you can nearly guarantee that you're going to get a good start," said Reid, who refers to the program as a "home base" for students' careers. "People begin to see themselves not only as college students interested in education, but as aspiring professionals, people with graduate degrees who are professionals," she said.

She continued, "Everyone's really unified in that they all want to go on to graduate school to become educators. Some want to be kindergarten teachers, some want to go on to teach in universities, some want to be school counselors, but everyone's going to be an educator."

The program's dedication has paid off, as its alumni base can attest to. According to Reid, most graduates stay in touch with IRT as though checking in with family members.

As of now, 60 percent of IRT graduates teach at the university level, while the other 40 percent are teaching in primary and secondary public education.

IRT's reputation for quality has garnered job offers from institutions looking to hire its graduates, as well as to move the IRT to a university campus.

But the support of the Andover faculty has been instrumental in Andover retaining the program.

Wise said, "I've been so happy here as a teacher and an administrator, and the current administration especially—Barbara [Chase] and Becky [Sykes] and Temba [Maquibela] and Steve Carter have just been so supportive, so it's good."

Wise is planning to keep the IRT at Andover for the long term.

"Why should I go to Brown or some other place like Notre Dame and start anew? You don't know anyone, you don't know the support you're going to get," he said.

Faculty Discuss Possible Changes to Advising System

By CHLOE REICHEL

Although Andover's faculty began discussion about three potential advising programs at a Monday meeting, the Advising Council has not yet decided whether the proposals will reach the faculty for a vote.

The three proposed advising models were dorm-based advising for all boarding students, "all-in advising" where every faculty member would serve as an advisor, and a system in which there would be two individuals assigned to each student instead of just one advisor. One individual would serve as an ally and mentor for the student, while the other would be responsible for helping the student select academic courses.

The Advising Council, a group of faculty members, discussed these three models and compared them to the current advising system.

According to Associate Dean of Studies Betsy Korn, who is Chair of the Advising Council, these discussions will not necessarily lead to a faculty vote on a new system.

"If Advising Council thinks that changes should be made, only then would it be brought up as a proposal to the faculty," Korn said.

Currently, the advising system at Andover is comprised of small single-sex groups based on dorm and cluster for boarders and larger groups with students of both sexes for day students.

Day students have the same advisors throughout their Andover careers, whereas boarders are assigned to new advisors after Junior year, whom they have for the rest of their Andover careers.

Kathleen Pryde, Instructor in Physics and the advisor to Junior

girls living in Nathan Hale, said that she is "perfectly happy with the advising system as it applies to me. I have no complaints."

Associate Dean of Students Carlos Hoyt said, "The Dean of Studies office is working hard to find out what works well and what could use improvement."

"My sense is that there is not one perfect system for any student or any school. We are dedicated to trying to find the best model or models to serve our students," Hoyt said.

Catherine Carter, Instructor in Classics and a member of the Advising Council said, "I like how the advising system works in my dorm because I live with most of my advisees and get to know them well."

Carter is a house counselor to Junior girls in Isham Hall.

Advisors recognize that opinions on the advising system are mixed.

"I recognize that some people have worries about the advising system," said Pryde.

Hoyt said, "I think our system serves most kids most of the time, the question is when it is not serving some kids... We are looking at any instances or any areas which we could do better."

"I think at the end of this process we may end up with big changes or we may not, for me the important part is to take the time to really re-evaluate and based on that evaluation figure out what we need to do," Hoyt said.

Activist To Speak at ASM

By TAVIE ABELL

Michael Patrick MacDonald, a bestselling author and an activist against violence, will provide a local perspective in the keynote address at the Martin Luther King, Jr. Day All-School Meeting.

MacDonald is the first MLK, Jr. Day speaker to be chosen by a student committee. The MLK, Jr. Day Planning Committee, formed during Spring Term, consisted of 10 students who corresponded via email over the summer and worked with Dean of Community and Multicultural Development Linda Carter Griffith to research potential speakers.

According to Griffith, the students decided upon MacDonald by themselves.

Kelicia Hollis '08 was one of the committee's leaders. She said that the committee wanted to address Andover's mission statement of "youth from every quarter" by finding a speaker who could provide insight into both socio-economic and cultural diversity.

"We don't often hear white male perspectives on MLK Day," Hollis said. "It's a misconception that being white implies privilege." She also said that the committee found the local perspective particularly interesting, since Boston is so "close to home."

Zahra Bhaiwala '10, also on the committee, said, "MLK Day is about more than black and white. There's more to diversity than that."

Hollis spoke highly of MacDonald's book *All Souls*. "[The book] is just real and doesn't beat around the bush."

MacDonald wrote two memoirs: *All Souls: A Family Story from Southie*, which won an American Book Award, and *Easter Rising: An Irish American Coming Up from Under*.

At the meeting, MacDonald will speak of his life experiences growing up in the South Boston housing projects during the school busing crisis of the 1970's, when a Massachusetts judge ordered Boston to bus nonwhite students to schools in traditionally white areas such as South Boston to achieve racial balance.

MacDonald, who was raised in a poor neighborhood in "Southie," as the area is known, witnessed firsthand the violent riots that resulted from those school integrations. Four of his siblings died during this time.

This chaos inspired MacDonald to found the South Boston Vigil Group, which works with families and young people in Boston's anti-violence movement, and helps with a gun buyback program.

Megan Williams, Instructor in History and Social Science, uses excerpts of MacDonald's *All Souls* in her History 300 class. Williams said that the first person account, written from a child's perspective, was eye-opening to her students.

Williams proposed MacDonald as the keynote speaker to the student planning committee. "The message of MLK Jr. Day is broader than how it is generally interpreted, and [MacDonald's] story is especially relevant for our community as it is a perspective not readily explored," Williams said.

Green Says Communication Is Key for Dean of Students

Continued from Page A1, Column 5

nity with his wife and other "folks I regard to be mentors on the faculty here and elsewhere, and decided I would give it a shot."

"I am increasingly comfortable with the way my career is unfolding, which is more taking it on a step-by-step [basis]," he said.

Green continued, "I have always been interested in the ways schools work... I have seen a lot of different kinds of residential schools and feel strongly that these kinds of places create unique opportunities for all of us to learn and grow. It is a unique educational setting."

Since the fall of 2004, Green has served as the Cluster Dean of West Quad North. Green has been the Director of Community Service since 2003, when he returned from a two-year leave of absence to receive his Master's Degree in Theological Studies at Boston University.

According to Green, his role is divided 60 percent as a cluster dean and 40 percent as the Director of Community Service.

As a cluster dean, Green said that he has "gotten better with being comfortable with people not being happy with me, but that is a reality. You have to make decisions and not everyone is going to be pleased with those decisions."

He said, "I try and conduct myself with a pretty solid sense of integrity. If you can act with integrity, then people may disagree with decisions you make, but they will respect [those decisions]."

According to Green, the Community Service Office was in the process of expanding its program when he arrived at Phillips Academy in 1995. Since Green became the director in 2003, the Community Service Office has continued to develop.

After a survey indicated that some students wanted to become more involved in community service, Green introduced Praxis, a community service option in place of the athletic requirements.

In conjunction with the Office of Alumni Affairs, the Community Service Office has also created the "Broadening Horizons" event. The workshop hosts Phillips Academy alumni, who discuss their experiences after graduating.

This past fall, the Community

Service Office organized the first annual Non Sibi Day. The event brought together students, faculty and alumni to work on various community service projects in the area and around the world.

Green was a house counselor in Rockwell House as a teaching fellow, in Will Hall, a former upperclassmen boys' dorm, and in Johnson Hall after marrying Kathryn Green, Instructor in Mathematics. He currently lives in Churchill House with his wife and three kids.

Green believes that there is a "traditional tension" between students and administration and the faculty.

He said, "I don't see that tension as a debilitating tension; I believe it can be a dynamic tension. If we are communicating with one another and we are giving students meaningful chances to make sure that their voices are heard, then I think it can be very constructive."

Green said, "Is communication important and is that something I really want to work on? Absolutely."

"[The students] are really fortunate to have a really good group of folks in [the Dean of Students Office] now," he said.

Green recited a quote from Brazilian educator Paul Freire, "We make the road by walking."

He explained, "[The quote has] been something I keep in my mind. You look at the opportunities that emerge before you make decisions and see where they may lead you."



M. Discenza/The Phillipian

Green also heads the Community Service program.

Student Council and Library Bridge Divide

By JULIE XIE

Student Council President Tantum Collins '08 and Student Council Vice President Jonathan Adler '08 met recently with cluster presidents and library faculty to discuss ways to increase communication between students, proctors and librarians.

The meeting was called in part because of tension between the student body and the library during Fall term.

"Our main goal was to achieve amiable relationships between the students and faculty in the library," Collins said.

The library will soon implement a few policy changes discussed at the meeting.

The library will be employing fewer proctors than before. Each proctor will work longer hours, allowing each proctor to become more familiar to the students and the study atmosphere of the library.

In addition, there will be an announcement board at the library's entrance, displaying the names and pictures of the proctors and librarians on duty that particular night.

"This way, students can associate a name with a face, which will hopefully further improve relations," said Library Director Elisabeth Tully.

The library will also design a proctor manual to give proctors tips on how to better interact with the students.

The meeting's attendees also suggested potential ways to alleviate any proctor-student tension.

Collins and Adler recommended a Librarian's Table in Uncommons, similar to Head's Table, where librarians and proctors can meet with students over dinner.

"[The librarians] would be accessible [to the students]. Students could talk to them, raise concerns they may have, and



M. Discenza/The Phillipian

OWHL faculty, including Associate Director Jeffrey Marzluff, and Student Council met to discuss student-proctor relationships during study periods.

mainly just to get to know each other on a personal level," Adler said.

However, Tully did not think that the Librarian's Table would be implemented.

"We honestly don't think students would come eat a meal with librarians," Tully said.

Tully also said that proctors' schedules would make it difficult for them to attend dinner meetings, given that

Adler also suggested that students could meet the librarians and proctors during new student orientation to get personally acquainted.

Another alternative brought up was Exeter's student proctor system, which Student Council will soon investigate.

Maxwell Meyer '08, West Quad North Cluster President, believes mutual respect between students and librarians is extremely important.

Meyer said that the meeting's attendees discussed how it was difficult to foster respect between adults without disciplinary authority and students "who do whatever they want."

In the fall, the library announced new policies to help make the library a quiet place

of study.

But Collins believed that it was not the policies that angered the students but how they were presented. The library posted on its doors a list of ten alternative places for students to be during conference period.

"The 'top ten' handouts were supposed to be humorous, but students usually don't associate humor with the library... Students also misinterpreted the library's new policy on contacting cluster deans when students became unruly," said Collins.

"Students thought that if they simply talked in the Garver room they would get DC'ed. It was miscommunication [between the library and the students]," added Collins.

According to Collins, this miscommunication caused other issues.

"Proctors were angry when students were being impolite and indignant towards them. Students were angry because they believed the proctors were intentionally abusing their power by being unnecessarily forceful," Collins said.

Tully said that the meeting would reconvene in the future to discuss more ideas.

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Students gather in the Stowe House common room for a munch.

Stowe Common Room Open to ABB Day Students

By CELIA LEWIS

For three hours every Saturday, Abbot day students can feel like boarders.

The Stowe House common room is now open to Abbot day students from 3 p.m. until 6 p.m. every Saturday.

Lisa Joel, Cluster Dean of Abbot and House Counselor in Stowe House, said, "It's a place for people to hang out in between the hours... where day students often feel lost."

While the library closes at 5 p.m. on Saturday, the Underwood Room is not open until 6:30 p.m.

Equipped with a kitchenette, a plasma television, a new bathroom and a new foosball table, the Stowe House common room "is not a complement to social activity" but a place where day students can "hang out, talk and play games," said Joel.

"About a year ago, I decided it would be great to connect with Abbot day students," she said. "This is a place where they can feel comfortable."

Lily Shaffer '10, an Abbot Cluster Day Student Representative, said, "As a day student, you want some place to go, but there aren't any places. We want day students to feel more a part of the community, and a lot of the time they can be neglected."

Jay Dolan '11 said, "I wouldn't say there is a need for a place for day students to go on campus, but it's definitely a plus."

For the past two weeks, a sign-in sheet has been placed at the entrance to the common room. Joel said, "I was curious as to who came."

She continued, "The common room is a space we would like to offer for our day students. If it's four kids or five kids coming, I think it is worth it."

Day students' opinions vary. Abbot Cluster Day Student Reps Shaffer and Eli Grober '09 sent out a survey to all the Abbot day students at the beginning of the term in order to gauge the level of interest.

According to the survey, 14 out of 26 Abbot day students said they would take advantage of a day student common room and 19 out of 26 suggested hours for access to

the common room, ranging from 3 p.m. to 7 p.m.

Day student Megan Farquhar '09 agreed that there is a need for the common room. She said, "A lot of the time, campus activities are at night, especially after five when the library closes, and there aren't as many places to go."

But other day students disagreed. Tyler Bond '10 said, "I probably wouldn't use it. I'd probably just end up going to a [friend's] dorm."

William Thompson-Butler '09, who lives in Stowe House, said, "I think it's nice that they are giving this option to day students - it's just weird how all they did was send [the Stowe House residents] an email."

Kyle Rogers '09, who also lives in Stowe House, said, "I think that it's a good idea. I don't have a problem with people in my common room."

Joel said, "We expect the same general common courtesy [as that in Underwood and other public places on campus]. I am aware that it is also the Stowe House boys' common room."

"We'll see how [the open common room] works," said Joel. "I am very open to the suggestions of kids -- they should feel free to come by. And I mean, it is their space, not mine. I think the more options you give them, awesome."

Collins and Adler Work to Put Ideas Into Practice

Continued from Page A1, Column 2

understand it," said Collins.

The DC Clarification and Education Committee was created to provide a unified outline for all the dorms to learn about the DC system. This ensured that all DC representatives were consistent in their dorm talks, which were given to all the students at the beginning of the year.

In addition, Student Council is working with cluster deans to draft a student-written explanation of the DC process. Max Meyer '08 is involved in forming a committee to write this pamphlet and help clarify the process for students.

This year Collins also hopes to create of student voice forums outside of PANet and online sign-in for students.

Frank Pinto '08, who wrote the code for the online sign-in system, plans to finish removing glitches by the end of the month.

Adler said, "Once it is approved by the [Director] of Technology, it will be ready for a trial run in a dorm."

One of several objectives from Adler's platform that has yet to be accomplished includes acquiring phones for all the dorms' commons rooms, which will make it

easier for students to order take-out from the common room.

Adler also plans to either subsidize copying in the library or create a library stock of quarters.

"There have been some projects where there are lots of people excited about new initiatives, and if you talk to the right people, change is very possible," said Adler. "Other times, it's harder to garner support where initiatives come up short."

The online lottery for Grasshopper Night tickets, proposed by Collins, received both positive and negative feedback. Some students felt the lottery system excluded students who could have previously arrived in line early to ensure being able to get tickets.

Collins said, "We figured that this system was worth a try."

This term, Adler and Collins hope to continue making Student Council a bigger presence on campus, especially as they have more time compared to Senior Fall.

Collins said, "Hopefully this new structure [of Student Council] will enable increased interactivity, communication and output... There are so many kids here with so many incredible ideas, and we want to help keep them in touch with the right people."

Cole Makes Her Vote Count

Continued from Page A1, Column 5

so that's why I focus on the individual candidates," she said.

New Hampshire law requires that registered independents temporarily register as either Republicans or Democrats if they wish to participate in the primaries. After careful consideration, Cole registered as a Democrat.

Cole's favored Republican candidate, John McCain, was ahead by a large margin in the polls, so she hoped to influence the Democratic contest, which was down to a narrow margin.

She said, "I registered on the side where I felt my vote would count the most."

For Cole, the most important issues in her mind as she cast her vote were improving international relations and addressing the burgeoning national debt.

Cole described the experience of meeting people at rallies who had been previously involved in the political process. One elderly couple she met at a Hillary Clinton rally passed time by discussing their most and least favorite administrations from Truman to George W. Bush.

"They made me realize what a strong tradition of democracy we have in our country, of decid-

ing how our country runs," Cole said.

Her sense of civic duty has been strongly influenced by her career at Phillips Academy, where she has taken such courses as Economics, International Relations and Middle Eastern Studies. Though never a member of any political clubs, she has regularly engaged in informal political discussions with classmates.

"I can't think of too many schools where students sit around and debate on such an informed basis," she said.

Cole said she feels students and young people should stay aware of current events so they understand important issues when it comes time to vote.

"I've always tried to be aware of [current events], but this election has definitely made a difference in my perception of the issues," said Cole.

McCain won the state's Republican primary, and Clinton won the Democratic primary.

CAMD SCHOLARS TO PRESENT

Continued from Page A1, Column 4

eral interest. She has noticed trends of preference for the media and visual arts, such as video.

Griffith complemented this feedback with the first student MLK Day planning committee of about 15 students.

The students on the planning committee were instrumental in shaping the day, Griffith said. For example, they suggested that socioeconomic class, religion and gender would be good topics to add to the traditional menu of race discussions on MLK Day.

Griffith took these suggestions to colleagues, who helped create a diverse selection of workshops for Uppers and Seniors.

Students also represent an integral part of the workshop leadership.

Three CAMD Scholars, Seniors Britney Achin '08, Simone Hill '08 and Thomas Smyth '08, who have been working and researching since the spring, will present their CAMD Scholar projects in workshops.

Hill said that her presentation, titled "Adversity to Diversity: Understanding the Southern Experience," will be a "very personal story."

She said, "[It's] basic message is that finding out about yourself leads to an understanding about multiculturalism."

She spent most of her summer performing extensive research that culminated in an 18-page paper. She spent time during Fall Term with her faculty advisor, Head of School Barbara Chase, preparing her presentation.

Hill thinks it is "good they're incorporating [CAMD Scholar Projects] into MLK Day" because "people will draw different themes...they'll already be thinking about those themes [of equality and discrimination]."

Mary Krome '09 will assist Director of Education Julie Bernson and Education Fellow Amy Freedberg with their workshop, "Representation and Reality: A Discussion of American Photographs."

The workshop will focus on the Addison Gallery's collection of twentieth-century photographs, and Krome is excited to consider art in relation to social matters.

Looking at black and white relations, said Mary Krome, will be "really cliché of MLK Day," but she is looking forward to having a "poignant conversation about something that's still painful to our nation...with people [she doesn't] know."

The All-School Meeting Keynote Speaker for Monday is Michael Patrick MacDonald. He has written two books, "All Souls" and "Easter Rising." Both describe his experience growing up in South Boston and grapple with issues of socioeconomic class.

Griffith shared the MLK Day planning committee's enthusiasm for MacDonald. He would, she said, be a good speaker not only because a "local" boy...would be more powerful," but also because "class is more difficult [than other issues] because it's invisible."

The Juniors will watch "You Don't Know Me Until You Know Me," a one-man show that explores afflictions of personal identity such as race, discrimination, homophobia and gender equity. Michael Fowlin, an actor, psychologist and poet, will perform the 75-minute play.

Murphy Hopes for Return to Residential Life As Dean or H.C.

Continued from Page A1, Column 6

kind of mired in some of the not so fun things: you know, bad behavior, making decisions that aren't popular...but I intend to spend a good deal of energy dealing with those things so I can spend more time on the positive things and being involved with student life."

Murphy said, "[If selected,] I am hoping that I will, by virtue of who I am, try to be out there with students and I want to keep as many natural connections as I already have with students."

Beginning in 1999, Murphy

served as the Flagstaff Cluster Dean for six years.

Though he enjoyed his time as a cluster dean, Murphy recognized the challenges of the position.

"During my six years in Flagstaff there were definitely times when I was part of dismissals of very popular kids...I always knew there was this potential not to be liked but part of me has to ignore that part and keep going on with the other stuff because 99 percent of the kids here are doing everything right and having a good time."

Murphy had also served as a dean during summer session

before he became the Director of Summer Session in the fall of 2004.

"In hindsight, it was a good move...it was not what I had planned to do, but it's turned out to be a great experience," he said.

Murphy graduated from Phillips Academy in 1984 and attended Bates College in Lewiston, Maine. In 1988 he returned to the school as a teaching fellow in mathematics.

He started in the residential system as a house counselor in Hall House, a former small Junior boys' dorm located on the Abbot Campus near Draper Cottage. Murphy also lived as a house counselor in Draper Cottage and America House.

In 1993 Murphy married the former Deborah Burdett '86, who was working in the Admissions Office.

"She was a Lower during my Senior year, but we didn't know each other," he said.

According to Murphy, he and his wife, now Associate Dean of Admission, are planning to return to the residential system, either through the Dean of Students position or through living in a dorm.

The Dean of Students is in charge of residential life for boarding students.

"This is a very special school... it's very unique special place," he said.

"What comes with being here either as a faculty member or as a student is a certain level of trust, a certain level of authenticity that everyone brings to this place, and I have a hard time with anyone or anything that eats the 'specialness' of this place."



M. Discenza/The Phillipian

Murphy is currently the Director of Summer Session.

Former State Sen. Barrios To Discuss Gay Marriage Laws and Social Equality at ASM

By ANNALEE LEGGETT

Jarrett Barrios, the only Latino ever to serve in the Massachusetts State Senate, will discuss his legislative work toward legalizing gay marriage in Massachusetts at next week's All-School Meeting.

Barrios said, "With timely respect to Martin Luther King, Jr. Day, I hope that we may tip our hats to Dr. King and acknowledge that all of us are in fact part of this dream we are taught to believe in."

Sponsored by the Gay-Straight Alliance and the CAMD Office,

Sen. Barrios, who is gay, will deliver his speech at the ASM on Wednesday, January 23.

In addition to discussing gay marriage laws, Barrios will speak about the role of immigrants in our society. Barrios hopes to bring to Phillips Academy a socially innovative perspective based on his experience in the Massachusetts government.

Barrios said, "I specifically hope to convey this commitment to social equality for everyone. That begins in each of our hearts. We are all raised with different viewpoints, including discriminatory stereotypes, but we must learn to create a social fabric, which will be constructed to solve some of these important issues."

Frank Tipton, faculty advisor to the GSA and member of the CAMD office, expressed excitement regarding the anticipated speech on behalf of the sponsoring groups.

Tipton said, "We thought it



Courtesy of Jarrett Barrios
Barrios is the only Latino to serve in the MA State Senate.

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Edwards Retires After 18 Years

Continued from Page A1, Column 1

got a job there after working on physical education at a lower school in California and taking Phys. Ed. courses at the University of California at Berkeley.

Edwards' bachelor's degree was in English, and the subject "was just a passion for me," Edwards says. New York helped to incubate her literary interest.

She became friends with a woman from Minnesota, Gail Wiese, whose daughter was about the same age as Sarah, Edwards' daughter.

"We would spend time together and talk about literature," she says. She still visits Wiese occasionally on her trips to New York.

"I had every intention of living [in New York] forever," she says. The Victorian-style brownstone she bought had to be gutted room-by-room, and the renovation project became Edwards' third child.

She loved "giving life to a house that...was built in 1850 and lost its glamour," she says. "The first thing that we did was the children's bedrooms."

The renovations were sometimes stressful.

For six months, while she redid the kitchen, she cooked on an electric frying pan and washed dishes in the bathtub.

She was her own general contractor for the 10 years of renovations. Now she rents the house in Brooklyn and, for next year, she's looking for a new fixer-upper project in Newburyport, Mass.

Andover, Massachusetts

Her son Lucas came to Phillips Academy as a Junior, and Edwards came to live in Will Hall as a house counselor to 44 boys a year later.

She started a master's degree at Middlebury a year later, during the summer.

After arriving in Andover, "I knew immediately I wanted to become involved in residential education," she says.

Headmaster Don McNemar appointed her as cluster dean of West Quad South in 1994, right before Barbara Chase became Head of School.

Edwards now lives in Samaritan House, a small girls' dorm at the corner of School and Main Streets. This year, five Junior girls and one proctor live in the dorm; last year, five new Uppers roomed there.

Another of Edwards' jobs here is "Clerk of the Course" for the track team. She collects records of track meets and that's it, she says, but she enjoys it.

Edwards nabbed the last year of a great retirement deal from Phillips Academy: 80 percent of

base salary for the next two years.

And, she says, "I knew that I had one career ahead of me before I [finally] retire."

"I don't know what it is yet," she says, but her next career might "dip into education a little bit."

The Dean of Students Office

Edwards has been on the Commons renovations planning committee for six years, and Uncommons is "spectacular," she says. "This gives us an idea of what community [is], sitting down and breaking bread together."

As West Quad South cluster dean, she used to send a bag of candy to every student in her cluster with perfect attendance and write personal letters to kids on the honor roll.

"I think it's so important that the Dean of Students is recognized as the dean of all students, not just the ones who get in trouble," she says. "It's difficult... but it is something that I worked hard at to some success."

Of all the jobs she's held, Edwards' favorite is this one.

"This job is really pretty significant, especially when you've established credibility so students trust you," she says.

In the Dean of Students office, Edwards sits in her chair and peers over her trendy, black-rimmed glasses at the computer

screen. Her office is usually quiet, tucked away in the corner of George Washington Hall's basement.

She has two windows: one looks out at foot level to the concrete stairs leading up to Samuel Phillips Hall, and the other faces the side of GW. Neither view is particularly picturesque.

So Edwards compensates with art and family photos scattered across the walls - sun-drenched pictures of her kids when they lived in California, grandbaby snapshots, photos of her children and father, a panorama of a lake in Maine, a black and white image of the Flatiron Building in New York.

A Turkish rug, purchased from Don Barry, Instructor in Mathematics, lies on the floor. Occasionally classical music drifts in from the stereo in the waiting area, or voices of students talking to Kennan Daniel, her administrative assistant and the adviser to Pot Pourri.

Edwards puts on "Flow of Grace," an album by Krishna Das. It sounds vaguely like fingernails scratching on a chalkboard, according to Vimala Mohammed, one of the administrative assistants in the Dean of Students office.

Edwards laughs. She's close to her staff, and they banter and

trade jokes and recipes during breaks between the many meetings Edwards attends.

Bulfinch Hall, and Memories of Brooklyn

So why English?

"I'm the kind of person who takes on something that's challenging just for the challenge of it," Edwards says. "I had a pretty lousy English background in high school. I wanted to do something that would pique my interest."

"I love reading. I love the words," she says. "I'm always saying, 'Listen to those words.'"

In the classroom, she's focused on prompting glimmers of understanding from her students.

"It's to get those moments because I think that when you can read something or write something that captures that emotion, that's really powerful," she says.

In Edwards' house in New York, a previous owner had painted black over the mahogany of a four-floor banister and its spindles.

She stripped it back to the wood to "give it life again," she says. "That's what I like about flipping houses. That's also what I like about poetry."

"When I'm teaching it and I've got this passion for it and I can see the look in a student's eyes that they get it...I love it."

Someday, she says, she'll write to get published.

"There is something to be written, and I just don't know what it is," she says. "It can't right now because my brain is so cluttered."

Antiques and Artifacts

Edwards is in charge of the antiques and artifacts of Phillips Academy - to "keep track of what's out there," as she puts it.

Mostly the job entails getting furniture and moving it around for faculty members, especially cluster deans.

Another task is "taking things that have been neglected that belong to the Academy, getting them repaired" and putting them where they're needed, she says.

Phillips Academy used to keep antiques in Evans Hall, the old science building, and there Edwards found a "hand-carved American eagle," as she called it, waving a "Live Free or Die" banner.

This eagle was once mounted over the door to Abbot Hall, where the Brace Center is now. It was covered in years of pigeon droppings when staff took it down during renovations of Abbot. The eagle was forgotten in storage, until Edwards got it cleaned up and affixed it to the wall of her living room.

Now, she says, she's looking for a good home for the eagle - somewhere meaningful to display a keepsake of the past, renewed for today.

Dormitories

Edwards says that her legacy is in the residential system.

"I absolutely believed that the dorms needed to look like home, and not institutional," she says. "This summer and the next summer we'll finish Stearns and Stevens" and a few smaller dorms on the list for renovations.

Her goal has been to create dorms "where kids can go back and call their home," Edwards says.

"I've tried really hard to support the house counselors," she says, noting the intensity of being a "triple threat," or teaching, coaching and house counseling all at once.

What's left for the next Dean of Students, she says, is "how we as a school discuss values...how you bring that conversation to the table."

"It's certainly not just the Dean of Students' job, it's the whole administration," she says. "We never really talk about what we do or what we believe, but I think those conversations have to happen."

There's been talk in the administration about having students, faculty and other community members all read a common book, she says, or creating themes for each year.

"Part of the problem is that...[with] so many mottos and slogans...it's hard to say 'We are this,'" she says. "I think [administrators now] are focusing more on 'We are this.'"

Her first theme, if she were to pick, would be "something related to the environment," she says.

"I think we're facing a crisis...[and should] focus on the direction [of] change we need to make."

A Compost Bin

Edwards composts, throwing her egg shells and banana peels and soggy dead leaves into a bin outside her door.

For five years, she's been piling organic matter in, but it decomposes so fast that she still has almost a foot of space on top.

Her plan is to sprinkle this soil - all those banana peels from five years ago - across her garden before she leaves this summer.

Leaving Andover

Of all the molds she's broken, leaving Phillips Academy might be the biggest - moving out of Samaritan House for a new residence and yet another new career.

"I will start crying if I start talking about how much I'll miss the kids," she says. And sure enough, she tears up.

Her favorite saying, from the Shakers, is "Proceed and the way opens."

She says, "I can't imagine [the way] won't have something to do with young people...kids who are successful, kids who fail."

"I wake up in the morning and I have no home and no job and no foot in the future and it's scary," Edwards says.

"But then I get up and think about the opportunities that are ahead of me, and I'm ecstatic."

Winter Club Rally Attracts Students

By WILL LINDSEY

Students were given a mid-year opportunity to sign up for clubs last Friday evening in the Underwood Room at the first ever Winter Club Rally.

Student Body Vice President Jonathan Adler '08 had spoken to Director of Student Activities Cynthia Efinger last winter about organizing a Winter Club Rally. He and Efinger had agreed that a winter club rally would happen this winter, Adler said.

This fall, Adler brought up the idea again to Efinger, who then took over the planning.

"It was a great example of the administration working with the Student Council and helping us right when we needed them," Adler said.

Efinger said, "Students and faculty have been asking about a winter club rally for a long time, but no one has tried it before."

Efinger said that the purpose of the rally was to give new clubs a chance to promote themselves and new students a chance to sign up for clubs they did not join at the beginning of the year.

"In the first weekend of school it can be very intimidating for a new student to walk up to a table and sign



M. Temple/The Phillipian

Domic Dejesus '10 recruits new members for GSA.

up for a club," she said.

Club members and students had mixed views about the necessity of hosting another club rally. According to Efinger, only about 50 percent of the clubs that rallied in the fall signed up to do so again in the winter.

Rehka Auguste-Nelson '09, who was heading up the Af-Lat-Am table, did not feel the rally was necessary, although the club did have a few new students sign up.

Other students called the event a success.

Chase Ebert '09, Co-Head of the Andover Libertarian Coalition, thought the Winter Club Rally was very helpful.

"I think it gives [Juniors] more options to find new clubs and it gives new clubs, like ours, the chance to be seen," he said.

Jae-Kyu Lee '08, Co-Head of Andover Korean Society, disagreed. Lee felt that the number of people who signed up for clubs did not compensate for the time spent setting up for the rally.

But other students enjoyed the extra opportunity to sign up for clubs.

Michael Ma, a new Lower, took advantage of the rally to sign up for more clubs than he did in the fall. "Since I was new I didn't know what clubs were really about back in the fall, but now I know what I want to do," he said.

Like Ma, Simone Henry '08 enjoyed the rally. "I think this club rally is very good and I have signed up for every club that people have asked me to," Henry said.

Adler said he was impressed with the attendance and that a survey about the success of the rally would likely go out to the student body.

Dunston Says 'Race' is Misleading Term

By MELISSA YAN

According to Dr. Georgia Dunston, all humans are of African descent.

Dunston, founder of the National Human Genome Center at Howard University, supported this theory at a lecture on Wednesday with various pieces of evidence, including the extensive genetic variation of African populations.

The purpose of her lecture, titled "The Human Genome Project: The Impact of DNA Variations in Populations," was to generate awareness and interest towards research involving genetic variation among humans and its effects.

Her research specifically includes complex diseases common to



M. Disenza/The Phillipian

Dr. Dunston spoke to biology classes in Kemper Auditorium.

African-Americans, such as prostate cancer, breast cancer, asthma, type 2 diabetes, hypertension and HIV/AIDS.

Andover's science division and the Office of Community and Multicultural Development sponsored the lecture. Students in all Bio 540, Bio 570, and Bio 600/610 sections were required to attend.

Raj Mundra, Associate Director of the Office of Community and Multicultural Development and Instructor in Biology, played a major role in planning this event and helped develop the lecture's title.

Prior to the lecture, Mundra said, "We heard about Dr. Dunston through the Lavin Speakers Agency. My hope is that Dr. Dunston's lecture and visit to classes will stimulate the community to think about race in social and scientific ways."

"I also hope that Dunston's research interests will stimulate students to consider enrolling in upper-level science courses or the independent research course," Mundra continued.

Dunston began her lecture explaining the importance of the Human Genome Project. She said that the Human Genome Project provided a strong foundation for new discoveries within the .01 percent of genetic variation found in humans, or in her words, "a knowledge explosion."

"While this new knowledge is as old as humankind, it is still as new as each recent genetic finding," she said.

Her research deals more specifically with the disease susceptibility of African-Americans created by certain biological differences. These differences in DNA, according to

Dunston, can be accounted for by the two factors of 'identity': history and location.

Dunston emphasized that though all human populations evolved from a common African ancestor, existing African populations have the most genetic variation over any other race. "The deep root of African populations justifies the greater spectrum of diversity of Africans," explained Dunston.

Dunston acknowledged that much of her work is specific to African-Americans, but she strongly disagrees with the concept of race-based medicine. "Drugs targeted towards a race get tied to the entire race of African-Americans, instead of the biology," she said.

Dunston said that the homogeneous term "race" is not reflected by the many genetic disparities found in any one race. Furthermore, Dunston's research reflects variation, the study of both the smaller percentage of Africans with the disease and Africans without the disease.

"Our society's way of thinking is racialized. The box [of racialized thinking] is too small. Race is based on phenotypic differences, but it hardly coincides with the biological criteria for a group," she said.

"You can't use individuals to define a group. If there must be a race, only one group fully meets the biological criteria, and that's human kind," she continued.

Biology students attending the lecture read the article "Race Based Medicine: African American heart drug study raises questions about benefits of racially targeted trials" from The Scientist prior to Dunston's presentation.

Dunston agrees with a comment written in response to that article, "Race is a bump in the road on the way to personalized medicine."

Many students were amazed by the passion and forcefulness with which Dunston spoke.

Some students were curious to know more specifics regarding Dunston's research.

Jennifer Morgan '09, a Bio 570 student said, "Dr. Dunston's talk gave good background information about her research, but I wish she had shown us more evidence of how genetic variation relates to specific diseases."

Gen Clark '08, a Bio 600 student agreed. "Dr. Dunston was certainly passionate about her work, but if you were looking for some hard core biology, you might want to talk to her individually," she said.

Members of Bio 600/610 had the chance to dine with Dunston before her lecture.

Chris Lim '08 said, "Dr. Dunston seemed quite interested in our Bio 600/610 projects. She was a passionate conversationalist and was very obviously interested in the racial implications embedded in the human genome."

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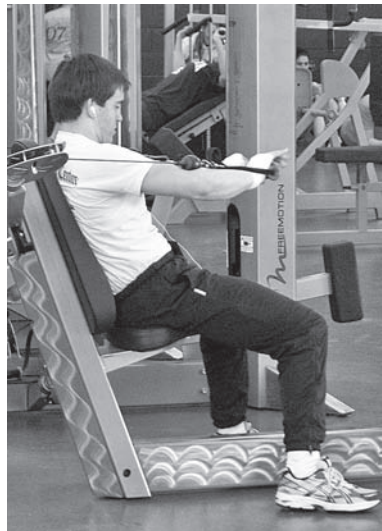
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A Winter Wonderland

Winter Term may be the shortest term of the year, but it certainly feels like the longest. It is easy to become a recluse, order take-out every night, hibernate and just drag your feet through these three painfully long months. In the winter, everyone seems unmotivated and ill-tempered and those bright smiles you used to see on the path seem to be replaced by grim bundles of down and wool. However, this doesn't have to be the case! Here are a few tips to get through this Winter Term with that same bright smile you had from spring to fall.

For the thrill-seekers among us, the most effective way to get through the winter slump is to sled your way through. While some may have their own sleds, most do not have space to bring along a sled or snow tube in addition to suitcases that are already bursting at the seams. For the latter group, there is no choice but to be resourceful. A "common" solution is to use trays from the new Uncommons as a sled to fly down that hill. Just watch out for rocks, branches and trees, and make sure to return the trays after you're done or else Uncommons will be forced to create another property-returning contest and you'll spend a majority of winter chatting up nurses in Isham.

For the times it's too cold to even go outside, a great way to spend time is shooting hoops, playing squash or working out in the gym with friends. The gym is almost always open and the fitness center is open on weekday afternoons and on Saturdays from 1 p.m. to 2 p.m. Another option is bundling up in blankets and watching a movie with friends. During a time when even getting out of the dorm in the mornings is a struggle, why not pop across the hall and spend some quality time with the people you live with? For day students, the winter is a great time to spend the night in someone's dorm when driving conditions are not good—or just when you feel like hanging out with friends.

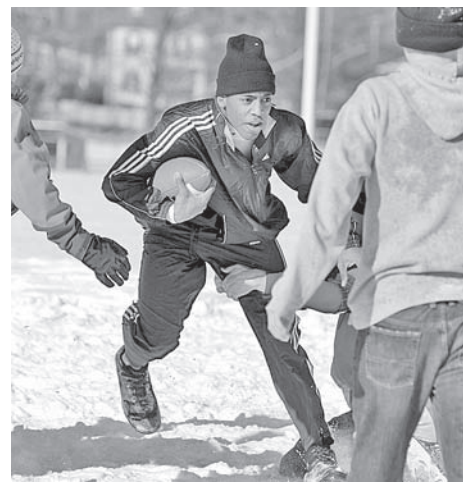


J. Curtis/The Phillipian



P. Hofer/The Phillipian

Playing sports like football and Frisbee in the snow when it's not too cold is also fun—hitting the ground and taking dives doesn't hurt as much when there is a pile of snow to cushion the fall, as long as you watch out for ice.



M. Disenza/The Phillipian

The snow sprinkling our campus this term is perfect for making snow angels, building snowmen (or any other snow figure) and having snowball fights! Snowball fights can provide hours of fun and also serve as a great way to break the ice and meet new people, because snowball fights that start with a group of friends tend to grow exponentially as more and more people join in.



M. Disenza/The Phillipian



M. Temple/The Phillipian

The Winter Term, despite its lack of beautiful weather, is packed with fun and exciting campus-wide events such as the WQS Fashion Show, Casino Night, Blue & Silver and laser tag. These events provide a good excuse to get together with a large group of people and forget about the ice and work for a while.



A. Theriault/The Phillipian

The worst move to make this Winter Term is to fall into a routine. The weekends must be taken advantage of, or the months will inevitably be spent in tedious drudgery. Students can spend weekends watching movies in Methuen or Lawrence (with the aid of a taxi or those incredibly helpful day student friends) watching action films, romantic comedies, horror musicals in the vein of Sweeney Todd—anything to escape the tiresome workload. The Rockingham Mall, the Burlington Mall and the occasional train into Boston are always available options for those with car permissions and Charlie cards. When not in the mood to break out the wallet, Andover students can ride with their friends to their houses just for a change of scenery.



M. Temple/The Phillipian

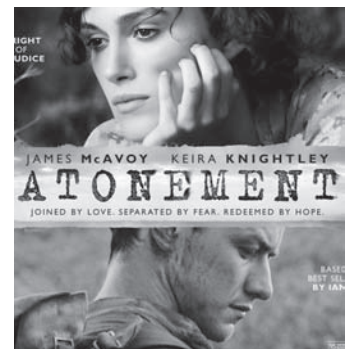
MOVIE REVIEW

ATONEMENT



Scott Dzialo

The awards season has arrived, and that means the best of the best will be out for the prize. While plenty of great movies are released throughout each year, a clear set of front-runners emerges early on in the season. One of the most highly talked about movies of the year was the Golden Globe winner for Best Drama, "Atonement."



Directed by "Pride & Prejudice's" Joe Wright, "Atonement" follows the story of Briony Tallis (Saoirse Ronan), a young writer leading a privileged life in England's countryside. Briony's imagination often runs wild, causing her to distort the truth into her own fiction. While Briony is lost in her thoughts, her older sister, Cecilia Tallis (Keira Knightley), finds herself "dizzy in love" with the housekeeper's son, Robbie Turner (James McAvoy). Jealous of Cecilia and Robbie's relationship, Briony sets into motion a string of lies that tear the two lovers apart. While Robbie lives through jail and war, Briony must live with her foolish actions and, day-by-day, come to terms with the consequences.

Being such a hit with the critics, it was only a matter of time before I saw "Atonement." And now that I've finally watched all 130 minutes of it, I'm glad I didn't wait any longer. "Atonement" is a masterpiece of a film that will keep you thinking long after the credits roll.

The most distinguishing characteristic of "Atonement" is its wonderful cinematography. From the shots of England's rolling hills at dusk to the sights of the war-torn France, "Atonement" captures beauty in the most unusual places. Lighting is used perfectly to create just the right atmosphere in every scene; I can't think of a single one that wasn't brilliantly set up. Wright has created an unforgettable visual feast for film fans everywhere.

Going hand-in-hand with the gorgeous camera work is the remarkable editing. Throughout the film, time flies forward and backward. Often, films can get caught up on themselves when trying to manipulate time. However, the cuts and scene changes work surprisingly well. While you might be lost for a second or two in between the transitions, you are quickly pulled back in by the compelling storytelling. It flows quite smoothly, which is an accomplishment for any movie this complex.

While your eyes take in the amazing shots, your ears won't be deprived. "Atonement's" accompanying soundtrack is astounding. Dario Marianelli has composed an award-winning score using the clicking of typewriters to underscore the flowing music and slowly build up tension. As the clicking gets more frantic and Briony's lies spin out of control, you can feel yourself getting tense in your seat. The music sets the mood throughout the entire film and will get you caught up in Briony's world of sin.

As much as I loved this movie, it's not without its faults. I can't help but feel that a good amount of the film was too drawn-out. A couple of scenes felt like they didn't have enough script to make them worthwhile or add to the plot. Particularly in the beginning, it's hard to get attached to the characters because they don't speak much. It isn't until a good half-hour into the movie before you find yourself sucked in. This early sluggishness in the film could very easily turn people off. Had the director chosen to move the film along a bit quicker, he would have avoided the boring silences at the beginning.

Another somewhat frustrating aspect of "Atonement" is that it relies too much on its climatic ending. While I won't ruin the ending for you (an ending that great should never be spoiled), I will say that most of the movie hinges on information you are given within the last 20 minutes of the film. While I understand that the director intentionally employed this technique to add to the impact of the film, it can be frustrating watching this story and not understand what happened and why. "Atonement" leaves a lot up in the air, almost too much. Had Wright given the audience a clue midway through the film, it wouldn't have been nearly as confusing.

Briony's tale of self-redemption isn't a happy one. In fact, "Atonement" is quite possibly one of the most depressing movies I've seen all year. But, don't let that stop you from seeing this work of art. The cinematography and musical score in themselves create a masterpiece. Despite its few flaws, "Atonement" is guaranteed, if nothing else, to make you think. After all, we all have our crosses to bear. "Atonement" asks, "What are yours?"

Grade: 5+

Winter Club Spotlight

Andover Moviemakers Club

Filmmaking has been expanding across the globe for decades, but has only now become one of the many clubs at Phillips Academy. The Andover Moviemakers Club aims to help spread the importance of filmmaking throughout Phillips Academy by writing, directing and acting in a few short films every year.

Jennifer Miao '10, the club's founder and head, may just be the perfect person to lead this club. Miao works for John Casablanca Modeling and Career Centers, known worldwide for its models, but also for helping aspiring actors, like Miao, achieve their dreams of making it big. Miao founded the club not only because of her own passions, but because Phillips Academy does not have any club that makes films.

"I think that people are beginning to see that films have an impact on the development of ideas," Miao said. "We want to give students an opportunity to express themselves and make films that they want to make."

The club hopes to inspire young filmmakers by having them work on a series of projects each year. The club's first project was to make a film for Indo-Pak. Everyone got to do what he or she wanted: the writers got to write a script, while the directors and actors each go to contribute their own talents. In the end, Miao and others edited each of the clips and put them all together. Future projects include writing a script for a film that is to be shot in the spring.

The Andover Moviemakers Club meets Wednesdays at 3 p.m. in Elson.

Andover Libertarian Society

Libertarianism, a political philosophy which focuses on each person having individual liberty, has finally found its way to Phillips Academy. The club, formed in response to presidential candidate Ron Paul, hopes to introduce the party and its values to many students and become a permanent part of the community.

"What's been going on with Ron Paul, who is a Libertarian running for President as a Republican, has inspired a few of us to start the club so we can bring the party's ideas to Andover," said Chase Ebert '09, one of the club's heads. "We hope that Paul will win, but the lack of media attention to his campaign isn't good."

Libertarianism focuses on the ideas of owning individual property and a small, personal government. The club hopes to publicize the ideas of Libertarianism throughout the school and encourage students to think about joining the party when they are older. During the meetings, the club plans to inform students on the party's ideas and discuss current topics in politics. The club also hopes to hold a forum with the Republican and Democrat Clubs in the spring to debate political ideas.

"We want to make the meetings as fun and as interesting as possible," Ebert said.

The Andover Libertarian Society meets Mondays at 7 p.m. in Samuel Phillips Hall Room 101.

PHILLIPPIAN ARTS

Internationally Renowned Musician Visits Andover

Nathalie Sun

Renowned for his contribution to the genre of classical music, contemporary violinist Mark O'Connor is including Phillips Academy in his nation wide tour this month. Arranged by Helen Barnes from the school's music department, the event will be held in the Cochran Chapel, and besides O'Connor, will also feature violinist Rebecca Albers and cellist Mike Block—the three performers who make up the Mark O'Connor's Appalachia Waltz Trio.

Beginning his 28-year long musical career at a young age, O'Connor's first instructors and inspirational role models were Benny Thomasson, a Texas fiddler, and Stephane Grappelli, a French jazz violinist. The contrasting styles of the two musicians taught O'Connor to experiment musically and extend his range beyond any specific genre. Thus, his musical compositions are emulations of diversity in musical sound; he masterfully composes intricate pieces that draw inspiration from American, classical and hill country music.

Lucy Maguire '08 said of his musical style, "He has the most clear, simple, beautiful sound that he gets out of his violin...His is a style of music that we aren't often exposed to."

"I felt it was important to have O'Connor here [at Phillips Academy] because he's very interested in education—outreach. His music is very accessible, you don't have to be a classical musician," said Barnes. "If you're a classical musician, you appreciate it; if not, it's something enjoyable to listen to. There are a lot of kids here who are interested in different types of music, there are lots of alternative styles. It's important for kids to know that we have visiting artists who do different types of music."

"Appalachia Waltz," O'Connor's first album with the Sony Classical record label, was a collaborative work in which he pooled talents with world-famous

cellist Yo-Yo Ma, as well as double bassist Edgar Meyer. The recordings he composed for the album were hailed with worldwide admiration, marking him instantly as a prominent figure in an emerging musical field.

His subsequent album, "Appalachian Journey," consisted of a string trio and was also met with wild obsession from fans and venerated esteem from colleagues and critics. In 2001, the album won the prestigious Grammy award.

"Midnight on the Water," O'Connor's 1998 album release, was a collection of live recordings from his solo recital and is considered by many to be the pinnacle of his musical career—a springboard to his international status as a giant in pioneering contemporary classical music.

During his visit here, O'Connor will be visiting several music classes. He explained that he thought his main contribution would be to the students' perspectives on music: "To get students to think outside the box, and to engage them, string players, in more rhythmic playing, and to introduce a new style of American classical music and performance techniques that will be complementary to the traditional classical music that they're already studying."

When not conducting, recording or touring, O'Connor teaches master classes at distinguished schools of music throughout the country, encouraging the talents of budding musicians under his tutelage. The establishments he teaches at include The Juilliard School of Music, Tanglewood, Aspen, the Berklee College of Music, UCLA, the Eastman School of Music and the Blair School of Music at Vanderbilt University.

Additionally, O'Connor volunteers for several causes that endorse musical education—Opus 118, Midori and Friends, Sphinx and the Music For Life Alliance. He is the creator of the Mark O'Connor Fiddle Camp near Nashville, Tennessee and the Mark O'Connor Strings Conference near San Diego, California. At both of these venues, exemplary staffs congregate to further instill musical appreciation into future generations of new musical talent. These forums consistently attract participants from across the U.S. and Canada, as well as from Europe, South America and Asia.

O'Connor explained the reason he became so proactive in educating such a variety of musical communities, saying "After I found a certain amount of success as a professional musician, I felt that I would be happier if I found ways to give back to the music community, and part of that fulfillment is my outreach type programs that I



A. Levine/The Phillipian

Paul Joo '08 and Clare Monfredo '09 perform the violin and cello, respectively, under the instruction of Mark O'Connor.

feel could move the next generation of music enthusiasts in a positive way."

Barnes elucidated her anticipation of O'Connor's upcoming performance. "I'm really excited. In addition to playing here, he's also visiting several music classes. We do a lot of composing in our core courses, so hopefully we'll be able to incorporate different elements of his musical style into our current pieces...And at the end of his performance this week, he's going to be playing an original work, 'Liberty Bell.' It's fantastic because the Amadeus Chamber Orchestra and the Corelli Orchestra are collaborating to play with him, which will be such an exhilarating experience for them."

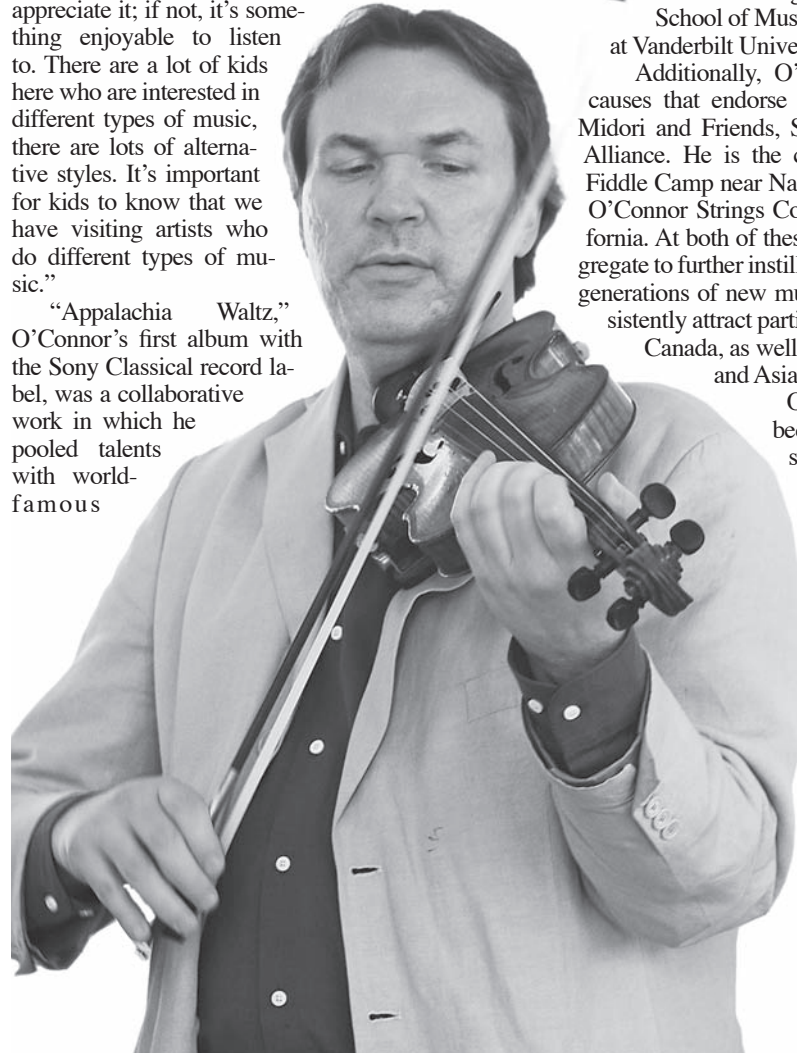
This Wednesday, O'Connor held a master class for PA student musicians.

"A couple of groups had been preparing stuff he wrote. Another group practiced a different piece. What each group did in the master class was play their piece, and then he would give tips, and critique our work. Then we would usually play it again. It was a really great opportunity," Maguire said.

Anticipated highly, and with a legendary reputa-

tion already before him, musicians and fans alike in the Phillips Academy community are eagerly awaiting O'Connor's presence in campus classrooms and his world-famous Appalachia Trio performance. Utilizing his personal routes in music and classic American sound, O'Connor's unique style of music has evolved beyond typical genres and has influenced the minds of many musicians, both famous and aspiring, across the globe. A grand master of blending known musical genres with his own alternative routes, O'Connor's visit will surely be one to remember.

As O'Connor said, "In my experiences, I've found that a combination of successful people and generally happy people had experiences in the arts as part of their upbringing, and I feel like if the arts can engage a young person to use their talents in positive ways by contributing to their community and environment, that these important lessons will stick with them in all the areas and aspects of their lives."



A. Levine/The Phillipian

Mark O'Connor will include Phillips Academy on his nation wide tour.

Winter Fashion

Nette Oot

During the winter, it is easy to throw on a baggy sweater and dark jeans, but this term, try spicing up your outfit with bright accessories or long necklaces. Old fashioned lockets or watches, whether genuine hand-me-downs or store-bought imitations, are a great fashion statement that can even help you be on time to class!

These days, everything revolves around technology. Although your digital camera is handy for taking lots of pictures of your friends, a great pastime, especially during the Winter Term, is to try out other forms of photography. Not only is the quality better on film cameras, but learning how develop your own film and prints is a great way to document your Winter term.

Skinny jeans are still all the rage, but this winter, try wearing them in darker shades. Plain blue jeans will always be classics, but darker colors can offset bright sweaters and bold jewelry. Plus, you can pair them with a more formal top and blazer for a more professional and put-together look.



M. Temple/The Phillipian

Lucy Bidwell '09 models the latest winter fashions.

The Secret Diary

Dear Diary,

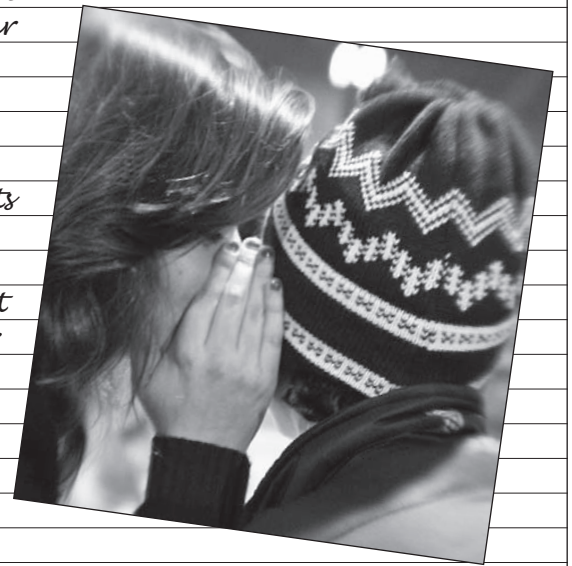
Winter Term has begun. If mother nature is any indication, this term should be somewhat unpredictable. We were welcomed back from Christmas break with a high of about 11 degrees and small mountains of snow. This past week, however, many girls took the 60 degree weather as an opportunity to wear skirts and flip flops.

The opening of Uncommons has definitely produced some excitement as the entire school has merged into one huge dining hall. I think many students have realized that this calls for a small adjustment in socialization. I have occasionally found myself talking about how boring my class just was, while later realizing my teacher is sitting at the table right behind me. Of course, with the new setup, this means he was in a very close vicinity as the tables are extremely close to each other. While it is easy to eavesdrop on nearby tables' conversations, it is also easy to see who comes in and out of Uncommons. This also means it is easy to see who trips up the stairs when leaving...which I so far have accomplished twice. Other small changes around campus include allowing that extra minute to get from Bulfinch to Morse and explaining to tours why there is a metal fence surrounding this huge construction site in the middle of campus.

On the other hand, some aspects of Winter Term seem to always remain the same. Half of the school population is suffering from some sort of cold and Isham meets with a constant flow of students throughout these weeks. It still remains as equally normal for PA students to be at a dance on Saturday night as it is for them to be participating in a lego contest. Although it feels as if we have been back for basically ever, it has actually only been two full weeks. Now that's a pretty depressing thought.

On a more optimistic note, not everything is that bad. Uncommons has uncommonly delicious food, head of school day is something to look forward to, the boys varsity hockey season is underway, Seniors' colleges applications are mostly done, sledding on Commons trays is a highly anticipated activity and, of course, Blue and Silver is rapidly approaching. Contrary to Sadie, when the girls asked about a month in advance, it is likely the boys will start asking about two days in advance. I have not yet had any interaction with my crush so far because I haven't had time yet to figure out his Winter Term schedule, but in the next few weeks, I'll definitely start making some eye contact, possibly even initiating a conversation...

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The PHILLIPIAN SPORTS

Volume CXXX, Number 27

Phillips Academy, Andover, Massachusetts

January 18, 2008

Swimming Overpowers 2007 Champs

Kristen Faulkner '11
Breaks Loomis Record

By Spencer Macquarrie
PHILLIPIAN SPORTS WRITER

| | |
|----------------|-----|
| Andover | 116 |
| Loomis Chaffee | 69 |

An imposing sweep in the 100-meter Butterfly by Annie Glancy '09, Celia Lewis '10 and Alanna Waldman '10 demonstrated Andover's domination



over Loomis in its 102-78 win last Saturday.

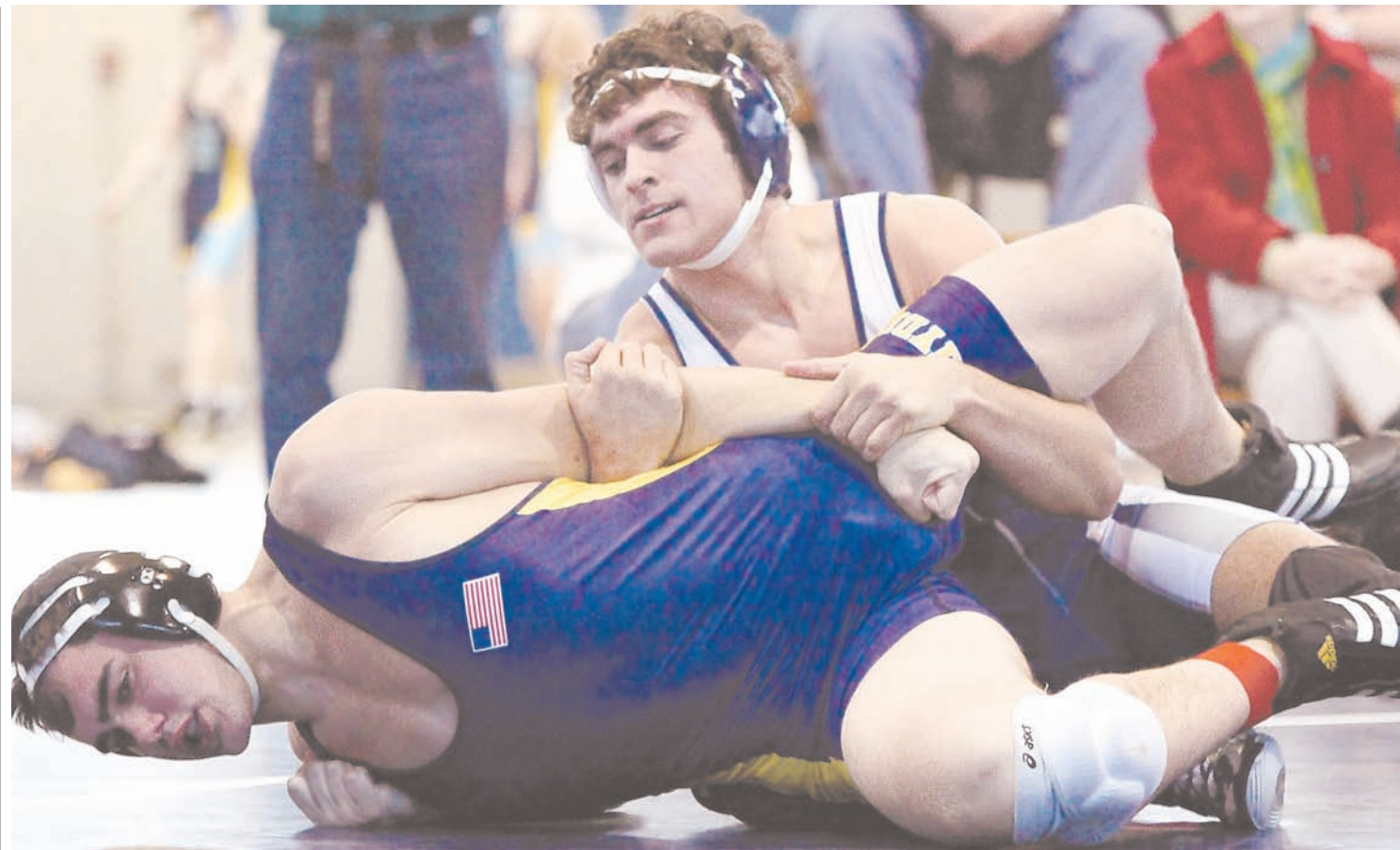
Going into the meet, Andover expected a Loomis squad plagued by the holes of graduated Seniors. Its expectations, however, were even more conservative than proved necessary.

The day started off with first and third place finishes in the 200-meter Medley Relay. The winning team of Terry Faller '11, Alie Hall '10, Greta Martin '09 and Lexi Moroney '11 swam together fluidly to record an impressive time of 2:10.95. The third-place squad consisted of Eva Simitch-Warke '09, Tina Kit '09, Alanna Waldman '10 and Julianna Reider '10, finishing in 2:14.65.

Next came a win from Kristen Faulkner '11 in the 200-meter Free with Lewis and Stephanie Moroney '09 following closely behind, coming in fourth and sixth places respectively.

Andover posted another win

Continued on Page B2, Column 5

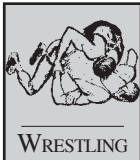


Shaun Stuer '09 pins his Hyde (CT) opponent. Stuer went undefeated this past week rather effortlessly, one of many Andover wrestlers to have a breakout performance.

Andover Wrestling Dominates in Every Weight Class; PA Earns Four Victories in 'Andover Duals' on Saturday

By Scott Sanderson
PHILLIPIAN SPORTS WRITER

Andover Wrestling cemented its place as one of the premier teams in the Class A League this week, posting a perfect 5-0 record that included a narrow victory over the previously second-ranked team



from Tabor Academy.

On Saturday, Andover played host to the "Andover Duals." Four teams: Deerfield, Providence Country Day, Hyde-Maine and Hyde-Connecticut,

made the trip down to the Cage to battle against the other schools. Andover's first match of the day saw them facing a tough but inconsistent Deerfield team.

Andover got a quick start from Captains Hector Cintron '08 and Shaun Stuer '09, both of whom recorded pins. Fearing Reid Mosquera '09, the currently first ranked 215-pounder in the Class A's, Deerfield chose to forfeit the match at 215 and instead put their only big man against Alex Gottfried '09 at Heavyweight. Gottfried soon made the Deerfield coaching staff regret their decision, recording a pin in the final seconds of the match. Finding itself ahead by a score of

24-6 going into the lightweights, Andover barely faltered the rest of the way, winning by a final score of 54-25.

After dispatching Deerfield with relative ease, Andover next competed against its greatest challenge of the day in the form of a solid team from Hyde-Deerfield Connecticut. The match again began with pins from Captains Stuer and Cintron, followed by a forfeit to Mosquera and another pin by Gottfried. However, the team from Hyde began to close the gap, and coming down the final stretch the two teams were neck and neck.

Andover finally managed to put the match out of reach thanks to a crucial pin at 140 pounds by Ben Elder '09 and a narrow victory over last year's Class A champion by Scott Sanderson '09. Sam Dodge '09 put the finishing touches on a 41-25 victory, winning a major decision in the last match.

Following a brief break, Andover next faced off with

Hyde-Maine. The team came out wrestling hard and never let up, winning by a final score of 55-15. Mosquera proved that his fearsome reputation was well deserved, winning by pin in his first match of the day.

In the final match of the day, Andover faced Providence Country Day and the team failed to drop a single match for a final score of 72-0. After its remarkable display on Saturday, Andover returned to practice, working hard to prepare itself for its meet on Wednesday against second ranked Tabor Academy.

Silencing jeers and taunts from a rowdy home crowd, each and every Andover wrestler performed up to his potential as the Blue took home an impressive five-point victory. Several members of the team proved yet again how much they have improved, as Duncan Crystal '10 won an 11-3 decision, while Captain Cintron demolished an opponent who had pinned him in under a minute his Lower year.

Dillon Travers '09 Leaves PA For Olympic Training

Upper Sets Eyes on
Vancouver's Ski Slopes

By Jen Downing
PHILLIPIAN SPORTS EDITOR

Just days ago, Dillon Travers '09 said goodbye to Phillips Academy in order to pursue his goal of competing in Alpine Skiing in the 2010 Winter Olympics. While most of us were packed into the Chapel for All-School Meeting on January 9, this former Upper packed up and moved out of his Foxcroft dorm room and headed for Aspen.

Though his departure seemed sudden to his peers, the decision to leave Andover was well thought out between Travers, his father and his ski coach. In order to train intensely enough to be a viable Olympic competitor, Travers had to go.

The Phillips Academy calendar allowed Travers to train about 30 days of the year during winter and spring vacations. This was a dramatic decrease for the passionate skier, who began attending a ski-specific school at age nine and arrived in Andover just months after carrying the torch and reading the opening speech at the 2006 Torino Junior Olympics.

Situated in the Les Houches, France, The British Ski Academy (BSA) holds classes in the evening, allowing students to ski every morning in the French Alps. For three years, Travers attended BSA from November to April, in addition to three-to-four-week race-training summer camps in the Alps with both BSA and the Down Hill Only club (DHO) — one of the oldest alpine ski clubs in the world.

Such ski academies and camps allowed Travers to train and race on snow for between 140 and 180 days out of the year, in addition to dry land training. This commitment to the slopes produced rapid improvement and

Continued on Page B3, Column 5



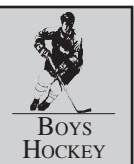
Stephen Bury '08 looks to pick the top corner of the net in Andover's 7-1 victory over St. Sebastian's on Wednesday.

Chris Kreider '10 Nets Four Goals vs. St. Seb's; Hockey Rebounds After Tough Loss to Exeter

By Matt Higgins
PHILLIPIAN SPORTS WRITER

| | |
|-----------------|---|
| Exeter | 2 |
| Andover | 1 |
| Andover | 7 |
| St. Sebastian's | 1 |

Tucker Mullin '08 scored the lone Andover goal as Andover dropped a frustrating game at rival Exeter 2-1.



Although Andover controlled the play for most of the period, neither team scored in the opening period. The Exeter goaltender played spectacularly, turning away several quality Andover shots.

In the second period, Exeter seized the lead. Five minutes into the period, Exeter scored on the power-play to take a 1-0 lead. However, Andover responded to tie the game. At the 13:18 mark in the second period, Tucker Mullin

snuck a shot past the Exeter goalie for his fourth goal of the season. Steve Bury '08 and Brooks Dyroff '09 assisted on the game-tying goal.

However, just two minutes later, Exeter took back the lead with another power-play goal. The puck deflected off a skate around the net and slipped by goalie Glenn Stowell '09 for the go-ahead goal. Andover fought to tie the game, but the Exeter defense kept Andover from generating scoring chances and Exeter held on to win 2-1. The defeat was Andover's fifth one-goal loss of the season and dropped the team below the .500 mark. In the loss, goalie Stowell made 28 saves.

On Wednesday, Chris Kreider '10 had four goals, leading Andover to a dominating 7-1 win against St. Sebastian's.

After the disappointing defeat to Exeter, Andover came out determined to return to the win column. Andover's offense proved to be up to the task, as it controlled the flow of the game and kept the St. Sebastian's defense on its heels throughout all three periods. Kreider led the Andover scoring with four goals, giving

him a team leading nine goals on the season. Mullin, J.J. McGregor '08 and Garnet Hathaway '10 all scored in the Andover rout.

Andover's defense elevated its play to shut down St. Sebastian's shifty forwards. Andover kept the St. Sebastian's offense quiet, only surrendering one goal and limiting its chances to shots from the outside and keeping forwards out of the slot. Goal-tender Stowell also played well, only yielding one goal. With the win, Andover moved its record to 6-6-0.

Andover faces a tough slate of games in the upcoming week. On Friday, Andover will travel to Thayer. Andover will host a strong Nobles team on Saturday. Andover faced Nobles earlier in the season at the Flood Marr Tournament in a game that Nobles won 5-3. This season, Nobles is 9-6-2 overall.

Finally, Winchendon will travel to Andover on Wednesday. Winchendon should prove to be a tough test for Andover, with a 13-4-2 record this year. After the week, Andover hopes to possess its first winning record since early December.

Andover Girls Basketball Sweeps Week at 2-0; Defense Holds Off Thayer's Late Surge For Win

By Sarah Onorato
PHILLIPIAN SPORTS WRITER

| | |
|---------|----|
| Andover | 43 |
| Milton | 35 |
| Andover | 55 |
| Thayer | 52 |

Propelled by the rebounding efforts of Megan Robertson '11, the Andover Girls



Varsity basketball team secured a thrilling come-from-behind victory over Milton. On the heels of their victory, Andover held on in the final minutes for a victory against Thayer.

On Saturday, Andover traveled to Milton for the first time this season. Milton possessed the better record going into the game, as they stood at 5-1, while Andover held a 4-3 record.

Milton came onto the court motivated from the opening whistle and quickly took the lead at the start of the game.

Milton preserved its lead throughout the half and held an 11-point lead at the midway point of the first half.

However, Andover exhibited persistence and discipline in the second half, emerging with renewed energy and aggression.

During the comeback, Robertson showcased her talents. At the 12-minute mark, Robertson grabbed a rebound off the boards and passed the ball to Ansley White '10. White then nailed the shot to Andover the edge, 24-22.

Andover refused to surrender its lead for the remainder of the game, prevailing by a score of 43-35. Kourtney Diperno '09 recorded 12 points, while Missy Wingard '09 and White each added 10.

Captain Kelly Fox '08 helped

seal the victory at the line in the final minutes of the second half, diminishing any hopes Milton might have had for a comeback.

Coming off this victory, Andover hosted Thayer on Wednesday. Andover anticipated another competitive game, as Thayer has proven themselves to be a formidable opponent in the league this year.

Andover came out with intensity at the start of the game and led by double digits through much of the first half.

However, Thayer refused to give up and by half time they had cut Andover's lead to single digits.

Thayer started the second half with a new game plan. Thayer applied pressure in the backcourt and its press slowed down the Andover offense.

Thayer caught up on the scoreboard and played right alongside Andover for the rest of the game.

However, Andover continued to push the ball up court past the pressure defense. At the final buzzer, Andover held the lead, 55-52.

With this victory, Andover improved its record to 6-3. Andover takes on Deerfield at home Saturday with hopes of capturing their seventh victory.



Hailee Minor '08 dribbles up court while looking for an open teammate.

Varsity All-Star? Cluster Enthusiast? Sideline Cheerleader?

If you're a fan,
WRITE FOR SPORTS

Write for The Truth:
chollis1@andover.edu
x6543

Track Trumps Wilbraham but not Haverhill in Tri-Meet; Long Jumpers and High Jumpers Support Teams With Key Wins

By Dave Knapp and
Zahra Bhaiwla

Despite a ferocious comeback, Andover Boys Track team fell short to Haverhill 40-55 in this Wednesday's tri-meet. After losing five of the first six events, Andover came back to place first in four of the last five. Although the Andover girls also fell to Haverhill, both Andover squads triumphed over Wilbraham.

Charlie Ganner '10 kicked off the meet by winning the mile. Eli Howe '09 finished in third place.

Critical team member Breezy Jordan '09 mirrored the boys' success earning third place in both the mile and the 1000.

Captain Lou Tejada '08 finished second in the 50-yard dash, just two-one-hundredths of a second from first place. Howe finished second in the 600 by only

a second.

Alexis Dawkins '10 overwhelmed the competition by nearly two feet in the long jump, winning with a jump of 16 feet. She continued her successful meet in the 600, finishing inches behind the winner.

Frank Pinto '08 started the comeback with a win in the high jump. Ganner then outpaced two Haverhill runners to win the two-mile.

The 300m race was easily the most exciting race of the evening. In the first heat, Captain

Lou Tejada '08 never let go of the lead, and won with a time of 37.42 seconds. In the second heat, Jack Walker '09 jumped out to an early lead, but ended up losing second place by four-one-hundredths of a second on the last quarter lap.

Phil Hofer '10 finished in first in the 1000m race with a time of 2:36.68.

Hofer said, "I wasn't feeling too good going into the race, so I played it conservative the first four laps... then [in the final laps] I just decided to gun it."

Although the meet was al-

ready decided going into the four-by-400 relay, both teams didn't let up. In the last leg Mide Babatunde '09 sprinted hard to close a large gap, but Haverhill prevailed to win by three seconds and take the meet.

This Saturday, the Greater Boston Track Club Invitational at Harvard, in which a select group of Andover runners will travel to see some of the top college runners in New England.

Next Wednesday, Andover will be back at home facing Wilbraham and Tewksbury.



M. Temple/The Phillipian

Anthony Morlani '09 approaches the second set of hurdles during the opening track meet on Wednesday.

Andover Nordic Struggles Through Soft Snow; Holliday '08 Leads Boys Squad in Spring Race

By Sara Ho
PHILLIPIAN SPORTS EDITOR

David Holliday '08 burst out of the starting line, poling past the other five skiers in the first heat of Andover's Varsity Nordic sprint race last Wednesday at St. Paul's School. Holliday led the Boys Nordic squad to success, finishing 17th overall in a



tough field of competitors.

In this skate-style sprint race, several heats of athletes competed in three total rounds of short races. Results from the first round of racing determined which heats racers competed in the second and final rounds.

The course began with a flat, straight starting section where racers gained momentum through double poling. The track then widened and racers began to skate. The course, while less than one kilometer in length, boasted a couple of challenging hills as well as a winding down-

hill section.

After the big snow storm last weekend, the trails were still soft, making the course a bit slower than usual.

The girls squad put on another fantastic performance, led by Hilary Rich '09. Rich won her first and second round heats easily, securing a place in the top final heat. Berol Dewdney '09 also secured second place in her first heat, out-skiing the third-place skier in the final meters of the race. Captain Sara Ho '08 also claimed second in her first heat, finishing behind the number one St. Paul's racer, Stephanie Crocker. Senior Kie Watanabe, Mimi Tanski '11 and Louisa Chaffee '09 also had great races, gaining crucial race experience in the tough conditions.

The race came down to the Final A heat, when Rich lined up on the start line next to long-time rival and league number-one Stephanie Crocker. Andover racers anxiously waited as the two girls disappeared into the trees ahead of the rest of the pack. When Rich and Crocker emerged it was Crocker who edged out Andover's number one. For the second time this season, Rich secured second place overall.

Rich said, "Even though the course was a bit choppy and balancing was tough, I felt ready to go and tried to be the first from the double pole section."

On the boys side, Holliday led Andover for another week, setting an example for the inexperienced racers. "It's really hard since all the other competitors have spent a lot more time training and preparing for the races. However, as the season progresses and Ho whips us into shape, we'll work our way up in the standings" he said.

Next week, the Nordic team will travel to Kimball Union Academy for a classic race.



M. Disenza/The Phillipian

Hilary Rich '09 skis to a second-place finish at St. Paul's last Wednesday

Boys Swimming Undaunted by Longer Pool; Places First in All But One Event Against Loomis

By Kristen Faulkner
PHILLIPIAN SPORTS WRITER

| | |
|----------------|-----|
| Andover | 116 |
| Loomis Chaffee | 69 |

Facing its competition with a diminished roster of only 17 members, compared to the usual 22, the Andover Boys Swimming and Diving team left Loomis floundering 116-69 last Saturday.

Since the meet took place at Loomis, who boasts a 25-meter pool, each event was 20 percent longer than in the traditional 25-yard venue.

But the Andover boys refused to allow the foreign conditions to hinder their performances.

Andover asserted its domina-



tion right from the beginning when the 200 Medley relay team of Jimmy Brenner '10, Curtis Hon '10, Co-Captain Brenden Deveney '09 and Co-Captain Kevin Zhai '08 glided to victory in 1:54.38.

Edging out the competition's fastest swimmers, the squad of Julian Azaret '08, Matt Mahoney '11, Conor McAuliffe '10 and Will Falk-Wallace '11 captured second.

Ben Morris scored his first individual-event win of the season in the 200-meter freestyle with a time of 2:09.32, followed close behind by Tony Feng '09 and William Faulkner '09.

Mahoney continued the ninth grade-winning streak, capturing the 200-meter Individual Medley. Finishing behind Mahoney's imposing 2:18.35, Alex Smachlo '11 took second in 2:23.70.

In the 50 free, Brenner and Falk-Wallace out-touched their opponents to score second and third. Close behind by just fractions of a second, Jonathan Leung placed fifth.

Andover divers proved that they possess refined metal toughness. Despite competing against two of the most talented divers in the league, each executed their divers beautifully.

Captain J.R. Santaniello '08 conquered several complex dives to finish third with a score of 100.05 points. In the first meet of

his career, Kyle Ofori '09 showed promise and earned 89.40 points for fourth place.

Andover owned the 100-meter Butterfly as Deveney, Zhai and Larry Zhou '09 overthrew their competition in a superb race to claim first, second and third places, respectively. Morris took first in the 100-meter Freestyle in 58.59, followed only three-hundredths of a second later by Leung.

McAuliffe then blew away the crowd with his incredible win in the 400-meter Freestyle in 4:19.13. Smachlo followed in second with a time of 4:31.63.

Andover's 200-meter Freestyle relay team of Randy Li '10, Zhou, Morris, and Mahoney took first to further broaden the discrepancy between Andover and its opponent.

Andover swept the 100-meter Backstroke, with Deveney finishing first, followed by Brenner and Faulkner.

Hon rolled in another win in the 100-meter Breaststroke with a time of 1:09.53.

Andover further demonstrated its talent and depth in the 400-meter Freestyle Relay. Not only did the team of Zhai, Leung, Azaret and Deveney secure the victory, Andover also took second and third.

Andover will face Northfield Mount Hermon and Milton in a tri-meet this Saturday.

Captain Carolyn Brown '09 Leads Squash Team to Win Over Taft; Back-to-Back Wins vs. Taft and Loomis Redeem Loss to Nobles

By Megan Farquhar
PHILLIPIAN SPORTS WRITER

Captain Carolyn Brown '09 rallied for a come-from-behind victory in her number one ranking spot, pulling the Andover Girls Squash Team a thrilling 4-3 win against Taft on Saturday.

After three exciting wins, Andover was tied with Taft 3-3. The final game-winning match

was up to the number one position. Captain Brown. Brown lost the first two games 1-9 and 7-9 but rebounded to win the next two 9-1 and 10-8. Determined to pull out a definite win for Andover, Brown won her fifth and final game 9-6, winning her overall match three games to two. Brown's continued endurance, determination and her ability to perform in the clutch prove her maturity as a squash player and as a captain.

Andover's exciting win against Taft inspired the team's following performance against

Loomis Saturday afternoon. The team was uncertain about having back-to-back matches, but nevertheless, they overcame fatigue and defeated Loomis 6-1.

With six out of seven Andover players defeating their opponents, Andover triumphed over Loomis with an overpowering score. Captain Brown had her second impressive match of the day. Playing the number two and three positions, respectively, Lydia Smith '09 and Lauren Wilmarth '09 forcefully defeated their opponents.

The Andover Girls Squash

team's two wins on Saturday redeemed their 0-7 loss to Nobles last Friday. The undefeated Nobles team would not relent, taking all seven match wins. Nobles has six returning players from last year's squad, giving them the upper hand in both experience and team solidarity. They proved to be a very strong opponent, and even Andover at its best couldn't compete.

Captain Brown and Andover's number two, four and six positions all lost their matches 0-3. Andover's number five and seven were each able to squeeze one-game victories in, but ultimately fell to their Nobles opponents 1-3. Although somewhat discouraged, Andover played with class and maturity throughout the entire match.

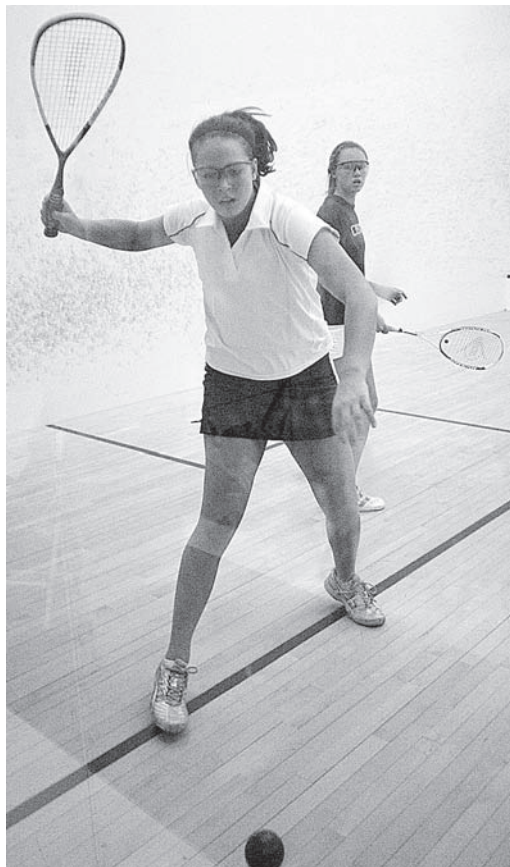
"We lost because they had an overall better team," said Brown, "but I feel like we are a strong team and that we're getting better—and trying to beat some of these harder teams is a challenge, but we have a lot of potential."

Andover added their fourth win to its record this past Wednesday when the team defeated Tabor 5-2. Brown, Wilmarth and Nicole Duddy '08 each defeated their opponents 3-1, while Christine Choi '09 and Lizzy Chan '08 aced their opponents 3-0.

One challenge that Andover had to overcome was the different style of play on Tabor's courts.

The walls were made out of different material that slowed down shots, Wilmarth said. "It took each of us at least a game or two to get used to the new courts."

The team hopes to continue their winning ways this Friday against Deerfield Academy and also on Saturday against rivals Exeter Academy.



M. Disenza/The Phillipian

Lauren Wilmarth '09 reaches high to hit a ball. Cristina Mommsen '09 (right) plays a ball off the back wall.

Individual Performances Propel PA Girls Swimming to Success

Continued from Page B1, Column 1

on the day when Glancy, who had easily pulled away from the field during the first 25 meters, finished first in the 200-meter Individual Medley along with Faller '11 and Martin finishing third and fourth.

One of the most exciting performances of the day came when Peyton Morss '10 posted a season-best time in the 50-meter Freestyle with 28.09.

Moroney '11 and Mai Kristofferson '09 also finished with remarkable times for fourth and sixth place finishes.

Glancy came in first in the 100-meter Butterfly, and Lewis and Waldman finished hot on her heels.

Morss '10 posted a second win on the day in the 100-meter Freestyle along with Kristofferson and Moroney '11 bringing up the rear for Andover with third and fourth place finishes.

Not only did Faulkner win the 400-meter Freestyle, she broke the Loomis school record.

A one-three finish in the 200-meter Freestyle Relay pushed the team to 90 points. The team that came in first consisted of: Morss, Kristofferson, Faulkner and Moroney '11 with a time of 1:56.82.

Andover took a one-two-four finish in the 100-meter Backstroke. Faller '11 narrowly out-touched sister Veronica Faller '09

and Captain Caitlin Feeney '08, also swimming strong.

In the last two events, which Andover swam exhibition, the girls swam beautifully in the 100-meter Breaststroke and the 400-meter Relay.

In the 100 breaststroke, Hall '10, Kimberly Chang '08 and Tina Kit '09 swam excellent times with 1:21.39, 1:23.07 and 1:29.08 respectively.

In the Relay, a squad of Faulkner '11, Kristofferson '09, Glancy '09 and Morss '10 won by over a length in 4:16.18.

Andover Diving also performed with poise. Emily Johnson '10, Tory Marvin '10 and Amanda Shpigler '11 secured second, third and fourth places behind an extremely talented Loomis diver.

"This meet is really good for the team because the Loomis Team is the defending New England Champions, and beating them is a huge accomplishment," said Captain Feeney.

Chang said, "Another great thing to see in this week's meet was the improvement in the 400-meter Freestyle relay.

"After it being our worst event last week, we managed to come back this week with a one-two finish."

This Saturday, Andover will host Northfield Mount Hermon and Milton in a tri-meet in its last home competition of the season.



Co-Captain Mike Palermo '08 (left) elevates for a layup in thrilling 54-41 win over Milton. Menelik Washington '09 defends the ball from a Milton opponent.

Boys Basketball Appears to Hit Stride After Shaky Start; Confidence in Perimeter Play From Palermo Leads to 2-1 Week

By Jack Doyle
PHILLIPPIAN SPORTS WRITER

| | |
|--------------------|----|
| Andover | 54 |
| Milton | 51 |
| Tabor | 46 |
| Andover | 44 |
| Andover | 53 |
| Governor's Academy | 30 |

pulling down nine rebounds. Andover thrived on both sides of the ball, forcing a lot of Milton turnovers and converting on fast-break points on the other side of the court. "The key difference was turnovers," said forward Tyler Bond '10. "In previous games we would turn the ball over too much to be able to compete, but against Milton we were smarter with the ball, and that really helped."

The play of the game came with just 16 seconds to play, as Milton drove down the court. Co-Captain Mike Palermo '08 grabbed a key steal to stop the drive that could have easily erased Andover's slim 50-48 lead.

After controlling the entire game with big lead, Andover gave in to Milton's pressure late in the second half.

Milton, trailing by seven at halftime, pulled to within a point with just under a minute to play on a huge three-pointer that made it 49-48.

That's as close as Milton would get, however, as McCaskill grabbed two huge offensive rebounds, and Palermo stepped up on defense to keep the ball in Andover's hands and secure the last-minute victory.

On Wednesday, Andover continued its success, this time on

the road at Governor's. Andover was off and running right out of the gate, pulling ahead by half-time and protecting the ball late in the game for the 53-30 win.

It was Andover's best defensive game of the year. The team forced turnovers and poor shots throughout the contest.

On offense, Co-Captain Palermo led with his sharp-shooting, giving Andover its largest win of the young season.

The lone loss of the week was another nail-bitter that was decided in the final seconds, in a heartbreaking 46-44 defeat from Tabor last Saturday.

Andover was once again led by Co-Captain Palermo in the game, who was hot around the perimeter, netting five three-pointers for a team-high 17 points, along with six rebounds.

Bond also came up big with 12 points, five rebounds, and an assist for Andover.

Andover was hurt by turnovers on offense, particularly in the first half, as Tabor capitalized all its opportunities to cash in uncontested points.

It was still a promising game for Andover, however, despite the loss.

"I thought we did a good job getting the shots we wanted," said forward and center Tom Hamel '10. "We got wide open three-pointers and shots near the

basket, but some of them just weren't falling for us."

Andover played its best week of basketball this past week, winning two of its three games, after losing its first five games.

Andover has improved dramatically in the past two weeks, compiling a 3-2 record, and preparing the team for a tough away game at Deerfield this Saturday.



Kaitlyn McInnis '09 streaks up ice while holding off a Lawrence defender. Despite her tenacious offense, Girls Hockey fell 0-3 to Lawrence.

Tony Zhou '09 Remains Undefeated in Season; PA Boys Squash Falls to Groton, Beats Loomis

By Maggie Law
PHILLIPPIAN SPORTS WRITER

The Boys Squash team traveled to Groton last Friday, ready to redeem themselves after their competitive loss to Deerfield earlier in the week. Everyone played a

fierce match against Groton, but unfortunately could not pull away with a victory, losing 6-1.

On Wednesday Andover met with Loomis Chafee for the second time this season. During a preseason tournament the team faced Loomis after only three days of practice. Still trying to organize themselves as a team, Andover played a very close match, but lost the scrimmage by a score of 4-3.

With this previous defeat in

mind, the team came back prepared and determined to claim a victory this week. With every team member playing fierce matches, a much improved Andover team was able to grab the deserved victory. The team beat Loomis with a close final score of 4-3.

Tony Zhou '09 took the only win of the match for Andover, shutting out his opponent with an impressive score of 3-0.

Zhou has yet to lose a match this season and continues to remain one of the strongest players on the team.

Both Foster Jebson '08 and Dave Koppel '08, numbers three and four respectively, suffered tough losses in their matches on Friday.

After coming out strong in their first games and defeating their opponents, they were unable to keep the energy flowing and lost 3-1.

Captain Miao also challenged a strong Groton opponent in his match. Playing at the number one spot, he faced a seasoned veteran who is ranked one of the top 20 squash players in the country for his age group.

Miao played a very competitive match, and he was able to score a number of points. Still recovering from his injury last week, he fell to his opponent in three incredibly close games.

There were several changes in the ladder for both teams this match, but Andover was able to overcome these changes better than its Loomis opponents. Captain Miao played an excellent game against the number one player in New England, keeping the spirits of the team high throughout the match.

Heading into the heart of the season Andover looks to maintain a strong record. The team will travel to Nobles on Saturday and face St. Paul's next Wednesday.



Trey Meyer '09 winds up for a rail shot along the wall against Loomis.

Travers '09 Seeks to Re-Establish Ski Dominance With Pro Coach

Continued from Page B1, Column 6

several notable successes early in Travers' career, especially in the Giant Slalom and Super-G.

After two years at BSA, he earned not only four first-place medals in international races—at the British Alpine Racing Ski Club, English & Kaunertal (Austrian) and two at the Vail Valley Cup—but he beat everyone in the age group above him in at the English Championships.

As an international stand-out, Travers skis with the elite. At the previously mentioned Vail Valley Cup, he outraced the second-place finisher, who later joined the U.S. National ski team.

One year later at the English Race, he overtook the skier in front of him who began 30 seconds ahead of. This skier is now a member of the Jamaican ski team.

The Scottish Alpine Race that same year proved to be another memorable race for Travers, in which he "crashed on the last gate of the GS and skied backwards across the finish line in third place."

After three years at BSA, Dillon was well-established in the alpine ski world. The British Alpine Ski Team recruited the young teenager and trained him alongside the British and Scottish National Teams, including Alan Baxter, who finished seventh in the World Cup that year.

To focus on academics, Travers enrolled in ninth grade at the Harrow School, a boarding school in London.

There he competed in Alpine skiing for his school, but on a level nowhere near his previous standards, causing his withdrawal from the British Team.

Instead, he skied for the Cayman Islands, competing in the 2006 Junior Olympics in Turin where he placed 77th overall in the Giant Slalom among 140

elite skiers from 44 nations.

Why did Travers enroll at Andover? When applying as a new Lower, he was under the impression that PA had a ski team. Four days after his arrival, he realized his mistake. Travers stayed for one and a half years, before making this crucial decision.

He said, "Andover is an amazing school. If it was possible to stay there and ski I would, but to be competitive at skiing at my age I need around 200 snow days a year.

"My coach said that I needed as many snow miles as possible in all four seasons to get back my technique, strength and confidence as a racer. Two seasons in the Northern Hemisphere, two in Southern Hemisphere, Chile, and glaciers during summers," Travers added.

Travers transferred to the Aspen Public High School, allowing him to ski every afternoon and weekend.

He is currently training under Coach Jon Meckem, ex-US Ski Team member and ex-French National Team coach, with the hope of representing the Cayman Islands Confederation and Association of Snow Sports (CICASS), or the Cayman National team, in the 2010 Olympics.

In order to qualify, an athlete must compete in races to earn International Ski Federation (FIS) points. Each competitor begins with 999 points at age 16 (Travers' current age), and must reduce his or her score to at least 110 by beating other talented competitors.

Travers' focus right now is to bring down his score to 110 in Slalom and down to 40 in the Giant Slalom by racing this winter in the US, the Alps, and the Southern Hemisphere during the summer. His eyes are on the 2010 Olympic slopes of Vancouver.

PA Forces Offensive Power On SPS With 45 Shots; Hockey Struggles to Net Puck Against Lawrence

By Katherine Sherrill
PHILLIPPIAN SPORTS WRITER

| | |
|------------|---|
| Andover | 0 |
| St. Paul's | 0 |
| Lawrence | 3 |
| Andover | 0 |

find the back of the net.

Andover played a very solid game, competing with heart and passion in every period including a five-minute overtime. This defensive battle proved to be a battle of the goaltenders, as the game finished with a frustrating 0-0 result.

This past week Andover showed lots of improvement, trusting each other's skills and moving the puck throughout the offensive zone, generating more than a quarter of the total shots from the point.

Fromkin played a great game in the goal. St. Paul's had varying levels of skill in their offense, and Fromkin was able to adapt to save every shot that came her way. St. Paul's had quick and talented players, but throughout the game Andover improved to match the speed and play of St. Paul's.

The team did not chase St. Paul's players in the defensive zone, but when someone did get beat coming out of the corner, Fromkin made it look almost effortless as she turned

away chance after chance.

Facing a talented Lawrence Academy team on Wednesday, Andover came out tenaciously, but ultimately could not convert on any offensive chances, getting shutout by a final score of 3-0.

Lawrence scored its first goal in the middle of the first period, taking advantage of a three on two in front of the net. Andover did not show a lack of heart, but Lawrence again was able to capitalize on a shot from the blue line.

In the second period, Lawrence put the game out of reach, roofing the puck into the back of the net from the high slot.

In the third period, Andover excelled at keeping Lawrence at bay, but its shots could not find the back of the net.

Despite being bottled up by Lawrence's systematic defense, Andover managed to continually execute clean breakouts, a clear bright spot for a team looking to get out of an offensive drought.

A Brief Recap of Last Sunday's Patriots vs. Jaguars Playoff Game

| Jacksonville (11-6-0) | | | | 20-31 | | | | New England (16-0-0) | | | |
|-----------------------|-----|----|-----|----------------------------|--|--|--|----------------------|-----|----|-----|
| D. Garrand | | | | T. Brady | | | | | | | |
| CP/AT | YDS | TD | INT | Quarterback | | | | CP/AT | YDS | TD | INT |
| 22/33 | 278 | 2 | 1 | | | | | 26/28 | 262 | 3 | 0 |
| 350 | | | | Total Net Yards | | | | 403 | | | |
| 5-42 | | | | Penalties-Yards | | | | 6-74 | | | |
| 27:40 | | | | Time of Possession | | | | 32:20 | | | |
| 2 | | | | Total Turnovers | | | | 0 | | | |
| 80 | | | | Yards Rushing | | | | 145 | | | |
| 22 | | | | Total Rushing Plays | | | | 29 | | | |
| 3.6 | | | | Avg. Gain/Rushing Play | | | | 5.0 | | | |
| 1-3 | | | | Tackled for a Loss (#-Yds) | | | | 3-6 | | | |
| 270 | | | | Net Yards Passing | | | | 258 | | | |
| 1-8 | | | | Times Sacked (#-Yds) | | | | 1-4 | | | |

AWKWARD SITUATIONS

...WITH ALEX MOSS

We've all been there. [Editors' Note: Where?] A simple misplaced body part, a "your mom" joke gone terribly wrong—such is life. The only survivor of an awkward situation is the equally awkward silence that follows. I'll be outlining a few more awkward situations common in today's world.

The ED Commercial

A table of six teenagers of both genders are having lunch in front of the television watching "Family Ties." Everyone is chilling and having a good time. Enter the ED commercial. No one is safe from its hypnotic grasp. Like a terrible car crash, you can't look away, but a joke is out of the question for fear of being offensive. Nothing can be done but to hope that the middle-aged man on the television will stop talking about his unmentionables.

The "I'm Gonna Hang Home Tonight"

We all have a few friends who we don't really feel like hanging out with from time to time. If they ask you if you want to go to Dylan's, there's not much you can say other than that you're feeling like hitting the sack early, despite the fact that you have no intention of doing so. It makes it all the more awkward when you run into said friend downtown, inevitably leading to this kind of exchange.

You: Oh, hey...
Friend: Hey... thought you were going to hang low tonight.
You: Yeah, you know... well... my grandma died.
Friend: That excuse doesn't work for this kind of situation, dude.

The "I'm not Greg"

It happens to the best of us. Names are elusive, especially for people you don't know well. So sure, you may have had French with him for two years, but on the first day back from school, that doesn't mean you won't blank on his or her name. Even worse is the self-assured hello...

You: Hey Greg! Long time no see, how was your break?
John: (looks around in bewilderment and sees no one else in the vicinity) My name's John.
You: (Pauses) Yeah! C'mon John, you think I don't know your name! Just messin' with you buddy. (as he playfully musses John's hair)
John: Please don't touch me.

The "I didn't really want to know"

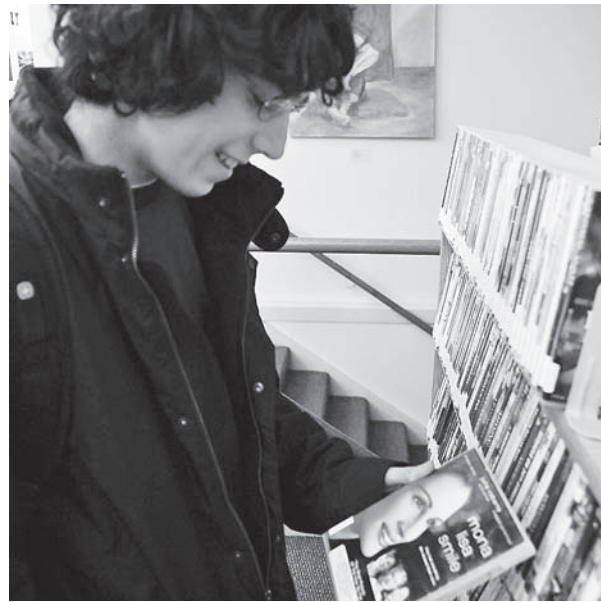
You are on a collision course with a vague acquaintance. You look up from the path and give the obligatory "What's up?" As you begin to make your way back to the dorm, you realize that he's stopped and begun to talk.

The Kid: Ah man, I have had the worst day. You know the days when everything goes wrong? That's today for me. First, I get a 3 on my English essay, and I figure all right, that's bad news, but I can stomach it, and then...

You didn't actually care how they were feeling, but you're left there stranded, searching in vain for some kind of excuse.

You: Sorry, I just slipped on the ice and bruised my arm! Speaking of arms, I've got to get going.
The Kid: What?
You: See ya!

—Alex Moss



A. Levine/The Phillipian

You want an awkward situation? Try watching *Mona Lisa Smile* with Alex Moss '09 and his tears.

How to Lose a Girl in 10 Seconds

Not long ago, there was this movie called "How to Lose a Guy in 10 Days." At least, that's what I think it was called. I didn't go see it or anything... I've just heard things about it. Anyways, I've taken the liberty to create a simpler guide—this time from a man's point of view. Guys, if you've made the mistake of letting yourself get into a committed relationship, you definitely should follow my advice. Any of the following actions will cause you to lose your girlfriend in ten seconds or less, guaranteed.

A conversation about physical appearance is an easy way to end any relationship. Here's how one might play out:

Girl: Tell me I'm beautiful...
Guy: You're as beautiful as the sky—so huge and expansive that no one can ever see all of you at a given time.

In just about every movie, there is usually some stupid comment about someone's eyes. If you run into a situation like this, you could respond with something like this:

Girl: Don't you just love the color of my eyes?
Guy: Yeah, well, um... about that... It's kind of hard to focus on your eyes with that giant mole sitting there on your forehead. I feel like it wants to attack me.

We all know there is more to someone than his or her appearance. Personality is a key aspect in any relationship. If your intention is to lose a girl, then this line shall not fail you:

Girl: Blah blah blah blah...
Guy: Gosh, your personality... It's really something... You're about as interesting as a bowlful of scabs.

When going on a dinner date, it is important to take a girl to the right place:

Girl: Why are we eating here?
Guy: It has everything you wanted.
Girl: Does it?
Guy: Why of course, it's foreign, it tastes great, and it won't cost a fortune... Viva la Taco Bell! By the way, I'm like out of money, wanna cover this for me?

If at this point, your girlfriend hasn't understood that you are a total buffoon, then this is the ultimate way to lose a girl in 10 seconds. If she doesn't leave you willingly, then her parents will make her. Just come across as a total loser who doesn't know anything:

Mom and Dad: So what is your name?
Guy: Hidalgo Jose-Rodney Gonzalez Harrison.
Mom and Dad: What kind of name is Rodney? Sounds like something a bunch of truck drivers would come up with. So what do you like to do?
Guy: Well, when I'm not sleeping, eating or using the bathroom, I pwn mad n00bs in Halo. And that's the original version—Halo 3 is for sellouts.
Mom and Dad: So what do you think of our daughter?
Guy: She's mad hot.... Know what I'm sayin?
Mom and Dad: You've got quite some nerve...
Guy: Eeeeasy, gramps.
Mom and Dad: That's it! Get out! There is no way you are dating our daughter!

[Editors' Note: In Prawdzik's world, all mothers and fathers speak in unison.]

—Ben Prawdzik



A. Theriault/The Phillipian

Ben Prawdzik '10 is known throughout the land for his suave looks and keen sense of smell.

Features

Horoscopes



Aries: I'm sorry to say you got a 3 on that math test - the one you were "studying" for all week. But look on the bright side, that rash that's been spreading will go away before things start to get really nasty.

Taurus: Leadership. Imagination. Change. Determination. Integrity. Perseverance. Teamwork. Dedication. All of these aspects of life are yours for the taking. Just buy the 8" x 11" prints. Inspirational pictures sold separately.

Gemini: You will get a phone call from a woman with a creepy voice saying, "Seven days..." Luckily it'll just be the librarian telling you how long *Baby Geniuses 2* has been overdue.

Cancer: Keep an extra pair of underwear on you, or you'll face nicknames like "Waterworks" or "The Urinator" for your last few years at PA.

Leo: I can't see your future... too much blood.

Virgo: Try not to talk so much. I can barely hear myself think with you guys around.

Libra: That suitcase you found full of money was there for a reason. Where am I gonna find another 30 grand?

Scorpio: If a man comes up to you and starts ranting on his huge flying car idea, and asks for you to invest, you give him all you got. Amazing what the stock market can do.

Sagittarius: Why would you wear that shirt with those pants. Didn't your parents tell you that stripes don't go with plaid? I thought you were better than that.

Aquarius: Stay as far away from Dunkin Donuts as you can. Their slogan is "America runs on Dunkin," but if you have anything from there, your slogan will be "Aquarius runs to the bathroom."

Capricorn: Try to expand your vocabulary this month, so people think you're smarter than you actually are. Start with words like "wisterpooper," (a slap alongside the head,) or "aglet," (the plastic covering at the end of shoelaces.) It shouldn't be hard to work your way up from there.

Pisces: Stop putting yourself down in public. We all know you're a less-than-mediocre person, and we don't need to hear you complain about it.

—Ryan Yost

Features Presents... Top Ten

Fairytale Endings

10. But Jack never did wake up.
9. And slavery returned to the little kingdom.
8. Goldilocks nodded. In time, they would all agree.
7. And that Hansel—still so hot right now.
6. With that, the prince slid the knife across his father's throat and whispered, "Now, I shall be king!"
5. With a sob and a pout, Hillary ended up winning the N.H. primary.
4. Don't point that thing at me, Pinocchio.
3. It doesn't matter what the moral is! Just shut up and go to sleep!
2. The Rat King asked for a napkin as Thumbelina's blood dripped down his chin.
1. And they lived happily ever after.

Start your own fairytale.

Write for Features

jadler@andover.edu + ldai@andover.edu + egrober@andover.edu = Love

Features Fairytale

"There were originally eight dwarfs. They decided to cut me out of the motion picture at the last minute due to creative differences."

—Commie



"I've been told that my parents were going through somewhat of a 'troubled' phase in their relationship when they named me. Talk about some crazy parents, eh? And look at me now—534 years old and still as infertile as ever. Life is unfair that way."

—Rumpelstiltskin

"Goldilocks' severed head on my dinner plate was neither too hot nor too cold... in fact, one could say that it was juuuust right."

—Papa Bear



"What did he expect? For me to really just let him climb up my hair? I mean, c'mon! That's just impractical. What did he even plan on doing once he got up to the tower? A lot of good that would have done. Not to mention how much it was going to hurt my freakin' scalp."

—Rapunzel

"At first, everything was relatively pleasant. The home's aroma was enticing, and the furniture was aesthetically pleasing. But then the first rains started coming down. In retrospect, gumpdrop rain gutters didn't make sense."

—The Witch from Hansel and Gretel



"I can't believe that stupid princess bought that 'If you kiss me, I'll turn into a prince' bit. What an idiot. The only thing I'll turn into is a successful herpes transmitter."

—The Frog

From the Desk of the Big Bad Wolf

Dear Diary,

Today was just terrible. I don't know what these "fairy godmothers" have against me, but they need to chill out. The one night I needed to hijack a magic pumpkin carriage to get downtown just happened to be the same night some crazy flying fairy chose to barrel down on me with her wand. By the way, I've got the Gingerbread Man ready for dessert tonight. Nobody can catch you, Gingy? Yeah? Tell that to the guys at Blackwater, doughboy!

January 12, 2008

Dear Diary,

I am writing this entry using the blood of three little pigs as my ink. I didn't mean to do them any harm at first, but they were just so... helpless! I couldn't resist. I mean, a house of sticks? Who does that? That's just ridiculous.

Speaking of maidens in towers, which is also ridiculous, I hate that Rapunzel chick more than I hate Little Red. She is the most annoying thing to ever sit in a tower for a long time. Get this: I'm walking along, minding my own business, with two dead pigs in my backpack. Well, this she-devil saw the trail of blood behind me and called the cops. They were on my trail before you could say "happily ever after."

January 21, 2008

Dear Diary,

I've been hiding from the po-po now for a week or so, but I go out occasionally. And according to way too many women, my eyes, paws, claws and teeth are too big. So I'm getting some reductions done tomorrow. You know, just in the most significant places. I mean, I can't go on like this! Just look what happened when I tried to dress up and role-play with Little Red's grandma—she went crazy! So I ate her.

Also, that Prince Charming fellow is starting to get on my nerves. Now, I've never been the most outgoing of guys, but it just angers me when some moron goes and steals all the women from every fairytale land ever! This so-called "prince," if that even is his real name, is a total jerk.

February 2, 2008

Dear Diary,

"Shrek the Third" just turned my world upside down. I saw it for the first time on DVD two days ago, and let me tell you, I have never been so moved by a green ogre. Except for that one time in Vegas, but, well, we all have our regrets...

—Eli Grober

Hear ye, hear ye!
Welcome to the Olde Features Fairytale!
Here ye shall find the answer to thy eternal quest. But, loyal reader, beware:
Here there be magic! Dragons! And bad puns!



Sleeping Beauty is lying motionless in her chamber. It is believed that she was put under a curse and has been asleep for over 1000 years. That is, until one day, when the handsome Prince Charming crosses her path.

Prince Charming: Hark!

What have we here? A pretty young damsel lying alone in her chamber? I believe I shall steal a gander for myself.

Sleeping Beauty:

ZZZZZZZZZZZZ...

S. Ho/The Phillipian

Prince Charming: Why, she's still asleep. How peculiar! All that beauty gone to waste; 'Tis truly a shame. Oh, what pretty golden hair and supple bosoms she carries! Indeed, she is a fine specimen, more than worthy of my handsome presence. Perhaps I shall bless her with a kiss. It shan't hurt a thing. The silly young girl won't even know because she's off dozing in slumberland. Ahhhh, yes. It's the perfect crime.

Prince Charming slowly leans over to kiss her. The moment their lips touch, Sleeping Beauty begins to vomit uncontrollably, almost as if it were some kind of reflex. Prince Charming is thrown back in surprise and is now soaked from head to toe in whatever Sleeping Beauty had had for dinner the other night. Sleeping Beauty slowly gets up from her bed with a confused and cranky look on her face as she carelessly wipes the vomit residue from her rosy red lips.

Prince Charming: What the...?!?! Aughh!!! My perfect hair! Oh what a disaster! You've ruined my new blouse! Such filth penetrating my beautiful body! It cannot be!

Sleeping Beauty: Who on earth are you?

Prince Charming: Who am I? Why none other than Prince Charming, the most handsome prince in all the land. Forgive me for my intrusion, but what, pray tell, are you? Some kind of evil witch perhaps? Sent to punish those who do no wrong by expelling your bodily fluids in their faces?

Sleeping Beauty: Wha...What? Sorry, you're not making any sense.

Prince Charming: What sense is there to make? You just barfed all over me and ruined my new blouse!

Sleeping Beauty: Oh yeah... about that... listen, I'm sorry. It's just that last night was kind of crazy. Like, I don't even remember what happened. They told me the Pixie Punch was non-alcoholic. Next thing you know, you're buying overpriced life insurance from seven dwarfs that you thought were nice guys.

Prince Charming: You crazy, vile woman! Does thou not have any morals?

Sleeping Beauty: Oh excuse me, sir! Morals? I'm not the one breaking into women's houses and dishonoring them as they sleep!

Prince Charming: Fair enough.



S. Ho/The Phillipian

Cinderella weeps softly in a dusty corner of the room. All of a sudden, her Fairy Godmother appears with a group of cuddly animal critters.

Cinderella: Who the heck are you guys?

Fairy Godmother: Not now, deary. Hush hush, we mustn't waste a minute. You certainly can't go to a grand ball wearing rags like those. Now here, try on this dress that my chipmunk and bird friends have skillfully sewn for you.

Cinderella: (Picks up what looks like some kind of heinous wild boar skin): Uhhh... thanks, I guess. But I'm not going to the ball.

Fairy Godmother: Oh nonsense, sweetheart. You'll be the prettiest girl there. Here, take these magical glass slippers—custom-fit, of course.

Cinderella: (As she tries to put on the slippers) Are you sure about that? They seem kind of tight. Can't you conjure up like some kind of magic shoehorn or something?

Fairy Godmother: Oh, you silly goose. Who has ever heard of something so outrageous as a magic shoehorn? Here, let me help you out.

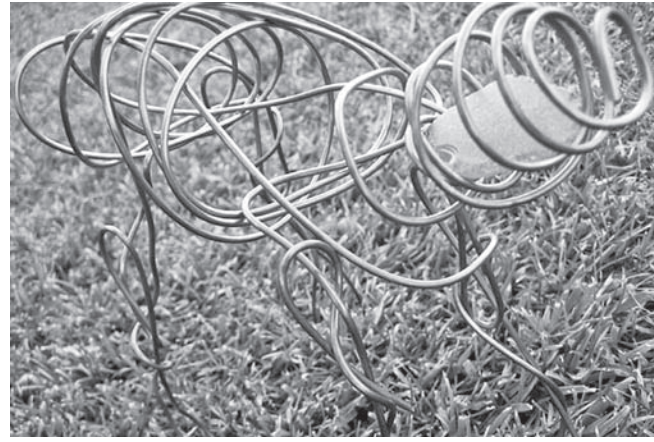
Fairy Godmother grabs Cinderella's right foot and tries to jam it into the glass slipper. After multiple failed attempts, Cinderella gives up. Fairy Godmother, however, insists on one last shove. The slipper shatters and shards of glass cut deep into Cinderella's foot.

Cinderella: GAHHHHHHERRRRGGHHHHH!!!

Fairy Godmother: Oh dear, what a shame.

—Lawrence Dai

PHILLIPPIAN ARTS



Acrylic, oil, charcoal and cloth on canvas (left) of Taryn's cabin, her friend and the beautiful scenery surrounding Oxbow. (Above) A copper wire sculpture of a dog dubbed "The Creature" by its creator.

An Alternate Education: Reflections on Oxbow

Taryn Wiens

"Hey Taryn, how was Oxbow?" I've heard that question at least one hundred times in the last week, but none of my answers convey even a fraction of my experience at Oxbow.

Let us pretend that the exquisite food at Oxbow, the warm California climate, classes starting at 9, no tests and the chance to skip Upper or Senior fall were not factors in deciding whether to go or not. There is no doubt in my mind that I would still do it all over again.

Oxbow is a semester program in Napa, California based around the visual arts. Phillips Academy students can apply to go for Fall Term of Upper or Senior year.

Even though Oxbow offers a state-of-the-art cumulative curriculum, no one goes to Oxbow just for the academic classes. It is an art school, after all. All of the art supplies are free. You're only required to be working on art during art class, which is two times a week for two and a half hours each. But studios are open until 10:00 p.m., and why would you be anywhere else? The studios are spectacular. Overlooking the river with high ceilings and tons of windows, they're like the library at Andover: the place where everyone always hangs out. The energy at Oxbow is tangible. Sometimes when art all day wasn't enough we took paints back to our suites and made art until 3 a.m. At Oxbow, we do not do things because we have to; we do them because we can.

Art classes at Oxbow are more focused on ideas than on actual technique. No one is that impressed with a perfectly realistic painting if there is no idea behind it, if it doesn't make people think. There are also very few restrictions on art projects at Oxbow. We get graded on every project for originality,

work ethic, degree of finish and other things, but the faculty rarely tells us we cannot do something. Of course, if you are in sculpture class you have to make a sculpture. However, you are allowed to work in whichever studio can best convey your ideas for two out of the five projects you make at Oxbow. If Oxbow has or can obtain the materials, anything is possible.

For my fourth project, I contemplated the idea of light being reflected or absorbed. My ideas floated around in my head for about a week, and then it all came together. I made a slab of wax with cheesecloth in the middle, projected a picture of a person onto it and burned it like a candle. At the same time I shined a colored light from above so as the wax melted and spread out, the picture disappeared and the colored light became visible. I incorporated ideas about the difference between reflecting and absorbing light, the way people appear to me when they are not physically there and how colors are more than what

they seem. If I had not been at Oxbow, I never would have dared to make something so eccentric.

One of my favorite things about Oxbow is that everyone is the creative atmosphere. When everyone around you is actively expanding their horizons, ideas bounce off one another, come together and split apart in a never-ending string of conversations and epiphanies. These ideas and epiphanies manifested in our final projects, which took up the last three and a half weeks of school.

The final projects from Oxbow Semester Seventeen (OS17) were incredibly diverse, ranging from huge paintings to a black hole to a large cylinder of plastic wrap hung from a tree. Only just before the show did we begin to realize that everyone's projects were, at some level, playing with the exact same ideas as ours. It is a bit eerie, seeing aspects of your project in everyone else's.

Besides art, the Oxbow curriculum offers English, history and science courses. Unlike Phillips Academy, the

classes are intertwined and the line where one class ends and the next one begins is often blurred. If we were reading "Walden" by Thoreau in English, we would talk about the transcendental club of Emerson and Thoreau in history and the difference between instinctual, scientific and faith-based knowledge, which in turn has everything to do with transcendentalism, in science. It is like having one big class through three different lenses.

The well-qualified teachers acted as a kind of role model to us. They were genuinely interested not only in what they were teaching us but also in hearing what we had to say.

Oxbow, I think, is especially useful when you go to a school like Phillips Academy. The chance to step back, breathe, put things in perspective and find a whole new way of learning and thinking is truly invaluable.

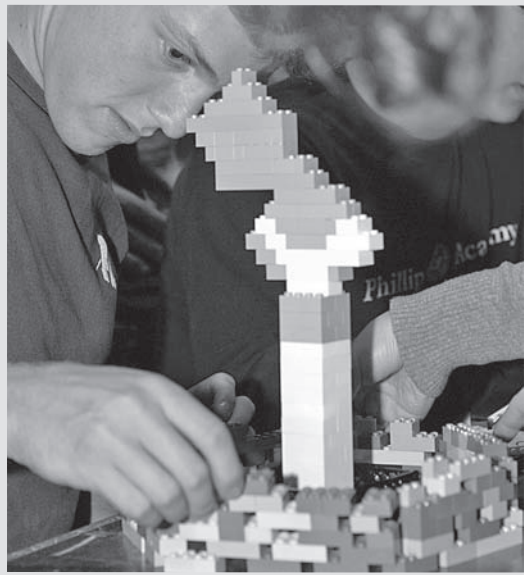
You can go to oxbowschool.org to get more information and/or start the application process.



A charcoal depiction of a live model lying on a table by Taryn Wiens.

Courtesy of T. Wiens

Blast from the Past: Annual Lego Competition



W. Hunckler/The Phillipian

"We have been practicing for months. Finger exercises with a day for recovery"

-John Twomey '08

"I'm feeling intensity from the players and I really wish I could play right now"

-Isabelle Englested '09



W. Hunckler/The Phillipian

The 2008 Lego Contest brought out the who's who of Andover's engineers, architects and Lego fanatics. It was an exciting night filled with, "Adrenaline, Stress, and Adrenaline," as Dana Feeney '08 put it and will surely live on in Lego history. The contest was simple: the groups of contestants were given 20 minutes to build a certain Lego structure and the best design won. By the time the 20 minutes had expired, true masterpieces had been created. It was no joke when it came down to the last seconds and judging began.

In the end, Nick Dean, Adam Tohn and Henry Morgan took away the winning prizes with an accurate replica of the bell tower.



W. Hunckler/The Phillipian

"No comment, I'm trying to work my magic!"

-Chip Schroeder '08



W. Hunckler/The Phillipian

"This competition makes me want to go back to 3rd grade when I built a gigantic pirate ship for show and tell. There weren't any pirate ships this time, but the spaceships were exciting."

-Tim Marchese '11

Compiled by Malin Adams

ASK AMANDA

Q: What qualifies you to give us advice?

-Skeptical

Skeptical,

Good question. I guess that in terms of education or experience, I have the same qualifications as anyone else in this school. However, I believe there should always be a place where a person can go and be completely anonymous just to ask about whatever he or she want no matter how menial, embarrassing or strange it may be. That wasn't an option when I came to Phillips Academy, so I took the initiative to create one. My volition to help qualifies me.

Q: Boxers or briefs?

-Hanes

Hanes,

Personally, I prefer boxer briefs. Go for whatever you find most comfortable, but I find boxer briefs to be more attractive and body conscious than boxers or briefs.

Q: I really like this girl who also likes me. The only problem is she doesn't think she has time in her busy schedule for a relationship. How do I convince her to make time for me?

-Worthwhile

Worthwhile,

This is a hard situation, especially at Phillips Academy where we all have so much to do all of the time. I think that instead of trying to convince her to make more time for you, you should explain to her that you are willing to conform to her schedule. If she is involved in a lot of different clubs, start attending the meetings of one she is on the board of or really likes. This way, you guys can spend time together doing something that you are both interested in. Also, by filling up your schedule you won't notice as much if she is not around.

Also try explaining to her that the two of you do not have to spend hours together every day. Perhaps you could meet up during conference, after sports, meet for dinner or do homework together. If she's too busy, you don't get to see her too much during the week, is perfectly fine by you. She is probably afraid that if she gets into a relationship now, she will not be a good girlfriend because of all of the activities that she has going on in her life.

Lastly, and I'm sorry to say this, but she may just not be interested in you and is trying not to hurt you. This may be upsetting, but at least she does care for you and your feelings, even if only as a friend. Make sure that the feelings are actually mutual before you move forward with your pursuit.

Q: Will you go to Blue and Silver with me?

-Dateless

Dateless,

Only if you buy me dinner first.

Q: My roommate constantly makes fun of me in front of our friends, calling me "Fatty" and "Tub-Tub." Worse, he locks me out of the room. Why can't we get along?

-Alone in a Double

Alone,

I know from personal experience that having a roommate can be difficult, but this has gone too far. Calling you derogatory names and locking you out of your room is just cruel. Take control and make your roommate stop this abuse by whatever means you deem necessary. If you can't continue to live together, you can talk to your house counselor or cluster dean to help you sort out your issues, or if nothing else, change your housing situation.

Keep in mind, though, that he may not be intending to hurt your feelings. He could view his insults as jokes, and he could have been changing when he locked you out. Before you do anything drastic, talk to him about the issues that the two of you are having and make sure that there are not any misunderstandings.



S. Sheu/The Phillipian

The box is located in the GW mailroom. Send Amanda your questions!