



YALE MATCHES  
HARVARD'S  
F.A. PACKAGE

Tuition Reduced  
For Middle-Income  
Families

By CELIA LEWIS

Yale University announced its plan to reduce the cost of tuition for middle-class families last week as part of a broader effort to increase endowment spending.

Under its new plan, Yale will require families earning up to \$200,000 to contribute only 10 percent of their yearly income toward tuition.

Yale's initiative follows Harvard University's plan to increase financial aid, which was announced in early December. Both schools have eliminated student loans as part of aid packages, and Harvard has added tuition deductions to families earning up to \$180,000.

John Anderson, Director of College Counseling, said, "I think the jury is still out in some ways in that it will be interesting to see how the schools will implement these policies."

"I certainly hope that these initiatives will help [Harvard and Yale] reach their goals of having a more diverse student body that are foreseeable in the near future," he continued.

John Heroy '08, who was accepted Early Action at Yale, said that he thought Yale's proposal was a competitive decision.

"[Yale Admissions] is definitely trying to prevent kids from going to Harvard over Yale. Yale is not going to be able to offer as much because they have a smaller endowment. Everyone I talked to said they didn't get as much money as they wanted [from Yale]," he said.

Seth Bardo, Instructor in English and Yale graduate, said that the decisions to increase

Continued on Page A4, Column 3

Aid income  
threshold:  
Harvard- \$180,000  
Yale- \$200,000

Parental  
Contribution:  
Harvard & Yale-  
10% of household  
income



M. Disenza/The Phillipian

The city of Lawrence experienced a devastating fire early Monday morning that burned 16 buildings and left 40 families homeless.

FIRE BLAZES  
THROUGH  
SO. LAWRENCE

Fire Burns Entire Block,  
Leaving 40 Families  
Homeless

By ALEX DU and  
JANE THOMAS

An empty nightclub in Lawrence went up in flames early Monday morning, also burning down an entire block of buildings and leaving about 40 families homeless in a seven-alarm fire. No one was severely injured.

Dhariana Gonzalez '08, a student from Lawrence, witnessed the scene first-hand. "The whole block was down—on the left there were no houses; it was all flat," she said.

Gonzalez said she plans to help the victims in any way she can, many of whom were uninsured. "They're really just starting from the beginning again," she said.

While a task force investigates what is suspected as arson, agencies such as the Red Cross have been working to relieve victims. Students at Phillips Academy are also working to support the Red Cross and similar agencies in their relief efforts.

According to Jamie Devlin, the Interim Executive Director of the American Red Cross of Merrimack Valley, there was "total devastation—14 buildings were destroyed to the foundation."

Scott Flanagan, Director of Food Services at Phillips Academy, saw the smoke from Route 125 while driving from Haverhill to Andover on Monday morning.

His first concern was the safety of Uncommons employees, many of whom live in Lawrence. Flanagan said that he was relieved to find out that the fire did not directly affect any of them.

Devlin is in the process of interviewing victims to determine the needs of displaced families. The cost of the Red Cross's emergency help is estimated at \$100,000.

According to Kristen Oleson, Operations Manager for the American Red Cross of Merrimack Valley, the Red Cross operates 100 percent on public generosity.

Oleson wrote a letter requesting local Red Cross volunteers to staff the shelter at the South Lawrence East Elementary on Crawford Street.

Adrienne Marshall, Assistant

Continued on Page A7, Column 3

Special Report: Gender Balance in Sciences

By ROB BUKA

This fall, there was "complete gender equity in all [science] courses," but looking at the data over a five- to 10-year span, this would not be the case, according to Patricia Russell, Chair of the Natural Sciences Department.

In the past, there has been notable gender disparity in upper-level science courses, defined as any course whose level is 500 or greater. No such disparity exists in lower-level science classes.

Of the 359 students enrolled in upper-level science courses this fall, 52 percent were males while 48 percent were females. Both the chemistry and biology departments had a larger percentage of females enrolled in the upper level courses, containing 53 percent and 57 percent females, respectively.

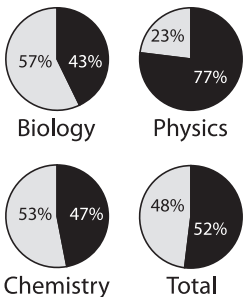
However, males dominated the totals in the upper-level physics courses, making up 77 percent in these classes.

In terms of female enrollment in advanced physics classes, Clyfe Beckwith, Instructor in Physics, said, "If anything, we are ahead of the national average, but not by enough."

Beckwith added that females are just as capable as boys, but they just choose not to take the physics classes. He believes that all Phillips Academy can do is provide more encouragement for girls to take physics.

Demographics of the 500 and 600 Level Science Courses - Fall 2007

Course	# Males	# Females
Biology	71	95
Chemistry	49	56
Physics	68	20
Total	188	171



Russell said that another part of the solution is having female "role models" teach the upper-level physics classes. In the fall, three of the six upper-level physics teachers were female.

One theory as to why fewer females enroll in upper-level physics classes is the "self-perception of interest and ability on the part of females," Russell said.

The topic of gender balance in the math and science classrooms was raised during the science department's departmental day on October 2. The meeting took several days of planning by the department chairs. One reason Russell chose to discuss this topic was because of the national attention that the issue is receiving.

"As division head, it is important to me that we are proactive and not reactive," she said.

In the national circuits there have been various claims that males are inherently better than females at math and science because of brain differences.

Leonard Sax, author of "Why Gender Matters," made one such claim, writing, "Boys have a brain-based advantage when it comes to learning math."

However, Russell said, "I think there are a lot of misconceptions out there about the male and female brains – there

Continued on Page A7, Column 6

STUDENTS EAT  
WASABI FOR  
CHARITY

By HARRISON HART

Four Phillips Academy students swallowed a spoonful of wasabi apiece to raise \$4000 for Duchenne Muscular Dystrophy (DMD) research at the screening of "Darius Goes West" in Kemper Auditorium on Sunday night.

Four members of the PA Class of 1979 pledged to donate \$1000 each to Charley's Fund if four students ate a spoonful of wasabi each, referencing a scene in the film where Darius eats a spoonful of what he calls "goslab."

DMD is the most common form of muscular dystrophy, a genetic condition where respiratory muscles gradually weaken beginning in early childhood and usually causes death before adulthood.

According to the Charley's Fund website, Duchenne Muscular Dystrophy is the "most common fatal genetic disorder to affect children around the world" and

Continued on Page A5, Column 1

Faculty Recall Great Blizzard of '78

By JULIET LIU

Shoveling snow in front of dormitories before morning classes, treading on slippery roads and warming frost-nipped ears—Phillips Academy students are all too familiar with the wintry conditions that snowstorms bring in.

Yet current students have never witnessed a true snow day at Phillips Academy. Despite recent blizzards that have swept past New England this winter, the school has continued with classes.

One of the few times in recent history Phillips Academy has actually cancelled classes occurred in 1978. February 6 marks the 30-year anniversary of the Great Blizzard of 1978, when classes were called off for a day.

On February 11, 1978, The

Phillipian reported on the severe nor'easter, which dumped more than 30 inches of snow on Andover and other towns in the New England region.

The storm lasted from the morning of Monday, February 6 until approximately 8 a.m. on Tuesday, February 7.

Then-Headmaster Theodore Sizer called off classes on that Tuesday. Despite school being cancelled, students still spent much of Tuesday shoveling campus paths, fire hydrants and cars that had been buried in snow by gale-force winds.

"While classes were cancelled Tuesday, students spent from two to four hours digging the school out of snow. There were two more shoveling periods Wednesday, even though classes did meet," reported The Phillipian.

According to a Phillips



Continued on Page A4, Column 4



M. Disenza/The Phillipian

Tiffany Li '09 and Cassius Clay '09 will participate in the World Debate and Public Speaking Championships in Germany.

Clay and Li '09 Headed To  
World Debate in Germany

By PEYTON MORSS

Two Uppers will be competing at the World Debate and Public Speaking Championships in Germany over spring vacation.

Cassius Clay '09 and Tiffany Li '09 won first place for Best Individual Speaker in the Advanced debate category during the Debate Association of New England Independent Schools (DANEIS) World Qualifying Tournaments hosted by Hotchkiss and Loomis.

They will be two of eight students from New England to attend the championships.

This is the second time Phillips Academy has been able to send students to the world cham-

pionships. Last year, Jess White '07 went to the championships in South Africa.

Philip Meyer '08 and Ben Schley '08, co-heads of Philomathean Society, said that going to the world championships is a "huge deal" for the club.

Meyer and Schley said that Phillips Academy debaters have a disadvantage compared to other schools, such as Hotchkiss, that offer debating as a course.

Other schools provide their debaters with professional coaching, according to the co-

Continued on Page A5, Column 5

STUDENTS EVADE  
BANDWIDTH  
WITH WIRELESS

Tech. Office Looks for  
Method to Monitor  
Wireless Usage

By ANNIE LI and  
MELISSA YAN

The Technology Office is trying to crack down on students who duck the bandwidth limit by logging on to the campus wireless network from their dorms.

Students living in Flagstaff Cluster dorms near the library can access its wireless, while Johnson Hall residents have had wireless access in their common room and faculty apartments ever since remodeling last summer. During renovation, the Technology Department decided to install the infrastructure necessary to allow the entire dorm wireless access capabilities for the future.

"It is unfortunate that some students are purposefully using the wireless network or computer labs to bypass the current bandwidth policy," wrote Chris Joel, Associate Director of Network and Systems Services, in an email to The Phillipian.

However, according to Valer-

Continued on Page A4, Column 1



M. Disenza/The Phillipian

Fans of all ages binged on the glass at a tumultuous Andover hockey game.

INSIDE THE PHILLIPPIAN

NEWS A4-A7

A profile of faculty emeritus Jay Rogers.

IN-DEPTH B4-B5

In-Depth looks at diversity after MLK Day.

COMMENTARY A2-3, B6-7

Commentary reviews Phillips Academy's school values.

SPORTS B1-B3

Boys' Hockey wins three pivotal games this week.

ARTS A8 & B10

Arts reviews MLK Day workshops and Darius Goes West.

FEATURES B8-B9

Learn last-minute strategies for Blue and Silver.







# The Unforeseen Flaws of Uncommons

**Lily Shaffer**

SMITH

Since our move to Uncommons, Andover students and faculty have been treated to a new dining system and an assortment of foods. Undeniably, students are offered many more choices for meals. Between the new and improved sandwich station and the pasta stir-fry with different, more interesting ingredients, we are treated daily to a wide variety of food choices that most schools don't offer. However, despite the many good things that are happening in Uncommons, I recently became aware of several flaws that have serious implications for certain people.

Most people don't need to worry very much about what's going into their mouths. However, there is a large number of students who are vegetarians, have food allergies or eat a very specific diet for moral and religious purposes. Eating here is difficult for them, but is even more difficult for those of us who have more than one of those diets mentioned above.

For a number of days, there was "Organic Cabot Cheese" offered at the organic bar, or what I believed was a fully organic bar. For those of us who eat only organic dairy products, this was a great change from the processed cheese presented at the sandwich bar. One day when I got there for sixth-period lunch, I watched an Uncommons worker put in a new, smooth, evenly cut, white cheese into the organic section. I tasted it, and, in my opinion, it shouldn't have been allowed to pass as cheese, never mind organic. So I complained on a Fishing for Feedback card.

Now, at the start of winter term, all Fishing for Feedbacks were posted, regardless of whether they were positive or negative. The response I got back said, "The cheese was always local, never necessarily organic. Sorry for the confusion."

In this situation, Uncommons presented incorrect information, which reflected on me, a person with strong beliefs about animal products. I'm a vegan at home and eat minimal dairy here, partially due to lactose intolerance, partially due to my feelings about animal rights, knowing how the cows are treated. Since this event, I have not eaten Uncommons dairy, because I can't be certain what is and what is not organic.

Case number two was extremely unsettling for me. I went to get myself a bowl of Perky O's, soy milk and a banana. As I sat at my table and took a bite, I realized how similar tasting these "Perky O's" were to "Cheerios."

"Huh?" I thought. After a few more bites I realized that there were in fact Cheerio's mixed in with my Perky O's. Just the few bites of wheat made the rest of the evening miserable for me, and I went to bed with a stomachache.

Gluten intolerance, or the inability to eat wheat, is actually very common,

*The difference between "local" and "organic" is more than semantics. "Vegetarian" does not just mean "made with vegetables." These words have serious meanings for people who adhere to special diets.*

but people experience it in different degrees. It affects me pretty mildly—traces of wheat won't hurt me, and I will suffer from a stomachache for a few hours if I eat a piece of bread. However, some people, including one close friend of mine, will get extremely sick from even a trace of gluten. That means that these people with Celiac Disease or similar problems can't toast gluten-free bread in the same toaster oven as bread made with gluten, can't cook pasta in the same pans as wheat pasta and absolutely can-

not eat Perky O's out of the same container Cheerio's are in without it being thoroughly washed.

When I spoke with Sue, an Uncommons worker, she asked me what my question was and then if there was anything else I needed. I said, "Yes. Gluten-free bread." She told me it wouldn't be a problem and that they would get gluten-free bread within the next few days. A week later, gluten-free bread is still absent from the sandwich bread shelves. When I spoke with Mr. Scott Flanigan, the Director of Food Services at Uncommons, he explained that they did have gluten-free bread... in the freezer. He added that they would put a sign on the bread shelves, to inform students that gluten-free was still an option, upon request.

Friday, I went to the "organic section" to grab an orange. The sign above the fruit read, "Locally grown."

Naturally, I was skeptical. "Wow," I thought to myself. "Oranges grown in New England in the dead of winter."

Clearly, the oranges were not local. It's 27 degrees outside. Come on, Uncommons. We go to Andover; we know oranges don't grow around here in January. After another Fishing for Feedback card (my fourth), the sign was changed to "USDA organic oranges." The distinction may seem insignificant, but to someone who only eats organic, it's not.

Yesterday I sat down with a salad and a bowl of soup that had been labeled, "Vegetarian Lentil." I was eating it and thought that it tasted funny. After examining it, I extracted a chunk of meat. My friend tried it and confirmed that it was "definitely fish." Not only was it unexpected, but it was also unacceptable. It was startling for me, but

*When I went to grab an orange, I saw that the fruit was all labeled "Locally grown." Naturally, I was skeptical. "Wow," I thought. "Oranges grown in New England in the dead of winter."*

could also prove extremely dangerous to someone with seafood allergies. I'm sure it was a mistake, but those kind of mistakes can be life-threatening and simply can't happen.

As good as Uncommons is, it still presents some major problems for picky eaters. And when I say picky, I don't mean "I don't like beef or chicken or fish or fruit or anything green." I mean people who have food allergies or special diets. Yes, things like being a vegetarian and eating primarily organic are choices, but they are not choices you should need

to give up because your boarding school doesn't offer enough options.

Seriously, apricot chips, carrots and peanut butter cannot pass for three meals a day, seven days a week. We need organic meal options, not just snacks. And some of us don't eat stir-fry because the tofu is cooked in the same pan as beef and animal-free products are handled with the same gloves as meat. That leaves us with the salad bar three meals a day, seven days a week. Salad's healthy, and it can be delicious. But when you are having the exact same salad every meal, it's boring and actually becomes unhealthy.

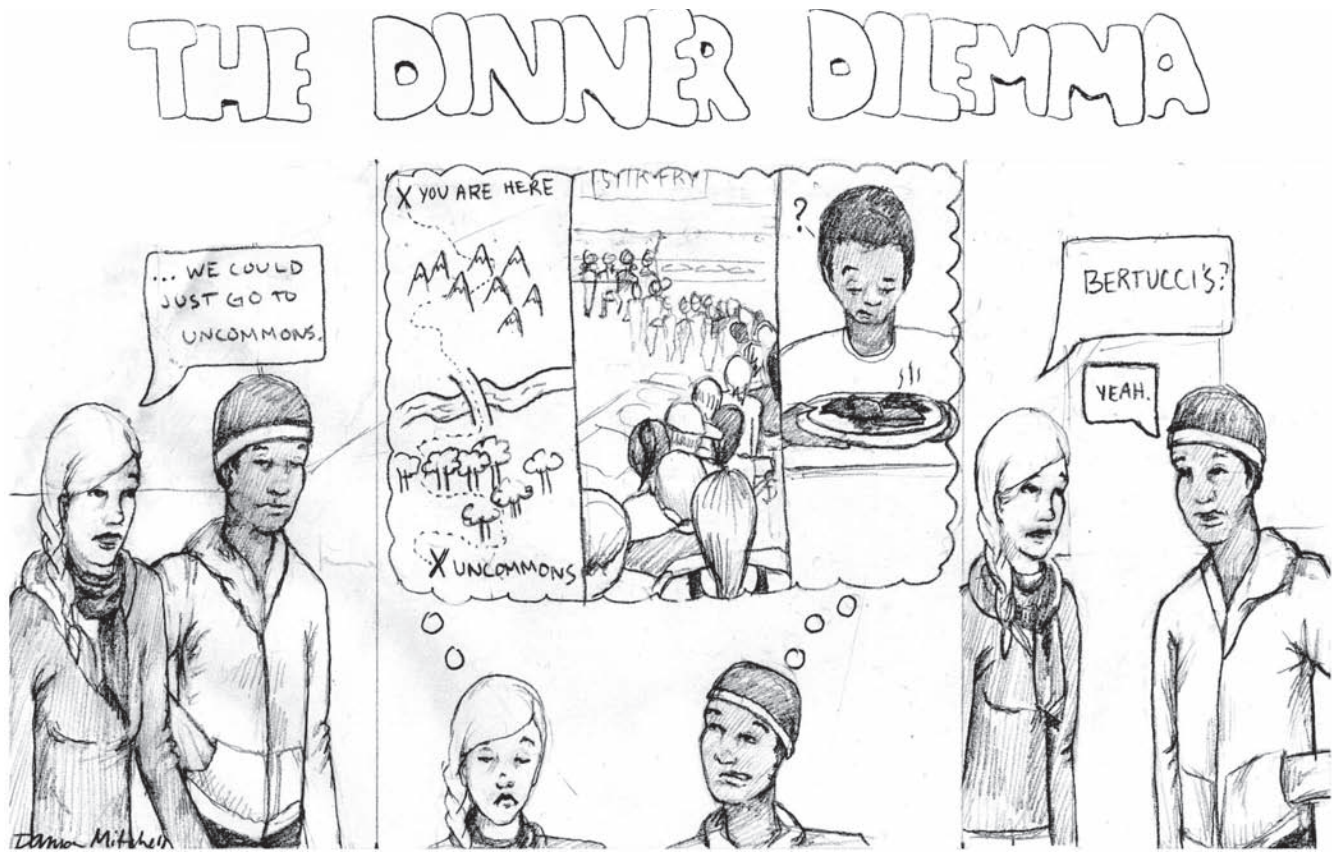
Some great alternatives include fava beans, lentils, avocado, different types of olives, sugarless figs, brown rice (all the time), and tofu that's marinated and cooked, not plain and raw. This list was passed on to Mr. Flanigan, who promised to look into it.

Andover preaches diversity at every level. I think this means accepting that people have very different eating habits. We're coming from all over the world and celebrating different religions, so we need to be aware of the diverse eating habits on campus and the food allergies people have.

No one should fail a math test fifth period because they're so hungry that they can't concentrate. In this situation, the student should not think that there's nothing they can eat in Uncommons, owing to allergies or a special diet. Nor should students feel like a fridge for the dorm room is necessary because the school doesn't offer anything for them. Speaking with Aggie Kip, the school nutritionist, is helpful, but she can only do so much. What Andover feeds us is part of our tuition, and I think that we should be getting everything we're paying for.

I understand this may take a while. It may seem extreme and unnecessary to those who are lucky enough to tolerate anything put onto our plate, but there are plenty of us who will back up the argument for more options offered all the time. We can work on becoming a healthier community and making everyone happy with the food they're getting.

But until then, Uncommons, make sure the information you give us is accurate. Don't label the oranges "locally grown," if they're not. Don't casually label food "organic" or "vegetarian" without careful consideration because these words mean more than "fresh" and "natural" to many people. For some people, these words mean "cruelty-free" or "allergy-safe." And next time, put the Cheerio's in the right bin.



## Preserve Self-Serve

**Will Adams**

PREFERS SMALL PORTIONS

Recently, Uncommons posted a bulletin on PAnet, informing the school of the alarmingly large amount of untouched food we were leaving on our trays as we placed them on the racks. And while I am all for conservation, sustainability and the like, I feel that a large part of this problem stems from the fact that about half of our food is served by someone else. And despite that one can simply ask for "only a little" of whatever dish is being served, it's still a problem. How much is "a little?" How much is "a lot?" Different people have different ideas of these kinds of things.

Last Thursday, I went to Uncommons and got my dinner: a plate piled high with stir-fried rice and chicken. I was about to find a table when I noticed the admittedly interesting-looking Mexican lasagna at the adjacent station. I wanted to try some, so I asked the

server. Unfortunately, I didn't specify that I only wanted a small amount, so I received a plate with a heap of refried beans on it. I walked to my table and ate my stir-fried rice, intermittently eating some of the Mexican lasagna.

I finished the rice, but I still had a considerable amount of the refried beans on the other plate. Remembering the bulletin, I finished the Mexican lasagna. I had eaten all of my food. There was no waste. I brought my tray over to the racks, feeling equal parts proud and bloated. When I left, I thought about what I had done, and soon realized that I had, in fact, wasted food.

I didn't have to eat the rest of the Mexican lasagna. I was satisfied after my stir-fried rice. Come to think of it, I probably could have stopped after half of my stir-fry was gone. When I realized this, the pride left, and all I felt was bloated.

In the old Commons, students and faculty were able to serve themselves. Not only did it allow us to take just the right amounts we wanted, it also made

the waiting much shorter. The truth is that it simply takes too long to specify what you want and how much you want. In the old Commons, if someone did not want the first food item available, he or she could move right along, allowing the next person in line to serve him or herself. In Uncommons, we have to wait for each person to get every food item they want, take their plate from the server and then move along.

I do not know the real reason that the self-service disappeared. Perhaps it is a sanitation issue; everybody is touching the same serving utensil, after all. If that is the case, then perhaps more emphasis should be placed on using hand sanitizer more often when in public places. Whatever the reason, it has proved to be a hassle for people waiting in lines as well as our stomachs. Bringing back self-service will greatly increase our ability to prevent food waste as well as shorten up the lines.

## Upstairs Politics

### Truly For the Students

**Emma Goldstein**

G.W.

I cannot lie; I acknowledge the student perception of the administration as disconnected. I, like most of my peers, roll my eyes at the All-School Meetings that sometimes feel like weekly pep talks training us for the supposed world leaders we are to become. I too smirk at mentions of what seem to be excessive capital campaigns that plan to add to the over 800 million dollars that now float around in Andover's portfolio, which almost contradict the bragging of our "non sibi" effort to save the world. Regardless of these critiques, there is one notion I do consistently believe: the administration is here for a reason. Although the administration may seem to be just an intimidating and disengaged decision-making body that convenes in upper floors of G.W. to dictate the future of the school, they do have the core of the school at their best interests: the students.

I so often hear my peers complaining about this administration and their misjudgment. We complain about their disconnect. We complain that all they do is raise money. They sit in G.W. all day in meetings. However, these claims are wildly ironic. Mrs. Chase does not fundraise around the globe to collect cash for her personal piggy bank. Ms. Edwards does not sit in Samaritan House on Saturday nights scheming up helmet rules so that students look nerdy while they ride their bikes. I'm sorry to disappoint so many, but the administration does in fact care about our best interest. Get used to it acknowledging it.

Cynicism about the authority of "the man" is natural, but must our lives revolve around it. So why can't we just get over ourselves already? About three years ago I read a piece in The New York Times regarding the MySpace photo phenomenon. What struck me in this article about a pretty irrelevant topic was a quote from an adolescent psychiatrist. He spoke about how self-involved teenagers are. He mentioned the constant paranoia that we have, sure that the group of boys laughing on the other side of the cafeteria is laughing at us. We must approach our

*Give the administration a break.*

*As hard as it may be to believe, they really do care about our best interests.*

views of the administration with a self-knowledge that seems to be absent. Just because we are insurmountably obsessed with how miserable our lives seem to be, we must understand that everyone else is not working to make our time any worse. We need to look at school policy with an understanding eye. We must put ourselves in the position of being in charge of over 1,000 students with parents all over the globe. Yes, question authority, do not blindly accept a thing, but please do not disregard the often-overlooked but well-intentioned people who are making the decisions.

## How We Play the Game

**Philip Meyer**

VERY LATE

The boys hockey game against Nobles on Saturday might have been a fantastic display of school pride. Students burst to their feet with exuberance at each of the three Big Blue goals. In the stands sat students, faculty members and their families, parents, alumni and residents of the local area. This event could have been a chance to show those people from off the hill the quality of our community and the dignity and class of those in it. But as the game progressed, the enthusiasm took a negative turn. A large section of PA students sang and chanted about the Nobles loss, and some students berated members of the opposing team, who looked back through the glass with disbelief and contempt.

It truly appeared as though the cause to celebrate was that Nobles had lost, not that Andover had won. The game would have stood out for the hockey team's impressive performance, but rather became a display of disrespect and mob tactics, which ultimately overshadowed the hockey team's performance, projected a negative and inaccurate image of our school, and runs contrary to our school's core values.

We should have let the game speak for itself. The hockey team's quality of play was resoundingly superior to that of Nobles. Assuming they are, as it ap-

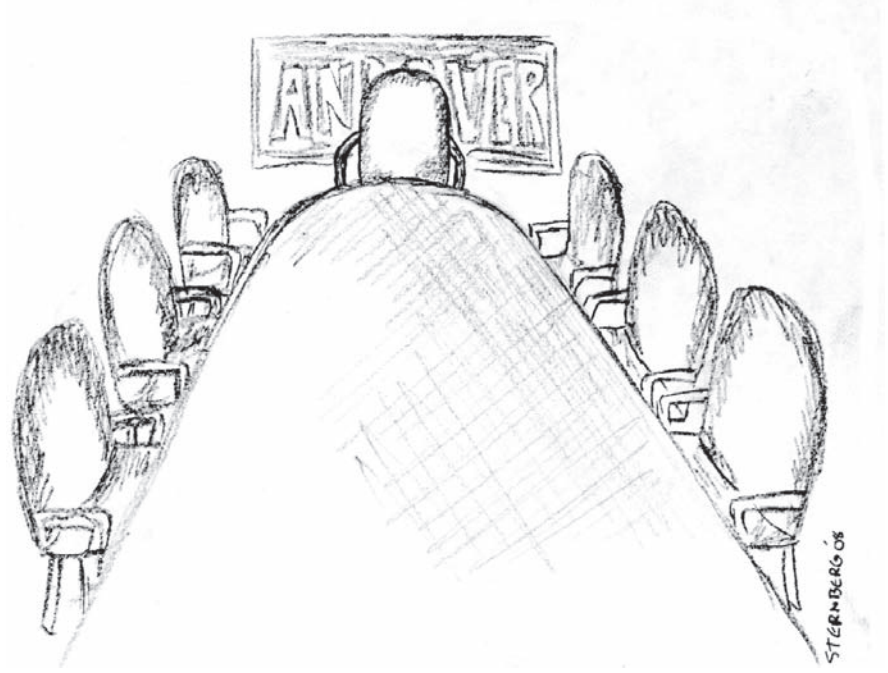
peared, not to blame for the fight that broke out late in the third period, they deserve praise for their performance on the ice. Instead, the loudest student voices took them for granted.



Nobles did not deserve to be treated so rudely. The circumstances at the game and the relationship between the two schools makes the way they were treated all the worse. Nobles had very few supporters in the stands on Saturday, and hardly any rivalry exists between this school and that one. It might have been appropriate to poke some fun at Exeter, but such behavior directed toward a more anonymous opponent is simple glorification of another's misfortune.

Athletics events are our largest points of contact with the community that surrounds us. Hockey is most prominent of all sports, and the experiences that outsiders have at games defines their perception of our school. To have Andover students participate in such boisterous displays of superiority propagates an image of elitism that we should least want to project outside the community. It is important we work to dispel the stereotypical prep school image, not reinforce it.

Finally, last Saturday's behavior spits on Andover's core values of over 200 years. Our school has strived to educate students as ethical people with the skills and disposition to be non sibi. Berating opponents at sports games is a complete transgression against the beliefs and values we hold dear.





# Technology Office to Discuss Monitor System of Wireless and Wired Internet

Continued from Page A1, Column 3

ie Roman, Director of Technology, the school has been unable to find a software system that allows them to track each student's wireless bandwidth.

"We've talked to colleges, universities and peer schools like Exeter and Deerfield, but no one can do this yet," said Roman.

Joel said, "Technically it is possible to report on wireless bandwidth utilization although the environment is not currently configured to provide this information. What is not possible is the ability to automate the aggregation of a user's wireless and wired bandwidth utilization into a single user report."

He continued, "Whether or not this will change in the future depends on several factors including a decision on whether or not the institution determines this to be a necessary function and whether a feasible technical solution can be identified and implemented."

Roman also said that the school is less concerned about finding a monitoring system for

wireless than it was earlier this year.

"Now that things have calmed down [with fewer students exceeding the bandwidth limit], it's not that big of an issue anymore," Roman said.

Students with wireless access in their dorms acknowledge the unfairness it presents for other students.

Sophia Bernazzani '10, a resident of Day Hall, said "I see a lot of people in the dorm use wireless only when they want to prevent going over bandwidth or they already have."

Students living away from wireless access are upset by the inequity of coverage.

Lauren Kim '10 said, "The discrepancy between dorms is really big, and wireless internet has added another unfair advantage for some people, even though you can't help which dorm you get into from the all-school lottery."

Ely Shapiro '10, a resident of Johnson Hall, said, "I guess having wireless is a perk to being in Johnson. I think it's better to have one dorm than no dorms with wireless, but it'd also be great to have wireless in all

dorms."

Many students think that the school should move towards campus-wide wireless access.

Upper Representative Malin Adams '09 said, "We need wireless in all our dorms. I'm hoping to bring it up in a Student Council meeting."

At present, however, the Technology Office is not working on extending coverage throughout campus.

Roman said that the main obstacles of installing campus-wide wireless are financial limitations and the effect installations might have on residential life.

"This September we will begin to develop the next five-year Technology Strategic Plan, and I'm sure the expansion of the wireless network will be discussed and evaluated," Roman said.

"The bottom line is we are still looking for solutions. The hope is that we will be able to put something in by next fall that will be able to handle the wireless and the wired internet," Roman said.

# After 1978 Blizzard, 100 Students Dug Out Downtown Buildings

Continued from Page A1, Column 5

Academy bulletin from March 1978, Sizer then gathered over 100 volunteers on Wednesday morning and led this group downtown to help the town of Andover dig out the Town Hall, the Memorial Hall library and a housing project for the elderly.

A shoveling crew from West Quad North assisted retired faculty members who lived near campus. Abbot students dug out residential homes.

Victor Henningsen, Instructor in History and Social Science, was a teacher at the time.

He recalled, "Led personally by Headmaster Ted Sizer, we marched down Main Street to shovel out downtown Andover. Eleven hundred students with snow shovels can make short work of even the biggest blizzard. I remember skiing down Main Street, shovel in hand, to catch up with my dorm."

Thomas Cone, Instructor in Biology, said, "I remember standing up at School Street and Main Street and looking down towards the center of Andover, and it was the most amazing scene because PA students all

had snow shovels and they were shoveling all the sidewalks in front of all the stores downtown."

"From a distance, they all looked like ants working hard at something," he said.

Not all of Tuesday was spent on shoveling, however. Many faculty members who worked here in 1978 recall watching students jump off dormitory rooftops and out of windows.

Henningsen, who was a house counselor in Foxcroft Hall at the time, recalled his favorite memory of the blizzard.

He said, "When the storm finally subsided, I remember looking out my second-floor bedroom window and seeing total whiteness."

"As I was contemplating the scene, I heard a yell from above - 'Look out!' - and pulled my head in just in time to miss being decapitated by a student who had jumped out of a third floor window into the drift below," he continued.

He continued, "After watching several other bodies sail past my second floor window, I decided to go up and check it out. Encouraged by my students, I wound up jumping too. It was

great fun - a bit like skydiving. You held on to the sides of the window frame and launched yourself into space, winding up in the drift with a face full of snow.

Henningsen added, "As long as we had kids down below shoveling the drifts back up to the height of the top of the first floor window, it was perfectly safe."

Christopher Shaw, Instructor in History and Social Science, was a Senior at Phillips Academy in 1978 who remembers seeing his classmates leaping out of windows.

Shaw said, "I remember them jumping out of Foxcroft and Bartlet. Really, any building where students could have access to the roof or high windows was fair game. I used to spend some time in Johnson, and the Johnson girls were pretty good at doing that, too."

School opened normally on Wednesday and Thursday following the blizzard. However, according to *The Phillipian*, "many questioned the legality of opening school Wednesday and Thursday."

# Seniors Achin, Hill and Smyth Present Findings From Research Inspired by Ethnicity, Family and Hometown on MLK Day

By JULIE XIE

Growing up, Britney Achin '08 struggled with her identity as a biracial teenager.

She, along with fellow CAMD scholars Simone Hill '08 and Thomas Smyth '08, gave presentations on personal topics inspired by ethnicity, family and hometown as part of last Monday's Martin Luther King Jr. Day workshops.

In a presentation called, "I Am: A Study of Self Identification Among Biracial Teenagers," Achin discussed how biracial teenagers identify and perceive themselves.

Being of mixed race herself, Achin admitted to "feeling very alone." She said, "You are two races; your parents both look different. You can feel isolated and alienated. When someone says 'half black,' it's almost as if they're not a whole person."

"What if you are more than one race? When other people define your identity, there is a whole mess of problems and issues," said Achin.

She continued, "You can't just pick one box [on standardized tests]. That's not who you are. People are constantly expecting you to pick one thing, one word, but that is very detrimental to who you are."

In her research, Achin contacted around 500 teenagers, friends and strangers through

Facebook, Myspace and college websites. Her questionnaire asked what they thought their identity was, which race and culture they identified themselves with and what they thought about biracialism in general.

After her research, she formulated five different groups in which biracial teenagers identify: "monoracial," biracial, "slider," "raceless" and "partial people."

Two years ago, Achin started a new multi-racial club called Mosaic because she wanted to build a foundation and a support system for biracial kids.

Achin said, "There isn't a whole lot of support for mixed race people, and that's a problem."

"Race relations are changing. It's not just black and white any longer - they are all shades of gray. As the group of biracial people is growing, the way biracial people see themselves can change the way this country is run," she said.

Hill, from Atlanta, Georgia, studied African-American history in the South from Reconstruction to the present day.

Hill presented her research in a presentation called, "Adversity to Diversity: Understanding the Southern Experience."

"I was interested in the community dynamics that were going on down there [in the South] and wanted to look into it," said Hill.

She traveled to the South and

focused her studies on the rural area of Ridgeland, a small town in the low country of South Carolina. Hill interviewed family members and other sources, read many books and dug through old archives.

Hill became interested in finding more information about her ancestor, Francis Wright, who was a poor farmer in a very rural area of South Carolina in the late 19th century.

"My family had always known [Francis'] name and the names of his wives and kids, but we really didn't know much else. For my project, I wanted to find a family member [to study]," said Hill.

Mixing what little information she had about Wright with facts she knew of the time period from her research, Hill created a story about Wright in the form of an autobiography.

Hill said, "It was conjecture because I only knew about five or six facts about [Wright]."

In her presentation, Hill read Wright's story to the audience. Hill concluded, "Through this historical narrative, we can look back and tell stories of the past while looking into the future to embrace multiculturalism and diversity in the PA community."

In "Resegregation in Augusta, GA and Boston," Smyth examined the history of public school desegregation in his hometown of Augusta, Georgia.

[Thomas Smyth is an editor at The Phillipian.]

Smyth returned to Augusta and talked to people involved with the local school programs,

local community leaders and civil rights scholars.

His presentation focused on "the continuing fault lines of race that unfortunately defines Augusta and much of the South," said Smyth.

He concluded that there is a trend of resegregation in the public school system in Augusta and across the South.

"These schools are undoing the gains that were made during

desegregation," Smyth said.


However, from 1985 to 2005, there has been a reversal. Schools are reverting to having all black students again with a huge withdrawal of white students from the public school systems.

"Augusta is an example of a type of diversity, of a polarized black and white split. Andover students don't often see this here or in their hometowns," Smyth said.




Simone Hill '08, one of three CAMD scholars, presented her research on African-American history in the South.

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# Yale's New Aid Initiative Influences PA Applicants

Continued from Page A1, Column 1

overall spending were long overdue.

"The question for me is why did this take so long," Bardo said. "[These schools] are not spending nearly as much of their endowment as they should be. Why couldn't they have done this five or 10 years earlier?"

Peter Neissa, Instructor in Spanish, said the new initiatives "will level the playing field and relieve a lot of stress for students and parents. What the schools have done is phenomenal and means a total commitment of the schools. It creates a larger pool of students and parents who may

not normally [consider to] apply."

In a Yale Daily News article, Yale University President Richard Levin said, "The idea is to make a significant impact on the questions of accessibility and affordability. [We want] to make a change that's truly felt by a wide range of families, that both helps our existing students and helps us attract more students whose families need our support."

Like Harvard, Yale will not require families with yearly incomes less than \$60,000 to contribute to the cost of tuition.

In the 2008-2009 school year the cost of tuition at Yale will reach approximately \$36,200.

Unlike Harvard and Princ-

eton, however, Yale has decided to continue to consider home equity in financial-aid calculations.

According to Levin, excluding home equity could encourage families to cheat the system.

He said that that liquid savings could be invested elsewhere, such as in real estate, and would remove those funds from calculations and result in greater financial-aid assistance.

Levin also mentioned that Yale's 37 percent endowment increase announced last week would mostly be directed toward financial aid for students and to scientific research.

Nkem Oghedo '08 said, "I think that nowadays colleges

are getting more expensive and financial aid packages are a large part of student decisions. However, I feel like students at Andover wouldn't apply to a school just because of financial aid."

Anderson said, "I think it's a marvelous thing they've done and a marvelous gesture. There are certainly many other colleges that can't do this and very few schools that can compete."

He continued, "I would not want this to influence families in the wrong direction because they think they will get financial aid. [We want] to make sure that we understand the advantages and disadvantages for a particular student."



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# Money Raised From Wasabi-Eating To Go To Charley's Fund Developing DMD Cure

Continued from Page A1, Column 5

has a 100 percent mortality rate. Charley's Fund directs money to qualified researchers developing a cure or treatment for Duchenne Muscular Dystrophy.

The wasabi-eating – a unique and somewhat painful opportunity for students Yisa Fermin '08, Conor May '09, Julian Azaret '08 and Shayna Jabouni '11 – came after the director of the film, Logan

Smalley, answered students' questions.

Fermin said, "[The wasabi] tasted like candy, like a \$1000 for Charley's Fund. I would have eight spoonfuls."

"Darius Goes West," a documentary about the cross-country journey of Darius Weems, a 15-year old DMD patient and eleven friends from Athens, GA to test accessibility across America and ultimately to get Darius's wheelchair "pimped" on MTV's "Pimp

My Ride." [For more information about the film, see Lynx Mitchell's article on page B6.]

Director Logan Smalley, 25, is now in his first year in the "Technology, Innovation, Education" program at the Harvard Graduate School of Education. "I'm learning about the potential for technology in the classroom—when it's good and when it's not good," said Smalley.

The film, which premiered in February 2007, was brought to

Phillips Academy by the proposal of Lucy Bidwell '09.

"Lucy took the initiative. She wanted to do a screening and organized it," said Smalley.

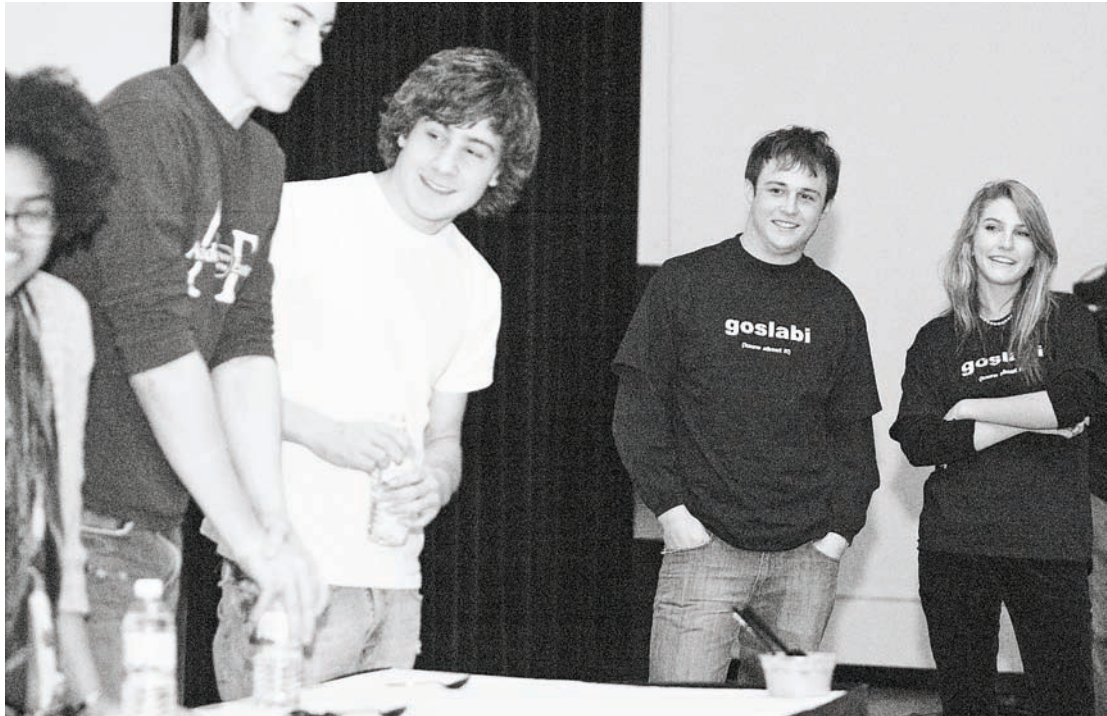
Bidwell said, "Over the summer, one of our family friends showed us the documentary... And we just jumped on the Darius bandwagon."

Bidwell said that her family was able to meet Smalley through Theo Gund, a friend involved in both Charley's Fund and the film.

"After watching it this summer, I thought it would be a really good idea to bring it here to Andover. If the purpose of the film is to target our generation, what better place than here where students are interested and motivated to make a difference," she said. "I called Logan and asked him to come present the film here."

According to Bidwell, she and her mother worked with Director of Community Service Chad Green, Assistant Director Adrienne Marshall and Dean of CAMD Linda Griffith to organize this screening.

"I am absolutely thrilled that so many students showed up and were actually interested in the film and asked questions afterward. They were genuinely interested in the documentary's message and I am just stunned at how many kids logged on to the website after the film and donated money, purchased DVD's and bought T-shirts...it's amazing how many DGW advocates we created [from this screening]," she said. "The turnout was amazing, but the results in the people were even better."



S. Sheu/The Phillipian

Students consumed spoonfuls of wasabi in order to raise money for Charley's Fund, which supports researchers developing cures for Duchenne Muscular Dystrophy (DMD).

## Colleges Watch Courseloads Carefully

By ROB BUKA and AARON SAGE

Colleges are increasing pressure on seniors admitted under early programs to maintain their course loads, according to an email sent to students and faculty by John Anderson, Director of College Counseling.

Some schools, such as Skidmore College and the University of North Carolina at Chapel Hill, may reassess the early acceptances of students if they change their course schedules without properly notifying the school in advance.

According to Skidmore's Early Decision Admission letter, Skidmore's policy is that "[students] may not drop any courses" without notification. If such a situation arises, the university may "reassess [one's] admission status."

Mary Lou Bates, Director of Admissions and Financial Aid at Skidmore College, said that when a student tries to change his or her senior course load following early acceptance, "Skidmore picks what

courses a matriculating senior can stay in... and what they can drop."

She added that only five to ten admitted seniors out of 640 are able to make changes to their schedule.

Even though colleges threaten to defer admissions when unauthorized course changes take place, Associate Director of College Counseling, Carl Bewig said that there have never been any cases of this happening at PA.

Some students are uneasy about the influence colleges have over senior course selection. Jake Bean '08 was going to drop his English 560 course and instead take International Relations.

However, his advisor, West Quad South Cluster Dean Peter Washburn, had him call his college counselor, Jonathan Nicholson, who recommended that he not drop the English class, as most colleges require four years of English.

Bean said, "It was frustrating because I am more interested in International Relations and feel that after 10 terms of English at Andover, I have gotten a full dose of what the

department has to offer. I wanted to explore more of the humanities, which I might actually major in."

Most colleges, however, do not limit all forms of senior course change.

Bewig said, "There are many legitimate reasons for an Andover student to change their schedule... However, students shouldn't [change their schedule] simply because they don't want to work as hard."

Bates said that Skidmore looks for "validity, coherence and academic rigor in students' requests for changing courses. This process is extremely individual [and] depends on students' established interests."

Bewig suggested that Seniors plan ahead when considering possible course selections for the Senior year. Prior to Senior year, each student records fall trimester classes, as well as tentative plans for the winter and spring trimesters on his or her Secondary School Report.

This course request sheet is then sent to all of a student's potential colleges.

Bewig stressed the importance of Seniors to put their true intentions on the Secondary School Report, rather than just put the classes that appeal to college admissions officers.

Betsy Korn, Associate Dean of Studies, said, "I believe that colleges are just trying to be fair to all of their applicants by basing their decisions on factual information... They're simply asking to be given an accurate listing of what courses are being taken. That seems reasonable to me."

Bewig said that one obstacle regarding notification of colleges of course changes is the problem posed by time limitations in course selection.

At Andover, Seniors have a brief window – about a week – to change courses once a term begins. This gives students little time to get in touch with colleges to obtain approval for course changes.

He also spoke about the issue of deciding when course changes merit an email or letter to colleges.

Bewig said that in some cases, course changes are not worth the time of an admissions officer. In this case, college counselors, he said, "Use... professional judgment to determine if [a course change] is a major alteration in a schedule that is worth bothering a school about."

## Bread Loaf Pen Pal Program Doubled in Size At Start of Fall Term

By ELIZABETH KELLY

Until doubling its size at the start of the academic year, Andover's Bread Loaf Pen Pal community service program had a lengthy waitlist.

"Now it's open to everyone," said Alyssa Warren '08, one of the project's coordinators.

For 20 years, the Bread Loaf project has been pairing Phillips Academy students with third graders from the South Lawrence East School. The two parties correspond through letters every other week.

In the past, Andover's program has included three of the six third-grade classes at South Lawrence East.

There were about 25 children in each class, meaning approximately 75 third graders and 75 Phillips students were involved, 150 participants in total.

At the beginning of the school year, South Lawrence East's principal asked Phillips Academy's student coordinators, Matt Cranney '08, Warren and Zoe Weinberg '09, if they would be interested in expanding the program to include all six third grade classes.

Cranney, Warren and Weinberg agreed to take on the challenge.

The program now includes 300 students, half of them from PA.

According to Alana Rush, Teaching Fellow in Community Service, the student leaders are confident and enthusiastic about putting in extra effort so they can track down 150 letters each week.

"They have done a phenomenal job," Rush said.

Lou Bernieri, Instructor in English, who is the program's faculty advisor, described it as an "ambitious project."

Despite the extra work, the people who asked for the change are happy with it. Warren expressed how great it is that ev-

eryone's involved. Bernieri said that the change is terrific because now they do not leave anyone out.

Said Cranney, "We're stoked with it."

Weinberg said that she thinks the program will remain the current larger size, which is good news for Phillips Academy students because Bread Loaf has consistently been a popular program at Andover.

[Weinberg is an editor at The Phillipian.]

The coordinators described the program as easy, fun, and flexible in terms of time commitment – a reason why so many students sign up for it each year.

Cranney described the atmosphere in Underwood each Monday night as "social." They

rebuttals by opposing sides.

Acknowledged as the more difficult of the two styles and rarely practiced at Andover, Clay, who has not had a lot of interscholastic debate experience, was pleasantly surprised with the outcome.

The World Debate and Public Speaking Championships, however, consists of three categories: a Parliamentary debate, with randomly assigned partners, an interpretive reading event and a choice of either persuasive speaking or after-dinner speaking.

The world championships put more emphasis on public speaking skills and the ability of the debaters to think on their feet.

Because the competition begins March 1, both Clay and Li will ask permission from Phillips Academy to miss their last day of winter assessments.

Stewart Thomsen, the current Roxbury Latin debate coach, will accompany Clay and Li on the trip.

Six other debaters from New England schools, at least two from Hotchkiss and one from Roxbury Latin, will be traveling with Li and Clay. Li said, "It will be fun to meet other debaters."

Both Clay and Li are optimistic about their chances of placing at the championships, and hope to have the advantage of a familiar language, as the debates are conducted in English.

As Uppers, Li and Clay also hope to attend the world championships for a second time next year.

said that people come back each year because they connect with the kids.

Warren said that Pen Pals is a good way for people who have never been involved in community service before to give it a try before they graduate.

The coordinators now have their sights set on expanding Pen Pals' sister program, the Writing Workshop. This program meets during sixth period lunch on Thursdays and is harder to fill since many students do not have that lunch period.

The Writing Workshop primarily focuses on helping the third graders express themselves. Weinberg said that they do not focus on grammar or mechanics, but on instilling a love of writing.

## Alumni Group In New Movie

By TOM FOLEY

Concerned Youth of America (CYA), an organization created last year by several members of Phillips Academy's class of 2007, was recently featured in a film on fiscal responsibility.

CYA is dedicated to raising student awareness of the alarmingly large national debt, which will soon become the responsibility of the nation's younger generation.

The founders of this group include Yoni Gruskin '07, Sarah Guo '07, Prateek Kumar '07, Mike Tully '07, John Gwin '07 and Martin Serna '07.

The film, titled I.O.U.S.A., premiered this Saturday at the Sundance Film Festival in Park City, Utah, in an effort to expose the issue on a public level. The documentary attempts to educate viewers on many of the same issues CYA has been trying to promote, chiefly America's lack of understanding of the ever-growing national debt.

According to Gruskin, CYA's Executive Director, the organization was contacted earlier this fall by the producers of I.O.U.S.A. through the Phillips Academy Communications Department, asking if CYA would be willing to take part in the making of the documentary.

A few months later, the producers flew a film crew to Philadelphia to film for a weekend on the University of Pennsylvania campus. Many members of the original CYA group traveled to UPenn to participate and to be interviewed extensively by the associate producers of the documentary.

Gruskin, Guo and Tully all attend Penn.

CYA also hosted an event on campus that invited representatives from the Concord Coalition, which defines itself as "a nationwide, grass roots organization advocating generation-

ally responsible fiscal policy."

The next day, Gruskin and several other UPenn students held a demonstration on a campus pathway.

Gruskin said that the students dressed as "prisoners to the national debt" in jail outfits to demonstrate the eventual effects of the federal debt if no action is taken.

Patrick Creadon, Director of I.O.U.S.A., said, "America's federal debt is \$8.6 trillion and growing at a frightening rate. In addition, our major entitlement programs - Social Security, Medicare and Medicaid - are dangerously unfunded. As a country, we are slowly spending ourselves to death."

The film focuses on David Walker, the U.S. comptroller general, who serves as the accountant for the United States federal government and is among the leading authorities on these fiscal issues.

The movie documents how little the average American knows about the federal debt. Most of the people interviewed did not even know what the federal debt meant, and if they did, almost no one actually knew how much it was.

Though none of the CYA board members have seen the finished film, if I.O.U.S.A. is endorsed after the Sundance Film Festival, it will be screened across the country and perhaps made into a DVD.

According to Gruskin, CYA is currently in a transition stage. The group has recently finished their website and is now hoping to have several different chapters on other college campuses.

The group also hopes to form a board of advisors consisting of prominent scholars who are currently involved in the issue of the U.S. federal debt.

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# At ASM, Fmr. State Senator Speaks on Gay Rights

By JULIET LIU

Former State Senator Jarrett Barrios spoke on his legislative work to secure equal rights for same-sex marriages on Wednesday at All-School Meeting.

The only Latino and only openly gay senator in the state house, Barrios fought to reject a campaign to amend the state constitution that would forbid same-sex marriage and deny approximately 1,100 marriage rights, benefits and responsibilities to gay couples.

Frank Tipton, Instructor in History and CAMD Advisor for Gay, Lesbian and Bisexual Issues, met Barrios at a political function around 10 years ago. Last year, Tipton asked Barrios if he would come to speak at Andover. Tipton then consulted with GSA, who supported Barrios' visit.

"There are gay faculty on campus for whom this has a very important impact. There are students on the campus who have families strongly in favor or opposition to this issue, and who are struggling to find their own voices on this matter," said Tipton. "As Jared Barrios said, we are talking about civil rights. It's something we all need to take ownership of."

He continued, "I'm married by state law but not by federal law, so [my partner and I] file as a joint couple under Massachusetts state law for state taxes, but we file individual tax returns, which is typically more costly, for the federal government. And since, for example, social security is a federal plan, if we were married under federal law and I was getting social security and I predeceased my partner, he would get my benefits. But he won't under the current law."

Lanita Foley, Associate Director of College Counseling, who married her life partner when they moved from Cali-

fornia to Massachusetts, said, "The speaker pointed out that discriminatory and unjust laws affect us all and pave the way for future limits on our freedom. I think that it is great that PA students are encouraged to take an interest in matters that may not affect them directly, but threaten the integrity of other individuals around them and our society in general."

Carlos Hoyt, Associate Dean of Students, who also co-ordinates All-School Meetings, agrees with Barrios that the issue of gay rights has parallels to civil rights, except for a younger generation.

"I feel that this generation did not experience some of the turmoil and turbulence around trying to settle some of the civil rights issues that Martin Luther King Jr. was all about. You live in the shadow of that," Hoyt said. "Gay marriage rights, in a way, I think represent a present-day example of that kind of turbulence. People are passionate, and they have really fundamental disagreements about who should get what kind of civil rights in this kind of thing. It's playing out in your world right now."

"It's a real live example about what societal struggles with equality and civil rights and fairness can be like," continued Hoyt. "It serves to, I think, engage you guys in something live and not strictly historical."

Tipton said, "I think incumbent upon students at the very least to consider this issue, think about it as a civil rights issue, and decide what their stand is on this. It's very much in flux, and it's soon going to be your generation's turn to determine what could possibly be a decisive movement on this issue."

Barrios said, "Young people will be the opinion leaders in 10, 20 or 30 years. Young people at a place like Andover will be the leaders of your gen-

eration to carry this message to them and to really urge people to think about what is incumbent on them."

In 2004, the Supreme Judicial Court of Massachusetts ruled that it was unconstitutional to deny same-sex couples legal marriage status in the case Goodridge v. Department of Public Health. As a result, the Commonwealth of Massachusetts became the first and only state in the United States to legalize same-sex marriage.

Following this decision, oppositional efforts arose to overrule the Supreme Judicial Court's ruling by amending the state constitution. In the midst of this political debate, Barrios urged his colleagues in legislature to vote against advancing this issue to the public ballot.

In a floor speech on marriage rights at the Massachusetts Constitutional Convention in 2004, Barrios said, "I am the first person to speak on this amendment who is directly affected by it. I'll admit that. My partner of ten-and-a-half years is also affected by this amendment. And because we will lose social security survivorship benefits, because we will lose inheritance benefits, because I will lose healthcare as a state

employee, because I will lose numerous financial benefits that go along with marriage, my two children are also affected by this amendment."

According to Barrios, the process of amending the state constitution first requires approval by legislature. The state house votes on whether to advance the topic to a public vote.

"If the public had voted on the ballot the day after the court decision, we would have lost. Only about 30 percent at the time supported this. But we were able to delay it and delay it and what happened in that time is gay couples started getting married...and the general public started supporting it. Now the public opinion is just through the roof. Around 70 percent of Massachusetts residents support marriage rights for all families," said Barrios.

Although the Commonwealth of Massachusetts legalizes same-sex marriages, other states and the federal government do not. Under the Defense of Marriage Act (DOMA) passed in 1996, the federal government or any state need not recognize same-sex marriages for any purpose, even if that marriage has been recognized in another state.



S. Sheu/The Phillipian

Fmr. Sen. Barrios shared his personal experiences.

# Good "Cold Etiquette" Crucial to Staying Healthy

By COURTNEY KING

During the cold winter months, it can seem that the Andover community is constantly plagued by sniffles and coughs.

Students can help keep healthy in the winter by exercising, eating right, sleeping, hand washing and managing stress, according to Medical Director and School Physician Dr. Richard Keller.

However, Keller said, "Some [students] just don't bother. They're busy and tend to ignore things that add extra time to their day."

Kathryn Birecki, Athletic Trainer, said, "My biggest piece of advice for staying healthy in the winter is: wash your hands, wash your hands, wash your hands."

Viruses live and breed on surfaces such as door handles, but germs are not airborne, according to Keller.

"Aside [from a student] coughing or sneezing in your face," said Keller, "Being in the same room with someone who is sick with a cold virus won't get you sick."

Keller stressed the importance of good "cold etiquette": that is, doing things like covering your mouth and throwing away dirty Kleenexes to prevent the spread of head colds.

One of the reasons people tend to get sick more easily in the winter is the close, contained quarters that people tend to remain in for longer than during the spring and summer.

"Crack your window when you're in your room," Birecki said. "The stale, stagnant air isn't good; you need circulation. Then close it when you go to classes so all the hot air doesn't go out."

Keller added that immune

systems may be more vulnerable due to lack of exercise in the winter or depression from the seasonal darkness.

Some students are making plans to avoid getting sick.

Peter Ly '09 said, "[This winter] I'm going to try to stay warm, [and] to eat healthy. Drink a lot of water."

Many students rely on familiar cold supplements, such as Airborne or Emergen-C.

Tavie Abell '10 said, "I have Emergen-C...Also, I eat half a grapefruit a day. And whenever I feel myself getting sick, I cut a lemon, squeeze out the juice and drink it, and it stops whatever I'm coming down with."

However, according to Keller, there is no proof that taking vitamin C, garlic, zinc or any other popular natural remedies will prevent sickness.

"Emergen-C and Airborne make a lot of money, but they don't actually work," Keller said. "The only thing that will prevent you from getting sick is either not being exposed to the virus or making sure your immune system is healthy in case you do get exposed."

Some of the most effective ways to prevent sickness are frequent hand washing and sanitizing. Keller also recommends taking a multivitamin and getting a flu vaccine every year.

According to Keller, stress is also detrimental to students' health.

"Stress compromises the immune system," Keller said. "If you're totally stressed out, you're more prone to getting sick. If kids could lead a more balanced life in terms of their stress level and sleep, they would do themselves a great favor in staying healthy."

In response to Keller's report on the CDC (Centers for Disease Control and Prevention) study, which stated that germs are easily transmitted on computer keyboards, Phillips Academy is installing hand sanitizers in some locations with public computers.

Keller offered a last piece of advice: don't be too friendly this winter.

"If there was one custom I would do away with, it would be shaking hands," Keller said. "Lots of germs are transferred that way. Nothing is worse than going to a reception where you're meeting a lot of people in the winter months."

# College App. Numbers to Peak in 2009; Current Uppers to Face Very Competitive Applicant Pool

By PATRICIA YEN

College application numbers will peak in 2009, putting Uppers in the most competitive admissions process in history. Next year, the largest high school class ever will graduate, consisting of approximately 3.2 million high school seniors.

According to the National Center for Education Statistics, the 18 to 24-year-old population will reach just under 30 million between 2009 and 2010 and then plateau for a few years before declining near 2015.

But Phillips Academy students might not have to worry.

"I think there will not be any impact at all for our applicant pool," said John Anderson, Director of College Counseling.

College application numbers will peak in 2009. Next year, the largest high school class ever will graduate, consisting of approximately 3.2 million high school seniors.

According to the National Center for Education Statistics, the 18 to 24-year-old population will reach just under 30 million between 2009 and 2010 and then plateau for a few

years before declining near 2015.

Rekha Auguste-Nelson '09 said, "A lot of the kids in our class know we're going to be the biggest pool of applicants, and I think it makes us a little more uneasy about applying."

Although the number of 18-year-olds is not supposed to peak until next year, according to The New York Times, previous classes have already experienced the impact of high applicant numbers.

Declining college acceptance rates have encouraged students to apply to more colleges, as safety schools become first-choice colleges, and overall college statistics reflect discouraging odds.

"A lot of colleges said that this is one of the hardest years to get in that they've ever seen because there are so many applicants," said Nicholas Hargreaves-Heald '08, who was deferred from Amherst College, his first choice.

Hargreaves-Heald continued, "[Amherst] had a kind of information session. They said that they had over-admitted students [last year] - I think there were about 30 to 40 students the previous year, which meant there are 30 to 40 less spots in my class, or what would be my class. That obviously made it more difficult for me."

According to The New York Times, with more applicants, colleges now face the challenge of reviewing each candidate and distinguishing among them. As more highly-qualified students apply, it has become harder to stand out.

Auguste-Nelson said the increasingly competitive applicant pool has made it harder for her and her class-

mates to make themselves unique.

"Now I think a lot of us are just worried that we're going to have to try to pile on more and more things about ourselves to kind of stand out from everybody else," she said.

Although he entered Andover as a hockey recruit, Brooks Dyrhoff '09 acknowledges that sports are only one part of an application.

"If I am a recruit when I apply to college, [playing hockey] will definitely help," he said. "But it's not just that."

Michelle Hollebeke '08, who has played competitive softball since she

was young, agreed. Unlike most of her classmates, Hollebeke only applied to Colgate University, where she was recruited for softball.

With more players to choose from, colleges can have higher standards for their recruits.

"They can't give you a 'bye,' like you don't have to go through the application process because you don't have good enough grades to get in there," Hollebeke said. "I think you [still] have to earn your way into a certain college that you are recruited to."

# PA's First Computational Linguistics Olympiad to be Held in February

By HANNAH HALL

Maria Litvin has brought a prestigious new linguistics competition to Phillips Academy.

The North American Computational Linguistics Olympiad (NACLO) competition, in its second year in the United States, requires first-round contestants to solve three to five linguistic logic problems in three hours. U.S. finalists will attend the International Linguistic Olympiad (ILO) in Bulgaria.

The first round will take place on Friday, February 5 from 10 a.m. to 1 p.m.

Litvin, Instructor in Math and Computer Science, first discovered the NACLO competition

when the North American team took first place at last year's ILO.

According to Litvin, Phillips Academy students beat two of the four members of last year's winning U.S. linguistics team at an earlier math and science competition.

The test requires no prior knowledge of any language. Each problem can be solved through logic and reason. A problem might require the contestant to translate a phrase from English to a foreign language using short translated passages as reference.

According to the competition's website, problem types include translation, numbers, writing systems, calendar systems, formal, phonological and computational, among others.

"I don't have any linguistic background," Litvin said. "I just really think it would be fun and I see the students have a lot of talent and they are ready to try new things."

Though the contest relates to language study, the test does not target any "type" of student or strength.

"Well, that's the most beautiful thing, we don't know [the type of student for the test]. That's why we placed [advertisements] across campus because it could be anyone. It could be a student who's genius at languages, or a student who's good at computers, or just good at logic," said Litvin.

Twenty students attended the first practice for the competition held on Friday, January 18. Practice sessions will continue until the actual date of the test.

Any student is welcome to join until registration ends on February 5, the date of the competition.

After the first and second rounds of the competition, the top students will attend a training camp for the NACLO competition. After training, the North American Computational Linguistics team will be finalized and will compete in the finals in Bulgaria.

The NACLO was inspired by linguistic and mathematical competitions held in Moscow during the 1960's. The contests were first held in the United States at the University of Oregon in 1998.

If you are interested in the NACLO competition or would like to find out more about it, email Maria Litvin at [mlitvin@andover.edu](mailto:mlitvin@andover.edu).

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M. Dicznea/The Phillippian

Icicles coated devastated buildings four days after a fierce blaze swept through an entire block in South Lawrence.

## PA Red Cross To Assist in Lawrence Fire Relief Efforts After Tragedy

Continued from Page A1, Column 6

Director of Community Service said, “Two of the homes destroyed in the fire were Habitat for Humanity Homes which other families were all set to move into.”

Maurine Kelley, head of Community Service at the Lawrence Boys and Girls Club, described the fire as “a sad, tragic moment for everyone in Lawrence.”

Having grown up five blocks from the scene, Kelley said she was heartbroken to see a neighborhood so close to hers go up in flames.

“I cried the day I saw it and the day after,” Kelley said.

She said that the fire should not affect any of the Lawrence community service programs from Phillips Academy. At the Lawrence Boys and Girls Club, of hundreds of members only two, who lived in one of the condos in the neighborhood, were directly affected.

Members of the Phillips Academy community are in the process of facilitating support efforts to assist in any way possible.

Phillips Academy Red Cross is collaborating with the affinity

group Alianza Latina to fundraise in Uncommons from Friday until next Wednesday.

Donors will receive a free Red Cross Bracelet and “the gratitude of helping somebody in need,” said Alyssa Yamamoto ’08, president of PA Red Cross.

“Every dollar will go to the local Red Cross chapter in Merrimack Valley which has been helping victims find shelter, clothing and food,” she continued.

The groups will also be collecting donations at the Game Night on Friday. Cynthia Efinger, Director of Student Activities, added a note to the Weekender to encourage members of the school community to donate.

According to Marshall, all items should be donated to the Lazarus House Ministries Thrift Store Locations. Lazarus House is one of the agencies to which the Red Cross refers victims in need of clothing.

In an interview Wednesday afternoon, Flanagan emphasized, “A sweatshirt makes a big difference to someone who’s lost everything—a pair of socks, boots, anything.”

The Community Service office already has clothing from fall

term’s unclaimed lost and found items waiting for delivery, and Clara Gomez, a baker in Uncommons, will collect donations from the staff.

Dishes and toiletries are also in high demand. In an email sent to students spearheading relief efforts, Marshall said that a toiletries collection box will be placed in the Dean of Students Office.

**After consulting with community partners in Lawrence, Phillips Academy has planned the following responses:**

The Dean of Students Office will accept donation of toiletries to be given to Lazarus House Ministries.

Andover’s Red Cross Chapter will be selling bracelets in Uncommons.

Alianza Latina will collect donations at tonight’s Game Night in Underwood.

The Community Service Office will collect dishes and flatware in the faculty mailroom.

## SCIENCE DEPT. CONFRONTS IMBALANCE

Continued from Page A1, Column 6

are indeed brain differences in men and women – but none of them account for any difference in why girls or boys would be better at math or science.”

Russell mentioned that it is very important for the science department to educate boys and girls about such stereotypes.

During the departmental day, Russell presented science faculty members with a few articles to discuss concerning the topic of gender in science.

One of these articles written for boston.com by Caryl Rivers and Rosalind Barnett said, “We shouldn’t believe the increasingly popular claim that boys and girls think differently, learn differently and need to be treated differently.”

This article sought to debunk the stereotypes about males increased aptitude in the math and science fields versus female’s increased ability in verbal skills.

## Faculty Emeritus Jay Rogers Reflects on His Philosophy as Student and Teacher

By TRISHA MACRAE

Three years after his retirement, Jay Rogers remains popular among the Phillips Academy faculty. His interview with *The Phillippian* was sandwiched between quick reunions with Instructor in History Victor Henningsen ’69 and Dean of Faculty Temba Maqubela.

A former member of the history department, Rogers retired in 2004 after nearly 20 years at Phillips Academy returning to his home in Durham, N.C.

Rogers spoke about Phillips Academy, celebrating the students with whom he had worked closely. The students, said Rogers, are what drew him to Phillips Academy, because he knew they would make his move meaningful. Though he was careful not to reveal names, Rogers could not help but reminisce about his history classroom.

He recalled one student whom he had referred to as “Mr. Brown.” Convinced that his teacher did not know his name, the student confronted Rogers about the nickname.

“I know your name,” Rogers had told the student. The name “Mr. Brown,” he explained to the boy, was not in jest, but “accords you a special level of respect because of the way you carry yourself.”

Rogers was alluding to Oliver Brown, the plaintiff in the landmark case *Brown v. Board of Education* that toppled the practice of “separate but equal” facilities in public schools.

After that, Rogers said, the student wore his nickname proudly.

Another student, Rogers remembered, “had a lot of mouth.” But, by not

putting up with his behavior problems or letting him turn in “mediocre work,” he was able to encourage the student to put effort into class and ultimately to turn in a research paper that received a “6.”

His anecdotes aptly describe Roger’s teaching philosophy. “If you expect a lot [from students],” he declared, “they deliver.”

Instructor in History Derek Williams ’65, then the Chair of the History Department, had invited Rogers in 1985 for an interview.

At the time, Rogers figured the call had been inspired by his resumé. In 1972, he had become the first African American to be honored with the National Teacher of the Year award.

Later, he found out that Williams’ mother, who was Head of the English Department at the school at which Rogers was Head of the History Department, had recommended him.

He took the job offer that followed the interview, Rogers explained, because he “had grown too comfortable [in his old position]. This presented a challenge.”

Rogers said that he “didn’t know what to expect” or even “how long [he] would be here.” The challenge of adjustment was multifaceted – he would have to fit into the school and the faculty, deal with moving to the predominantly white town of Andover and overcome the differences between the North and the South.

But Rogers came to Phillips Academy with his priorities in order, prepared to incorporate the “Southern experience” into his teaching.

Rogers grew up in South Carolina,

segregated at the time, and his experience as an African American in this singular environment, rampant with racism and poverty, defined him, he said.

As a kid, Rogers said, he would wonder “what is it that keeps [white people] from sitting down with me [in public] when they had black people in their homes as cooks and maids?”

But race, Rogers alleged, “is a social construct.” Because “it’s not natural... to exert power over people,” he believes that racism and the idea of race and racism should be destroyed.

The role of poverty in education also had enormous impact in Rogers’ path to teaching. With six children to support, his parents could not afford to send Jay Rogers to college.

Only determination compelled him to go to school instead of to the tobacco factory where his father worked, and where Rogers could have earned wages to increase his family’s meager income.

Later in his life, Rogers worked with underprivileged students who had dropped out of school because of their destitution.

His time teaching the dropouts in the mountains of North Carolina as part of President Lyndon B. Johnson’s “War on Poverty” encouraged Rogers to become a teacher. Kids, Rogers said, need to be given a second opportunity.

So he went back to school, earned a Masters degree in History and entered teaching. Rogers has never regretted it. “I’ve enjoyed teaching, period,” he said. “It has been one of the most exciting [ventures in my life].”

In 2004, Elwin Sykes, Instructor in English, wrote a piece in the Andover

Bulletin documenting Rogers’ life and commemorating his years at Andover.

Sykes referenced many of Rogers’ accomplishments outside of teaching.

He wrote, “An Air Force officer, a deputy director of the Neighborhood Youth Corps, a goodwill ambassador to the Middle East for the State Department and a guest of the Hanoi government via the American Friends Service Committee, Jay has been a responsible citizen of the world, loyal to his country and to his people.”

Rogers spent nine years teaching at Gaston College, a two-year college in North Carolina, and also taught at a public high school before coming to teach at Phillips Academy.

“They were good,” Rogers said of the students in his AP-level classes at the public high school. But he had come to Andover to raise awareness of African-American history among its intellectual student body, he said.

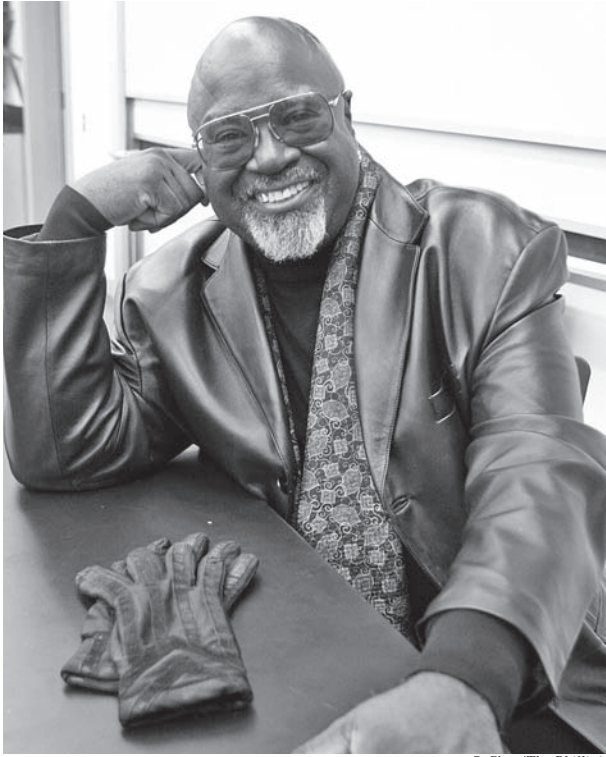
Rogers also worked as the complementary house counselor to Tucker House, becoming “almost [the boys’] surrogate father,” he said.

Though Rogers has retired from teaching

at Phillips Academy, he has not retired from teaching.

For the past three years, he has been a consultant in diversity, holding teacher workshops for new teachers and making speeches about race relations.

Rogers was on campus on January 21 to conduct a Martin Luther King Jr. Day workshop about the current state of race relations in the United States.



S. Shew/The Phillippian

Faculty Emeritus Jay Rogers visited PA for MLK Day.

## Feedback on Uncommons

By WILL LINDSEY

The “Fishing for Feedback” comments range from the laudatory, “I love the rock shrimp stir fry!” to the angry, “Don’t complain about the food waste when we can’t control what is given to us,” to the light-hearted, “I like cheese.”

Uncommons Manager Michael Giampa, who personally answers the feedback along with other Uncommons staff members, said, “As long as there isn’t anything derogatory, we will put the comment up on the wall. It’s kind of funny, you have to admit, so we’ll answer the comment and put it up for everyone to see.”

Giampa said the feedback system has been functioning well and said that the Uncommons staff will try and fulfill every reasonable request. According to Giampa, many of the suggestions made by students have pointed out logistical mistakes

that he overlooked.

“In the very beginning, we forgot the condiments and organic salad dressing. After a couple of days, we got hammered by comments to bring those things back,” said Giampa.

Students interviewed by *The Phillippian* had mixed feelings about the comment wall.

Hank Williams ’08 said, “Everyone was able to tell their ideas and help the Uncommons staff understand what they wanted. It made everything run smoothly.”

However, Lincoln Bliss ’10 said, “I don’t feel like they screen some of the comments before they post them on the wall, and that can paint a bad picture of Andover students, especially for tours that pass through,” Bliss said.

“I’ll put the ‘lobsters every Friday’ card on the wall for everyone to see and play along with the kid, but in the end the answer will always be no,” said Giampa.

## PA Offers Wide Range of Summer Opportunities

By YERIN PAK

Students will get a chance to browse through more than 80 programs in academic enrichment, community service, arts, sports and internships at the Summer Opportunities Fair this Sunday, sponsored by Phillips Academy.

The annual fair, held in the Cage, attracts Phillips Academy students, parents and local families looking for interesting summer options.

According to Director of the Summer and Interim Opportunities Office Roxanne Barry, the top summer program types chosen by Andover students are academic, community service and living abroad.

For those interested in gaining cultural experience, the world language department hosts immersion programs in several different countries.

Joanna Wang ’11 is one of 10

students who will participate in the school’s first summer trip to Dijon, France for three weeks.

“I’m really excited. You’re able to experience outside of the classroom with your classmates,” Wang said.

During the three weeks in France, students will study language in the morning, explore downtown Dijon and take a field trip or participate in an interactive lesson to learn about French culture.

Spanish students can immerse themselves the language and culture in Burgos, Spain.

Rekha Auguste-Nelson ’09 participated in the Burgos program last year. “I went to Burgos to put the stuff that I learned in class to use,” said Auguste-Nelson.

Students who travel to Burgos, Spain take classes that meet two to three times a week, focusing on vocabulary and grammar. Students enjoy the city on their nights off by

exploring and making excursions to the downtown scene of Burgos.

Students that go to Burgos, like the students that go to Dijon, are paired with a host family with a “brother” or “sister” close in age to the student.

“Going to Burgos gave me much more confidence when speaking Spanish because I was now aware of all the colloquial terms of Spanish that I’m not able to learn in the classroom. It gave me a very different experience from learning Spanish at Andover,” said Auguste-Nelson. “Also, our ‘brothers’ or ‘sisters’ corrected us every time we made an error while speaking Spanish, which was really helpful.”

Students can also choose to spend their summer working in community service.

Last year, six students worked with children near Mumbai, India. The students also spoke with officials and worked with non-govern-

mental organizations to promote children’s rights through a program called Niswarth.

Michaeljit Sandhu ’09, whose father’s family lives in India and who has visited India before, applied to participate in the Niswarth program to “experience a different side of India—the less privileged side.”

“No day is the same,” said Sandhu of his experience with Niswarth.

Matt Cranney ’08, another Niswarth participant, said, “Learning comes as a result of service and reflecting about your day.”

According to Mundra, this summer’s Niswarth program will be similar to last year’s, except for an addition of a faculty program, to be led by Dr. Christopher Shaw, Instructor in Economics.

Shaw’s program will devote more attention to learning about India’s economic development and will include an academic paper that must be completed over the summer.



# Martin Luther King Jr. Day Workshops

## You Don't Know Me Until You Know Me

Hana Kim

In celebration of Martin Luther King Jr. Day, the class of '11 attended the presentation "You Don't Know Me Until You Know Me" by actor Mykee Fowlin. The set consisted simply of four chairs lined across the stage with various articles of clothing strewn across them. His characters varying from a six-year-old kindergartner with ADD to an abused Hispanic boy on the verge of committing suicide and a homosexual star football player, Fowlin would take on seven different personalities in the span of an hour and a half.

Samantha Gray '11 said, "When I first walked in hearing it was a one-man show, I assumed it was one man performing a single monologue. However, the way he incorporated multiple characters was creative and moving, and I feel that I got a lot more out of it."

His other characters included a biracial Indian-Korean girl being put down by her teachers because of her gender, a child with Down syndrome, an African-American teenager with unique musical tastes and a Jewish man who was profiled by the police. Each character displayed unique interests and personalities that exemplified how wrong stereotypes can be.

The most important lesson E.J. Ejiogu '11 took from the performance was, "You really can't judge someone by their outside appearance."

Accompanying this theme, Fowlin described three different people and asked the audience whom they thought they related most to. The majority of the audience voted for person three, who was described as a healthy vegetarian who believed that discipline was the best way to govern. There were a scarce few who voted for person one, who was said to have been an alcoholic who cheated on his wife and was involved with concentration camps.

Much to the audience's disbelief and surprise, person one was Franklin D. Roosevelt and person three was Adolf Hitler. The point of this exercise was to show how only knowing part of the story can mislead you and that people should not make judgments on others without getting to know them first.

When asked what he hoped to get across to the students watching, Fowlin said, "You're not as alone as you think you are...there's beauty within all of us." He also hopes that his presentation will be "a challenge for people to think of something positive of others."

With that goal in mind, he ended his performance by asking each audience member to greet 10 different people whom he or she typically would not, hopefully making that person's day and an impact in his or her life from that small act of kindness.



A. Levine/The Phillipian

Mykee Fowlin acts the part of a six-year-old kindergartner with ADD.

## Hip-Hop: Beyond Beats and Rhymes

Cora Lewis

How closely do we listen to the music we hear?

In the Martin Luther King Jr. Day workshop "Hip-Hop: Beyond Beats and Rhymes," students tried to answer this question. We looked closely at the meaning behind rap and the significance of hip-hop culture. Students also openly discussed the representation of masculinity, women and homophobia in music videos and music lyrics. The workshop appealed to many students because of its modern approach to issues of racism and sexism. We examined these societal concerns through the lens of popular entertainment – from well-known rap lyrics to popular hip-hop music videos.

"It was empowering in the sense that it made me really think about our culture and the implications of various icons, and afterwards, I felt inspired to change society. However, it was also kind of depressing, because the repair of an entire social structure is a nearly impossible undertaking," said Danica Mitchell '09.

The workshop opened with a showing of a documentary, "Hip-Hop: Beyond Beats and Rhymes," that investigated hyper-masculinity in hip-hop and its effects across America. In the movie, there were interviews with as-

piring rap artists, such as Mos Def and Busta Rhymes, representatives of record labels and fans of the music. The movie addressed the evolution of hip-hop culture as both artistic expression and an art form that reinforces certain stereotypes and ways of thinking.

After the movie, Graeme Griffith led a discussion about the effects of rap and hip-hop on society, mentioning the culture's emphasis on guns, violence, drugs and jail as hallmarks of masculinity. The group also discussed the portrayal of women in music videos, how young men treat women and how women view themselves.

"We aren't looking to cast blame [for the skewed representation of masculinity, sexism and homophobia]," said Griffith.

Instead, students asked one another what they could do about the prejudices and images that the hip-hop culture perpetuates. Some suggested that we, as consumers, should stop buying the music. Others felt that the distributors, television channels and record labels should accept responsibility for the content they sell. This lead students to find the distinction between hip-hop as an art form and hip-hop as a product for making money.

Although the workshop was inspired by Martin Luther King Jr. Day, conversation expanded to many topics besides racism – from sexism and homophobia to the consumerist side of art.

*"It made me really think about our culture... I felt inspired to change society."*

-Danica Mitchell '09

## Race Discussions: 2006-2007

Julie Ingram

We have an entire day dedicated to the late Dr. Martin Luther King Jr. and his accomplishments in regards to racial issues, civil rights and segregation. It is true that we have taken measures to move away from segregation. But, have we really come that far?

Jay Rogers came prepared to discuss these issues with a few Phillips students in his workshop, "Race Discussions: 2006-2007." Mr. Rogers taught at Phillips Academy in the history department for a number of years. One year during Parents' Weekend, a parent asked him, "Do you think your students will do as well as the other students on the history final?" He replied, "Why wouldn't they?" The parent only asked Mr. Rogers this because he was the only African-American history teacher at the time. This is just one of his many anecdotal stories that show that race and identity are still problems in the United States. According to Rogers, we claim that all racial issues have been solved, but we are very wrong.

Mr. Rogers asked each participant in the workshop to anonymously fill out a "report card" for race relations in the United States. We rated each as-

pect based on a 1-6 scale ranging from "always a factor" to "never a factor." The topics assessed race factors in areas such as neighborhoods, religion, dating, crimes, politics and career opportunities.

We gathered back as a group and came to the frightening reality that race issues are still a problem. We discussed each of the 20 topics in full detail and people said how they truly feel about race and identity in the United States.

We discussed race relations in our small Phillips Academy community and then broadened the discussion to the entire United States. We realized that a few of the dorms on campus are dubbed as the "black" dorms although they are not always predominantly black. We also compared our Phillips Academy campus to other public schools in the world. Rogers told us that Michigan, California and New York are currently the three most segregated states in the United States.

The discussion was enthralling and entertaining and we all left wondering, "How can this be true? After so many years, how is race still an issue?" We should all take steps to rid ourselves of segregation and racial inequality.

## Pillow Fight Therapy

Andrew Khang

Marriage counseling. These are the two dreaded words that never fail to strike fear and tension into the hearts of married couples around the world. However, the true meaning of "counseling" becomes much more absurd and problematic when the counselor is caught in a passionate love affair with one of his patients. Later, a nervous wreck goes on a disastrous first date. These hectic, hilarious scenes went downhill at a ridiculous pace in last Friday's drama labs "Pillow Talk" and "Gave Her the Eye."

Alex Cope '09, director of "Pillow Talk," said, "I wanted to direct a play all about physical comedy. The more uncomfortable things I could get my actors to do, the better. However, I was surprised by how much I had to invest into the play as a director. I had to read and reread the play a dozen times to get to know the characters' actions and motives inside and out. I had to carefully block the entire script, which was a challenge in such an active play. It was definitely a learning process for me, and it was nice to be in a position of power for once."

"Pillow Talk" revolves around a distressed couple in need of counseling, Mark (Eli Grober '09) and his Jaydeen (Joanna Wang '11). The scene opens with Mark timidly stumbling into a bizarre, pillow-filled room to be loudly

welcomed by the even more bizarre Tiffany (Kaitlin Freedman '08), the receptionist of Creosote and Heaven. The absolutely psychotic Tiffany mercilessly prods and pokes at Mark's delicate personal life, telling him to face his "noogies" by smashing one of the pillows with a strange, paddle-like device called the battaka. "Confront the noogies, and slaughter them!"

Cope added, "I love pillows, so having so many amassed in one room was quite a sight to behold. As for how it turned out, the only problem with the final showing was that the laughter sometimes drowned out the actors' dialogue."

Mark, who finally snaps, begins to beat the pillow in a vicious rage while screaming, "Damn you, Jaydeen!" at which point Jaydeen walks in. The violent, sadistic noogie-confronting continues between Jaydeen and Mark until the counselor, Roger (Kevin Zhai '08), appears on the scene. He seems to momentarily take control of the outrageous situation. However, instead of pacifying the upset patients, he upturns whatever hope of peace there was left. As it turns out, he and Jaydeen are having a sizzling-hot public affair. Imagine a love-rhombus of sorts. From here on out, things only continue to go downhill.

Audience member Emerson Stoldt '09 said, "My favorite moment of the entire night was definitely when [Jaydeen] started undoing Roger's belt. I wasn't expecting anything that racy to happen, and it was absolutely hilarious."

"Gave Her the Eye," directed by Rebecca Konolige '10, was just as dramatic and bizarre as "Pillow Talk."

The ironic title "Gave Her the Eye" described the play perfectly in both its literal sense as well as its underlying reference to flirting and dating. The performance opens with what appears to be the beginning of a disastrous first date. Dex (Michael Scognamiglio '10), who is dressed in an old, wrinkled shirt and a slack necktie, seems to be an absolute nervous wreck as he attempts to make small talk with Donna (Emily Hutchenson-Tipton '10). However, when Dex suddenly removes his eyeball from his socket and begins to unravel a



M. Temple/The Phillipian

Kaitlin Freedman '08 tackles marriage counselor Kevin Zhai '08 in "Pillow Talk," directed by Alex Cope '09.

expecting anything that racy to happen, and it was absolutely hilarious."

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wild story about alien abductions, human experimentation and a race of genetically modified people, his chances at a second date with Donna seem bleak. To make matters worse, Dex attempts to seduce his date into sleeping with him with highly suggestive pickup lines, which only push Donna further away.

According to Mollie Lee '10, "It was eccentric, new and exciting. My favorite moment was when Michael washed his eyeball in his drink and gave it to Emily."

"It was a little nerve-wracking in the beginning, since finding the props was kind of hard. Getting it all together in the last week before the performance was really crazy, but it turned out great. The actors did a great job."

## MOVIE REVIEW

CLOVERFIELD



Scott Dzialo

Hollywood has a knack for making our worst fears come true. Whether it is a serial killer on the loose or a demon out for blood, movies give us plenty of reasons not to fall asleep at night. While we've seen a lot of splatter horror films lately, there's been a progression away from the traditional monster movie. "Godzilla" and the likes have disappeared from theaters for a long while. However, producer and movie mogul J.J. Abrams decided to capitalize on this absence by creating Hollywood's first monster movie in years, "Cloverfield."

Directed by novice Matt Reeves, "Cloverfield" tells the story of five friends and the night that changed their lives. Rob Hawkins' (Michael Stahl-David) life seems to be getting on track. Recently offered a VP position at a Japanese drink chain called Slusho, Rob is planning on going to Japan for a fresh start. However, by taking this job, he's leaving behind the girl he's in love with, Beth McIntyre (Odette Yustman). On the night before his departure, Rob's friends throw him a huge going-away party in his New York City loft. Just when the party begins to get good, a huge earthquake is felt around the city. In the blink of an eye, all hell breaks loose; a huge oil tanker explodes in the New York Harbor, the Statue of Liberty gets beheaded, and the Woolworth building collapses in a cloud of debris and dust. A strange monster of unknown origins is attacking the city and people are dying left and right. While trying to escape the city by way of the Brooklyn Bridge, Rob gets a call from Beth saying she's stuck in her apartment. In an act of either chivalry or extreme stupidity, Rob and his friends decide to head into Midtown to rescue Beth. Recorded on a handheld camera, "Cloverfield" is the documentation of the destruction of New York City and Rob's dangerous journey to save Beth.

"Cloverfield" certainly has created a lot of viral buzz. J.J. Abrams' ingenious marketing ploys left people guessing for months as to what exactly was destroying America's iconic city. Now that it has hit theaters with the biggest January opening weekend ever, it's time to see if "Cloverfield" lives up to everyone's hype.

It seems to be the case that the most frightening things come from our own imaginations. While "Cloverfield" doesn't keep you in the dark as to what the monster looks like, a large portion of the film makes you guess as to what exactly is happening in NYC. Frightening things are occurring and the moment the Statue of Liberty's head flies into the streets, an overarching sense of dread takes hold of the audience. Despite the knowledge that an unknown monster is attacking the city, you can't help but draw parallels to a terrorist attack. We see icons we know and love crumble with ease, and this is by far the scariest thing about "Cloverfield". Truthfully, you don't care about whether or not Rob and his friends live. You care that our buildings can fall and while it might seem trite that it takes an imaginary monster to remind you of that, it's where "Cloverfield" draws its suspense. If it was set in a city you didn't recognize, it wouldn't nearly be as effective.

The entire beginning of the film documents the mundane lives of characters you don't really care about in an increasingly mundane fashion. In fact, it isn't until about 15 minutes into the movie that anything interesting begins to happen. While the slow start is somewhat annoying, it does serve a purpose. By showing you the lives of these seemingly normal people, it makes the whole film seem more realistic. Using unknown actors gave the sense that this could happen to anyone, which, in turn, adds to the suspense.

"Cloverfield's" early success in the box-office comes from the fact that it was filmed to appeal to the YouTube generation; in fact, the entire movie was shot on a handheld camera. The whole thing seemed as if your everyday co-worker was capturing this catastrophe on a whim. While it gives this film a very cool, authentic feel, it can lead to a few issues. The shaky camera can be very disorientating, sometimes even causing motion sickness. Quite a few people in my theater had to get up and go outside to get rid of the headaches that this kind of filming can cause. The techniques used undoubtedly added to the entire experience, but it's important to note that it can make some people feel dizzy and even nauseous.

While watching blurry images shake on the screen, you also have to listen to some pretty bad lines. It's fair to say that nobody's going to see "Cloverfield" for its script. Its lines are contrived and often clichéd. But, this really isn't the focus of the film, anyway. It's all about the action, and the script certainly takes a back seat. While the lines were few, it would have been nice if a bit more time and money was spent on refining them.

In the end, "Cloverfield" boils down to a hardcore suspense film. While the shots are shaky and the lines are undeniably bad at parts, the overall sense of dread it arouses is thoroughly entertaining. Sure, "Cloverfield" won't be winning any Golden Globes, but that doesn't make it a bad movie. Grab some friends and try and check out "Cloverfield" on the big screen. It'll probably be some of the most fun you'll have at the movies for a while.

Grade: 5-



The PHILLIPIAN  
SPORTS

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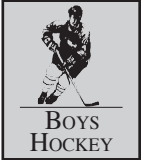
M.Discenza/The Phillipian

Luke Duprey '10 finishes his check along the Nobles bench. Andover's defense was critical in its shut-out win against a very talented Nobles squad on Saturday. This vicotry highlighted an impressive four game win streak for Andover Boys Hockey.

Andover Boys Hockey Wins Crucial Match-Up vs Nobles, 3-0; Combo of Stowell '09 & Kreider '10 Star in Sucessful Week

By Matt Higgins  
PHILLIPIAN SPORTS WRITER

A total of four goals from Chris Kreider '10 on the week and a hat trick from J.J. McGregor '08 on Friday led Andover to a dominating 3-0 week.



Andover's first match this week was against Thayer. The opponents started off the period strong, scoring just 53 seconds into the game. However, at the 6:13 mark in the first period, McGregor scored the first of his three goals, assisted by Co-Captains Bobby Farnham '08 and Andrew Cox '08. Just a minute later Thayer responded with another goal to take the lead, 2-1.

After a back-and-forth second period, Andover seemed to come out of the break rejuvenated, as it broke out in the final period, leading to a blowout win. Farnham added his second unassisted goal of the game while McGregor also tallied his second off a great pass from Cox. McGregor scored again off a nice feed from line-mate,

Kreider. Cox finished the scoring for Andover off a pass from Tucker Mullin '08, topping off Andover's commanding 7-3 win.

On Saturday, Kreider had two scores and goalie Glenn Stowell '09 had his second shutout of the year, helping to propel Andover to a 3-0 win over powerhouse Nobles. Off a pass from Cox, Kreider broke the deadlock and scored the first of his two goals. Neither team could score for the remainder of the period, and the game headed into the first intermission with Andover in front, 1-0.

In the second, Steve Bury '08 received a pass from Ryan Heavey '09 at the bottom of the left faceoff circle. Bury sent a behind the back pass to the weak side, where he found Brooks Dyroff '09, who fired the puck past the goalie, extending the Andover lead to 2-0.

Both teams had problems with penalties in the third period, and neither team was able to get much offense going. However, in the final minutes of the game, Kreider struck again. After receiving a pass from Bennett Carroccio '10, Kreider skated down the left wing and fired a shot into the upper-right corner for his second of the game. Andover would hold the

lead and win 3-0 thanks to stellar goaltending from Stowell, who had 36 saves in the shutout.

Andover hosted Winchendon on Wednesday, finishing with Bury scoring a game-winning overtime goal to go along with Kreider's two goals, as Andover pulled off an exciting win, 3-2.

Winchendon scored an early goal to take a 1-0 lead in the first period. However, Andover responded at the 11:44 mark in the first period. On the power-play, Kreider got a pass at the point. He skated the puck to the middle and fired a slapshot from the blue line. The puck, deflected in front, over the goalie's left pad and into the net to tie the game at 1-1.

Andover extended its lead again at the end of the second period. Kreider got the puck at the bottom of the right face-off circle where he held onto the puck, allowing the Winchendon defenders to cover a streaking Cox in the slot. Kreider fired a shot that beat the Winchendon goalie on the near side for his second of the game and team-leading 13th of the year, giving Andover its first lead, 2-1.

Andover was unable to hold the lead, and Winchendon managed to score during the third..

Girls Swimming Changes Line-Up in Tri-Meet; Morss Debuts in 200 Free & 100 Fly for 1st Place

By Spencer Macquarrie  
PHILLIPIAN SPORTS WRITER

Andover	58
NMH	41
Andover	74
Milton	25

Last Saturday's tri-meet proved bittersweet for the



Andover Girls Swim team. While strongtimes propelled the girls to decisive 74-25 and 58-41 wins over Milton and Northfield Mount Hermon respectively, the meet marked the final time Kimberly Chang '08, Sarah Pucillo '08 and Senior Captain Caitlin Feeney will ever race in their home pool.

Although the meet was viewed as "practice" and many swimmers competed in events deviating from the usual lineup, Andover still managed to win all but one event.

The onslaught started with a victory in the 200 Medley Relay. NMH managed to stay inches behind Andover in the first three legs of the race, but Lexi Moroney '11 pulled away on the final lap to finish in 1:58.77.

Branching out from her typical sprinter's agenda, Peyton Morss '10 established herself as a dominating force in a broad range of events. She gained an authoritative lead 25 yards into the 200 Freestyle and never relinquished it.

In an incredible finish, Annie Glancey '09 finished less than a second behind Morss's 2:01.96. Long arms and a strong finishing kick captured Morss the win in the 100 Butterfly with a time

of 1:04.10.

Kristen Faulkner '11 also asserted her all-around talent. In her first time racing in the event for Andover, she recorded a time of 57.41 in the 100 Freestyle, and won.

Despite completing the 500 Freestyle over half a minute before the second place finisher, Allie Hall '10 effectively pushed herself to record a season best time of 5:26.79.

The team of Teri Faller '11, Mai Kristofferson '09, Alanna Waldman '09 and Morss easily captured the 200 Freestyle Relay. And Morss, Faller '11, Captain Feeney and Faulkner further proved Andover's strength in the event-type by lapping several of

the other squads for the victory in the 400 Freestyle Relay.

Andover Diving proved be too much for NMH and Milton Academy to handle.

The day was highlighted by Emily Johnson '10 and her win in the one-meter competition with a superb score of 205.55.

With times for each event dropping and with the team racking up wins on the season, it seems as if the Andover Girls Swim team has reached a vital milestone.

Andover plans to extend its and winning streak this Saturday when the team will be hosted by a strong squad from Deerfield Academy



M.Discenza/The Phillipian

Allie Hall '10 swims her leg of the 200 Medley Relay on January 7. She helped win this event in last Saturday's meet.

SPORTS OPINION

Patriots Pursuing Perfection; Giants Lone Obstacle to History

By Dan Gentile  
PHILLIPIAN SPORTS OPINION

A perfect NFL season has not been accomplished by a team since the 1972 Miami Dolphins went 14-0 in the regular season and then went on to win the Super Bowl. No team has ever gone undefeated since the schedule was expanded to 16 regular season games. That is, of course, until the New England Patriots did it this past season. A week from Sunday, the New England Patriots will be the first team in NFL history to complete a 19-0 season.

In a matchup that has taken everyone (except New Yorkers) by surprise, the Patriots will be playing the New York Giants in Super Bowl XLII. As a Patriots fan, all I can say to Giants fans is, "Hey, you had a good run." But no one can get in the way of fate, and the Patriots' fate is to complete this season at 19-0. The Giants don't stand a chance.

Say what you want about the week 17 matchup between these teams in which the Giants almost ended the Patriots run at history, losing 38-35. If anything, that game in the final week of the season only adds to the likelihood that the Patriots will win. Why, you ask? Because Bill Belichick, the football genius, has now seen the Giants and knows exactly how to design the perfect game plan against them. True, the same can be said for Giants coach, Tom Coughlin. However, (and this is going to sound really biased but it is true) Belichick is just a smarter and more proven coach than Coughlin. Belichick is notorious for analyzing a team's strengths and taking them away. The Giants strength is

their running game.

Brandon Jacobs is one of the best backs in the league, and this mammoth of a tailback has been a force on offense for the Giants. He manages to power through defenses to get four or five yards per carry, and drives seem to last forever when he is given the bulk of the carries.

Belichick will take Jacobs out of the game, and he will force Eli Manning to throw the ball and make smart decisions. Although Manning has remained mistake-free throughout the playoffs thus far, this task will be far more difficult because the Patriots have a very smart and versatile defense, and their excellent defensive line will put pressure on Manning throughout the contest.

One cause for concern would certainly be the defensive line of the Giants. As good as the defensive line for the Patriots is, the Giants' is even better. This is not something that Belichick can do anything about except perhaps double team Michael Strahan or Osi Umenyiora. However he cannot do that on every play, so it will be up to the Patriots' offensive line to rise to the challenge.

Luckily for New England, they have one of the best offensive lines in the NFL that was fifth in the league with just 21 sacks allowed in 2007.

In week 17, they held all-pro defensive end Michael Strahan to four tackles and no sacks, and held Pro Bowler Osi Umenyiora to no tackles, with just three assisted tackles. Needless to say, the New England offensive line needs to duplicate this performance in the

Continued on Page B2, Column 1



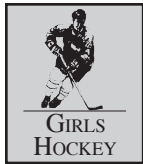
M.Temple/The Phillipian

Kaitlyn McInnis '09 fearlessly drives to the net in Andover's 2-1 loss to New England powerhouse Cushing Academy.

Offensive Surge From Weiner Caps Dramatic Win; Late Goals Help Hockey Defeat Brooks, 3-2

By Katherine Sherrill  
PHILLIPIAN SPORTS WRITER

With two minutes left and the scored tied at two, Lindsey Weiner '08 ripped a low, well-placed shot at the corner of the net to give Andover a 3-2 victory over Brooks.



Andover came out flying after the opening whistle and controlled the puck in the opening minutes of the game. Jamie Harisiades '08 put Andover on the scoreboard first, beating the Brooks goalie with a shot off a rebound in front of the net. After Harisiades' goal, neither team could generate many quality chances and the period ended with Andover on top, 1-0.

In the second period, Brooks took advantage of its power plays and scored two goals. However, Andover redeemed itself and came out flying in the third. Andover's passes connected and the team played with heart. Weiner scored her first goal of the game to tie it up after receiving the puck off a rebound from a shot by Kaitlyn McInnis '09. Andover kept the puck in the offensive end, and with two minutes left in the game,

Weiner scored for a second time.

"Since Brooks is such a big cross-town rival, there was even more of an incentive to score and win. It was even better to get the game-winning goal," said Weiner.

On Saturday, against St. George's School, Andover's offense hit a rhythm and won 5-0. Less than five minutes into the game Lindsay Newman '09 sniped a shot from the point off a pass from Weiner to make the score 1-0. Just minutes later in the first period, Newman scored again, as a puck popped loose from the slot, to give Andover a two-goal lead.

Throughout the remainder of the game, Andover played tenaciously, keeping the puck and setting up scoring opportunities in the offensive zone.

Moving through the neutral zone, Andover raced past St. George's players and passed the puck to teammates in stride. With six minutes left in the second period, Harisiades scored off a pass from McInnis, and just moments later Jade-Isis Lefebvre '08 scored off a rebound from Captain Stephanie Clegg '08. The period ended as McInnis capitalized off a rebound from another shot by Clegg. Andover did not score in the third period, but preserved its 5-0 lead as time expired.

On Wednesday night, Andover

lost 2-1 to league powerhouse Cushing Academy. At the end of the first period with less than five minutes to go, Cushing scored from the point off an assist from former Andover player, Megan Shea '07, a post-graduate at Cushing.

Only minutes later, Cushing scored again, collapsing in front of the net and taking advantage of a rebound.

Andover came out hesitantly, knowing that Cushing would be a strong team. However, during the second period, the team began to create opportunities for itself. Nancy Ann Little '08 scored after a flurry of Andover shots to pick up a crucial goal and narrow Cushing's lead.

During the third period, Andover tried repeatedly to score, tirelessly pressuring the net. Weiner barely missed the net as Clegg set her up for a great one-timer and the offense crashed down on rebounds from the Cushing goalie. Still, Andover couldn't pick up the game-tying goal and lost 2-1.

Coach Martha Fenton said, "The team surprised itself in a good way with the way it played, and in many ways Andover could have won the game. Hopefully our success will give us confidence going into Saturday's game against Deerfield."



# PA Falls To Cushing With Late Foul Trouble Woes; Hot Shooting by Palermo Can't Beat Deerfield

By Jack Doyle  
*PHILLIPIAN SPORTS WRITER*

Deerfield	67
Andover	47
Cushing	67
Andover	47

Although Tom Lavin '08 came up big for Andover on Wednesday, scoring a team-high 15 points, it was not enough as the team fell to a talented Cushing squad, 67-47. On Saturday, Andover suffered a loss to Deerfield despite a promising first half, losing again 67-4.



Tom Lavin '08 drives to the basket. Lavin was the leading scorer with 15 points in Andover's game against Cushing.

Wednesday's contest versus Cushing was Andover's first home game in nearly two weeks, and the team made sure not to disappoint an enthusiastic home crowd. Andover came out of the locker room with plenty of energy and fought back from an early deficit to finally gain a 19-16 lead with under four minutes to play in the first half. Post-Graduate Lavin led Andover with a diversity of scoring, shooting both down low and out on the perimeter for two three-pointers and eight points in the paint. Co-Captain Mike Palermo '08 also brought a lot of energy to the court, sinking 12 points in the defeat. The lopsided score certainly did not attest to the pace of the game against Cushing. Andover played with fierce intensity the entire game.

After Cushing jumped out to an early lead, Andover went on a quick 8-0 run midway through the first half, punctuated by a huge three-pointer from Khalid McKaskil '10 to finally give the home team its first lead of the game. After battling back and forth, Andover tied the game again, 23-23, on a fadeaway jumper by Tyler Bond '10 with just three minutes remaining in the first half. That was the last time Andover held a share of the lead, however, as Cushing stormed to a 41-27 lead to end the half in dominating fashion. Andover once again matched every stride of Cushing in the beginning of the second half, cutting their deficit to 51-42 with just eight minutes left in the game.

Late foul trouble ultimately led to Andover's demise, however, as Cushing once again pulled away in the final minutes of the half for the final score. Lavin said of the improved squad, "As a team I feel we have become much stronger through the season." Lavin concluded, "We will only keep progressing." On Saturday, Andover traveled on the road to Deerfield. It was the first of two match-ups between the teams this season, and Co-Captain Palermo led Andover once again, as he was the only player in double-digits with 15 points. As in the Cushing game, Andover battled back and forth throughout the first half, but late mistakes and turnovers cost the team the game down the stretch. "We finally began to run our offense well, but in the second half it started to crumble," Lavin said. "Deerfield is a team I believe we can beat, but we have to limit our turnovers." The two losses this week brought Andover's record to 3-4 since the December break, and 3-8 overall on the season. Next week, Andover returns to the road once again, as it hopes to get back on track against Rivers this Friday night. Andover will then travel to Tilton to take on a very talented squad that defeated the Blue by a commanding margin in early December.



W. Hunckler/The Phillipian

Asa Harrington '09 anchors the 200 Medley Relay on Saturday. Andover swept the event to gain an early lead against NMH and Milton.

## Boys Swimming Continues Undefeated Season; Lee-Kramer Captures Victory in 100 Free in 51.09

By Kristen Faulkner  
*PHILLIPIAN SPORTS WRITER*

Andover	65
NMH	30
Andover	67
Milton	25

Conor McAuliffe '10 and Matt Mahoney '11 sprinted side by side to capture season bests in the 500 Freestyle. The team extended its winning streak to 5-0 on Saturday after defeating NMH, and Milton.



Andover crushed its competition, and several races even turned into close contests between Andover teammates. Several Andover times from exhibition heats were faster than the opponents' first-place finisher in the events. Taking control of the meet in the first event was Andover's 200 Medley Relay team of Ste-

ven Lee-Kramer '09, Curtis Hon '10, Kevin Zhai '09 and Asa Harrington '09 who swept in a victorious 1:44.06. Finishing second was the team of Julian Azaret '08, Mahoney, Jimmy Brenner '10 and Will Falk-Wallace '10 with a time of 1:45.68. Grasping the top two positions in the 200 Freestyle were McAuliffe with a time of 1:51.42 and Ben Morris '11, who achieved a personal best with a 1:55.25. Mahoney rolled in a 2:04 in the 200 Individual Medley finishing first, closely followed by Azaret in third with a 2:10.39. To finish off the first half, Hon and Harrington finished first and second respectively in the 50 Freestyle. After a short diving break, underlining Andover's pattern of top finishers continued. Alex Smachlo '11 and Zhai both grasped personal bests in the 100 Butterfly with 56.48 and 57.19 respectively. In the 100 Freestyle, Lee-Kramer finished first with a best time of 51.09, followed by Harrington who finished second with a time of 52.77, crushing

third place by five seconds. The most exhilarating race of the meet came as McAuliffe and Mahoney challenged each other in the 500 Freestyle. Side by side the entire race, the two boys never separated by more than an arm's length. McAuliffe was able to out-touch Mahoney by three-tenths of a second and finish first with a time of 4:53.20. Both achieved personal bests, stripping at least five more seconds from their best time. McAuliffe said, "I had a good week of practice before the meet and it did well to prepare me... During the race I felt very good. I wasn't feeling too tired and was just able to keep going. It was a personal best for me, which was nice, but I hope to swim even faster as the season progresses." Andover seized both first and second places in the 200 free relay, with the squad of Zhou, Vincent Jow '09, Falk-Wallace and Hon finishing first with a time of 1:34.42, barely out-touching Andover's team of Randy Li '10, Jon Leung '11, Brenner and Harrington, who finished with a time of 1:34.83.

Although no NMH boys entered in the 100 Backstroke, all six of Andover's exhibition swimmers swam faster than Milton's first place finisher, and five of Andover's swimmers achieved season bests, including Lee-Kramer for the win. Andover swam no teams in the closing 400 Freestyle Relay for points. Andover's exhibition relays finished with faster times than the event's first place. Next week Andover will travel to Deerfield Academy for one of its more anticipated meets of the season. Deerfield recently beat 2007 New England runner-up Exeter to further add to its successful season thus far. Deerfield is also the host for the 2008 Championships providing an opportunity for Andover to familiarize itself

## Randy Moss Seeks Breakout Performance

Patriots Destined for Super Bowl XLII Title

Continued from Page B1, Column 5

Super Bowl if they are going to win. One thing the Patriots are certain to do in this game is pass. A lot. The Giants' pass defense was 11th in the league this past season, allowing just over 207 yards per game. As a result of this, expect to see Tom Brady throw the ball often, and expect him to look for Randy Moss. A lot has been said over the past couple of weeks about how ineffective Moss has been in the playoffs, with Brady relying heavily on guys like Wes Welker and Kevin Faulk to get the yards that they need through the air. The Super Bowl is where Randy Moss will silence everyone and put up the numbers that we've been seeing from him all season. Why? Because the Patriots will finally have reliable conditions to play in, and Brady will be able to air it out to Moss, a far superior athlete than any of the secondary players of the Giants. In addition to Moss, Kevin Faulk will also have a big game. Faulk has been one of the most important pieces of New England's perfect regular season, and came up clutch in a number of situations against the Chargers last Sunday. He is their go-to guy for third-and-short situations that arise, and Tom Brady loves dumping off a screen pass to Faulk and letting him scramble for the first. In a little over a week from today, the Patriots and Giants will be competing in one of the most analyzed Super Bowls ever. The Patriots are playing for a shot at history; the Giants are trying to be the team to get in their way and stun an entire nation. However, the Patriots will emerge from this game victorious to become the first team to ever go 19-0. They have far too many weapons and coaches that know how to use them effectively to lose this game. These Patriots are, without a doubt, one of the best teams to ever compete in the NFL, and their victory in Super Bowl XLII will only validate this fact.

## Nine Elite Runners Compete in GBTC Invitational at Harvard; Pinto Helps Andover Edge Tewksbury With Long Jump Win

By Dave Knapp and Zahra Bhaiwala

**Girls Track**

Nine select members of Andover's Indoor Track team held their own against elite college runners at the Greater Boston Track Club Invitational on Sunday. The group consisted of Captain Simone Hill '08, Eliza Nguyen '09, Deidra Willis '09, Georgina Norton '09, Tavie Abell '10, Zahra Bhaiwala '10, Maggie Law '10, Alexis Dawkins '10 and Colleen Flanagan '10. The GBTC hosted the meet at Harvard University's Gordon 200-meter indoor oval. Racing alongside older competitors, the Andover girls gained experience and insight both on and off the track. Hill made it to the finals of the 60-yard dash, placing eighth in a field of 24 with a solid time of 8.23 seconds. She also placed 10th in a group of 36 for the 200m. Motivated to run faster by the fierce opposition, the girls also saw personal success in their 200m and 400m dashes, miles, and ran two 4x220yd relays. Several future Olympians also ran at the meet, leaving Andover's runners in awe and making the meet truly memorable. On Wednesday, Andover triumphed over Tewksbury and Wilbraham in its second home meet against these competitors. Tewksbury had given the girls a tough loss last year, causing Andover to anticipate a close match. However, weeks of difficult training in the cage definitely paid off. Andover won every single event, except for the 300m dash and 50m Hurdles. The girls' distance crew re-established its dominance under the leadership of Norton, while Captain Hill and the sprinters found their ways back onto the winners' podium. Hill achieved a personal record in her 50m dash, finishing just .2 seconds off the school record. Top jumpers Melissa Ferrari '10 and Dawkins dominated their opponents once again in the High and Long Jumps, and Shot Put found new talent in Gloria

Odusote '09. Many newcomers saw great improvement from their first races, and the team looks forward to its next meet on Saturday against the ever-formidable Andover High School.

**Boys Track**

A late surge powererd the Andover Boys Track team to a comeback victory over Tewksbury on Wednesday, 58 to 37. Andover swept the last three events, earning 23 points and its first victory of the season. Charlie Ganner '10 started off the meet on a high note by winning the mile. The closest Tewksbury competitor finished 42 seconds behind Ganner's blazing pace. Chase Ebert '09 crossed the line in third place, gaining valuable points for Andover. Running the 600 for the first time all season, Phil Hofer '10 impressively earned first place.

He and Ganner later combined to take first and second in the 1000. The jumping events proved to be particularly successful for Andover. In the high jump, Olamide Babatunde '09 recorded a personal best, getting 5'4" off the ground. Frank Pinto '08 defeated two Tewksbury opponents in the long jump. Babatunde and Pinto ended their winning days by anchoring the 4x400 relay. Anthony Morlani '09 and Alex McHale '09 added more points to Andover's score, finishing third in the hurdles and 50-yard dash, respectively. Jack Walkovik '09 took first in the two-mile, but Andover still trailed in the meet, 35 to 37. After the event, Andover took over, not allowing Tewksbury to score another point for the duration of the meet. Captain Lou Tejada '08 recorded his second straight win



M.Disenza/The Phillipian

Tudor Radoaca '08 outsprints his opponent in Andover's close victory over Tewksbury on Wednesday.

Event	Contestant	Place	Result
Long Jump	Dawkins '10	1st	15 ft. 6 in.
High Jump	Ferrari '10	1st	Clears 5 ft.
Hurdles	-	-	-
Shot Put	Odusote '09	1st	29 ft. 3 in.
Pole Vault	Flanagan '10	1st	-
50 Yard	Hill '08	1st	6.4 Sec.
300 Yard	Hill '08	2nd	42.3 Sec.
600 Yard	Dawkins '10	-	1:37
1000 Yard	Norton '09	1st	3:08
Mile	Norton '09	1st	5:46
Two Mile	Abell '10	1st	
Event	Contestant	Place	Result
Long Jump	Pinto '08	1st	18'5"
High Jump	Babatunde '09	1st	5'4"
Hurdles	Morlani '09	3rd	7.63
Shot Put	N/A		
Pole Vault	N/A		
50 Yard	Tejada '08	2nd	5.91
300 Yard	Tejada '08	1st	37.29
600 Yard	Hofer '10	1st	01:23.2
1000 Yard	Ganner '10	1st	02:35.0
Mile	Ganner '10	1st	04:43.3
Two Mile	Walkovik '09	1st	11:29.0



## Boys Squash Overpowers Nobles; Falls to Powerhouse St. Paul's

By Maggie Law  
PHILLIPIAN SPORTS WRITER

Andover	5
Nobles	2

St. Paul's	6
Andover	1

Heading into Wednesday's match, the Boys Squash team was skeptical about facing an incredibly skilled team from St. Paul's. Hesitancy proved to be Andover's downfall. Failing to play assertively, the team fell to its top-ranking opponent 6-1.

Jorden Zanazzi '08 won the only match of the day, providing some hope for the team. He faced a strong competitor, but managed to claim a victory in a close five game match. Captain Graham Miao '09 and Andrew Chan '08 both suffered difficult losses to skilled adversaries.

The loss interrupted a two-game winning streak for Andover, which beat both Loomis and Nobles last week.

On Saturday the team traveled to Nobles, eager for a win and looking for revenge from last season's loss.

Nobles graduated six of its top seven players this season, leaving room for the addition of five freshmen to the team. Andover took advantage of the young squad and, in its first back-to-back wins of the season, defeated Nobles 5-2.

Despite its new roster, Nobles offered solid competition. There were four freshmen filling up the four bottom spots on Nobles' team last Saturday, with three proving to be skilled competitors.

But Andover used its experience and tenacity to win a crucial match that brought the team's record to an even 4-4.

Chan and Foster Jebson '08, who both faced difficult Nobles

opponents, were the only team members to suffer defeats. Chan lost a close match with a final score of 3-2, and Jebson fell 3-0, unable to pull out a win for the team.

Both Trey Meyer '09 and Tony Zou '09 won their matches at the number five and six spots, respectively. After dominating the first game and conceding in the second, they finished the last two with commanding play and deft volleys. Miao also managed a satisfying win, quickly shutting out his opponent 3-0.

He has almost fully recovered from his injury and looks to continue his streak of success. Despite the two tough losses, every member of the team played with high intensity.

David Koppel '08 said, "We tried to keep the ball deep and keep our opponents moving. We knew that we would be able to outlast them, and that's what eventually happened."

Miao mentioned that the team's ladder contains great depth, which was shown by four wins against Nobles at the bottom.

Miao said, "Individually our mental games have been improving steadily through training and team work, which is crucial."

"For example, John Bukawyn '08 was able to win his past two games convincingly after strengthening and sharpening his mental game."

With this impressive win, and even with the competitive loss to St. Paul's on Wednesday, the team remains in good shape for its upcoming matches.

There is a lot of good momentum going with the recent wins over Loomis and Nobles, two very skilled teams.

On Saturday Andover will play host to Westminster, Belmont Hill, and Choate, and next Wednesday the team will travel to New Hampshire to face rival Exeter.



Co-Captain Kelly Fox '08 (left) points to a teammate to set up a screen. Missy Wingard '09 (right) powers through the lane past two Deerfield defenders on a drive to the basket.

## Girls Basketball Drops Deerfield With Ease By 17 Points Minor '08 Leads Team in Points and Rebounds Against Nobles

By Sarah Onorato  
PHILLIPIAN SPORTS WRITER

Andover	56
Deerfield	39

Nobles	54
Andover	37

Propelled by an 18-point scoring effort by Kourtney Diperno '09, Andover Girls Varsity Basketball beat Deerfield for its



third consecutive win. Later in the week, Andover broke the streak in a tough game versus Nobles, suffering the fourth loss of the season.

Andover, in pursuit of its seventh win, took on Deerfield at home on Saturday. The two teams met earlier in the season—a game in which Andover came out on top, 43-27.

From the opening tip, Andover took control of the court, getting hold of an early lead and preserving it through the first half.

In the second half, the team remained strong and poised. Megan Robertson '11, was a force on the boards with nine rebounds on the day, setting a pace for Andover on defense.

Meanwhile, on the offensive side of the ball, Captain Kelly Fox '08 increased the Andover lead in the second half by sinking three three-point shots.

From that point forward it was clear that the Big Blue was running away with a win, prevailing over the Big Green by a score of 56-39.

Diperno was the high scorer with an incredible 18 points, while Ansley White '10 and Captain Fox added 12 and 11 points, respectively.

Captain Fox said, "We played really well. In the past, [Deerfield's] point guard has been able to excel against us, but we were able to play tough

defense and prohibit her from scoring or getting too many assists."

In an attempt to increase the wining streak to four games, Andover faced the historically competitive Nobles squad.

With Nobles' third-place seed just above Andover's fourth-seed placement, this was a pivotal game for both teams.

From the first whistle, Nobles took control of the game, quickly leaving Andover with a considerable deficit. Andover knew that it would have to come out strong in the second half to make up the difference.

In the last few minutes of play, Andover cut back Nobles' lead to single digits, but it was not enough.

Nobles pulled ahead even farther in the final plays of the game, ensuring the win and handing Andover its fourth loss of the season.

A definite bright spot from the contest was the notable play from Hailee Minor '08. She recorded 13 points while hauling in seven boards.

Captain Fox said, "We knew this was a tough game going into it, and we recognized the importance of it."

"They were a beatable team, but they were tough competition as always."

This loss brings the team's record to 7-4. With hopes of rebounding, Andover prepares

to host Worcester Academy on Saturday.

The league's top seed, Worcester presents a certain challenge for Andover. It has already beaten Nobles, proving the team's sure strength and ability. The team will work hard in practice to improve its chances against the powerhouse team.

Captain Fox said, "This will be another challenging game for the team. We will have to play hard and stay strong the entire time, and if we do that I think we can absolutely come out on top. Either way, it should be a good game."

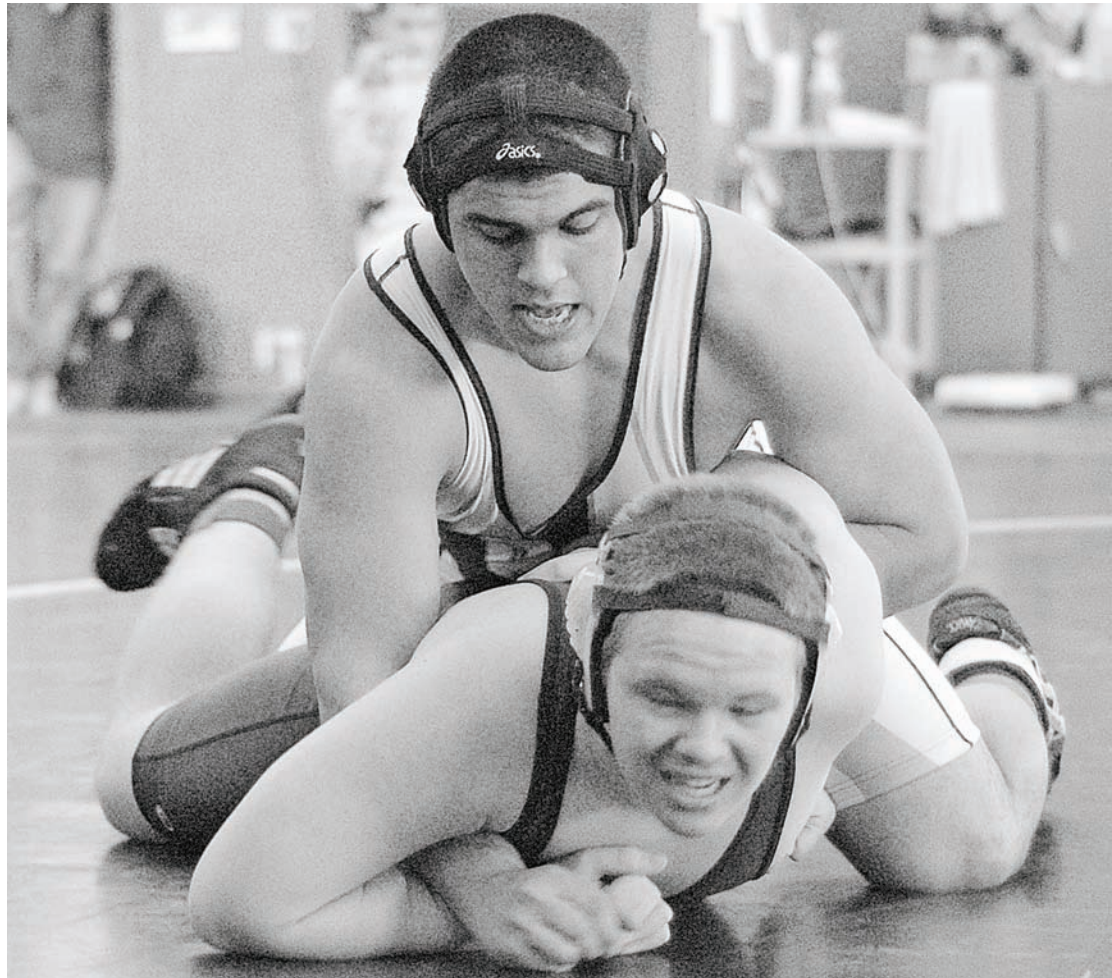
As Andover looks ahead to this match up, it is also looking a little bit farther into the future, towards the possibility of a playoff berth.

With its current record, Andover has a distinct possibility of post-season play.

But there are many stops along the road before that. Andover hopes to improve its game as the season progresses.

"The Worcester game is a big one," said Captain Fox, "and we will see from there."

Captain Fox continued, "The game on Wednesday proves that we can compete with anyone but we have a lot of work cut out for ourselves to be able to beat the elite in our coming games against Worcester and Brooks."



M. Temple/The Phillipian

Reid Mosquera '09 locks up his opponent's arms in an attempt to set him up for a match-ending pin.

## Wrestling Suffers First Loss to Belmont Hill; PA Bounces Back With Win Over Worcester

By Scott Sanderson  
PHILLIPIAN SPORTS WRITER

Despite an inspiring 3-1 win by Ryan Gaiss '11, Andover Wrestling suffered its first loss of its season to reigning New England Champion Belmont Hill. However, the team responded from the defeat to score three tough wins over Loomis Chafee, Roxbury Latin and Worcester Academy.

On Saturday, Andover traveled to Belmont Hill to face off against Loomis, Belmont and Roxbury Latin in a quad-meet that has been billed as perhaps the strongest gathering of wrestling talent yet this season. Coming into the day, Andover boasted a 9-0 record, after its decisive victory over league rival Tabor the previous Wednesday.

As Andover began the day with its first match against Roxbury Latin, it became clear that the team would need its best effort, as Andover quickly fell be-

hind 15-point after the first three matches. However, Robert Palmer '11 righted the ship with a pin at 112 lbs, though the fifteenpoint deficit was immediately restored, as Andover had no 119-pounder and was forced to give up a forfeit at that weight class. From that point on Andover took six of the remaining nine matches to win by a final score of 34-28. Though the team wrestled well in its victories, some of its most important points were saved in its defeats. Chris Latham '09 avoided a pin at 152 lbs. against an excellent opponent to save two points, while Danny McMurtrie '10 held his match to just a three-point minor decision.

Next on Andover's schedule stood defending New England Champs Belmont Hill. Gaiss won his second close match of the day by a score of 3-1, while Co-Captains Stuer and Hector Cintron '08 were challenged by some of their toughest opponents yet, winning 2-1 and 11-5 respectively. Though Andover wrestled hard, it could not overcome giving up two six-point forfeits, losing by a final of 39-27.

Though Andover was disappointed in having lost for the first

time this year, the team still had one more match to wrestle before its day was over. Andover rallied from another early deficit to win its final match of the day, 39-32. Both Palmer and Reid Mosquera '09 picked up their second pins of the day, while Elder, Gaiss, and Co-Captains Cintron and Stuer all ended the day with perfect 3-0 records.

Andover returned to the mat on Wednesday to face off against Worcester Academy. Overcoming a pair of forfeits yet again, and missing the leadership of Captain Cintron who was out with a shoulder injury, Andover managed to scrape by with a narrow victory. Duncan Crystal '10 gave his team the lead with a pin in the final match of the day. Daniel McMurtrie '10 earned the week's award for standout match. McMurtrie dominated a skilled opponent, earning a pin in the final second of the first period.

Andover has only three meets left in its dual-meet season before the tournament season begins. The team next wrestles St. Paul's, Governor's Academy and Tilton this coming Saturday.

By Megan Farquhar  
PHILLIPIAN SPORTS WRITER

Lauren Wilmarth '09 refused to surrender in her match against Exeter last Saturday. Her fierce play and determination propelled her to a 3-2 upset.



Squash ended its three-game winning streak with losses to Exeter, Deerfield and Groton.

Lizzy Chan '08 and Nicole Duddy '08 both took control of their matches against Deerfield. Chan defeated her opponent in a short three games. Duddy won her match in four games. Although Duddy's opponent placed her shots well, Duddy showed a forceful serving performance.

Despite the team's best efforts, it could not pull through to beat Deerfield. Nicole Wagner '09 had a close five-game match, but was unable to finish with a win. Despite her victorious start to the game, Wagner fell two games to three. Captain Brown '09, the number two position, Lydia Smith '09 and Wilmarth all lost their matches. The team lost momentum and failed to regain its foothold.

On Saturday, Andover battled archrival Phillips Exeter Academy but faced a disappointing defeat. Smith took control of her match against Exeter. With her powerful serve and pristine placement of her shots, she forcefully took control of the rest of the match and won in a quick three-games.

Tied at two games each, Wilmarth and Smith fought hard and were tied again 8-8 near the end

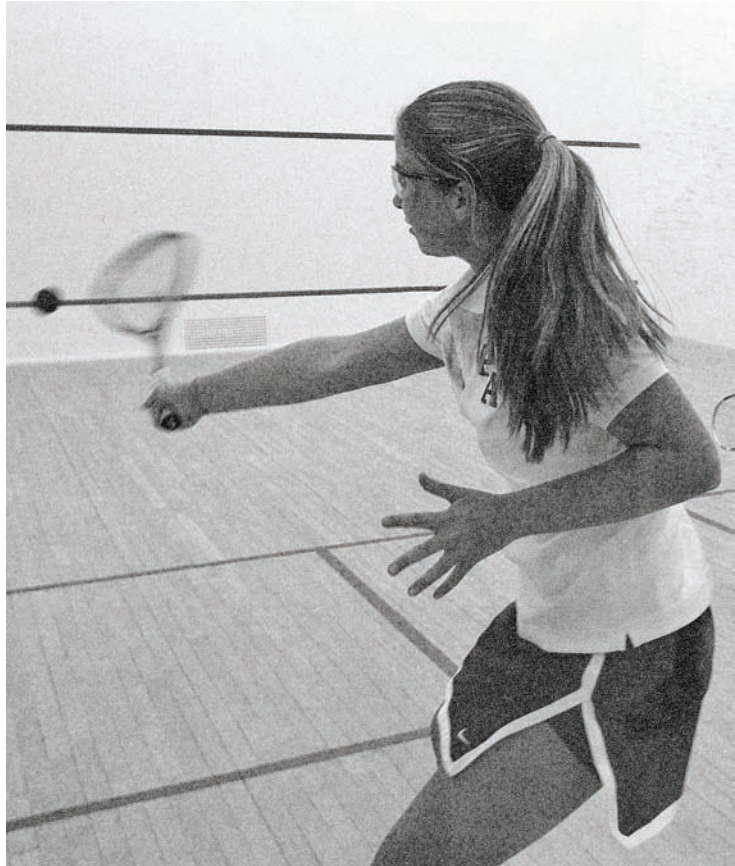
of the match. However, Wilmarth soon pulled through winning her last game 10-8, earning herself an overall match win 3-2. Despite both Smith's and Wilmarth's defeats, the team ended up falling to Exeter 2-5.

Looking to redeem itself from the losses last weekend, the Andover Girls Squash team faced Groton Academy at home this past Wednesday. However, the team could not find victory in a single match: Groton defeated Andover 0-7.

Captain Brown had an ex-

tremely well-played match against her Groton opponent. She started out strong and rallied back and forth until the game stood tied at 8-8. Despite Captain Brown's best efforts she lost her first match by a narrow score 10-8. But she refused to lose momentum. Unfortunately Captain Brown was unable to squeeze out a game victory and fell to her opponent in a three game match.

With its record now 4-7, Andover is looking for another win this Saturday against Middlesex Academy.



M. Disenza/The Phillipian

Lydia Smith '09 follows through on a rail shot during a tight match against Exeter.



# BEYOND THE NUMBERS:

1838

First undocumented African-American student, Thomas Smith, graduates from Phillips Academy.

1867

Joseph Hardy Neesima from Japan becomes the first Asian student to graduate from Andover.

1935

Claude Moore Fuess writes in a letter referencing Andover's Jewish quota, "We shall never have a larger percentage [of Jewish students], and I am trying to reduce it just a little."

1935

John Mason Kemper becomes headmaster of Phillips Academy and eliminates the Jewish student quota.

1986

Now the youngest member of the Board of Trustees, Todd Fletcher '85 served as the first African-American student body president.

1989

The Community and Multicultural Development (CAMD) office is created.

1990

Andover begins an annual formal observance of Martin Luther King Jr. Day, including workshops and speakers.



A cover story featured the diversity of 1980's Phillips Academy in an April 16, 1989 edition of The Sunday Journal Magazine



A 2005 edition of The Andover Bulletin depicts students from around the world.

## Race and Religion Factor Into Andover's History of Diversity

By CHARLES SHOENER

Although Phillips Academy has a recent history that puts it among the leaders in secondary school diversity, the school did not make a conscious effort to recruit a diverse student body until 1966.

The 1966 recruitment change was prompted by a faculty steering committee. The committee explored which students Andover should serve. According to school Archivist Ruth Quattlebaum, this was the beginning of Andover actively recruiting students of color.

The first student of color who was admitted to the school was Thomas Paul Smith of Boston, MA. According to Quattlebaum, Smith was an African-American student who was a member of Andover's graduating class of 1838.

According to a school document entitled "Black Students at Phillips Academy (Revised) by Graduating Class," there is a 27-year gap between Smith's graduation and the graduation of the next black student.

This next student, and the first documented African-American to graduate from PA, Richard T. Greener was a member of the class of 1865. He went on to graduate from Harvard and became a lawyer and "a prominent diplomat," said Quattlebaum.

The first documented Asian student was Joseph Hardy Neesima. Neesima was Japanese, graduated from Andover in 1867 and later became a seminary at Andover in 1874. He attended Amherst College and graduated in 1870.

Quattlebaum said that Neesima was originally a stowaway on a ship, but he was fortunate that a Phillips Academy alumnus owned the ship.

"When [the crew and owner] found [Neesima] they sent him here," said Quattlebaum.

Starting in the early 1930's the school unofficially instituted its only quota. This quota limited the number of Jewish students that the school would accept each year.

In 1935 former Headmaster Claude Moore Fuess wrote, "It is just too bad about the little Jewish boy, but I can't very well blame Dean Lynde [the Dean of the Academy at the time, in charge of admissions] for trying to keep our

school as predominately Aryan as possible. If we once start to open our doors freely to [Jewish students], we shall be overwhelmed by applications. As a matter of fact, we have hundreds each year as it is."

In Andover's bicentennial history, "Youth From Every Quarter," author and former Chair of the Department of History and Social Science, F.S. Allis quotes letters that support the idea of having a quota.

In a different letter to the Headmaster of a British school Fuess wrote, "We shall never have a larger percentage [of Jewish students], and I am trying to reduce it just a little."

At this time there were between 30 and 35 Jewish students out of 690 students, wrote Allis.

Quattlebaum said that this quota was instituted because the school was afraid that if it accepted students purely based on merit there would be a disproportionate number of Jewish students at Andover.

A shift in race among students also came about as the result of former Headmaster John Kemper who served from the 1940's to 1971.

When Kemper assumed office he

ended this quota. Kemper was also Headmaster when the "Steering Committee" made their commitment and when Massachusetts passed the "Fair Educational Practices Act."

Very few students of color were admitted in the following years. The State of Massachusetts passed the "Fair Educational Practices Act" in 1956.

This act stated, "Any kind of discrimination in admission procedures on the basis of race, creed, color or national origins is illegal."

Quattlebaum said that the late 1950's and early 1960's were a time of change in racial diversity because of the Civil Rights Movement and the formation of a "Steering Committee" at the school.

Through the "Steering Committee," the school made a commitment to broaden the constituency.

Although there were no official documented reports of racial hazing, Quattlebaum said that students often "felt isolated."

To help support the black community, Af-Lat-Am was also founded during the 1960's and preceded CAMD.

Despite this feeling of isolation, six of the school's Student Council

presidents have been of color. The first black president was Todd Fletcher in 1986-1987. Following him were Asian-Americans John Hong and Willie Tong, serving from 1989-1990 and 1990-1991, respectively.

From 1992-1993, African-American Ore Owodunni served as president. There was then a 10-year gap until the next president of color. From 2002-2003 Kanyi Maquebela, son of Dean of Faculty Temba Maquebela, served as president and most recently, Ali Siddiqi served as president from 2005-2006.

Quattlebaum said that most of the school's information about the student body's racial diversity in past years is based on photos. She continued by saying race was rarely ever identified in records.

Citing Andover's 1778 constitution, Quattlebaum said, "The school will be open to youth from every quarter but there is a little caveat there that says youth from every quarter, but with requisite qualifications. That means...you had to be able to meet the [school's] standard."

### Richard T. Greener Study: The Experiences of Black and Latino Students at Phillips Academy

The Greener Study was commissioned by Phillips Academy after a donation from an anonymous donor. The study, conducted in 1999 by Romney Associates, intended to gauge the experience of students of color, especially black and Latino students, at Andover, according to Rebecca Sykes, Associate Head of School.

*"As with other students at Andover, Black and Latino students care about college, work and future achievement, but they also added the following concepts to their definitions of success: balance, happiness, connection to family, making a contribution to their communities, and learning about other cultures."*

When asked about what interferes with achievement, *"Black and Latino students particularly focused on the pulls between this overall pressure and other interests and needs, such as relating to family and maintaining friendship."*

#### In-Depth Contributing Reporters:

Audrey Adu-Appiah  
Mike Discenza  
Harrison Hart  
Hannah Lee  
Sophia Jia  
Emily Scoble

#### Write for In-Depth

egoldstein@andover.edu  
ssundaram@andover.edu



# RACE AT PHILLIPS ACADEMY

## Community Debates Role of Diversity on Club Boards

By **EMMA GOLDSTEIN and SHANE BOUCHARD**

According to an informal survey conducted by *The Phillipian*, 30 percent of the leaders of seven major clubs on campus are non-white, compared to the 35 percent of the student body who are of color.

While the proportion of white to non-white board members corresponds to that of the student body, the question arises as to how important it is to have more diverse club boards, and how this issue should be approached. Some students and faculty believe this responsibility lies with the school, while others would delegate it to club boards themselves.

None of the clubs polled recruit members based on race. Therefore, diversity among club leadership varies greatly on an annual basis, depending on the applicant pool.

When asked by *The Phillipian* if ensuring diverse leadership in a club is the responsibility of the club, Associate Head of School Rebecca Sykes said that she thought it was Phillips Academy's responsibility.

Sykes said, "I think to the extent that an organization is lacking in diversity, it should at least ask itself the question. There's what you say and how you look at it."

Dean of CAMD Linda Carter Griffith said, "People want leadership but are intimidated by organizations where they don't see their presence."

Griffith emphasized the importance of role modeling within clubs. She said, "Most students think, 'My people aren't over there. Maybe it's not the place for me. Am I going to be called upon as the token voice?'"

Okyeraa Ohene-Asah '09 said, "[Students] have a lot of work already, and being on the board of clubs takes a lot of time, so it has to be taken upon the school for them to model for everyone to feel welcome...I can't complain about Andover, they're doing a great job, but we can push a lot further."

Griffith said, "Saying we're here and

available is not enough. Maybe you need to do something more. These organizations should make greater efforts to reach out."

Many clubs take advantage of the club rally to appeal to a wider spectrum of students without targeting a specific group.

Sykes said, "Sometimes it's a matter of extending an invitation that's a little more personal."

Lydia Dallett '08 said, "The problem is that [students] don't feel accepted into the club, so they don't go, but you have to take the first step to cross the line. In freshman year, I was the only white person in Af-Lat-Am, but they all really welcomed me."

Dallett went on to mention that although our school is diverse according to the numbers of students from different backgrounds (35 percent of students are non-white, for example), diversity goes beyond numbers. Students must integrate in order to benefit from their peers, Dallett believes.

Farah Dahya '08 said, "Overall, we're sometimes trying too hard to be politically correct. We end up sugar coating a lot of stuff. That's all good...but I feel like we're focused so much on just facts and percentages."

The Philomathean Society attempts to encourage diverse participation by hosting forums open to the entire community, which provide a means for all students and faculty to talk about campus-wide issues.

The 25 community service coordinators are significantly more diverse than many boards polled, with nearly 30 percent of leadership positions filled by students of color. However, this may be partially due to the larger size of the community service board.

Community service general coordinators, Jessica Cole '08 and Mary Doyle '08, wrote in an email to *The Phillipian*, "The community service program] offers a wide enough array of programs to appeal to students from diverse backgrounds."

Griffith said, "There is real challenge in being a diverse community. The work here is never done. The work here changes all of the time."



S. Sheu

"At first it was weird. I came from a homogeneous community, about 90 percent Mexican. A lot of us come from communities where we are the majority. As a Hispanic, I felt the responsibility to advocate—be a spokesperson—for my culture."

-JOEL CAMANCHO '08



W. Hunckler

"We can have a diverse school, but it must be integrated. I've heard lots of complaints about how our school is self-integrated, and there's nothing wrong with that. But in an effort to have everyone feel comfortable with everyone else, there is equal responsibility on all parts. There is a deeper point to diversity, not just numbers."

-LYDIA DALLETT '08



M. Temple

### How can clubs become more diverse?

"Sometimes it's a matter of extending an invitation that's a little more personal."

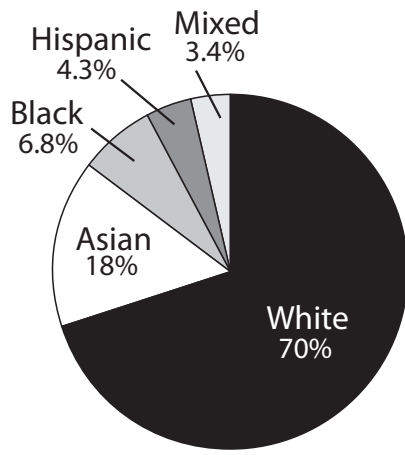
-BECKY SYKES, ASSOCIATE HEAD OF SCHOOL

### Methodology

*This data portrays the racial identities of board members of Phillips Academy clubs as reported to The Phillipian by the heads of those clubs. While the data is meant to give a general overview of the racial makeup of clubs, it does not necessarily represent each student's race as he or she would self-identify. Culturally aligned clubs were excluded from this survey because some of them have disproportionate numbers of a race or races associated with that culture, raising the odds of that race dominating the board.*

### Racial Distribution of Campus Club Board Members

Race	Members
White	82
Asian	18
Black	8
Hispanic	5
Mixed	4



Self reported numbers from SAB, WPAA, Student Government, AES, Theater Producers, *The Phillipian* and Community Service.

## Phillips Academy a Leader in Recruiting Minority Faculty

By **ZAINAB DOCTOR**

Phillips Academy is a leader among its peer schools in minority faculty recruitment and retention, but the process can be difficult, according to Dean of Faculty Temba Maqubela.

Faculty of color make up 18.9 percent of Phillips Academy's faculty, and just one department chair is of color.

The small number of minority faculty accounts for the small number of minority department chairs, Maqubela said.

Kevin Cardozo, Chair of the Chemistry department and the only department chair of color, wrote in an email to *The Phillipian*, "I don't think people of color are reluctant to take on these positions, but instead the low numbers may simply be a function of having a small number of faculty of color... I feel that the school has always been fully supportive of me."

### At Phillips Academy

Department Heads of Color: 1

Total Department Heads: 19

Faculty Members of Color: 41

Total Faculty: 222

According to Maqubela, in the last 20 years, married African-American faculty who have a family tend to stay at Phillips Academy, more so than young or single faculty.

This trend is also reflected in other racial groups that make up the Phillips Academy faculty.

According to Maqubela, recruiting and retaining faculty of color is difficult, but not so different from retaining faculty in general.

Rebecca Sykes, Associate Head of School, said, "I think that for faculty who make the choice to be here, it's certainly easier to be in a diverse community."

Faculty of color face issues similar to those students face living in Andover. Maqubela recalled having to go all the way to Dorchester to get a haircut at one point because there were no places in Andover that could meet his needs. According to Maqubela, issues like this make retaining faculty a challenge.

Sykes said, "I think it's less about the school and more about the community. Andover is not a town with a large African-American population. It's a tougher sell for African-American people to look favorably at a community like Andover even if the school itself is appealing."

Although there is no faculty equivalent for the tenet "youth from every quarter," Phillips Academy makes a conscious effort to attract a diverse faculty.

Maqubela said, "I wouldn't be here if we didn't."

Maqubela plans to attend the Faculty Color Recruitment Fair in Atlanta in February of this year.

"Word of mouth works best" for recruitment, Maqubela said. At the annual fair, he is sometimes able to meet Andover alumni, and they try to attract potential faculty members to the idea of working and living in Andover.

At the People of Color Conference held each November, Phillips Academy was the first school to print a full-page, faculty-recruiting advertisement in the brochure. After a while, other schools began to follow suit.

Flavia Vidal, Instructor in English said, "I recently went to the People of Color Con-

ference...you see how envious other schools around the country are of what we have."

Maqubela said, "It comes in waves. There was a time when nine of the faculty members in the chemistry department were faculty members of color."

Sykes said, "[Academic leadership oncampus, which includes department and division chairs], have been very open and eager to make some changes. They've been strategizing."

Sykes explained that Mr. Maqubela, Assistant Academic Dean, and Mr. Rogers, Academic Dean, have been working with department chairs to determine "how to bring in to the school more faculty of color" and "actively seeking more candidates of color."

Vidal said, "I think it's interesting because in some ways if you look at the top administration, there is a lot of diversity. Associate Head of School, Dean of Faculty, Dean of CAMD; all of those positions represent a lot of diversity."

She continued, "Once you get down to individual departments, it becomes a slightly different story. With respect to the English department, we have had only one chair [of color] of the department, back in the late 70's or 80'd."

Vidal asked, "Do we really need to have people of color or women as heads of something to represent a certain diverse philosophy, or can white males push a certain philosophy if they truly believe in it?"

"That makes the question much more

complex" she added.

Some of the faculty of color agreed that Phillips Academy is a welcoming environment. Maqubela said, "Once we are on campus, we feel like we belong."

Linda Carter Griffith, Dean of CAMD said, "I can say I'm comfortable here. I think people vary."

Instructor in English Elly Nyamwaya wrote in an email to *The Phillipian*, "I am impressed by the support I am being given not only by faculty members within and without my department, but

also by administrators...there are institutional policies and structures that create a conducive environment for a person of color to work in."

Despite the fact that the town of Andover is a primarily white suburb, Maqubela said, "The town has gotten used to us. We diversify the town as well."

Nyamwaya said that faculty members of color face the issue of "[making] an effort to fit in but at the same time [asserting] our right to be different."

However, he also feels that Andover does a great deal to lessen these problems. He feels that Phillips Academy has a good number of professional as well as more casual opportunities for faculty to meet regularly to share ideas and experiences.

Wrote Nyamwaya in an email, "Eating together in Commons (or Uncommons) provides a rare and wonderful opportunity for students, faculty and their families to celebrate a sense of oneness. This is important."

## Diversity in the Newsroom

### The Phillipian Looks Inward

Why does *The Phillipian* have only one non-white member of its four-person Upper Management, with similar statistics for the rest of the board?

And more importantly, what effect does our under-representation of racial diversity have on the newspaper?

These two questions have come up again and again in the past week as News reported on Martin Luther King Jr. Day, the Editorial Board (distinct from News) wrote editorials on diversity, and this section, In-Depth, assembled a package on racial diversity here at Phillips Academy.

This In-Depth looks almost exclusively at race – a narrow view of diversity on campus which does not represent the full legacy of Dr. King. But race is also much easier for us and for our readers to identify in a front-page photo than geographic origin, socioeconomic status or sexual orientation.

I don't have all the answers, and I also have a conflict of interest as one of this year's CAMD Scholars. But being an editor at *The Phillipian* has produced a few insights on why the newsroom is mostly white and what that means.

First, there's the tendency of newspapers to think mostly about now, often about yesterday and only rarely about the future. (This is also why the internet has shocked the news industry.) We are often too busy getting the paper to press each week to notice issues that need to be addressed, like running seven headshots of white students out of eight total interviewees in last week's Commentary feature on English 100.

Second, our entire board - across sections and up and down the masthead - faces a challenge in recruiting. Our hope is that the newspaper itself will attract Commentary submissions, News writers, photographers and other contributors. At the club rally we hold up signs and yell louder than the clubs right next to us, but obviously the success of this approach has been mixed.

As In-Depth points out this week, shortcomings in racial diversity are by no means a problem that affects just *The Phillipian*. But that's no excuse for us. We project our view of the world, and especially of Phillips Academy, much farther into the community than do the all-white portraits hanging on the walls or buildings all named for white men. *The Phillipian* has a responsibility to reflect the values and perspectives of the entire community, not just students in the basement of Morse. We - students, faculty and staff - are all stakeholders in Andover's story. *The Phillipian* must write that story.

So how does the lack of racial diversity at *The Phillipian* hurt the paper itself?

The first impact is in coverage. Our news coverage over the past year has under-played or not reported stories about CAMD, where hundreds of students stop by every week, while other clubs (Model United Nations, of which I'm Co-President) have received disproportionate coverage.

The second and larger impact is in sourcing. Reporters for the paper, especially those who are new, tend to talk to the students nearest to them. A pool of mostly white writers has, in my experience, led to an over-representation of white sources in the paper each week.

For example: the first week back, we began what was meant to be a series on new students' adaptation to Phillips Academy. But we dropped the series after the first week because, after the paper was published, we realized that all four of the students selected were white.

Again in a series, "Dreaming of Phillips," the first two students that the paper selected to follow through the application process were white. The launch of the series was held a few weeks while we found a diverse range of applicants that better represented the student body applying to go here. I would argue that because of conscious thinking about how we would cover the diversity of prospective students, we came up with a much richer story in the end.

*The Phillipian* did do a good job this year at representing Phillips Academy's diversity in its lead front-page photos, getting faces from across the community to fill the frame.

So how can this newspaper actively pursue racial diversity in the newsroom?

I'll recruit for *The Phillipian* at a CAMD event this weekend, hopefully not for the last time. I think *The Phillipian* is beginning to be a more inclusive, more community-focused newspaper, and the next board is much more aware of challenges like racial diversity than we were. Ultimately, diversity in the newsroom and diversity of coverage should go hand-in-hand to create a better newspaper.

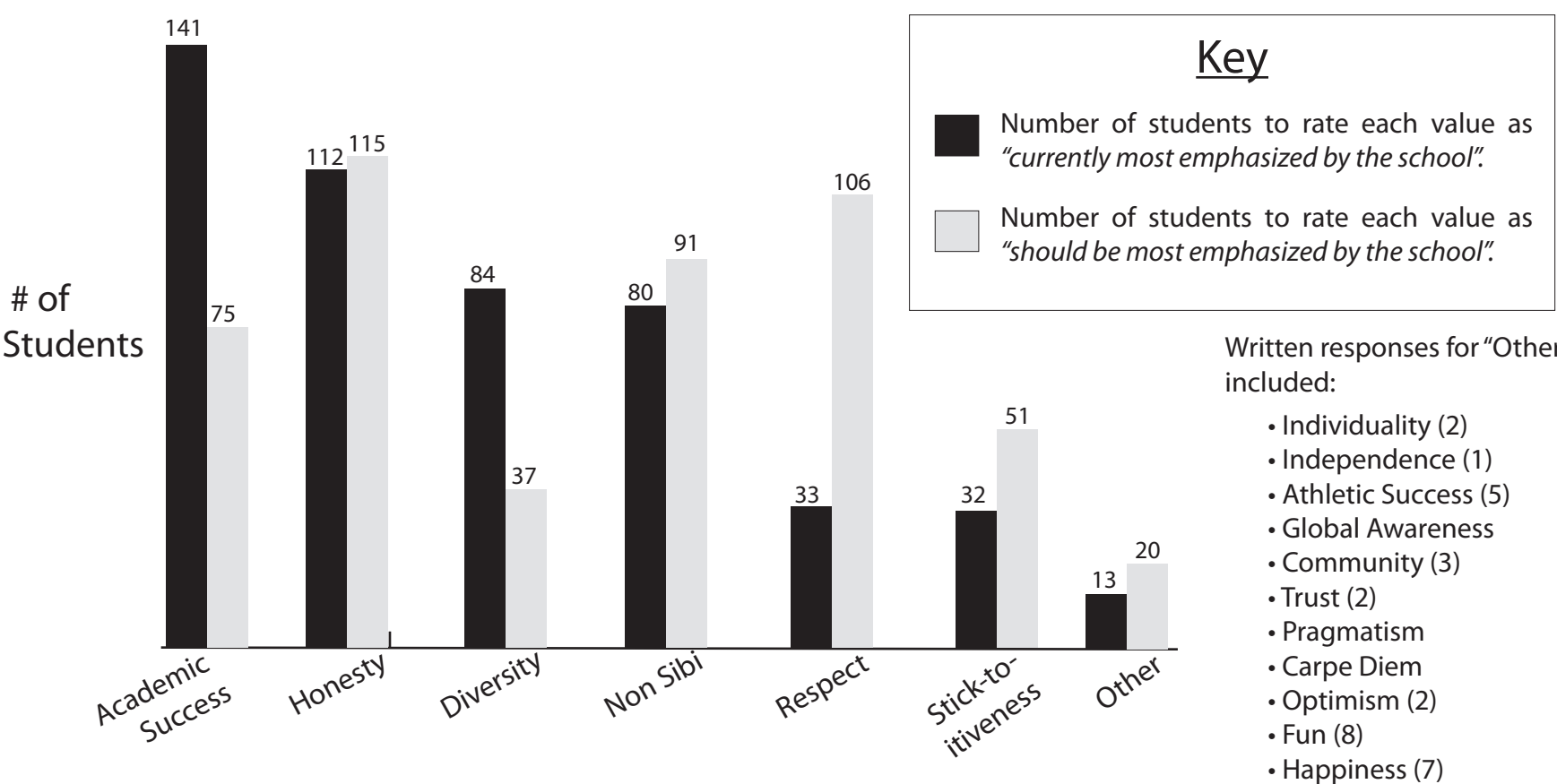
*Thomas Smyth is the Executive Editor of The Phillipian. He conducted research on issues of diversity as a CAMD Scholar last summer. Some subjects in this column, such as the distinction between the newspaper and individual reporters, are left intentionally ambiguous to protect the privacy of reporters. The views represented in this column are Smyth's own and do not necessarily represent the views of The Phillipian.*



# A Look At Campus Values

## Student Body Survey Results

To gain a broader insight into popular opinion on campus, *The Phillipian* conducted an online survey, which asked students to rank the order in which they feel the school holds the following values: academic success, honesty, respect, stick-to-itiveness, Non Sibi, diversity and “other.” Then, they were asked to rank the order in which they felt the academy *should* hold those values. This graph is a visual representation of the responses of the 495 Phillips Academy students who participated.



### Analysis of Results

At first look, one of the most striking aspects of the graph is the soaring bar showing the high number of students who feel that academic success is the value currently most emphasized by the school. This number is especially noticeable when compared to the lower bar next to it, which shows that much fewer students believe that academic success should in fact be most emphasized.

Another particularly noteworthy aspect of the graph is the statistic regarding respect. The number of students who chose respect as a value currently most emphasized by the school pales in comparison to the number of students who would like to see it as a value more stressed by the school community.

# IN INK: Phillips Academy’s Printed Policies on Values

## Excerpts From *The Blue Book*

The Blue Book is the legal document, approved by Phillips Academy’s lawyers, that outlines rules, community expectations and procedures. In the first few pages, the school defines the core values that shape policies at Phillips Academy. For those of you who have yet to pick up The Blue Book – and those who may be all too familiar with its wording – Commentary offers a sampling of one document that represents Andover’s stated values.

### STATEMENT OF PURPOSE

The school strives to help young people achieve their potential not only intellectually, but also artistically, athletically, and morally, so that they may lead responsible and fulfilling lives. The Academy is committed to establishing a community that encourages people of diverse backgrounds and beliefs to understand and respect one another and to be sensitive to differences of gender, ethnicity, class, and sexual orientation. In its programs the school seeks to promote a balance of leadership, cooperation and service, together with a deeper awareness of the global community and the natural world. Andover’s 1778 Constitution charges the Academy to prepare “youth from every quarter” to understand that “goodness without knowledge is weak...yet knowledge without goodness is dangerous.” This obligation challenges students in mind, body, and spirit to see beyond themselves and to go beyond the familiar; to remain committed to developing what is finest in themselves and others, for others and themselves.

### COMMUNITY EXPECTATIONS AND POLICIES

We hope that by being clear about expectations and policies we will inspire positive participation in all areas of the school, promote learning and encourage the realization that respect for self and for others is at the heart of our community. The sections below are included to clarify the community’s expectations of all students. Later in the book, there is a more specific list of rules and consequences for rule violations. The rules and procedures outlined in this book apply under normal circumstances. However, from time to time there are situations that require immediate, nonstandard responses. Therefore, the Academy reserves the right to deal with instances of other inappropriate behavior in a timely and efficient manner, taking actions deemed to be in the best interests of the Academy, its faculty, and its students. This document as written does not limit the authority of the Academy to alter its rules and procedures to suit any unusual or changed circumstances.

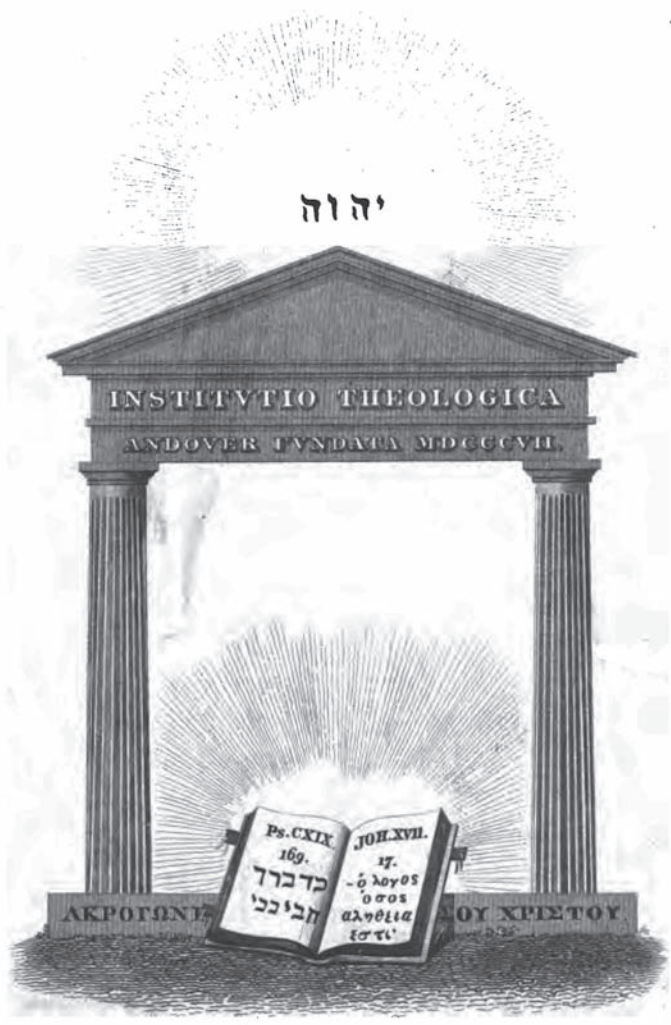
### HONESTY

Honesty is the basic value on which this community rests. We expect honest behavior in all areas of school life, formal and informal, curricular and extracurricular. Honest and tactful communication among peers, students, parents, faculty, and staff is essential to the healthy functioning of our institution.

### RESPECT FOR OTHERS

Whether you are a day student or boarder, you are a member of our residential community, and with that membership comes rare opportunities for cooperation, collaboration, and lasting friendships with peers, faculty, and staff. Although we are a diverse school comprised of people with a huge range of interests and traditions, respect for others is paramount to the integrity and fabric of our lives here. We ask, for example, that you be polite and appropriate in all verbal and electronic communications and that you consider carefully how your words, dress, and actions influence others and, in certain instances, have the potential to offend if they are not chosen thoughtfully. By listening when someone else is speaking in class or the chapel, being considerate of all those dining and working in Commons, helping to maintain a safe and clean environment in the dorm and on campus grounds, and considering how behavior affects or influences others, we are showing respect for all members of the Andover community.

## Excerpts From *The School Constitution*



From the inside cover of *The Phillips Academy Consitution*.

The Master is to give special attention to the health of the Scholars, and ever to urge the importance of a habit of Industry. For these purposes it is to be a part of his duty, to encourage the Scholars to perform some manual labor, such as gardening, or the like; so far as it is consistent with cleanliness and the inclination of their parents; and the fruit of their labor shall be applied, at the discretion of the Trustees, for procuring a Library, or in some other way increasing the usefulness of this Seminary.

But above all, it is expected, that the Master’s attention to the disposition of the Minds and Morals of the Youth, under his charge, will exceed every other care; well considering that, though goodness without knowledge (as it respects others) is weak and feeble; yet knowledge without goodness is dangerous; and that both united form the noblest character, and lay the surest foundation of usefulness to mankind.

It is therefore required, that he most attentively and vigorously guard against the earliest irregularities; that he frequently delineate, in their natural colours, the deformity and odiousness of vice, and the beauty and amiableness of virtue; that he spare no pains, to convince them of their numberless and indispensable obligations to abhor and avoid the former, and to love and practise the latter; of the several great duties, they owe to God, their country, their parents, their neighbour, and themselves; that he critically and constantly observe the variety of their natural tempers, and solicitously endeavor to bring them under such discipline, as may tend most effectually to promote their own satisfaction and the happiness of others; that he early inure them to contemplate the several connexions and various scenes, incident to human life; furnishing such general maxims of conduct, as may best enable them to pass through all with ease, reputation, and comfort.

## ANALYSIS

Commentary examines the values of the Phillips Academy Constitution and their meaning today.

The constitution of Phillips Academy is both archaic and true to contemporary times.

The document’s outdated language has little effect on its meaning. While Andover is no longer a Seminary and a strictly Christian morality is no longer a part of the school’s core values, PA still holds true to most if not all the tenets of its original constitution.

Teachers still urge the “habit of Industry,” even as the modern world presents more distractions from that desired diligence and focus (what was the 1778 equivalent of facebook?). “Manual labor, such as gardening,” is not as much a priority for present-day scholars, however, unless one includes the physical education requirement.

The second paragraph, regarding the “Minds and Morals of the Youth,” is still touted by the school, as Andover still strives to create the “surest foundation of usefulness to mankind,” in preparing its students. That goal is one that Phillips Academy will never get tired of pursuing or talking about.

The “deformity and odiousness of vice and the beauty and amiableness of virtue” will also never be outdated, but the following language indicates an interesting shift in values from the time of the Constitution to today.

The “duties [owed] to God, their country, their parents, their neighbour, and themselves,” may now fall in a different order – with ‘themselves,’ the students, first in line. While this is a broad generalization, it is safe to say that Andover has become more secular and more inward-looking. Today, while students may change the world after graduation, while we are at school, abiding by this constitution, our duties are first to our work and other school-related obligations. The rest of the country is not as present in our minds as it was – as it had to have been – in 1778.

The Constitution’s concluding line remains accurate regarding the Phillips Academy of today, as the school still endeavors to “best enable [students] to pass through all with ease, reputation, and comfort.” Although today, the emphasis may be on “reputation,” on college admissions and successful careers. What do ease and comfort have to do with anything?

What it comes down to: the Constitution was hard on us then, and it is today. The Masters – our teachers – will shape our minds and morals as best they can, and all we may do is our best.



# PHILLIPS ACADEMY STUDENT VALUES

## Why We Plagiarize

Anabel Bacon

GROUP PROJECT

All too often, I have found myself excitedly discussing my most recent English paper thesis with a friend, asking someone how to differentiate a particularly nasty problem on a take-home math test, or begging my mother to supply me with a few suitable synonyms for “Colonial American” (a surprisingly difficult task when you get around to it), only to begin to feel afraid that I am breaking the rules. The fine line between collaboration and plagiarism is often blurred at Phillips Academy, and it is easy for students to unintentionally cross that line in a desire to please teachers, parents, and themselves.

It is a sad, but true, fact that Phillips Academy needs the stringent rules about plagiarism that are currently in place. Far too many students turn to Wikipedia, CliffsNotes, their friends and their parents in an effort to produce something worthy of a good grade, and all morals are at risk of going out the window in this academic free-for-all. This is not to say that teamwork is explicitly discouraged at Andover. On the contrary, we are encouraged to reach out for help—but only from the “right” people. Writing Center is okay; a paper swap in your friend’s dorm room is not. Conference period with your math teacher is great, but asking your dad to work through a few problems with you is risky. We are placing values on what kind of help we can receive to the detriment of academic cooperation.

However, this shared honor code creates problems for those students who genuinely benefit from collaborating on projects with their friends or having a good buddy read over an English paper the night before it’s due. These students (and I count myself among them) feel that working together with their peers often comes dangerously close to unintentional plagiarism. Creativity is thus at risk of being stifled as we thumb through the Blue Book, desperately email teachers, and try with all our might to avoid the academic dishonesty that can land a Phillips Academy student in some very, very hot water. Such fear is not conducive to doing our best work, even individually.

Yes, we are stuck in a dilemma here—how do we nurture collaboration among those students who can honestly make the most of it, while still clamping down on those others to whom such teamwork is merely an excuse to succeed off of someone else’s labors? Most of the effort will need to come from the student body—once more of us start behaving in a responsible manner and the number of plagiarism DC’s decreases, our teachers will trust us more. But the other piece of

the puzzle is this: in order for us to feel safe in making our own mistakes and yes, occasionally failing splendidly, the emphasis on grades needs to be taken down a notch. It is a difficult proposition, I admit, at one of the best high schools in the country, in a world where college admissions are increasingly competitive and knock-your-socks-off intelligence is rewarded. But it’s worth a try.

The decision to move English 100 to a pass/fail grading system (a choice discussed at length in last week’s *Phillipian*) was one way to alleviate the stress of grades for a small part of our student body. Some Juniors liked it, others did not, but in theory this new method of grading did make life a little bit easier for the Class of 2011. This option is one that should be considered by other departments at the end of its trial run in the English department next year. The removal of grades, though it might be a bit frustrating and something of a shock at first to those of us who are accustomed to seeing numbers at the bottom of our teacher comments, would be an interesting experiment. And beyond that, it’s the job of us students to

reevaluate our priorities and see if we can get morals and ethics back on the top of that list. After all, grades last in our memories for a few days or weeks, but those virtues are the ones we will carry with us for the rest of our lives.

In the real world, we will not be living our lives at cramped desks, isolated and without the ability to reach out for help when we need it. We will be thriving in workplaces where creativity and hard work are both encouraged and rewarded, and many times, those virtues will be the direct result of teamwork. Phillips Academy, in preparing us for that world ahead, should maintain the honor code it prizes so highly in order to teach us integrity and the value of our own hard work, but the school should not enforce it to such a high level that certain types of collaboration between students seem downright discouraged. If our obsession with the rules takes precedence over our desire to do the best job we can with as much help as we need, then we place at stake the very interconnectedness that is needed to sustain our community.



## Source of Our Morals

Michelle Ma

FOUNDATIONS

One thing I have noticed since coming to PA and meeting new people from so many different backgrounds and cultures is that people have different ideas of what is morally right and wrong. Many factors come into play when deciding where a person gets his or her values. From the community you were raised in, to your parents’ values, to your own inherent intuition all have a great effect on how you form your moral principles. But how much does your school environment play a part in your code of ethics? And can a school change your values?

But first, when do people develop their values? Are they set in stone at an early age? Or can they be formed over a period of a lifetime, gradually being changed and molded to people’s various experiences? I know for me, personally, my values that I had previously thought were irrevocable are constantly being challenged daily here at Andover, where a heated discussion over things such as plagiarism and lying can open up a whole new side to the issue. Suddenly, there now exist many shades of grey in between the black and white.

Coming to a school such as Andover can really challenge and change a person’s values, since you are susceptible to so many different voices and opin-

ions. Many people speak of the infamous “Andover Bubble,” of getting so sucked up in the whirlwind of academics and clubs and athletics, that one loses sight of what’s going on in the real world. But I believe the opposite effect occurs too. With such a concentration of contrasting viewpoints and beliefs, students gain a larger perspective on many ethical issues and are able to make many better-informed opinions.

But school is not the only source of a person’s moral values. As previously mentioned, the students at Philips Academy come from, literally, a myriad of different backgrounds. Culture and family values also play an important role in developing a person’s ethics. If your parents both work for non-profit charity organizations, and you are constantly reminded of those out there that are less fortunate, then the idea of non sibi is probably much more cemented in your mind than that of someone from another background. At the same time, if you are constantly piled on with pressure to achieve high grades and do well in school from your parents, then there is a higher level of desperation to plagiarize or cheat versus a student from a more relaxed family background.

But most importantly, no matter what your cultural background, school, religion or family, your values are individual to yourself and are a result of your own instinctive beliefs of right and wrong.

## Race in the World: A Biological or Social Reality?

Victoria Wilmarth

SCIENTIFIC METHOD

People don’t always talk about race. It can be one of those taboo topics avoided for fear of offending others or addressing things that might intimidate us. But this week, the PA campus talked about race, socioeconomic class, gender, religion, ability, sexual orientation and other aspects of diversity through our annual Martin Luther King Jr. Day celebration.

Leading up to MLK day, I heard a few grumbles from folks on campus who wondered why we couldn’t have this national holiday off like most other people in the country. My thoughts: this holiday is not about a day off from school to sleep in. Martin Luther King Jr. Day is about celebrating the legacy of a man, and others like him, who changed our country profoundly. It is a day about activism.

Last week, biology students, myself included, heard from Dr. Georgia M. Dunston, the founding director of the National Human Genome Center at Howard University. Dr. Dunston and her team have been working to better understand the human genome, more specifically genetic diseases. Dr. Dunston defines the human genome as the complete set of instructions that each of us inherits from our parents (thus we have two sets) at the moment we begin life. Basically, the genome is a set of directions for operating the human body.

For me, the most interesting and thought-provoking part of Dr. Dunston’s lecture was an idea about race in terms of biology. Dr. Dunston said, “All individuals share genome sequences that are 99.9% the same. The remaining 0.1% represents all genetic diversity.” This means that biologically, race does not exist within the human population. Traditionally humans tend to classify different “races” among our species. For example, the following may be seen when filling out forms such as the SAT application and numerous other items: Hispanic, Asian, Caucasian, Black/African or Pacific Islander.

Characteristics such as facial features, skin color and hair type are a few things that may be indicative of one’s race. These features, which people have used to subdivide the human species into races, are biological. However, biology does not support what humans have defined as race. Thus race amongst humans is solely

a social construct.

I had heard this concept before. However, I did not really fully comprehend the idea until I saw Dr. Dunston’s numbers. Let me repeat: our genomes are 99.9% the same; the diversity among us is caused by merely 0.1% of the genome.

Although classification of the human species into races does not exist in biological terms, race is very much a part of our society. The question is: could we ever live in a society without race?

I asked Dr. Dunston how the public was responding to the idea that humans don’t have biological races. Dr. Dunston says people will accept the information or reject it based on how much they are invested in “racial concepts.”

This fall I had the opportunity to attend the Student Diversity Leadership Conference sponsored by the National Association of Independent Schools. At the conference, we discussed the idea of “colorblindness,” namely that some people claim they do not see race. The general consensus at the conference was that colorblindness in relation to race is not a very good idea because in because in today’s society race does matter. Your race says something about you. By this I do not mean to promote racial stereotypes, merely to mention that a person’s race is significant in our society. For some, race is a key part of identity. But even if you don’t think race is a key part of your identity, it does send a message about your history and culture.

So in response to the question, “can we live in a society without race?”, I personally do not know the answer. I appreciate the dialogue around this question and think it is an important thing to discuss. As Dr. Dunston points out, “We live in a society that is set up around race.” I do not know if we should, could or would want to change that.

Instead of giving you answers that I do not have, I would like to further challenge your thinking. Martin Luther King Jr. Day is a day about activism, and although PA is a wonderful place, in the field of diversity there is still plenty of work to be done both on and off campus. As our community reflects on what we have learned from this year’s Martin Luther King Jr. Day, we can also think about the existence and ramifications of different human races not as a biological myth, but a social reality.

## What is Honesty Without Trust?

Celia Lewis

TEENAGER, AWAY FROM HOME

People make mistakes. It is a general fact of life that no one is perfect. Yet teenagers seem to make more mistakes, more faulty decisions than the normal adult. Why? Scientists believe that the answer lies in the brain, which for the average person is not fully matured until the late teens or early 20’s. To add to that fact, under stress a teenager’s ability to make “good” decisions is even more impaired than normal.

Whether or not these studies use hard data or are merely observations of social occurrences, it is clear that teenagers will and do make bad choices. So why are some of these choices punished so severely here at Andover?

In the absence of parents, students have adults and friends in the community that shape their support system. Students live with friends, sharing rooms and common spaces, eating meals together and coping with the toils of life. House counselors, teachers, coaches and advisors look out for students, generally guiding the student through any major problems or issues they may encounter while at Andover.

Despite the resources Andover provides for boarding students, nothing can replace or substitute parents. Whether your parents need to know your whereabouts every minute of the day or your parents follow a more lenient regime, they are two people that are morally and often legally responsible for your actions. Thus, without parents, the faulty decisions that scientists believe we as teenagers are prone to make are that much more tangible and apparent in our lives.

Simply living without parents does not justify a boarding student’s actions. It does, however, impact the consequences for certain actions. For example, the common dilemma of coming in late for curfew, or as we call it “sign-in,” can often result in being put on “restriction” or being “grounded.”

When it comes down more serious matters concerning those of honesty, things can get a little tricky. In The Blue Book, Marlys Edwards, Dean of Students, said in an opening letter addressed to students, “I believe that all of the expectations for student behavior are founded on three basic values: honesty, respect for self, and respect for others.”

She said, “We expect honest behavior in all areas of school life, formal and informal, curricular and extracurricular. Honest and tactful communication among peers, students, parents, faculty, and staff is essential to the healthy functioning of our institution.”

Under “major rules,” dishonesty is described as, “including but not limited to lying, cheating, plagiarizing, misuse of sources, or dual submissions of academic work; theft of goods or services; misuse or defacing of school property; fraud of any kind, including, by way of example, deceit regarding permission forms or class excuse notes; falsifying sign-in; or misuse of telephones, credit cards, or ID cards.”

Dishonesty is further mentioned in the proceedings of a DC, where any acts of dishonesty constitute dismissal and in a section on academic honesty, mainly outlining infractions that would be classified as plagiarism. The ambiguity of dishonesty, as outlined in The Blue Book, proves to be a matter of concern. Why would “theft of goods or services” be classified dishonesty? Why not simply theft? Similarly, why would “misuse or defacing of school property, fraud of any kind...falsifying sign-in; or misuse of telephones, credit cards, or ID cards” also be classified as dishonesty? Why not vandalism or fraud?

I personally have never heard the answers to those questions, but I am aware of the consequences for some of those actions, namely those involving and “honest behavior in all areas of school life” and “tactful communication.”

In one hypothetical situation, the ramifications of one’s actions are still unclear. For instance, if a kid said that he or she was going to Isham to get out of a class, sports practice or a music lesson but for some reason failed to make it there, what would happen? Some adults may feel that the student’s offense should be punished severely, with probation or a DC for dishonesty. Others might feel that the infringement was one of carelessness or simply a lack of desire to participate in a commitment.

An event like this highlights two pitfalls with our “honor code.” One, every adult is going to judge a situation differently. Two, in some cases, what represents “honesty” versus “dishonesty” is unclear. Are some students making hasty mistakes or are there other motives behind some of their actions? If the former is the case, I feel that the student’s case would be accurately represented, but nothing is certain with the current system.

This also brings up the idea of the adults here in the community representing our parents, both in social and disciplinary contexts. In a case similar to that mentioned I find it very difficult to think of any parents that would get so infuriated that they would impose as severe a punishment on their child as that of probation. Not to say that probation is the only outcome of dishonesty, or in this case that

the child would not be punished, but that it is quite doubtful that the parent would feel the need to dispense their child such a punishment.

If anything, parents would lose trust in their child, leading to a more skeptical approach to the actions of their child and possibly harsher punishments if the noncompliance were to continue. Here at Andover, it seems trust is less flexible. When students are punished for their dishonest actions, some learn from them, but some others feeling that they got “cheated” by the system or the punishment didn’t fit the crime.

Understandably, teenagers make bad decisions, but so does everyone else in this world. Are we expected to come into Andover as completely honest beings? And if not, if Andover’s goal is to turn us into one of the latter, is there a more constructive way of doing so? Kids learn from an early age how to get around their parents’ rules, and those kids will continue to do so here. For most students, merely stating that honesty is a core value here at Andover will not entice them to make honest decisions. Out of honesty comes trust, but how can we be honest if we are not granted a fair level of trust to begin with?





The Features Guide to...

# BLUE & SILVER

By Dylan Cahill  
FEATURES WHOLESOME FUN

CHOOSING

A wrong choice during the date selection process could mean a disastrous evening. When choosing a guy, keep the following in mind: it is always a good idea to steal your potential date’s iPod. Check out his music. If he listens to anything country, classical, opera or Justin Timberlake, be sure to steer clear. Anything techno, gangsta rap from the hood, or U2 shows that the guy has good tastes.

ASKING

Once you have selected the boy toy of your choice, you must perform the necessary mating ritual to attract the male—namely, the “Soulja Boy” dance.

FLOWERS

Guys expect flowers, too. Straight up, we’re tired of waiting in those lines at “Kabloom!” just to buy you some combination of flowers that you look at and quickly gag. Guys hate spending 20 bucks on something that will wilt and die in three days. So, you pick out the flowers, you buy them, you give them to your date. We will cherish them. Unlike you, who will throw them out about 13 seconds after you get back to your dorm. Not only will guys put them in water, but we will also smell them every day to remind us of the magical night that we spent together.

CLOTHING

Don’t get your hopes up about wanting your date to wear anything formal. Personally, we prefer the tuxedo shirt and black jeans combo. It’s a party, man. Woman. We mean, you can’t expect us to wear “sport coats” and “khakis”—just not our style. You

For the Ladies

said yes to us, so now we will do whatever we want.

ARRIVAL

You need to choose a place to meet before the dance. ‘Cuz as guys, we’re really not about that. For future reference, it’s good to get to the dance about four hours or so after it has started. If you pressure your date to go at the exact starting time, you are a desperate loser who lacks friends or any other forms of social contact and you probably are going to the dance dateless. Just warning you, of course. Don’t be that girl.

DANCING

We want you to dance with us like you did in middle school. We hate this “grinding” stuff. We

and Ben Prawdzik  
FEATURES ILLITURIT

need to leave some room for Jesus. Oh, and if they finally play some good music at these dances, such as “Twist and Shout,” maybe we could stop violating one another. During the slow songs, we must be at least one Dr. Seuss book apart. Anything more than that and we begin to perspire profusely. Trust me, you don’t want that. Especially since that tuxedo shirt has not been washed since 1984 and doesn’t smell too good when drenched in sweat, especially bear sweat.

FOOD

You don’t want to be hungry during the dance. Grab a cheeseburger at the Ryley Roller. And hey, if you want to ditch your date, it’s cool.

By Anneke Heher  
FEATURES INNUENDO

ASKING

The most important part of this very special night is the way you ask the object of your affection. There is one thing you need to know when asking a girl to Blue & Silver. Never make it mushy or cute. Flowers are out. Ever heard of pollen allergies? Thinking about giving her chocolates? Do you want to make her fat? I’d say no. Keep it casual. Drop the bomb in the stir-fry line. Send a message via Facebook or email. If you feel like going all out, have one of your friends ask her for you. It’s a guarantee in.

What follows is a surefire acronym detailing steps for asking her. Follow it and she’ll be guaranteed to say, “erm...okay.”

For the Gentlemen

and Alanna Waldman  
FEATURES EGGPLANT

**Sex**—Bring it up subtly while asking her. She wants to know what you want in a relationship.

**Under**—Her bed. Surprise her. Then ask. Ohh yes.

**Condom**—Isham. Condoms. Her mailbox. She’ll get it.

**Kool**—Be chill. Don’t act smart. Who likes intellectuals any way?

**Email**—AIM. Facebook. Anything not in person. Don’t be lame.

**Random**—Ask a girl you’ve never talked to. She’ll be intrigued.

CLOTHING

Clothing-wise, anything you choose will probably work. The color palette for the season tends to lean towards the mustard yellows and burnt oranges on the color

scale. Pair those with blue or red and you’ve got yourself an outfit. As to regards with shoes, go with your favorite pair. Track sneakers, timberlands and man Uggs are the best choices. If you’re really in a bind clothing wise, wear whatever you wear during the day.

We’ve come up with quite the acronym for dressing on the big day:

**Laid back**—Don’t wear anything flashy that screams “I put effort into this night.” That’s her job.

**Opposites**—attract. Make sure your outfit doesn’t match hers.

**Superman**—He dons the best color scheme. Red and blue. Together. Wear it. Love it. She definitely will. Be her hero, baby.

**Eggplant**—colored-suit. Hot.

**Ridiculous**—tight pants. Accentuate.

ARRIVAL

The arrival at her dorm is a key event of the evening. Here’s another acronym, perfect for any guy’s arrival at the dorm of his date:

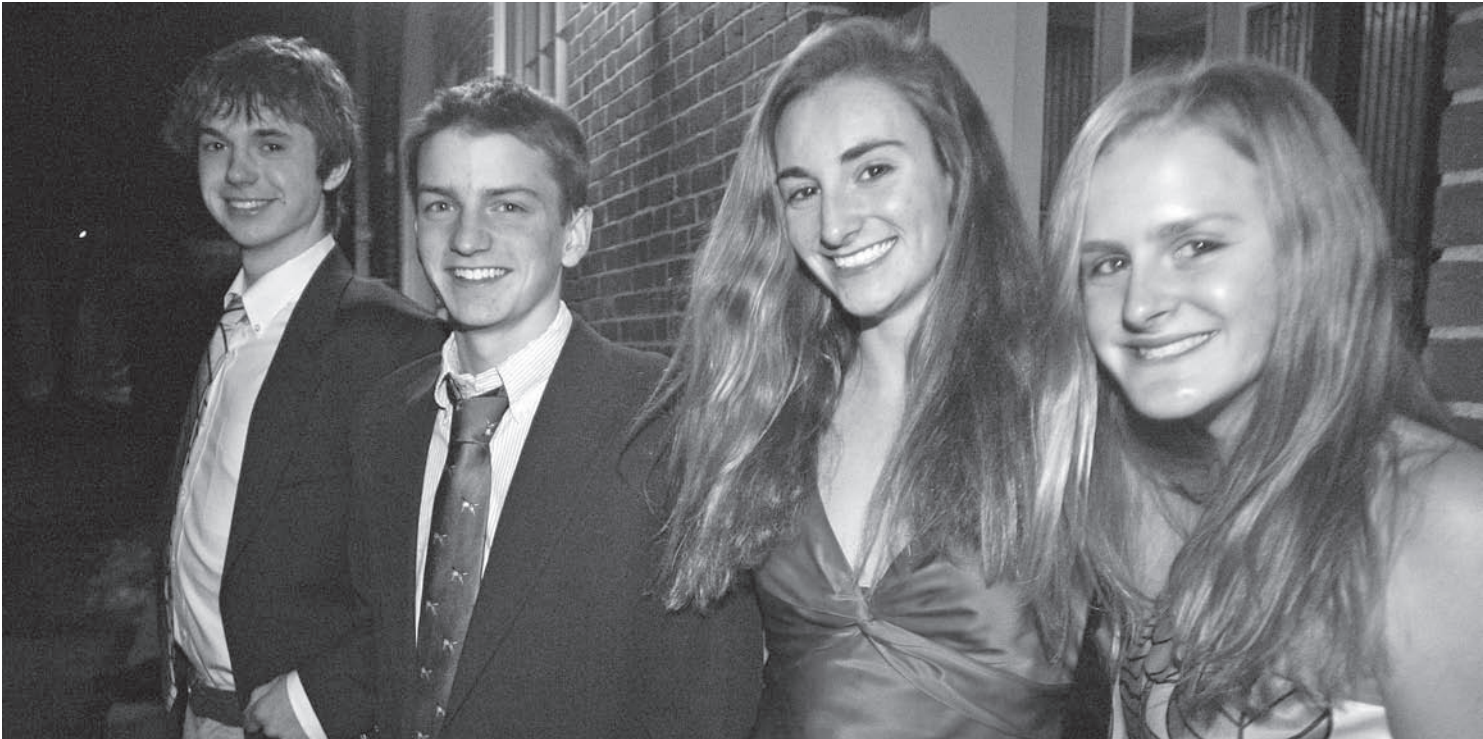
**Inconspicuous**—lurk in the corner once you’re at the dorm. Make her find you. It’s all about the chase. For her, of course.

**Dirty**—don’t bother showering or brushing your teeth, it’s a waste of time. She’ll like your “natural scent.”

**Illegal**—substances. Arrive wasted and high. Every girl likes a bad boy who just doesn’t give a crap.

**On time**—NOT. Don’t be overly eager. Get there at least an hour after she says.

**Text message**—Send her a quick text telling her you’re coming. Don’t call and waste her minutes. Don’t make her feel loved. She doesn’t want someone “clingy.”



M.Discenza/The Phillipian

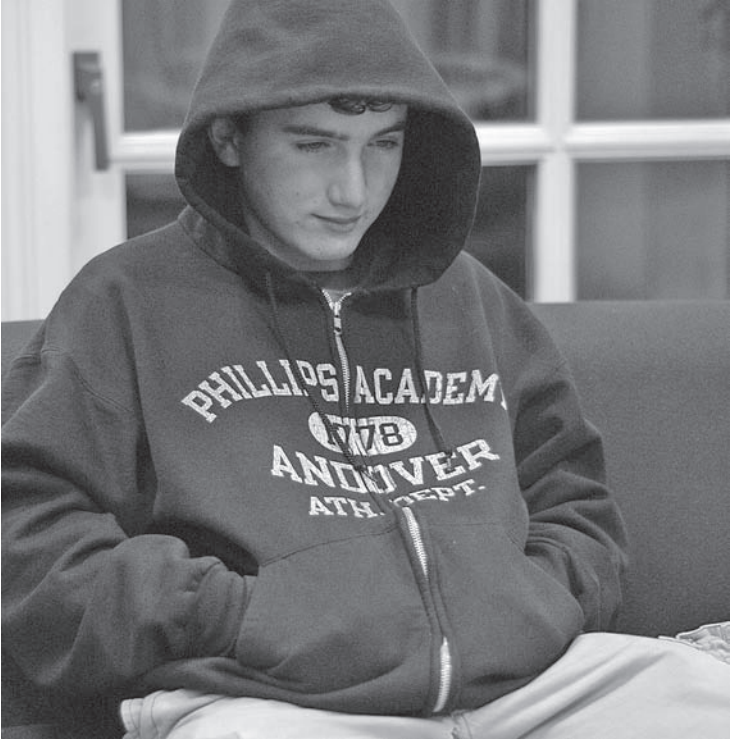
Romance tip: this Blue & Silver, be sure to get your picture taken outside the math building.

## Freshmen Archetypes

As we slowly ease into Winter Term, many upperclassmen will start to notice that the new freshmen class isn’t as new anymore. Maybe you know some freshmen by sight and maybe even a few by name. However, for those of you who remain oblivious to presence of the class of ’11, have no fear—for my identification guide is here to help.

**Species:** Jock Freshmen  
**Natural Habitat:** Borden Gym, team tables at Uncommons  
**Identifiable Traits:** Usually wearing sports attire and/or carrying equipment bigger than their entire bodies  
**Info:** These are the freshmen you’re most likely to see and be forced to interact with. They’re the freshmen who have been adopted by their varsity sports teams, and have intruded into the upperclassmen areas of campus. Although sometimes intimidating, these freshmen are the easiest to interact with and the most socially acceptable to be seen with.

**Species:** Andover High Freshmen  
**Natural Habitat:** Uncommons  
**Identifiable Traits:** AHS Apparel, laughing randomly in food lines



Scott Cuthell ’11 demonstrates the behavior of the Hobo Freshman.

**Info:** We’ve all seen them—the weird kids in Uncommons who laugh with their friends when they get cereal. They’re the kids who try to blend in to the environment by wearing Andover High T-shirts. They rely on the size and obscurity of the freshmen class to hide their presence, while they do nothing more than steal food. Social interaction is impossible and thus unclassifiable social acceptance-wise.

**Species:** FacBrat Freshmen  
**Natural Habitat:** Faculty apartments  
**Identifiable Traits:** Usually the only freshmen living in an opposite gender dorm  
**Info:** FacBrat freshmen, or “Faculty Child” freshmen, know lots of upperclassmen, but they also give off a strong townie vibe. They are the kids who you’ve seen running around the Quad for years and now you suddenly see them in a class. The easiest way to identify these freshmen is to watch which upperclassmen they interact with. If they know all the upperclassmen FacBrats and they know all the kids from one dorm then chances are you have yourself a FacBrat freshman.

**Species:** Sketchy Freshmen  
**Natural Habitat:** Mailroom, outside of Nathan Hale, Rockwell  
**Identifiable Traits:** These freshmen just give off a super sketchy vibe.  
**Info:** Usually one freshman every year holds this title. He/she is usually found in the Mailroom, whether they are a day student or not. Social interaction is a big offence for any upperclassmen, better wait until next year, when, hopefully, his/her sketchiness will have subsided.

**Species:** Math 650 Freshmen  
**Natural Habitat:** Morse, their rooms  
**Identifiable Traits:** Usually carrying a calculator, they make you feel stupid no matter what  
**Info:** These freshmen fulfilled the Andover Math requirement in third grade and continue to take math for “fun.” They take math courses you didn’t even know existed. Although rarely seen outside of their dorms or math classes, if you encounter one in the wild, social interaction may just leave you feeling bad about yourself.

**Species:** Random Freshmen  
**Natural Habitat:** Everywhere on campus  
**Identifiable Traits:** None  
**Info:** This person is that freshman you can swear you’ve never seen before in your life. You bump into them between classes and during sports, yet you never recognize them. These are the kids that are constantly asked whether they actually go to this school or not. Also, by the time these freshmen become upperclassmen, they will still be mistaken for new students.

—Scott Cuthell

“Features is the funniest, best and sexiest student activity on campus.”  
– The Features Newsletter

Write for Features.  
jadler@andover.edu  
ldai@andover.edu - egrober@andover.edu

## Top Ten

Things Overheard at Blue & Silver

10. “I’m so glad we’re here together. Thank goodness the first three girls said no.”
9. “What happened? Did you stop washing your face after I asked you or something?”
8. “I picked those flowers I gave you from my house counselor’s garden. That’s why the roots were so icy!”
7. “This DJ did my cousin’s Bar Mitzvah.”
6. “OMG we’re totally dancing in a big circle!”
5. “A dance in Uncommos isn’t so bad. Can I get you something from the panini press?”
4. “Boy, was I surprised that your parents were at your dorm when I picked you up.”
3. “Do you think anyone would mind if I stuck my @\$%\$ in the chocolate fountain?”
2. “Oh, you’re Sarah? Don’t read the card on the flowers.”
1. “We’re here as friends, right?”



# ALIEN INVASION

## E.T.



S.Ho/The Phillipian

**Age:** Thirteen (missed Bar Mitzvah while vacationing on Earth)  
**Home Planet:** Home. Yes, it is actually named “Home.”  
**Catch Phrase:** “E.T....call collect?”  
**Political Affiliation:** Liberalien  
**Favorite hobbies:** Phoning home, drinking excessively, riding bicycles, riding bicycles while flying and pointing at things.  
**Likes:** Small children, Steven Spielberg and Reese’s Pieces  
**Dislikes:** Bright lights and the sound of nails against a chalkboard  
**Occupation:** Professional Hobo

RECENTLY, THE FEATURES TEAM MADE A REMARKABLE DISCOVERY: CANADIAN BACON AND HAM ARE THE SAME THING. OH, AND WE’RE NOT ALONE IN THIS UNIVERSE.

EXTRATERRESTRIAL LIFE DOES INDEED EXIST.

THEY WALK AMONG US.  
THEY BREATHE OUR AIR.  
THEY DRINK OUR WATER.  
THEY DRIVE DRUNK ON OUR ROADS.

THEY’RE HERE.  
THIS IS A FEATURES ALIEN INVASION.

## Jar Jar Binks

**Age:** Why would meesa tell yousa that? Ha, silly humans.

**Home Planet:** Naboo. Meesa like it there very much.

**Looking for:** Meesa mother. She been gone a very long time.

**Catchphrase:** “Meesa gonna eat yousa childrens!”

**Likes:** Meesa likes the Amidala Princess girl. Sheesa nice. Meesa likes being animated, especially eena Episode Fours (meesa wasn’t, like, in any of the others... much... jerks).

**Dislikes:** Meesa hates Donald Trumps. Heesa fires people too much. Meesa no likes hims. Also, meesa no likes winters. Meesa too colds! Meesa alien nipples getsa harder than Darth Vader’s helmet in Episodes Four. Yousa no know whats thats like, but meesa do.

**Occupation:** Meesa was on Galactic Senate. Stupid people who let me do thats. Meesa no good. Now meesa famous actor. Yousa know me, meesa thinks. Meesa Jar Jar Binks! Yousa don’t knows meesa? Yousa stupid! Meesa hate you. Shut ups.

**Deepest Desires:** Wassa that mean? Desires? Meesa likes feets. Feets is funny. So meesa likes them. Meesa one day will buy

meesa own pod racer. Meesa will race with Little Ani. Oh! Master Ani! If yousa out there, meesa still have yousa jeans. Yousa left them in meesa bach-elor’s pad last weekends. Yousa can comes pick them up any times, Master Ani. Any times.

**Favorite Movie:** Meesa very much likes Forrest Gumps. Heesa remind me of meesa. Maybe someday meesa will be like Forrest Gumps and travel acrossa the United States. Then meesa tell meesa story on televisions and yousa all love meesa. Somedays. Then meesa will makes sweet revenges on Meestah George Lucas. Meesa never forget.



# The Truth Behind Area 51

When one signs up to work for Area 51, he takes an oath. Think of it like a magician’s pact: when someone breaks it, everyone is instantly intrigued. (After all, how in the world did he find that quarter from behind my ear? It’s insanity, I tell you, insanity!) The following are brief excerpts from my diary while working at Area 51 over the course of eight years. In its pages lie the vast and previously thought impossible secrets of the famed hidden government hideout.

*Quick note: Contrary to popular belief, the government is not hiding any aliens here. In my entire career as an Area 51 employee, I have yet to see a single alien. Oh wait, that’s a lie. Dave came to the annual costume party as an alien once. That Dave and his crazy antics. You never know what he’ll do next. They’re all like that in marketing, I guess.*

### December 27, 2006

Hey, you wanna talk about one crazy office Christmas party? Someone mixed the Sprite and the Coke, and they called it Sproke! The lunacy! Everyone had to make their own party hats and I drew little presents and candy canes on mine. I was on so much of a sugar rush from the Sproke that I hardly even remember winning second prize in the party hat contest. That darned Janine from accounting, she won first prize and the right to wear jeans to work tomorrow. I suppose my beautiful faded denims are gonna have to stay in that musty closet for another long year.

### January 12, 2007

It was casual Friday today, and I’m just minding my own business, you know, being casual (a tie with colorful frogs on it) when the coffee baron struck again. He empties the pot and doesn’t refill it. What kind of madman would stoop to such a level? I feel as if order is being lost every second this fiend is allowed to continue in “The Area.” I bet it’s Tom—that guy made fun of my tie and my hip/retro horn-rimmed glasses.

### March 21, 2007

Every Tuesday we patrol the internet and search for the latest conspiracy theories. It’s funny to see what people think really goes on here. Most Tuesdays we get the usual trash—aliens... experimental testing... secret government projects... I feel like if anyone knew the truth (we make novelty plush toys) they wouldn’t believe it. However, today we got a new one. Apparently, the Muppets are alien life forms, and we’re keeping the whole story bottled up so that the masses will continue to think Kermit is still the man. Yeah, definitely, that’s what’s going on here. We still get plenty of excitement though.

### June 13, 2007

I don’t know if this counts as paranormal activity, but today, the water cooler sure was acting weird. I think the current theory is that the water guy got mixed up when he was changing the jugs and now the blue lever dispenses hot water. Frankly, this is not acceptable. Everyone knows blue means cold! Greg burned his tongue. Oh, and that reminds me. I have a question for the so-called vending machine re-stocker. Who likes Almond Joys? Baby Ruth bars? PayDays? I work 40 hours a week in a non-corner office and all I want at the end of my day is a simple Milky Way, maybe even a Twix. But you can’t have that now, can you, mister re-stocker? You have to systematically whittle down my array of options until all that’s left is a bag of Fritos and a Take-5 bar. That’s all right, though. Whenever I see you looking all smug with your crates of stale Doritos, I just remind myself that I’m the other man in your marriage.

### September 2, 2007

Screw this place. I have been busting my hump at this here crapshack for as long as I can remember. And now they go and give the promotion to Tom? Of all people, it had to be Tom. They told me that I wasn’t imaginative enough! Me, a lack of imagination! It was my idea to stuff the plush toys with arsenic pellets! That was unfiltered genius! Let’s see Tom come up with an idea more imaginative than a dress-up Kevin Bacon doll. Ah, forget it... I’m putting in my two weeks notice.

—Alex Moss

# Zoltar’s First Day

## AN ALIEN’S HUMBLE ORIGINS IN THE ABDUCTIONS DEPT.

*A little green Martian with big, droopy, oval-shaped eyes slowly walks up to the Martian secretary’s desk. His footsteps echo throughout the circular hall and visible beads of sweat begin to drip from his neck pores. The secretary’s perfume reeks of Knoffpou droppings, but the Martian man does not seem to mind as he clears his throat to prepare to speak.*

**Zoltar:** Excuse me, ma’am, but I’ve just been promoted to the Alien Abductions Department?

**Secretary:** Go right on through, dear.

*Zoltar enters the office to be greeted by an obese spectacle-wearing Martian man who reminds him of his Aunt Gertrude*

**Zoltar:** Pardon me, but allow me to introduce myself. My name is Zol—

**Gonzo:** Awww, shut up, man. O’ course I know what ‘cher name is. Zoltar! Like the tapeworm! You’re the new guy in town, right?

**Zoltar:** Uhh... yes, sir. That’s me, sir.

**Gonzo:** Well, you’re in luck. We’ve just got in an assignment in Sector W. ‘Dat ‘dere is de fine thing we like to call Earth. You feel like wrasslin’ some Earth cattle today?

**Zoltar:** I would love to, sir, I really would. But seeing as it is my first day, I don’t really know if I’m ready.

**Gonzo:** You learn by doin’, Zoltar. That’s how we roll in AA.

**Zoltar:** Maybe I should try living on the wild side for a change.

**Gonzo:** ‘Attaboy!

*On Earth. Zoltar and Gonzo are camped out in Gonzo’s ’76 Chevy Camar-UFO*

**Gonzo:** And now we play the waiting game...

*An awkward Martian silence ensues.*

**Gonzo:** Hey, Zoltar, have you ever canoodled with one of ‘dem Venusians? I hear they’re fantastic in the spacebed.

**Zoltar:** Is this conversation appropriate for the workplace?

**Gonzo:** Oh, lighten up, Zoldy. Look, here comes one of the humanoids now.

**Zoltar:** How intriguing! You know, I’ve never seen a humanoid up close before.

**Gonzo:** We’ll you’re gonna have your chance real soon, pal.

*Gonzo engages the tractor beam and the humanoid is placed on the autopsy table (an old pizza box).*

**Gonzo:** He’s all yours, newbie! Dig right on in!

**Zoltar:** You’re joshing me, right?

**Gonzo:** Of course I ain’t. Do I look like this “Josh” fellow to you?

**Zoltar:** You can’t possibly want me to stick this metal rod... using my hands... down there...

**Gonzo:** C’mon, now, Zolty-boy! You gotta get you’re hands dirty sometime. Might as well be on your first day!

**Zoltar:** Oh, why does nothing ever go right for Zoltar???

—Lawrence Dai

## Kang and Kodos (From The Simpsons)

**Age:** 4.2 Ultramagnum Years

**Home Planet:** Rigel VII

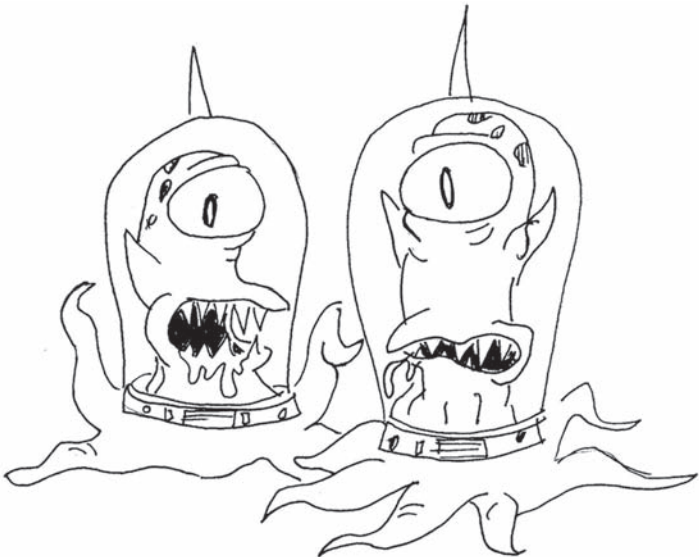
**Religious Affiliation:** Hinduism

**Favorite things:** Pina Coladas and getting caught in the rain. Oh yeah, and body-snatching. Yeah, we’re those kinds of aliens. Don’t judge us. I mean, if you had the ability to body-snatch, you totally would too. You know, you’d want to switch with that cute girl next door. You know who we’re talking about now. Whatsherface. Shelley? Oh yeah. Totally. Shellayyyy!!!

**Occupation:** Part-time actors for the Simpsons—we refuse to be binded by a full-time contract. We need our summer months for the Zorgo Olympics on Nebula Nine. We’re underdogs now, but we hope that the public will eventually warm up to us.

**Personal description:** We’re hot, slimy and lookin’ for love. Please do not respond to this personal if you aren’t a female character of the Simpsons universe. Except for Hillary Clinton. We have this thing for women with power. It’s inexplicable.

**Looking for:** World Domination



S.Ho/The Phillipian



# PHILLIPIAN ARTS

## Darius Goes West

### The Inspiring Story of Darius Weens

Lynx Mitchell

Approximately one in 3,500 boys are born with Duchenne Muscular Dystrophy, and most kids with the disease die by their late teens or early 20's.

The inspiring story of Darius Weens, a boy with Duchenne Muscular Dystrophy, was shown last Sunday evening at 6:30 p.m. in Kemper Auditorium.

"I was really moved by the movie," said Rachel Cohen '08. "I'm actually working at a camp for disabled kids this summer in Minnesota, so seeing the movie reinforced my excitement about going west myself and making some kids smile."

Turnout was impressive. While quite a few individuals decided to come because the documentary sounded interesting, many were just as intrigued by the announcement that there would be cookies, hot cocoa and, best of all, sushi.

Chad Green, Director of Community Service, made the opening remarks, and Lucy Bidwell '09 introduced Logan Smalley, the director. A graduate of the University of Georgia, Smalley made a speech and ended by saying to the audience, "[Like we did in making the movie], you give Darius a voice, too. A movie like this needs an audience to spread the word."

"Darius Goes West" is the tale of Darius Weens, a 15-year-old black male from Athens, Georgia with Duchenne Muscular Dystrophy, a disease that confined him to a wheelchair and will ultimately cause his death. At the start of the summer of 2005, he set off in a wheelchair-friendly RV with a group of 11 friends. The gang took an eventful road trip from Athens to the Pacific Ocean and back.

During one scene in the movie, Darius' friends bet him \$10 to eat a spoonful of wasabi. So after the show, four Phillips Academy students from the audience volunteered to eat a spoonful of wasabi each. Four Phillips Academy alumni promised to donate \$1000 to Muscular Dystrophy research per spoon. The students licked their spoons clean.

The trip served many purposes. The first was to spread awareness about Duchenne Muscular Dystrophy and to raise money to help scientists discover a cure. The second was so that Darius, whose muscular dystrophy will most likely claim his life by his early 20's, could see the United States before passing away. Another goal was to discover what percentage of America's stores and attractions

are wheelchair accessible. And finally, the group hoped that Darius could get MTV America's "Pimp My Ride" to pimp his ride.

Although "Pimp My Ride" flatly refused to accessorize Darius' wheelchair, Smalley, Darius and the rest of the crew managed to achieve all of their other objectives.

From New Orleans to the Grand Canyon, Darius visited many of the places he'd always dreamed of seeing. There were hardships from the start. For example, the first gas station they stopped at was not wheelchair accessible. But their message spread as they traveled. Soon even actors William H. Macy and Felicity Huffman were going out of their way to meet Darius.

"Pitying someone just because they're in a wheelchair is irrational," said Smalley near the end of the film. Thankfully, nobody in the caravan even thought to pity Darius. They just treated him like one of the guys, and Darius loved it.

It's impossible to put fully into words the moving quality of the movie. As Los Angeles Times writer Karen Day described it, "Darius Goes West" is "a movie of pain, both physical and emotional, with a message of hope and deep affection for the raw and sweet parts of human nature." The crowd quieted down soon after the movie's start and seemed to stir very little until the lights turned back on after the conclusion of the film.

All proceeds from "Darius Goes West" go to charleysfund.org, a website founded by the parents of a child with muscular dystrophy. The site collects and then donates money to people who are working to discover a cure for muscular dystrophy. Indeed, Smalley told an inquisitive audience member after the show that the best way he could help the cause was to "buy a DVD, and then sell more." In buying the DVD's, you donate \$15 to Charley's Fund and spread awareness of the disease itself.

Annie Li '10 said, "I researched DMD for my Bio paper last year, but the disease feels so much more real now that I've seen the movie. Now I can see how it affects a real person, instead of just seeing explanations and graphs about the disease."

As Darius said when he came home after his trip, "I've seen more stuff than most people will probably see in their lifetime." In just watching "Darius Goes West," the audience got to witness a real-life account of someone living beyond the cards he was dealt.



M. Temple/The Phillipian

Dr. Richard Keller sports the latest in fashion at last Friday's Seinfeld Fest.

## The Puffy Shirt

### Jewish Cultural Weekend

Natalie Cheng

The crowd in George Washington Hall erupted with laughter as one of the night's emcees, Dr. Richard Keller, removed his brown leather jacket to reveal his very own Puffy Shirt, in reference to an episode of the popular 90's sitcom, Seinfeld. On Friday January 18, 2008, Phillips Academy's Jewish Student Union kicked off the annual Jewish Cultural Weekend with a Seinfeld Fest. "The Puffy Shirt," the first episode shown that night, showed star Jerry Seinfeld accidentally agreeing to wear an embarrassing puffy white shirt on national television, becoming the butt of several pirate jokes for the rest of the night.

According to Jonathan Adler '08, the other emcee and co-head of JSU, the fun with the Puffy Shirt didn't end even when the Seinfeld Fest ended. Keller brought a group of Seniors to Burger King after the show to celebrate—still wearing the Puffy Shirt. The seniors persuaded Keller to enter the restaurant and order separately, and while the cashier was able to keep a straight face, the Puffy Shirt attracted a few puzzled looks from onlookers.

Seinfeld fans from across campus came out to enjoy a night of the classic comedy; with an impressive turnout, the Kemper Auditorium was filled for most of the night. Despite the stiff competition, the Seinfeld Fest held its own in against the Karaoke Night going on in the Underwood Room. Many members of the audience conveniently drifted back and forth between the two events.

Even between episodes, the crowds could hardly bear to leave. Adler, who came up with the concept for the night, was onstage with PA's very own "student veterinarian" (as Adler referred to him)

Keller, and the two made a team whose humorous dynamic kept the crowd riveted.

Adler said, "Seinfeld is a great show, and Dr. Keller is a great man. I was honored to share them both with the Phillips Academy community."

The night overall featured four popular episodes: "The Puffy Shirt," "The Yada Yada Yada," "The Limo," and Adler's favorite, "The Soup Nazi."

The fun was not limited to a marathon of Seinfeld episodes; bright blue JSU T-shirts were sold at the door and navy blue JSU T-shirts from 2007 were given away as prizes for answering trivia questions about Jewish culture written by Keller

and Chris Meyer '11. Prize winners like Mike Palermo '08 were thrilled to gain their reward.

Despite the disappointment of not winning a T-shirt, Geoffrey Kwok '10 still had fun. Kwok says, "I think it was a great way to keep the students entertained on a Friday night...A lot of people like Seinfeld...It's a good show."

Adler agrees, he decided that the Seinfeld Fest would mark the beginning of a new Phillips Academy tradition.

"While it is enjoyed by people of all ethnicities and faiths, [Seinfeld] certainly features some Jewish undertones. We thought Seinfeld would present an entertaining glimpse at Jewish culture," he said.

JSU currently offers weekly Shabbat services and Tuesday dinners with Rabbi Kominsky and hopes to provide more entertaining yet educational programming. JSU is also planning a discussion on Jews in the American Civil Rights Movement.

Seinfeld Fest 2008 was a success, and to reference Seinfeld itself, students gathered to watch Seinfeld, win some prizes, yadda yadda yadda, the end.



M. Discenza/The Phillipian

Logan Smalley, the director of "Darius Goes West," introduced his film at last Sunday's showing.

## Welcoming the New Year: 2008 Movie Previews

Andrew Townson

Although 2008 had a bad start, some upcoming films promise to turn the year around.

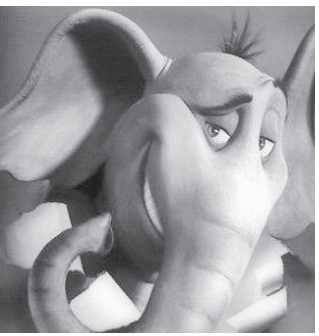
So far, 2008 is the worst year in history for the entertainment industry. The ongoing writers strike forced the cancellation of the Golden Globes, and the Oscars are probably going to suffer the same fate. Even worse, the strike has delayed the production of many promising films such as Transformers 2, which could have

For one thing, Cloverfield looks beautiful on screen. It is a cross between "The Blair Witch Project" and "Godzilla," and while



I will not give anything about the movie away, I will say this: See it now before the ending is spoiled for you.

Right now, things are looking up. February, as always, will be a slow month. March, however, will be good. The CGI (computer-generated imagery) epic "10,000 B.C." promises to be a hit. Another surprise may come with Dr. Seuss' "Horton Hears a Who," which tells the

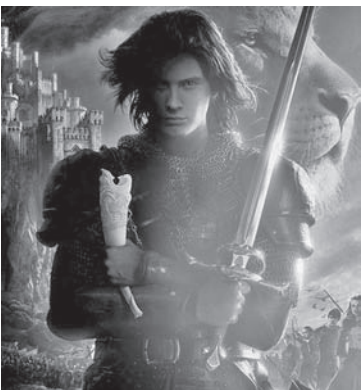


story of an elephant who hears someone on a tiny speck of dust. While the anima-

tion idea may be cheesy, the cast, including Jim Carrey, Steve Carell and Dane Cook, promises to lighten the mood.

May begins the summer movie spectacular, and it is going to be big. First comes "Iron Man," another superhero movie about a billionaire who builds a mechanical suit around his body. I know what you are thinking, we've seen it before. But if it is anything similar to "Batman Begins," we might be in for a treat.

Next "The Chronicles of Narnia: Prince Caspian" picks up where the first



installment let off. Hopefully, "Prince Caspian" will be directed at a wider audience, not just children. "Indiana Jones and the Kingdom of the Crystal Skull" reunites Spielberg with some of his best work. Harrison Ford brings the hero back to life in this promising action adventure.

As always, July will be a movie powerhouse. This time, it will only be with one movie: "The Dark Knight." The next Batman will be a tour de force. The gripping trailer recently released only foretells

the greatness of the movie to come. With Heath Ledger, who died on Tuesday, as the creepy Joker and Christian Bale playing Batman, it has to be good.



October seems to be beating a dead horse. The usual "Saw V" will be back to showcase fake gore and a horrible storyline. And guess what? "High School Musical: Senior Year" comes out. Prepare for a lot of colors and whole lot of screaming girls. I doubt it will be good, but does it really need to be?

November brings an array of movies. The sequel "Madagascar: the Crate Escape" challenges "Bond 22" in the opening weeks of November. While neither of these plots is currently known, they both guarantee entertainment. "Harry Potter and the Half-Blood Prince" will sweep the month's box office, but the most interesting movie may be "The Curious Case of Benjamin Button." It tells the story of a man living his life backwards, from death to birth.

2008 looks promising now, and it can only get better as the writer's strike may end soon.

## ASK AMANDA

Blue and Silver: the event everyone's thinking about.

For those of you out there who don't have dates yet, don't despair. Despite how it may seem, you are not the only one. Don't be afraid to ask that person you like, even if they do seem out of reach.

Girls, don't be embarrassed to ask a boy. Why not? Boys are people, too. Don't let a fear of rejection stop you from asking who you want. What's the worst thing that could happen? If they say no, it's not the end of the world.

If the only thing holding you back is fear of an awkward relationship afterwards, just remember that they don't want things to be weird either; it's only awkward if you make it so.

Have fun at Blue and Silver!

Q: Why was 6 afraid of 7?  
- Math 600 Student

Math 600 Student,

"Because 7 ate 9" is the most commonly heard answer, however this is not the whole story. The truth is, 7 was actually going out with 4 when 4 cheated on him with 6. When 9 tried to talk to 7 about what happened, a huge fight broke out. 6 later found out that 7 heard about his adventures with 4 and something happened having to do with a chair and a fish and Uncommons... long story short, 7 has anger management issues.

Q: My friend does not interact well with people. He would rather play video games than talk to a girl. How can we make him show emotion?  
-Concerned Friend

Concerned Friend,

Perhaps your friend is just shy. He may feel uncomfortable around people who he is not close to, including girls. He may get embarrassed around girls, and just avoids people in general in order to avoid embarrassing himself.

I would try to encourage him as much as possible without pressuring him. If he has trouble talking to large groups of people he doesn't know, try bringing one new person into your group of friends so that your friend feels comfortable conversing with someone new but isn't overwhelmed by a whole bunch of people at once.

This may sound lame, but it can also help to remind him of what a cool kid he is. It may be a lack of self-confidence that is causing him to retreat into his shell. Encourage him to go talk to people, but don't force him. If you have trouble getting him away from the controllers, remind him that real life is actually much more exciting than virtual reality. Whatever you do, don't tease him; just be nice and encourage him.

Q: I don't have a date to Blue and Silver; should I still bother to go?  
-Dateless

Dateless,

Of course you should still go! Yes, there is a lot of hype about who's going with whom regarding the semi-formal dances at this school. However, that doesn't mean that you're un-cool or shouldn't go if you don't have a date. If you go with your friends, you can have just as good a time, if not better, as if you had gone with a date.

Everyone, even the people who find a date just to look cool or to avoid being alone, ends up dancing with everyone else. If it would make you feel more comfortable, try to find a friend to go with you, or go with a group of friends.

But when it comes down to it, there really is no need to worry. Blue and Silver is the same as a regular dance, except with nice clothes and a chocolate fondue fountain.

Q: Is there a problem with doing homework on Friday or Saturday night? What about during a parietal?  
-Workaholic

Workaholic,

Absolutely not. I find that personally, that is when I actually work best. On Saturdays, there aren't many people around and most dorms are really quiet. This makes it easier to concentrate, allowing you to think more clearly. If you get work done on Saturday, you'll have more time to hang out and relax on Sunday and you won't be nearly as stressed. It is probably a better idea to space out homework time over the course of the weekend.

Also, it is perfectly normal for two people to have a parietal and just do homework together. It might be awkward if the two of you don't have the same intentions, but otherwise, it's fine.