



## Unexpected Snowstorm Batters Campus

By **ANDREW YANG**

After an unusually early snowstorm that struck the Northeast October 30, the Andover community woke to see branches strewn across the Great Lawn and power outages across campus.

"The Eagle Tribune" reported that 2,570 homes and businesses in Andover lost electricity by 9 p.m. October 29.

On campus, seven dormitories and Gelb Science Center lost power. According to the National Grid, eighty-eight percent of the Town of Andover lost electricity.

Alumni House, Flagg House, French House, Hersey House, Morton House, Stowe House and Whitney House were all left without power after the storm. According to Larry Muench, Director of Facilities, all the dorms except Morton House had regained power as of Wednesday.

The dorms that lost power are not linked to Andover's backup electricity loop, and thus lost power when the grid maintained by the outside utility company failed.

Peter Higgins '14, a resident of Flagg House, said, "[Flagg House] lost electricity on Saturday night, but we just slept in our dorm without electricity. Sunday we got up and there still wasn't any electricity and we decided that we didn't want to stay in our dorm."

"Clark [Perkins '14] and I went to Taylor Hall, and we slept on the couches in Taylor Hall and the other kids went to Stearns to sleep with their ex-prefect Brandon Wong '12. Then, last night we all slept at the [Austin] Gaiss' '14 house. It wasn't too terrible though because I could use the gym shower, I could come to campus to charge my electronics, it wasn't too bad overall," continued Higgins.

Morton House will not regain power for a few days, since a falling tree limb pulled the electrical infrastructure off the building.

The OPP electrical team spent Sunday reattaching the devices to the building but has yet to receive assistance from the National Grid.

Gelb Science Center also lost power and ran intermittently on emergency power over the weekend. Classes could not be held in the building on Monday due to the lack of heat and electricity. Science classes were relocated across campus, with some classes gathering in Double Brick House, Morse Hall and Samaritan House.

Like the dorms that lost power, Gelb was running on a separate electrical loop than the main campus. Gelb regained power on Monday night and classes were held in the building on Tuesday.

According to Muench, the electrical loop wired to the "main" campus did not lose power for extended periods of time. He noted, however, that the generators did turn on several times for short periods of time.

Aside from power outages, the snow affected "hundreds" of trees on Andover's campus according to Muench. As tree branches littered the ground and roots sprouted from split trunks, members of Office of Physical Plant (OPP) trimmed and pruned to minimize the damage.

The majority of the damaged trees needed to be removed because they had split beyond repair.

Muench attributed the fallen trees to the timing of the snow storm. The flurries came while many trees still had their leaves--several had not even changed color yet. Because each leaf full caught snow and the combined weight created a large pressure on the trees.

No buildings or members of the community were hurt from the falling trees.

"I think we were very, very lucky. We had one building where a tree limb was leaning against, that was Churchill House. No other building had damage from a limb, so with all

*Continued on A6, Column 3*



J. QU / THE PHILLIPPIAN

OPP clears fallen trees after the October 30th snowstorm.

## KALEIDOSCOPE INAUGURATED

### SPEAKER SERIES LAUNCHED

By **CONNOR FRASER**

Two speakers will present contrasting perspectives on a common topic as part of the Kaleidoscope program, a pair of consecutive All-School Meetings (ASM) that will unfold over the fall term of the next two years.

The Kaleidoscope program serves to correct the perceived imbalance of previous ASM speakers by offering students divergent perspectives of the same issue, allowing them to digest and decide what they personally believe according to Carlos Hoyt, Associate Dean of Students.

"The goal of Kaleidoscope

*Continued on A5, Column 1*

## Ross Douthat Presents on Religion and Spirituality

By **JESSICA LEE**

Ross Douthat, a conservative columnist at "The New York Times," supported the widespread practice of organized religion as the inaugural speaker of the Kaleidoscope program at All-School Meeting (ASM) on Wednesday.

The Kaleidoscope program aims to bring speakers in consecutive ASM that offer contrasting opinions about controversial issues. In his presentation, Douthat argued that religion should be more integrated into the lives of Americans.

"In the post-modern world, people are spiritual but not religious," said Douthat. "They say yes to meditation and epiphany, but no to Roman Catholicism or Orthodox Juda-

ism. They say yes to religious experience, but no to dogma...There is value in seeking a particular world view. Only religion really inspires to unveil the inhabitants of the strange world story," said Douthat.

Douthat said that though atheists argue that there are an overwhelming number of religions to choose from, individuals must investigate overarching world views before selecting portions of religions independently.

"The differences [between religions] are actually big and important," said Douthat.

Douthat identified the liberal perspective that specific religions may be too limiting in the modern world. He asserted,

*Continued on A6, Column 1*

## BULFINCH DESIGNS CONFIRMED

By **JAKE MARRUS**

Three new classrooms, a new, larger faculty lounge, a multipurpose room and an elevator are among the primary changes unveiled in the blueprints of Bulfinch Hall's slated renovation.

Work on Bulfinch Hall will begin in June 2012 and run into Fall Term 2012 once the project funds are finalized and the Trustees give the project their final approval.

The building will be ready for occupancy sometime during the fall term of 2012 or by the start of the following winter term at the latest, according to Jeffrey Domina, Chair of the English Department. All English classes will meet elsewhere on campus, primarily in other academic buildings, for some or all of the 2012 Fall Term.

Though Bulfinch currently features 12 classrooms, a

*Continued on A5, Column 1*

## A History of Halloween Traditions At Phillips Academy



J. QU / THE PHILLIPPIAN

Secret society initiates were forced to spend the night in the school cemetery.

By **JESSICA LEE**

Decades ago, on a bitter October night, upperclassmen members of Auctoritas, Unitas, Veritas (AUV), a secret society at Phillips Academy, coerced innocent freshmen boys to spend the night in the cemetery to complete their initiation into the club. This was just one of many now abandoned Halloween traditions that used to take place on campus.

Initiates to AUV were instructed to "not comb or brush [their] hair nor wash [their] face or hands, [and they] should smoke nothing but a clay pipe with Lucky Strike tobacco and must not speak to anybody outside of A.U.V." Several Halloween traditions involved playing pranks around campus. Popular pranks included stealing professor's cars and moving cars into academic buildings.

On Halloween of 1960, students put two faculty members' Ford Thunderbirds in the new Copley Wing of the

Oliver Wendell Holmes Library (OWHL), donated by James Copley '35 in 1959.

Following the destruction of the Copley Wing 30 years later, librarians have reported that James Copley's ghost haunted that portion of the library, according to Timothy Sprattler, Assistant Librarian and Interim Archivist.

Along the divide of the old Copley Wing are small cracks in the ceiling, rumored to be created by the vengeful Copley. Librarians frequently blame the chronic leaks in the library on Copley's ghost, according to Sprattler.

In the Peabody Museum, the frequent slamming doors, moving items and eerie noises that creak through the attic floors convinced museum staff that Warren K. Moorehead, Head of the Department of Archaeology from 1901 to 1938, haunted the building.

Last year, a gust of wind shut the door and the dead-bolt and locked a foreman at the Peabody Museum into

the back stairwell, according to Marla Taylor. Museum staff blamed the ghost of Moorehead for the spooky occurrence.

In 1692, three hundred years prior to these occurrences, the townspeople of Andover feared witches rather than the ghosts. More individuals were arrested for witchcraft in Andover than in any other New England town.

While 38 witches were accused of witchcraft in Salem, Massachusetts, members of the Andover community

*Continued on A5, Column 6*

## Survey Indicates Poor Visibility in Chapel

By **JUSTIN STACHTIARIS**

Approximately half the school reports they have an obstructed view during All-School Meeting (ASM), according to a survey sent out to the Phillips Academy student body on October 5, 2011. Around 521 students, or 70 percent of the survey respondents, felt they could not see the podium or presentation screen during David Eagleman's wellness week ASM presentation in the chapel.

In reaction to these survey results, Carlos Hoyt, Associate Dean of Students and All-School Meeting Coordinator, potential alternatives to aid student visibility in future All-School Meeting performances.

"One of the things that is part of the process, quite naturally, is trying to figure out whether other institutions like us have this problem and, if so, do they have a good solution. Let's not reinvent the wheel if we don't have to. Let's borrow some good ideas and technology if it's out there," said Hoyt.

"This will hopefully lead to a small amount of [solutions] that we can consider and then we will look into how [each one] is best adapted to Phillips Academy and the Cochran Cha-

pel for the purposes that we want."

The survey included portions for free response, where students suggested potential solutions.

Hoyt said, "Students came up with everything from [making] the columns invisible to [cutting] the columns down, which obviously were jokes. Other students suggested that we have screens on the side

aisles, while other students wondered if we could put screens on the columns."

Hoyt had created the one-question survey, titled The Chapel Sightline Survey, to gauge students' difficulty seeing around the large columns lining the center aisle of the Cochran Chapel during ASM.

*Continued on A5, Column 1*

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# Required but not Inspired



TOWARDS THE END of my first day of classes at Andover, I began the exhausting trek to Graves Hall. I had naively assumed it was near Bulfinch Hall. After realizing my mistake, turning around, sprinting to the crosswalk, cautiously and responsibly crossing the street and chasing a random upperclassman to beg for directions, I arrived at my first Music-225 class sweating, panting and late. From the first day, Music-225 and I have had a tumultuous relationship.

Although I took piano lessons from first through sixth grade, I am in no way a musician nor do I have any musical knowledge. Music class at my middle school was often a free-for-all. We would gossip and chat under the pretense of learning songs on the guitar or piano. I had expected Music-225 to be somewhat easier than my other classes at Andover.

It isn't. Starting with that first sweaty class, I have been challenged. I have struggled to detect

I had expected Music-225 to be somewhat easier than my other classes at Andover.

rhythms and memorize notes and scales. I have tried to fathom sharps and flats, timbre and the overtone series. I have received grades lower than ever before.

I am not alone in this struggle. Many of my classmates remark that music is their most difficult class. There are frequent sighs of frustration and pleas to the teacher to re-explain the subject matter

during class.

Yet, I am not bothered by my poor music grades. I am disappointed when I receive a 57 percent on a quiz, but I don't get upset or wish I had crammed the night before. I don't freak out or beg for extra credit.

I am nonchalant about music because I know that it is highly unlikely that converting scales from harmonic minor to pentatonic minor will appear on the SATs. My anxiety is assuaged when I remember that I don't plan on becoming a music teacher, composer or the next Lady Gaga. I am not and have never been passionate about music; I don't plan on ever taking music lessons again or pursuing a musical career. My disinterest in music leads to a lack of motivation to excel in Music-225. As ignorant as it sounds, I honestly don't care about music.

Currently, four-year students are required to take one art class, one music class and two additional art, music, theatre or dance classes. I propose a general four-class requirement which can be fulfilled by any combination of art, music, theatre or dance classes. This would allow students to pursue subjects they are genuinely passionate about.

One of the joys of Andover is discovering and pursuing your passions. With more choice in course selection, students would have more time to take classes they enjoy and would spend less time stressing over classes that don't interest them.

At Andover, hard work is the norm. But hard work is infinitely more rewarding when driven by passion.

Caroline Lu is a Junior from Andover, Mass.

MAKENZIE SCHWARTZ | EMERSON

# A Charged Dependence



A CACOPHONY OF OMINOUS sounds arose out of last weekend's storm. Last Sunday, I awoke to blaring sirens and was followed by the whirs of wood chippers each time I crossed the main quad. It was the haunting silence of Sunday evening, however, that unnerved me the most.

The fragility of our Andover lifestyle suddenly struck me. Our society has become so dependent on electricity that if we were to lose it indefinitely we would be helpless. The boundary between our lives of luxury and the harsh conditions of the undeveloped world resides merely in the power lines suspended above our heads.

Consider all that we would lose if the US was taken off the grid. Our main forms of communication, favorite types of entertainment, most effective means of commerce and all of our ef-

military would go offline, leaving the nation vulnerable. Kill the lights, and you have deeply wounded society.

I offer these extreme examples not to cause worry but to illustrate the level of reliance we place upon our technology. After years of reaping the benefits of electric machinery, we have become too reliant on electricity. Our presumptions about electricity are evident when we still reach for the light switch even if we know the power is out.

This expectancy that electricity will always be present worries me. When something as trivial as a snowstorm can trip us up, I begin to question the complacency we have with our lives. Have we not, in efforts to improve the quality of our lives, created our greatest vulnerability?

The comedian Carrie Snow touched on this vulnerability when she said, "Civilization is hideously fragile, and there's not much between us and the horrors underneath, just about a coat of varnish."

Our society would be exceedingly susceptible to invasion, disease and internal conflict if it weren't for the advancement of modern technology. During sporadic power outages we become lost, seemingly without purpose, awaiting the moment the power comes back on. In the event of

losing electricity indefinitely, the drastic change in lifestyle would demand such a degree of

This expectancy that electricity will always be present worries me.

adaptation that it seems unlikely that many would adjust successfully.

Despite these drastic consequences of our dependence on electricity, I do not believe there should be any immediate response. Any possible problems that our dependence may cause appear, at least at the moment, quite distant.

Nonetheless, I still stand by the fact that it should be recognized that our way of life is dangerously dependent on several unpredictable factors. Yet we cannot try to protect ourselves against all negative outcomes, or progress will be transcended by fear. We cannot live our lives always trying to avoid the dark; rather, we must live as if there is no darkness, regardless of the fact that it might be a power outage away.

Makenzie Schwartz is a two-year Lower from Bradford, Mass.

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In the article "CAMD Scholar Gabriel [sic] Fisher '13 Presents on Media Impact on Sexuality," the speaker's name was incorrectly spelled. The Phillippian regrets the error.

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# SNOWVERHEARD IN THE NEWSROOM

Snowmen in October  
Making the best of the Gelb lawn.

Impromptu Sleepovers  
Day students get to pretend they really go here.

The Vista  
Looks like the apocalypse came early.



# POINT-COUNTERPOINT: SATURDAY CLASSES

ALEX RUBIN

WHY

SAMUEL GREEN

WHY NOT

## Let’s Press Snooze

## Saturday Needs Classes

I WOKE WITH MY ALARM CLOCK screeching an abrupt end to my sweet dreams. As I began to compose myself to go out into the world for another day of classes, I realized that it was a Saturday. This was my first ever experience with Saturday classes, and I was not afraid. This was, after all, class time that couldn’t be placed into a normal week of classes, right? It was class time that was entirely necessary, wasn’t it? Sadly, I soon realized that the answer to both of these questions was no. This class time could in fact be easily placed into a standard five-day-week schedule. In reality, these classes serve no visible purpose. They are impractical and must be either eliminated or reformed.

Saturday classes deny us sleep. After having to wake up early last Saturday I’ve found myself more tired and stressed without a full weekend of sleep and relaxation. The weekend is the only time when we’re not crunching to get papers in or studying for tests. It is the perfect counterbalance to the hectic pace of life at Andover, a time when we

Now we live life at a much more rapid pace.

can get ahead or catch up on work instead of just sprinting through the day’s academic activities. Saturday classes inhibit this entirely, creating almost two weeks of continuous academic activity that leaves students frazzled and in dire need of a break. We are here at Andover to challenge ourselves academically, physically and socially, but holding Saturday classes is an unnecessary obstacle in our already fast-paced lives.

Even the very reasoning behind Saturday classes is vague at best. There were times when there were not over one hundred clubs and dozens of musicals groups to practice with on campus, days were simply not as hectic. Now we live life at a much more rapid pace. Trying to squeeze Saturday classes into our already overcrowded schedules simply to appease tradition is wrong.

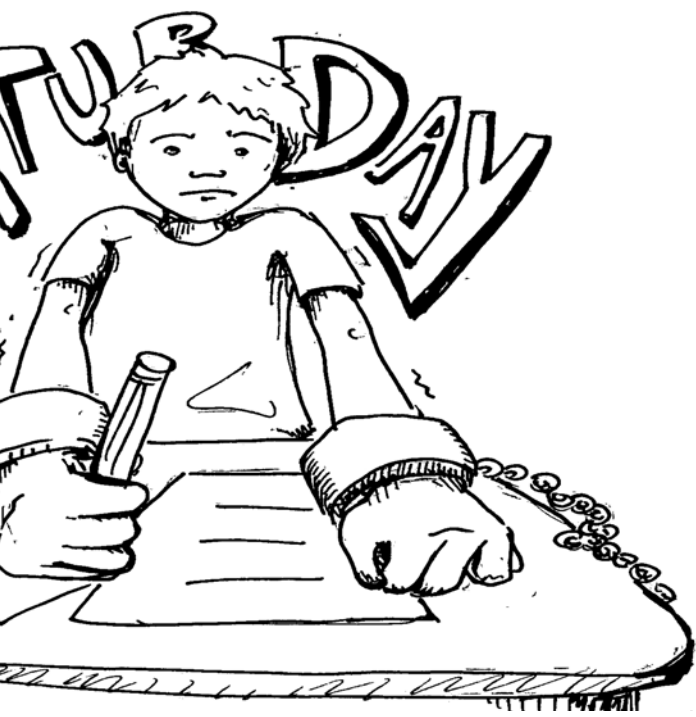
Having said that, “Saturday Classes” should certainly not mean moving two class periods from Friday into Saturday either. There’s no reason to extend the academic week for such a frivolous event, especially when the number of classes of the entire week doesn’t actually change. Possibly if there were an extra day of 20 minutes classes before Finals

Week so that students could review before their exams, Saturday classes would be justified. Without any beneficial purpose such as this, though, the argument in favor of Saturday classes is flawed.

Saturday classes are also some of the most unproductive classes of the year. Students gradually file into the classroom like sleep-deprived zombies, with some not even showing up at all. The academic energy so commonly found in Andover classrooms is almost non-existent. Instead of actively engaging in class, students spend their time counting down the minutes until they can relax or go back to sleep when classes end at 10:10. This lack of vivacity is not because they are unwilling to work, but because they realize that this work could easily be placed into our Friday schedule. We stumble through third and fourth period on Saturday with our eyes half-closed and our minds almost impermeable to new ideas.

Given all this, the answer to the question of what to do with Saturday classes is quite simple: they must be abolished entirely. The weekend at Andover is a time to catch up and relax, and this must be preserved. Whether it’s a few stress-free days of catching up on work or a welcome respite from the weekly grind of Andover, it is imperative that the sanctity of the weekends is preserved. It’s time to abandon our long-standing tradition of Saturday classes and make the logical decision. Let’s make a change for the better, Andover.

Alex Rubin is a new Lower from New Paltz, N.Y.



WHEN I LOOKED DOWN at my planner at the beginning of last week, I saw that I had written something that most PA students come to dread by the end of their Andover careers: periods three and four moved to Saturday.

Great, I thought. Fast forward to Thursday night. My list of nightly assignments was far shorter than usual: a list of three readings and problem sets instead of my usual five. Thursday night, I still went to sleep around midnight, my normal bed time. But this wasn’t

When Saturday classes had passed, I found myself pleasantly surprised.

because I was doing work. I had made a conscious decision to watch TV on Hulu rather than get into bed.

On Friday, I flew through my three classes. After my two morning classes, I spent conference, third, and fourth eating a leisurely lunch and working on the next day’s homework. After 45 minutes in French, the day was over except for sports. I found that Friday night passed equally quickly, with two homework assignments and a night of (quiet) socializing in the library.

When Saturday classes had also passed, I found myself pleasantly surprised. Those two hours had not been nearly as traumatic as I had remem-

bered from my past experiences. I finished the two classes well rested, having gotten to bed on Friday an hour earlier than I usually do. Though lacking in major assignments, my work for Thursday and Friday nights had been a non-issue. All in all, I was in pretty good spirits, and those morning classes had not ruined my weekend.

In fact, I think that Saturday classes were largely responsible for my happiness. This happiness could easily spread to the entire school population with only a small shift in thought.

I do not need to tell Andover students that Thursday nights are usually difficult. Homework for all classes, club meetings and a full day of class stand between you and the weekend. You have to wake up on Friday morning and survive your class day with only a few free periods. You’ll be tired by the time you get to sports in the afternoon, and you’ll have an even larger sleep debt to make up on your weekend days.

On Thursday, homework for all classes, club meetings and a full day of class stand between you and the weekend.

Saturday afternoon, you’ll wake up around 1 p.m., rush to grab some brunch at Commons (where you’ll find that all of the Perfecto’s bagels are gone) and

then realize that your day is already gone as you go off to an afternoon sports game.

Now consider the end of a week with Saturday classes. You’ll have fewer homework assignments to complete on Thursday night, allowing you to do a better job on the ones that you do have. Even with a major assignment, you’ll have less to think about and won’t be able to use a classic form of procrastination: doing other homework. Hopefully, you’ll get your work done early and get right to sleep.

Finally, you could probably get the majority of your work for Saturday done during the two extra free periods you are gifted on Friday. With class on Saturday, you’ll probably find an incentive to go to sleep earlier on Friday night.

Rather than robbing you of your weekend, Saturday classes help you reclaim it.

Rather than robbing you of your weekend, Saturday classes help you reclaim it. When you get out of class on Saturday morning, you’ll be awake and ready to jump into your sports game in the afternoon or spend the rest of your days enjoying the freedoms that the weekend provides: a bright-eyed, enthusiastic walk downtown or an impromptu trip into Boston.

You’ll actually have the opportunity to enjoy your free time rather than wasting it staring at the inside of your eyelids while tucked in bed. Finally, on days of away games, the difference between getting up at 8:30 for class and 10:00 for a game is not particularly significant, especially with the extra sleep from the more equal distribution of your work.

Though many students balk at the idea of spending their Saturday mornings in Morse or Gelb, I found the schedule relaxing and enlightening. Come Sunday night, I was ready to take on the next week despite the fact that it only contained five days of school.

Samuel Green is a three-year Upper from New York, N.Y. and a Copy Associate for the Phillipian.

JUSTIN CURTIS

ROBOT

## An Unnecessary Evil

THE RISE OF TECHNOLOGY in the modern era can be thought of as a symbol of great achievement in human culture and development. Technological devices are becoming an integral part of everyday life, an advancement that I am starting to be wary of. I might seem like a hypocrite using a computer to write this article, but I want to emphasize the effect of technology on my personal life in conjunction with its influence on social interaction.

I grew up with a computer in my house. However, I rarely used it as there was no need to use it for homework and I sparingly used it to play computer games. Looking back on those days, I now believe that computers should be constrained to that limited a role in our lives.

As I grew older, I started to use my computer more and more. I grew accustomed to its place in

my life. I started to play more computer games, as opposed to playing outside, something I used to love doing. Although it was a gradual shift, I noticed that my entire personality started to change. I losing the eager, energetic boy that I was before my increased time with the computer. While this may be due to being a teenager, I believe that

Although it was a gradual shift, I noticed that my entire personality began to change.

technology, and the computer especially, has had a great influence on my life.

Nevertheless, when social media sites such as Facebook and Twitter launched, I drew

the line. Not only do these sites waste time, but I they also frivolously expose sensitive personal information. Most importantly, these websites do not represent what human interaction should entail. It might be just a personal preference, but shouldn’t human communication be face-to-face? I understand that there are circumstances where the use of social media is necessary, but we need to be aware of the ways these sites are changing the way we communicate with each other.

While last week’s commentary article by Ada Li ’15, mainly focused on how China is restricting the Internet, it also showed how Americans are becoming reliant on technology in their daily lives. While I am in no way condoning the censorship employed by the Chinese government, I do believe that a balance must be struck between technology and

the use of more low-tech methods as daily tools.

Still, it was only after reading that article that I realized just how much I use my computer to

Most importantly, these websites do not represent what human interaction should entail.

play games during my free time at home. While these games don’t replace all the time I spend reading or playing outside, they shift the ratio significantly.

The Internet undoubtedly plays a vital part in our community. PAnet is necessary for information to be spread easily and quickly through the Andover community. In addition, technology plays a key role on campus through the prevalent

use of smart-phones. This development is just another branch of technology that is taking away from actual social interaction. In some respects, the device makes communication easier. However, this allows social media websites to be accessed more readily. In essence, it facilitates the disintegration of face-to-face social interaction.

How we as a civilization address the ever-evolving issue of technology is yet to be decided. While we attempt to tackle this difficult issue in the future, though, I offer a word of warning: technology has the amazing ability to unite millions at once, but it also holds the power to divide. While technology may provide us with accessibility and convenience, we must always be wary of its sway in our lives.

Justin Curtis is a Junior from Boxford, Mass.



### WRITE FOR COMMENTARY

“ASPICE BIS SEXTA LAETENTIS CYCNOS AGMINE”

email dfarquhar and traymondsidel

Four Garner Semifinalist Status in Siemens Contest

**By MAYZE TEITLER**  
To most high school students, the words “infinitesimal Cherednik algebras,” “neural stem cell division,” “dye-sensitized solar cells” and “morphine treated cancerous colon cells” sound phrases from a foreign language.

David Ding ‘12, Charles Guan ‘12, James Lim ‘12 and Jackie Wu ‘12, however, delved into these projects and all garnered semifinalist status in the 2011 Siemens Competition.

Ding’s research, in mathematics, focused on “infinitesimal Cherednik algebras,” a facet of group theory and abstract algebra.

According to Ding, group theory studies groups of mathematical symmetries. These symmetries help explain many physical laws in science, such as the law of the conservation of angular momentum.

Ding explained, “Infinitesimal Cherednik algebras are deformations of these symmetries. Cherednik algebras take each element [in the group of symmetries] and changes it a very small amount, so while most of the group stays the same, some bits are distorted. My project considered how these deformations change the theory of these symmetries.”

Ding began his project after entering the Massachusetts Institute of Technology (MIT) Program for Research in Mathematics, Engineering and Science (PRIMES) program. The PRIMES program pairs MIT researchers with local high school students to examine problems in mathematics.

Every Saturday throughout the winter and spring of his Upper year, Ding commuted to Boston to work on his research with his mentor, PhD candidate Sasha Tsymaliuk. Ding worked on the project for more than six months.

Ding said, “My favorite part of [the research] was last April, when I started to understand the material more and everything started to click together.”

After finding out that he had been named a semifinalist, Ding said, “I felt excited and gratified that my work paid off.”

Ding is currently working on extending his results and is planning to enter his work to the Intel Science Talent Search, a similar science research competition.

Guan’s research examined the division of neural stem cells, investigating whether the cells would remain the same after dividing into other, more specialized cells.

He experimented with the application of two drugs, BI 2536 and Erlotinib, to the cell cultures to see how they affected cell growth.

Guan used various laboratory techniques, including “protein staining” and “proliferation assays,” to chart how the cells were growing and what cells they divided into under the different conditions.

Guan conducted his research over the summer in a laboratory specializing in the study of brain tumors at the University of California, San Francisco, with the help of his mentor, Sista Sugiarto, and professor, Claudia Petritsch.

He first became interested in the development of neurons after taking Biology 600, research based course, last year with Dr. Christine Marshall, Instructor in Biology. The course inspired him to contact labs near his home in California, to see if he could work in them over the summer.

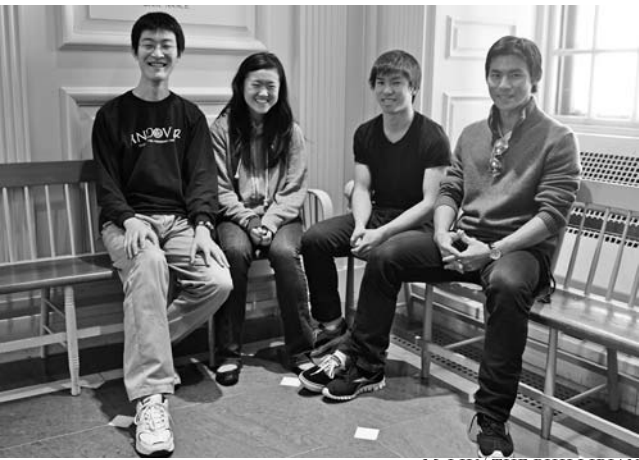
Guan said, “There’s not much to do after qualifying but it’s a good feeling... I wish that [the judges] gave back comments on the [paper] and the project.”

Like Ding, he is also looking to submit his work to a few other research competitions, such as the Intel Science Talent Search.

In his project, Lim searched for the most efficient way to produce anatase, a specific form of titanium dioxide, that is a key compound in a type of solar cells called dye-sensitized solar cells.

Lim’s discovery also proved that anatase could form at temperatures as low as 250 degrees Celsius, though previous research has only shown that the crystal forms at 280 degrees Celsius.

Lim said, “The bulk of the project was varying these conditions [like temperature] systematically so we



M. LIU / THE PHILLIPIAN

From left: Ding, Wu, Guan and Lim.

could cover every possibility... so we could see what conditions yielded the best crystals [of titanium dioxide].”

Dye-sensitized solar cells differ from conventional, silicon-based cells in their reliance on nanotubes made up of titanium dioxide.

In his experiment, Lim heated the substance to various temperatures for amounts of time, while adding different gases into the mix.

He ultimately found that adding nitrogen gas, heating the substance to 250 degrees Celsius and keeping it at that temperature for 90 minutes were the optimal conditions for anatase formation.

Lim’s interest in renewable energy led him to focus his project on solar cells. He said, “I’ve been interested in the energy crisis for a long time and since I’ve been learning science, I’ve wanted to use my knowledge to somehow contribute to solving the energy crisis and to figuring out better... more safe and reliable ways to produce renewable energy.”

Lim conducted his research as a participant in the Research Science Institute (RSI), a six-week summer program for rising high school seniors interested in science, mathematics, engineering and technology, according to the RSI Website. He worked with Latika Menon, a physics professor at Northeastern University, and Eugene Panaitescu, a postdoctoral research fellow.

Wu’s project investigated the effects of the chemical morphine on cancerous cells in the colon. Wu said her research sought

to address, if “should you use [morphine] or not... because it is the best analgesic available for cancer.”

According to Wu, previous research had shown that morphine causes the release of nitric oxide, a compound that harms the immune system.

She applied morphine to plates of colon cells and discovered that after the addition of morphine, the cells did, in fact, release nitric oxide, proving that morphine could worsen patients’ immune systems.

Wu and her partner Lambert Chu, who attends The Wheatley School in Old Westbury, NY, worked on their project for two summers under the guidance of Wei Zhu, a senior researcher at the Neuroscience Research Institute at SUNY Old Westbury.

Wu enjoyed doing background research for her project. She said, “I actually liked going on PubMed [a database of articles in scientific journals], typing in ‘morphine cancer nitric oxide’ and reading about what other people have done.”

Wu said that she found out she qualified as a semifinalist through a text message from a friend. “I was jumping up and down. I [hadn’t] expected to qualify,” Wu recalled.

Wu is interested in continuing her research and examining the effects of morphine on different cell lines, beyond colon cells.

The Siemens Competition requires contestants to submit papers, between 12 and 18 pages, detailing a research project in math, science or technology.

Twenty Percent of Students Obstructed in Chapel

Continued from A1, Column 6

In the survey, students were asked to “indicate the extent of [their] view of the stage” during The survey presented options for the degrees of visibility, including “Complete, Full View,” “Partially Obstructed View,” “Could not see the screen,” “Could not see the speaker at the podium” and “Could not see the screen or the speaker at the podium.” The results from the survey indicated that 207 students (28.6 percent) had a complete view of the stage, 212 students (29.1 percent) had a partially obstructed view and 50 students (6.9 percent) could not see the presentation screen.

“It seemed to make sense to get a real quantitative sense of how many kids can see the speaker. If you stand on the stage, you get a sense that most people can see because most people are in front of you, but really less than a third of the students are in center aisle while the rest have some sort of obstruction,” said Hoyt.

Ninety-six students (13.1 percent) said that they could not see the speaker at the podium and 164 students said that (22.2 percent) could not see the screen or the speaker at the podium during the presentation.

“The fact that 70 percent of [the respondents] have some sort of obstruction is just a practical issue. Part of the way I think about it is, if you are in a classroom with 10 kids and if seven cannot see the teacher teach-

ing, then that wouldn’t be good,” said Hoyt.

“The solution will involve weighing different ways of [improving visibility]. What is the cost? What is the architecture? And what is the timeline? I am really pleased that we seem to be on our way to trying to do something about the visibility.”

Hoyt said that improving the visibility of students will also improve the overall experience of the presentation.

Hoyt continued, “I think that [the visibility within the Chapel] doesn’t just matter to the audience, but also to the presenter. I think, as the person on the stage, you want to know that the people who you are speaking to and showing stuff to can see you and see what you are presenting.”

Although creating the survey in order to evaluate visibility was Hoyt’s idea, Hoyt noted that the survey represents the concern a number of faculty members have had recently.

“It is impossible not to notice that some people simply can’t see the presentation; some of them are literally sitting behind a pillar. I’m sure that long before I came to Phillips Academy people were talking about that,” said Hoyt.

Hoyt said that the survey served as a means of getting a sense of how big of a problem visibility within the Cochran Chapel is.

According to Hoyt, there is currently no timeline regarding when the changes to the Cochran Chapel will be made.

Selover and Schmitt Fill Shimazu’s Absence

By ANIKA KIM

Students across six different classes are adjusting to new teachers, after Gregory Selover, Teaching Fellow in Japanese, and Ying Schmitt, Instructor in Chinese, stepped in as substitutes for Teruyo Shimazu, Instructor in Japanese, while she is on maternity leave.

Eighteen Japanese-100 students now have Selover as their teacher. He is teaching Shimazu’s two Japanese-100 sections in addition to his own Japanese-200 and Japanese-300 classes.

Schmitt is teaching Shimazu’s Japanese-400 and Japanese-600 classes in addition to her own Chinese 640 section.

The instructor changes affected not only students in Shimazu’s Japanese classes but also students in several of Schmitt’s Chinese classes.

Because of her new responsibilities in the Japanese Department, Schmitt was no longer able to teach her Chinese-100 and Chinese-300 classes.

To solve this problem, the Department of World Languages combined two Chinese-100 classes, freeing up Lixia Ma, Instructor and Chair in Chinese, to take Schmitt’s 300 level class. Ma also teaches two periods of Chinese-520.

Peter Neissa, Head of the Division of World Languages, said, “Nothing is perfect, but are the students losing ground? No. Are they working on what they’re supposed to do? Yes.”

Ma said, “[The transition] was a little unexpected. The change itself was really hard to pick up right away, but it is not as difficult now.”

The teacher that was originally hired to temporarily replace Shimazu submitted her resignation on October 8, only two days before Shimazu delivered her baby.

Because Shimazu’s delivery was five weeks premature, the Department of World Languages did not have time to search for and hire another substitute.

Neissa said, “When Phillips Academy hires someone, it’s a grueling process for any department.”

“Every teacher has to go through a CORI [Criminal Offender Record Information] check, [which] is a criminal background check. They need to go through interviews with me, the department, all the deans, the athletic director and the dean of Community and Multicultural Development [CAMD]. This process [takes] at least three weeks,” he explained.

In order to find someone to fill in for Shimazu, Neissa instead turned to current

teachers within the language department.

He knew that Schmitt, though an Instructor in Chinese, had lived in Japan for ten years and was able to teach Japanese.

He recommended Schmitt to Temba Maqubela, Dean of Faculty, who approved the decision.

Because the switches were immediate and unanticipated, Schmitt and Selover did not have the opportunity to observe Shimazu’s classes beforehand. They are now closely following Shimazu’s syllabi to teach their new classes.

Despite the suddenness of the transition, Schmitt said, “This is a very good opportunity for me to remind myself of Japanese, since I haven’t lived in Japan since 1993. I speak Japanese with people, but [speaking a] language is always different from writing or reading language.”

According to Schmitt, there have been funny moments during class when she has not known the current definition of certain words.

She said, “I wonder at times, am I ancient now?”

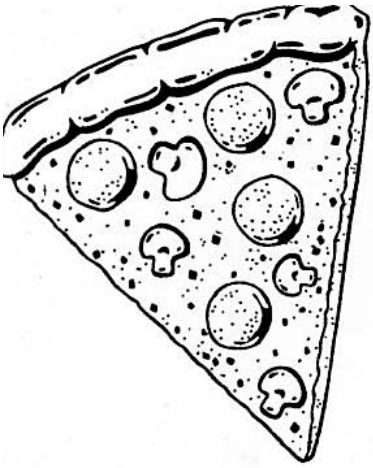
Julia Smachlo ‘13, who now has Ma instead of Schmitt for Chinese-300, said, “Ma and Ms. Schmitt have very different teaching styles, but they are both very good. It has been a pretty smooth transition.”

Zoe Gallagher ‘14, whose Chinese-300 instructor also changed from Schmitt to Ma, wrote in an email to *The Phillipian*, “The students are slightly frustrated by [the switch of] instructors in the middle of the term, mostly because it is hard to adjust to a new teaching style after finally feeling settled with the first one.”

Alex Kim ‘14, who is in the same situation as Smachlo and Gallagher, said, “It has been very confusing to have two different teachers in just the first half of the fall term, each with different teaching and grading methods.”

Sierra Jamir ‘14, who has Schmitt for Japanese-400, said, “I know Ms. Schmitt is trying hard to speed up the class, but [she’s] coming from the Chinese department which teaches at a more rigorous pace... our class isn’t quite adjusting.”

Neissa added, “I think the parents are more concerned [than students], especially at the upper level, and rightfully so, because they are thinking about student performances. Disruption is a legitimate concern, but we are trying the best we can, given the situation that required immediate coverage.”



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Douthat Counters Arguments against Religion



S. MORELAND/ THE PHILLIPIAN

Douthat inaugurated the Kaleidoscope series.

Continued from A1, Column 6

however, that people should adhere to one religion, rather than mix certain ideals of separate religions. “It is in fact presumptuous to believe that a single religion could encompass the whole truth of the universe,” he said.

“[But] That is what you are looking for in a religion. An account of the unknowable that gets a little closer to the heart of things than the other accounts,” he added.

Douthat acknowledged that one issue many individuals have with most religions are their restrictions on casual sexual relationships. In opposition, he proposed that society should have a more conservative view of sexual activity because it is a serious matter.

“I invite you to consider the possibility that the fact that the world’s great religions all tend to have very stringent lines on sexuality ought maybe to be a sign of their seriousness, not a sign of their irrelevance. Almost nothing that humans do in life is freighted with as many human consequences as sexual relations and sexual decisions,” said Douthat.

Before addressing his argument, Douthat examined the roots of religious impulses and religions.

He claimed that the ability to judge the surrounding world is an attribute of all people. “Human conscious has godlike qualities. We have the ability to step out of this world and to view the world from a different vantage point,” said Douthat.

“Religion suggests that the world should be and could be completely different,” said Douthat. “It is the ability to imagine a different and more perfect world,” he added.

While the world is full of mysteries, there is also a profound order of nature. According to Douthat, people used religion to describe the

natural organization of the surrounding world.

“If you look around at basically every part of the natural world, you realize that everything follows some sort of pattern, such as seasons of the year, tides, sunrises, migrations and chemical reactions,” said Douthat.

In the beginning of his presentation, Douthat encouraged the predominantly liberal Phillips Academy community to consider an alternate perspective to religion.

“I will break down where I think the religious world view comes from. Try and forget everything you have ever experienced in religious settings,” said Douthat.

Mark Meyer ‘13, a representative in the Republican Club, introduced Douthat at the All School Meeting.

Students commented that Meyer’s introduction focused heavily on his political concerns rather than on the religious questions discussed in his presentation.

“I would have preferred to hear speaker’s specific opinions on the issue of religion rather than his political interests which seemed unrelated to the speech,” said Meaghan Haugh ‘13.

“The fact that they had him introduced by the Republican club annoyed me. I think it made the assumption that Democrats aren’t religious while Republicans are,” said David Crane ‘13, a religious Catholic and a Democrat. Following the All School Meeting, many students and faculty members attended a luncheon with Douthat to ask further questions about the topic.

[In the small group discussion, I thought that Douthat did a good job at advocating for personal religious choices, rather than supporting the religion he was brought up with,” said Crane.

Snowstorm Leaves Trail of Trees and Power Outages

Continued from A1, Column 2

the limbs you see on the ground, we’re very lucky,” continued Muench.

Most of the older trees and trees that had lost their leaves survived; however, the younger trees with full foliage were destroyed to the point that members of OPP had to remove them. The damage could take months to reverse, according to Muench.

Due to the loss of electricity in the Town of Andover, the streetlights and traffic lights were also not functioning until Tuesday.

Though there was snow in the forecast for Saturday night, Muench was not expecting the storm to cause this much damage to campus. Muench said the ploughs were ready to go on Saturday night and Sunday morning, the normal response to snow. He did not anticipate the snow would be as dense as it was.



S. MORELAND/ THE PHILLIPIAN

The snowstorm felled many younger trees across campus.

Late Saturday night and all day Sunday, many different OPP crews, as well as Public Safety and a coalition of faculty and Student Council members, worked to find a place to stay for students and faculty members without electricity.

“The first thing we did was look at safety. ‘Are power lines down in areas that people could be hurt?’ We had to look at walkways, paths, buildings, and any roads. Also, danger from fallen limbs, we had to do a lot of work that day to clear off paths and walk-

ways,” said Muench. Rome Arnold ‘14, said, “I was very lucky not to be hurt. I was walking back to Bishop Hall when a massive tree literally fell three feet away from me. I don’t think anybody expected the storm to be that bad.”

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# DIPLOMA REQUIREMENTS AT ANDOVER AND PEER SCHOOLS

Compiled by Connie Cheng, Connor Fraser, Rani Iyer, Katherine Kuhl, Andrew O’Brien, Jessica Lee, Scott Livingston, Haley Tartell, Josh Tartell and Joey Salvo

## DEERFIELD

**English:** Students at Deerfield are required to complete four years of English, one more year than the Andover requirement.

**History:** Students must take two years of history, one year of non-United States history, usually taken in junior or lower year, and one year of United States history, usually taken in upper year.

**Math:** Students are required to complete three years of math, including Algebra I, Geometry, and Algebra II, comparable to Andover’s Math 340 requirement.

**Science:** Students must complete two years of a laboratory science, similar to Andover’s science requirements.

**Language:** Students must complete three years of a single foreign language or two years of two different languages. In comparison, Andover students must complete a language through the third- year level or two years of one language and one year of a less commonly taught language.

**Art:** Three and four- year students must take two terms of Visual or Performing Arts. Andover students must take four terms of Arts.

Deerfield students who do not speak English as their first language do not have to fulfill a foreign language requirement, according to the online diploma requirements on the Deerfield Academy website. Andover students who speak a foreign language must still complete one term of a 400- level course, in comparison.

While at Andover, students can select term contained courses each term, Deerfield does not offer one- term courses.

At Deerfield, students must participate in an extracurricular during every term, including athletics, theater, and community service. However, at Andover, students may take one term off from sports between their Upper winter and Senior winter. Theater and community service do not fulfill Andover athletic requirements.



## ANDOVER

**English:** Three and four- year students must take a three year English sequence of English 100, 200 and 300. Two year students are required to complete either English 300 or 301, as well as an entire year of English 500. One year students take one full year of English.

**History:** All students must complete History 100 as a Junior, History 200 as a Lower, and History 300 and 310 as an Upper or a Senior.

**Math:** Two, three, and four- year Phillipians must take at least Math 280, “Geometry and Pre-Calculus”, or Math 340, “Pre-Calculus.” One year students must complete Math 400, “Mathematics of Elementary Functions”, or a 500- level Math course.

**Science:** Students must complete two yearlong lab sciences to graduate from Andover.

**Language:** Students at Andover must complete one year of a third year level language or one term of a 400- level course. Students may decide to take two years of one language and one year of a less commonly taught language. One-year students must take one year of a world language.

**Arts:** Four- year students must take one term of art, one term of music, and two more terms of art, music, theater or dance. Andover only requires three- year students to take one term of art, music, theater or dance in addition to the terms of art and music. Two- year students must take one art or music course.

Over the years, Andover’s graduation requirements have shifted to incorporate world-oriented classes, opposed to the Classics, such as Latin and Greek.

When diploma requirements were first recorded in 1961, Andover academics referred to yearlong courses as units. Four-year students needed four units of English, three units of Math, three units of a foreign language, one unit of history and laboratory science, and half a unit of ancient history and of elementary science during the junior year. A analytical Bible class was required for all lowers.

The Academic Council established new requirements for students matriculating after 2007. The changes eliminated the theater requirement and reduced the arts requirement from six terms to four.



## CHOATE

**English:** Students are required to take English for all four years, one more year than the Andover requirement.

**History:** Students are required to take one year of World History and one year of United States History. In comparison, Andover students must take one more term of History, through the History 200 course, “The Early Modern World 1500-1800.”

**Math:** Students are required to complete Algebra I, Geometry and Algebra II. The Andover requirement carries students through a similar Math sequence.

**Science:** Students are required to complete one year of Biology and one year of either Chemistry or Physics, similar to Andover science requirements.

**Language:** Students must complete three years of foreign language or at least a third-year level course in the language.

**Arts:** Students must enroll in three term- long courses in Arts, including visual arts, music, or theater. Andover students must complete a total of four terms of Arts, in comparison.

The notable differences from the Andover diploma at Choate appear in their community service program and “Q Requirement.”

For the last 16 years, the Helping Other People Everywhere, or “HOPE,” requirement has required Choate attendees to complete mandatory community service hours, varying based on their entrance year. Entering juniors and lowers are to complete 30 hours, entering uppers are to complete 20 hours and entering seniors or postgraduates do not have a community service requirement.

Alongside Choate’s baseline requirements in math and science, students at Choate must also fulfill a “quantitative requirement”, also known as the “Q Credit.” This requirement stipulates that to receive a diploma all students must complete 14 terms of math, computer science, chemistry or physics courses in secondary school, according to the Choate-Rosemary Hall website.



## ST. PAUL’S

**History and English (Humanities):** Four-year students are required to take three years of Humanities, three- year students must take two years of Humanities, and two- year students must take one year of Humanities. All students are required to take one term in religious studies, which certain Humanities electives can fulfill.

**Mathematics:** Four-year students must either take three years of math or math through Precalculus. Three-year students must either take two years of math or math through Precalculus. Regardless, all students are required to take a minimum of three terms of Math while at St. Paul’s. Andover only requires students to complete math through Precalculus.

**Science:** Four-year students at St. Paul’s must take three years of laboratory science, one more year than at Andover. Three-year students must take two years of laboratory science, while two- year students are only required to take one year.

**Language:** Four-year students must reach at least the third level of a foreign language, much like those at Andover. Unlike Andover, however, students cannot complete the requirement by taking 200-level courses of two languages.

**Art:** All students must take a yearlong course in Dance, Theater, Fine Arts or Music, and three and four-year students are required to take one additional term of art. Though the requirement for four-year students is equivalent to Andover’s, three-year students at St. Paul’s must take one more term of art and two-year students must take two more terms of art than their counterparts at Andover.

St. Paul’s School blends the two disciplines in their Humanities program, while peer schools have separate departments for English and History. The standard sequence of Humanities classes progresses from Humanities III to Humanities V, but students may also choose from more than 30 Humanities electives.

The primary difference between the diploma requirements at St. Pauls and Andover emerge in athletics and community service. At St. Paul’s entering Juniors and Lowers must participate in an sports program year-round. Over the course of their Upper and Senior years, students are required to participate in two more terms of athletics. One term must be during their Upper year.

In addition to academic requirements, St. Paul’s School requires at all students complete ten hours of community service each year.



## EXETER

**English:** All students must complete a standard English sequence through to the winter term of their Senior year. In comparison, Andover students complete their English requirements at the end of their Upper year.

**History:** Exonians must also take one year of U.S. History, or its equivalent. Four- year students must take an additional three terms on non- U.S. History. Three- year students must two more terms of non- U.S. History. Two- year students must take three full terms of History. One- year Seniors have no History requirement, unless they did not complete U.S. History at a previous secondary school.

**Math:** All students must complete Math 330, Advanced Integrated Mathematics, comparable to Math 360 Pre- Caluclus course at Andover.

**Science:** All students must take one year of Biology and one year of Chemistry or Physics. One year students have no science requirements.

**Language:** All students must complete three years of the same language or pass a language course numbered 330 or higher, comparable to a 300 course at Phillips Academy.

**Art:** Four- year students must take three- terms of of Arts, and two- terms must be studio or performance course. Two and three- year students must take two- terms of Arts, and one term must be a studio or performance course. Entering one- year Seniors have no Arts requirement. Four- year Andover students must complete four terms of Arts, in comparison.

Of the six preparatory boarding schools, Phillips Exeter Academy is the only one that requires a term in computer science as part of its diploma requirements.

Exeter also holds different Physical Education requirements than Andover. Ninth grade students who do not participate in an interscholastic athletic program must finish the junior physical education program. Similarly to Andover, all students must complete a swim test by graduation.

Exeter offers more optional History courses for underclassmen than Andover. Juniors and Lowers may enroll in introductory courses, and Lowers and Uppers can take the intermediate level courses. At Andover, however, Juniors, Lowers and Uppers must take required History courses.



## HOTCHKISS

**English:** Students are required to take four years of English, one more year than required for a Phillips Academy diploma.

**History:** U.S. History or American Studies is the only History requirement. Andover students are required to take a year of History 100 during their Junior year and a term of History 200 during their Lower year, in comparison.

**Math:** All students must take math through the third level, which is defined as Algebra II and Trigonometry, comparable to the Andover Math 340 requirement

**Science:** Students are required to take one year of a laboratory science. The requirement may be waived for entering Uppers and Seniors if they have received credit at their previous school. Compared to Andover students, Hotchkiss students are required to take one less year of laboratory science.

**Language:** Students must take a foreign language through the third-year level. Two year students starting their study of a language must take two years of the language, and entering Seniors must take one year. Andover students must take a foreign language through their third year, similarly. However, students can choose to take two years of one language and one year of a less commonly taught language at Andover.

**Art:** Entering Juniors and Lowers are required to take one year of dance, theater, music, photography or studio art. At Andover, students must take four terms of Arts, and three of the terms must be during their Junior or Lower year.

Students at Hotchkiss are required to participate in two extracurricular teams each year, though teams are not limited to athletics. Extracurricular teams may include math teams or drama productions.

Hotchkiss students interested in Classics can also choose to pursue a Classics Diploma. To qualify for the diploma, a student must complete four levels of Latin and three of Greek, five levels of Latin and two of Greek, or four levels of Latin, two of Greek and an independent study in Classics. Students pursuing the diploma are waived from their history requirement.



# PBS Reporter Ray Suarez Discusses Diversity in America

By JEFFREY TAN

Did you know that by 2050 Caucasians will make up less than 50 percent of the racial composition in the United States?

Ray Suarez, Washington-based Senior Correspondent for PBS's NewsHour and former host of NPR's Talk of the Nation, shared these facts with students October 28 while presenting on how the influx of Hispanic immigrants will lead to an immense cultural shift in American society by the mid- twenty first century.

Among other facts about the future of demographics in America, Suarez also said.

"The country is in the midst of a very big social change. You can't opt in or opt out. If you're going to grow up in this country and have a worthwhile career, this is going to be part of your reality through your adult lives. That's going to be the story of you're adult lives," said Suarez.

According to Suarez, more than 50.5 million Latinos reside in America, and more than 5.5 million of them are younger than five years old.

Suarez aid that the growing population of Latinos reflects a general trend of heightened immigration levels.

Many immigrants have assimilated into American culture and have found jobs in a variety of fields.

In conjunction with this point, Suarez said that approximately 34.5 million Americans speak Spanish at home, 2 million speak French, 2.5 million speak Chinese, 2 million speak Hindi, Gujarati or Bengali, and 1 million speak Korean, Russian, Vietnamese or Tagalog, which is spoken in the Philippines.

According to Suarez's research, half of the total Latino population in the US reside in either New York, California, Florida, and Texas.

"Some are unemployed



J. QU/ THE PHILLIPIAN

**Suarez Presented on** workers waiting to be hired for a day's landscaping work on a street corner while others are urban professional who share jokes in two or three languages," said Suarez.

"Previous immigrant flows have gradually made their way into the American stream, into the middle class, sent precious sons and daughters up the ladder to do great things, giving great things to the country," Suarez added.

In his presentation, Suarez explained that the Americans must fix their broken education system and provide equal opportunities regardless of race or nationality. Changes must be made to mobilize the social structure to provide more options for immigrants.

"We have to keep pushing the opportunity structure. There's got to be a mutuality. If this new immigrant flow remains stock at the bottom of the socioeconomic ladder, that's bad for them and it's bad for the country.

We don't make their lives better, and we don't get their contributions," said Suarez.

Following the presentation, members of the audience participated in a question and answer session with Suarez.

"I was stunned at how big the Spanish population was, knowing that this is going to be the biggest group of new immigrants, we will have to cater to them and we will have to think differently about them. They might assimilate in the country differently than the Europeans did," said Susanne Torabi, International Student Coordinator.

Suarez also visited Spanish 400 classrooms during his stay at Phillips Academy to answer specific questions from smaller student groups.

Discussion topics in the Spanish 400 classes included the issues like bilingual education.

Suarez supported bilingual education that is executed correctly, though argued that previous at-

tempts at bilingual education throughout the country have not been conducted properly.

"It doesn't make sense if you have a large pool of students that don't speak English to pretend like they do not speak another language. Students will lose leverage in other subjects such as Math," said Suarez to the Spanish 400 class.

The Abbot Academy Association, the Ullman Fund and the Office of Community and Multicultural Development funded the presentation.

Student leaders from Alianza Latina and members of the CAMD office planned to bring Suarez onto campus.

"I've been thinking for many years for someone to talk about the new trends, the changes in immigration not just in the US but in a broader context and it hasn't been easy to find someone," said Torabi.

"I really hope that students will learn to understand people from different places, and not to think broadly of them, while helping them integrate into this country," she added.

# Pemberton Cottage Wins Sustainability Challenge

By BENJAMIN YI

Switching off lights and taking shorter showers, Pemberton Cottage reduced their average energy consumption by 37.5% to snag first place in the, "Andover Blue, Living the Green Dream" Competition.

Dorms and clusters competed for the greatest percentage decrease in electricity consumption between October 14 through November 2.

Winning first place, Pemberton Cottage saved 401 kilowatt hours (KWH) of electricity.

West Quad North reduced their average electricity consumption by 6.9% and saved 1,206 KWH to win the cluster competition.

All 26 dorms on campus saved a total of 1477 KWH and averted 1811 pounds of carbon during the challenge.

The Sustainability Office measured the energy consumption in dorms and displayed the statistics on Gunga Data, live-stream webpage.

Blue Key Heads promised Chipotle munchies and Andover/Exeter apparel to dorms and clusters that saved the most electricity.

Students across campus strategized with their dormmates about how to save the most electricity.

Members of Pemberton Cottaged primarily worked to reduce their energy consumption by shutting off lights.

"We have been using desk lamps instead of the big lights on the ceilings, studying together in one room with one or two desk lamps [to use] as little electricity as possible," said Noah Hornick, a Junior in Pemberton Cottage.

Pranav Dorbala '14, in Bishop Hall, said "People took shorter showers, and there was a strong push to turn off all the lights."

"A lot of people always came around turning off the hallway and bathroom lights.

They were really into the competition," he added.

Patrick Monaghan '14, in Taylor Hall, said that his dorm unplugged all electronics, including the refrigerators.

The Gunga Data web page displays daily, monthly and yearly electrical consumptions in 26 dorms and 7 main buildings on campus. The website also provides the total amount of carbon dioxide and money not expended.

Noah Hornik '15, in Pemberton Cottage said, "We checked at least daily, to make sure our lead had [not] gone down. We would then make some extra effort to use less electricity that day. It was a pretty big factor."

Gunga Data does not provide statistics for all of the dorms and buildings at Phillips Academy because some buildings do not run in the same electrical system, but Patricia Russell, the Instructor in Biology and the Sustainability Coordinator said it has a bright future.

"Its just a matter of money and time. We start with 26. Eventually, the website will be able to provide not only electrical usage, but also steam, water and heat usage for the school body to see," said Russell.

Lucid Design Group, an energy monitoring company, organized and administered the Gunga Data website.

"Each building has one [sub]meter that basically measures all the electricity used," Russell explained. "Then all of that information goes into a central server and then the information from each building is going from that central server to this company called Lucid Design."

Commercial companies including Google, IKEA, Yahoo, Fidelity Investment, independent boarding schools and universities used Lucid Design to present energy usage to employees or students.

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Lucia McGloin '13 spikes a ball into the opposition's court. She served six consecutive points against St. Paul's on Wednesday. M.Liu/The Phillipian

## Andover Avenges Early-Season Loss and Comes Back to Spike St. Paul's

By Isabel Taylor  
PHILLIPPIAN SPORTS WRITER

|            |   |
|------------|---|
| Andover    | 3 |
| St. Paul's | 1 |

With seven saves and 35 out of 38 digs, Volleyball Co-Captain Jamie Shenk '12 was the cornerstone of Andover's defense in its match against St. Paul's School this Wednesday.

Coupled with strong offensive plays by Alexi Bell '13, who hit a perfect 26 out of 26 attempts, the two players were critical in helping Andover defeat St. Paul's.

Andover started the game slowly and lacked energy. The team had trouble keeping up with St. Paul's fast-paced game. Shenk said, "We definitely could have done bet-

ter on serve receive. St. Paul's started to go on runs when we struggled to pass a good ball on serve receive, which really hurt us. We also started the first set moving really slowly and making some lazy mistakes, but I think once the adrenaline kicked in we started to fire up more."

The team quickly fell behind St. Paul's, down 1-7 and then 7-18. Despite its opponents decisive lead, Andover refused to give up, and after a few good kills and a service run, the team pulled together, losing by a much narrower margin of five points in the first set.

Shenk said, "[In the middle of the first game,] Coach Hawthorne, called us into the huddle and just asked us matter of factly if we wanted to win, which I think spurred us to fight harder, hit the ground

for every ball and go up strong for every swing. I think that was the main difference. We played like we had nothing to lose, putting all our effort into every single point rather than playing scared and safe."

Carrying its fighting spirit over into the next set, Andover brought up its energy and maintained a secure lead all throughout the game. Keeping St. Paul's behind by two or more points, Andover played strategically, dropping tips in the holes of St. Paul's defense rather than hitting hard right at the defensive line. The team won the game 25-18.

Andover carried its newfound momentum into the third set, starting out with a 6-1 advantage. Andover dominated the game, crushing St. Paul's 25-11.

The start of the fourth set did not look promising, but

Andover pulled ahead from behind when Lucia McGloin '13 served six consecutive points. With her serves, Andover was able to power through the last game, winning the set 25-19.

When Andover played St. Paul's earlier this season, they lost in a close match. Co-Captain Chelsea Ward '12, who had an impressive 28 assists, said, "We played with more energy and passion this time around. We were able to pump up the energy when it called for it." Her only critique was that the team "needs to start off with the same energy that we end with. That's been our problem all season."

With only three more games left this season, Andover will host Lawrence Academy this Friday.

### FEATURE

## Sled Hockey Game For Charity Today

By Kristin Mendez  
PHILLIPPIAN SPORTS ASSOCIATE

For the third year in a row, Andover Boys and Girls hockey players will face off against the University of New Hampshire Wildcats sled hockey team in a charity game at home this Friday at 6:30 p.m.

Sled hockey uses the same rules as ice hockey but makes the game accessible for physically disabled athletes. Instead of skating, players use shortened hockey sticks to pull themselves across the ice on sleds.

Cara Daly '13, a forward for Girls Hockey, said, "It's a really nice event because it gives us the opportunity to see how difficult some things are for certain people."

Tickets to the game will cost \$4 each, and all proceeds will go toward donating a sled to Northeast Passage, which organizes sports and therapy programs for individuals with disabilities. Northeast Passage sponsors the University of New Hampshire sled hockey program.

Eddie Ellis '13, Captain of Boys Hockey, said, "We've raised enough money in each of the last two years to buy the Northeast Passage sled hockey team a new sled, and we've brought awareness to sled hockey and other disabled sports."

He continued, "We are

hoping to achieve the same goal this year, so we hope that everyone comes out to watch."

Last year, the sled went to Michael Downing, a Staff Sergeant in the U.S. Army. In September 2008, Downing lost both his legs while serving in Afghanistan. Downing grew up as a stand-up hockey goalie and began playing sled hockey after returning home to Massachusetts from Afghanistan.

Taylor Chase, a defenseman from Hampton Falls, N.H., will be a key player for the Wildcats this year. Chase was partially paralyzed during a hockey game in 2002 and began playing sled hockey when he was introduced to Northeast Passage as a student at UNH in 2004. Chase now plays for the United States National Sled Hockey team, with which he won the gold medal in the 2010 Paralympic Winter Games.

Tom Shannon '12, Assistant Captain of Boys Hockey, said, "It's a good experience to hear all of the Wildcats players' stories because it makes us think twice about the fact that we are able to skate everyday on two legs when others aren't."

### BOYSWATERPOLO

## Andover Gets Caught In Red Water

By Mark Sullivan  
PHILLIPPIAN SPORTS WRITER

|         |   |
|---------|---|
| Andover | 4 |
| Exeter  | 7 |

Despite an outstanding performance from Alex Sweeting '14 in net, Andover Boys Water Polo couldn't hold off Exeter in a heated regular season finale, suffering a close 7-4 loss. Andover lacked key players in the match, with goalie and Captain Andrew Wilson '12 out with pneumonia and Alexander Li '15 and Henry Kennelly '13 sidelined by injuries. Sweeting and the defense

had to work relentlessly in the field to limit the undefeated and typically high scoring Exeter team, led by the 6'6" Reavill twins.

Exeter struck first, as two shots from the perimeter sniped the upper left corner of the net past an outstretched Sweeting. Andover rebounded quickly, as Eric Benca '12 ripped a shot into the left side of the net from about eight meters out, beating the goalie who was set on the other side.

A lapse in defense led to another Exeter goal. However, soon after, Travis Bouscaren '14 drew an exclusion foul from his opponent, setting up a six on five power play for An-

dover. The team capitalized, as Calvin Aubrey '12 found the lower right corner of the goal on a shot that hit off the post and goalie before going in.

Andover consistently stepped up throughout the game on defense, crashing on the Reavills at two meters and double-teaming them when they played the perimeter. These defensive tactics contained the twins, who Didi Peng '12 described as "[the players] who wreaked havoc" earlier in the season. Exeter still found ways to score, breaking the double team to free the twins.

Michael Camarda '14 said, "Fantastic saves from

*Continued on B2, Column 6*



Katie Kreider '14 contests for possession. M.Liu/The Phillipian

### GIRLS SOCCER

## Andover Allows Tying Goal In Final Minutes

By Taylor Chin  
PHILLIPPIAN SPORTS WRITER

|         |   |
|---------|---|
| Andover | 1 |
| Nobles  | 1 |

Hannah Guzzi '14 lofted a ball over the keeper's head in Girls Soccer's game against Nobles on Wednesday. This was Andover's only goal in the game, and the team tied Nobles 1-1.

Due to the snow over the weekend, Andover's game against Deerfield was cancelled, and the team was not able to prac-

tice on Monday. As a result, the team set out for its game on Wednesday with little preparation.

Both teams came out with intensity, and control of the game looked uncertain for a large portion of the half. Both needed to adjust to the quick pace of the turf. Andover battled hard, winning the majority of headers and tackles.

Andover got on the scoreboard first with Guzzi's goal in the middle of the first half. As Guzzi began her run forward, Kaylie Williams '12 played a long ball over the Nobles center backs. Guzzi got herself in stride

with the ball and chipped it over the goalie's head and into the back of the net. The goal put Andover up 1-0.

Midfielder Nekele McCal '14 said, "Scoring first was clutch. It would have been a very different match if [Nobles] had scored first."

With a surge of assurance and energy from Guzzi's goal, Andover finished off the half with the 1-0 lead. In the second half, Andover looked to widen the lead with a second goal, while No-

*Continued on B2, Column 6*



S.Moreland/The Phillipian

Looking to attack, TJ Lenzo '12 passes the ball to an Andover offender.

# Athlete of the Week

## Michael Frasco '12

### Cross Country

Michael Frasco '12 has taken the New England Cross Country scene by storm. With consistent stunning performances, Frasco earned a first place finish this Saturday that gave Andover a victory over Deerfield by one point and protected the team's four-race winning streak. His effort earned him The Phillipian's Athlete of the Week honors.

**Q: When did you start running competitively?**

A: In middle school, I actually played lacrosse. I was a complete lax-bro. As a freshman, I decided to run cross-country, just to get in shape for lacrosse. I gave up lacrosse when I realized how much more I loved to run.

**Q: Any pre-race superstitions?**

A: Nope. Every race is a little different; so my pre-race routine varies each week depending a bunch of factors (e.g. the weather, how my legs feel, time of day, etc.).

**Q: What is your favorite song to run to?**

A: "Animal" by Neon Trees and "Lose Yourself" by Eminem.

**Q: What is your favorite cereal?**

A: I like to combine Cocoa Puffs and Frosted Flakes. It's chocolate and vanilla. Yin and Yang. Black and white. Plus, it makes the milk chocolaty and sugary.

**Q: Do you have any hidden talents?**

A: My dad says that I'm an amazing beat-boxer.

**Q: If you could have one superpower, what would it be?**

A: Easy. Control time. It's by far the best superpower. Let's say we get into a fight, and you're super strong or super fast or you can fly. I just freeze time, pick you up, drive to a cliff, throw you off and unfreeze time. I win every time.

**Q: What is "runner's high" like?**

A: You can do anything. You're invincible. You know how unstoppable you'd feel if you could control time? It's like that.

**Q: What are some goals for the season?**

A: Win every race. As an individual and as a team. What other goal could I have? As a runner, you have to be cocky and arrogant (only while racing though). I step to the line every meet and think, "There is no way that these kids can beat me." If I don't do that I'd be more likely to give up when I'm tired. Arrogance is key.

**Q: What is the meaning of life?**

A: On our long runs, we have really philosophical conversations. I'm talking about topics that would even impress Mr. [Thomas] Hodgson, [Instructor in Philosophy and Religious Studies]. After a long debate, we came to the conclusion that the meaning of life is to beat Exeter.



S.Moreland/The Phillipian

## BXC

# Andover Wins by Small Margin

By Peter Higgins  
PHILLIPIAN SPORTS WRITER

Michael Frasco '12 sprinted to the finish line to pull away from a Deerfield runner in the final meters of Boys Cross Country's meet against Deerfield on Saturday. Frasco's performance led Andover to a tight one-point victory.

"During the race, the top Deerfield runner ran about 10 meters behind me the entire time," said Frasco.

"I kept thinking that he was going to fall off the pace, but to my surprise, the runner stayed with me until the Great Lawn, at which point I sprinted to the finish line."

Coach Jeffrey Domina said of the performance, "Both [Frasco and Deerfield's runner] ran brilliant, focused races, with Deerfield's runner pressuring Frasco continuously and Frasco digging deep to hold him off. It was either boy's race through the final stretch, when Frasco managed to out-kick him for the win."

Frasco's narrow victory came as a surprise to an Andover team that had grown accustomed to his dominating wins. As a result, the team leaned heavily on the middle of its pack. Julien Blouin '12, Ian Whittall '14, Izzy Davila '12 and Paul McGovern '15 all finished ahead of Deerfield's fifth

place runner, thereby securing a victory for the team.

Nearly as crucial as Frasco in Andover's success was Mike Boyle '13. Saturday marked Boyle's first competitive race since an injury took him out over a month ago. However, Boyle showed no signs of being out of practice, placing second for Andover and third overall with a time of 16:52.

Boyle said, "It was and is an extremely difficult part of my life, always wondering how much better I could have been without [these injuries]. It felt good to get my times down, but I'm still not satisfied."

Most impressive of all, Andover battled through harsh weather conditions throughout the race and was still able to pull out on top. Domina said, "The conditions were icy and gray [...] with the snow already falling out in Deerfield and the cold rain just opening up in Andover." Running in poor weather is no easy task, but Andover's runners were able to perform regardless.

Due to the adversity the team faced, Andover's team cohesion was extremely prevalent throughout the race. Domina said, "It was a wonderful cross-country day, with inspiring competition and great excitement."

After its impressive win, Andover looks to continue its win streak this Saturday against Exeter.

## WATERPOLO

# Injuries and Sickness Prove Costly for Andover

Continued from B1, Column 6  
Sweeting prevented Exeter from gaining more than a three goal lead. "Sweeting played above and beyond our expectations."

Andover's offense also kept the team competitive. Benca sniped another goal in the third quarter, and Peng scored Andover's final goal in the fourth quarter. Peng posted up at two meters against one of Reavill brothers and fired a backhand shot past the Exeter goalie.

The team used the large Exeter pool to its advantage. Wilson said, "I think we greatly benefited from playing in an eight lane, all deep pool where our offense could spread out."

Despite the loss, Andover's play showed much improvement. This game was the closest the undefeated Exeter team came to a loss all season. Andries Feder '13 said, "To come back after our tough loss earlier in the season and give Exeter a scare is a great feeling."

Andover's aggressive

offense and tight defense bode well for the New England tournament. Andover remains an underdog in the tournament but plans to surprise some teams. Peng said, "The 7-4 final score does not do justice to the drastic improvements we have made as a team."

Andover looks to carry the momentum from this game into their quarterfinal game next Wednesday. As Bouscaren said, "This game gives us all lot of confidence heading into next week."



J.Qu/The Phillipian

Michael Camarda '14 looks to shoot.

# Photo of the Week

## Boys Soccer



Courtesy of Jamie Love

The snowstorm over the weekend wreaked havoc all over campus, knocking over trees and covering all fields in snow. The Boys Soccer team took initiative and shoveled its field on Tuesday. Despite cold weather, the team was able to enjoy a great bonding moment.



GO BIG BLUE!

## SCHEDULE

### Friday

#### Volleyball

|          |      |
|----------|------|
| Andover  | H    |
| Lawrence | 4:45 |

#### Girls Soccer

|          |      |
|----------|------|
| Andover  | H    |
| Lawrence | 5:30 |

### Saturday

#### BXC

|         |      |
|---------|------|
| Andover | H    |
| Exeter  | 3:30 |

#### PAFH

|         |      |
|---------|------|
| Andover | H    |
| Cushing | 3:15 |

#### Girls Soccer

|         |      |
|---------|------|
| Andover | A    |
| Pingree | 3:00 |

#### GXC

|         |      |
|---------|------|
| Andover | H    |
| Exeter  | 3:00 |

#### Football

|           |      |
|-----------|------|
| Andover   | H    |
| Worcester | 6:00 |

#### Boys Soccer

|         |      |
|---------|------|
| Andover | A    |
| KUA     | 5:00 |

GIRLSSOCCER

# Hoyt '13 Holds Nobles Offense

*Continued from B1, Column 6*

Nobles hurried to score the equalizer.

Andover managed to shut down Nobles for the first 40 minutes of the half, with the help of goal-keeper Emily Hoyt '13 and valiant challenges from center back Piper Curtis '13 and defender Williams.

"Emily had the best game I've ever seen her play," said Guzzi. "She saved us time and time again with amazing saves. Without her, the game could have completely different."

Nobles seized its chance to tie in the final min-

utes of the game when a striker followed up a shot from outside the box and tapped it into the goal.

Diana Tchadi '14 said, "It was a hard game, and their offense applied pressure for 80 minutes, but the defense played as a unit and pulled through with a tie."

With next to no time left, Andover rushed to score the game winner, but the final whistle blew with the score tied at one. Andover takes on Lawrence Academy this coming Saturday in its final home game of the season.

Write for the Cool Kids

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FIELDHOCKEY

# Andover Falls in Second Half

By Katie Kreider  
PHILLIPIAN SPORTS WRITER

|         |   |
|---------|---|
| Nobles  | 1 |
| Andover | 0 |

Andover Field Hockey held the Noble & Greenough School to no scores in the first half of its game last Wednesday but let up its intensity in the second half and ultimately fell 1-0.

Though Andover's defense dominated the first half of the game against Nobles, its offense had trouble capitalizing. The team earned only three corners and one shot on net.

Nobles stormed into the second half with intensity. Play after play, Andover found itself getting pushed off of balls. Though Andover may have been the more skillful team, Nobles played hard and strong and fought for the entire game.

Forward Alec Kingston '14 said, "Nobles played tenaciously in this half, really

pressuring our back line. They came back for every ball and their sticks always seemed to be in the right places at the right times."

Nobles netted its only goal midway through the second half, right after calling a time out.

Cara Daly '13 said, "They were a really strong team. They were aggressive and ran to and through the ball. We kind of shut down our offense, but otherwise we worked well together on defense. It was just an unlucky goal."

As a whole, it was an unlucky loss for Andover, but the team is using it as a learning experience for the remaining three games of the regular season.

Kristin Mendez '13 said, "Our coaches were disappointed that we let up in the second half, but they encouraged us to learn from the loss and use it as motivation to do better in our game on Saturday."

Andover will next face Cushing Academy Saturday at home at 3:15 p.m.



S.Moreland/The Phillipian  
Greer McBeth '12 breaks away from a BB&N defender.



Courtesy of Jane Andrews  
Kelsey Jamieson '12 runs ahead of the pack toward the finish. Jamieson placed first for Andover on Saturday.

# Jamieson '12 Leads Andover in Tight Race Against Deerfield

By Kailash Sundaram  
PHILLIPIAN SPORTS WRITER

Kelsey Jamieson '12, running the course in 20:00, and Katie Ellinger '12, Captain of Girls Cross Country, with a time of 20:55, led the way for Andover Girls Cross Country, finishing third and fifth, respectively, in Andover's 34-21 loss to Deerfield on Saturday.

Ellinger said, "I was hoping to beat Deerfield's number three runner. We stayed together until the last half mile, and at the end, she had more left in her legs, and she beat me out. However, we were very close the entire race. This time it was her, but next time it could just as easily be me - we'll find [out] at Interschols."

Close behind, Molly Levene '12 crossed the finish line in 21:02. After running most of the race

with Hailey Novis '13, who finished the course in 21:12, and Marhelich Santos '12, who earned a time of 21:17, Levene sprinted ahead to the finish line, overtaking a stunned Deerfield runner and nearly passing another.

Ellinger said, "Molly Levene had a really amazing finish. She was right next to a Deerfield girl, whom she beat out, and she almost caught another one as well. Overall, she ran really well, and achieved a Personal Record. Considering that her previous personal record was on Exeter's course, where runners can improve by almost a whole minute, this is a great milestone to be attained on a much more difficult course. She's been improving all season, and now she's getting fast at just the right time."

Soon after Santos's

finish, Deerfield's final three runners completed the course, rounding out its top seven. Andover's sixth through 12th runners followed close behind, led by Evelyn Tackett '15, who finished the course in 22:03. The seven runners held together in a tight pack, finishing only twenty-four seconds apart.

Unfortunately for Andover, the team suffered a 34-21 loss to Deerfield.

Coach Nancy Lang said, "Facing threatening weather, a few scratches from the roster due to illness and injury and Deerfield's undefeated record, I was proud of our girls for mixing it in with their top five. They recruited some strong, solid and consistent girls this year who have a lot of talent and are helping carrying the team to victories. Along with the help of some returning runners, Deerfield is the

strongest contender in the league this year."

Unlike previous weeks, Andover will taper in the coming days in preparation for Exeter and Interschols, focusing primarily on low-mileage workouts. "We're going to be focusing on getting our bodies fully rested and recovered so we can be in proper condition for crucial races," said Ellinger.

On Wednesday, the team was able to practice with nine-time USA Cross Country Champion and Olympic Bronze Medalist Lynn Jennings, hoping to learn more about how to run a successful race.

Andover looks forward to hosting rival Exeter on Saturday in its last race of the official season.

Captains' Feature  
Joe Kruiy '12 and Eric Meller '12  
Football

S.Moreland/The Phillipian

Despite a tough, injury-filled season so far, Andover Football's Co-Captains, Eric Meller '12 and Joe Kruiy '12, have been doing a good job leading Andover Football, promoting strong intensity in practice and keeping the team focused on a unified goal.

Meller has been playing football since eighth grade, and Kruiy has been playing since third. They are both returners to the varsity team.

Meller's main position is outside linebacker, but he has proved very useful to the team by playing all over the field on offense, defense and special teams. Meller has tackled 38 opponents thus far this year, the third most on the team.

"I do not think my skills are necessarily as refined as many players in the league, but I think I play well anywhere because my strongest trait is my intensity," said Meller. "I love the game of football, and, any time I step on the field for a game, I change into a different person."

"Eric shows tenacity while on the field and a desire to win," said Kruiy. "He is a key entity in pumping up the team before a game."

Kruiy, arguably the team's biggest threat on both offense and defense, is unfortunately sidelined for the rest of season with a back injury. Kruiy is a running back on offense and an outside linebacker on defense. Last year, he rushed for 284 yards and tackled 68 players, the second most on the team.

"Joe is one of the fiercest competitors I have ever met," said Meller. "While I cannot speak for everyone, no other person on our team inspires me to play my best than Joe. When you see how hard he works and how much dedication he puts into the game, it is hard not to want to play better."

Because Kruiy is injured, he and Meller play different roles as captains. Kruiy said, "Since I have been hurt, Eric has been the captain who leads by example on the field."

While Meller can lead on the field, Kruiy supports the team with a positive attitude. "I have tried to keep a positive attitude rather than confronting the team in a negative manner when things are not going our way," Kruiy said. "I feel that because I cannot lead by example, positive support from day to day is the best way I can still impact the team."

Kruiy encourages team intensity by exemplifying the motto 'carpe diem.' He said, "Not only just every game, but also every practice is an opportunity to prove your abilities and become a better player. Since we are a young team, this is also important for future seasons."

Right now, Meller and Kruiy are keeping the team focused on its main goal, beating Exeter in the final game of the season. "Our main goal is to make sure that the team as a whole is working towards our game against Exeter and maintaining a good level of intensity during every practice," Meller said. "Luckily, we haven't had to do much pestering at all because everyone on the team is looking to get better every day."

Y. Watanabe/The Phillipian

ARTS AND LEISURE

Arts Spotlights:

Gelb Gallery Faculty Exhibition

Elaine Crivelli

Emily Trespas



J. QU/The Phillipian

**Elaine Crivelli depicts her home in the Pennsylvania mountains in black and white prints that mix touches of reality and ambiguity.**

Elaine Crivelli, Instructor in Art, presents her unique pigmented inkjet prints in the gallery. Her exhibited works include black and white prints as well as encaustic pieces dipped in monochromatic wax.

**Q:** What are you trying to convey in “The Unfinished Home”?

**A:** Well, the home in the background is unfinished. That’s why it is called that. The house has a special connection to me, because that is a home in the Pennsylvania mountains that my mother built for her children and grandchildren [...] so we could go and vacation there and enjoy that area.

**Q:** What do you think is the recurring theme in your artwork?

**A:** I think a recurring theme in my artwork is all about home, and where is home and where do you belong. But in all my work, I do really try to create a mysterious ambiguity. So there are touches of reality, but yet there is a strong ambiguity as well. I like to work with the tension between the two in my work.

**Q:** Do you think that different techniques help convey different messages to your audience?

**A:** They can. I think you get a different feel with “Unfinished Home” then you do with “Domestic Vignettes.”

**Q:** Is there a specific type of art that you prefer? For example, are you more of a digital person?

**A:** Not necessarily. I was formerly trained as a sculptor. So I have a three dimensional background. The move into photography and digital medias is fairly recent. Around the mid 90s I switched over [to digital media]. I still think three dimensionally. Do I have a favorite? I mean, no. I love a fabulous painting as much as I enjoy a sculpture instillation or a great film. I’m really not partial to any one media.

Compiled by Andrea Yopez

Using concise brush strokes, imagination, observation and exploration, Emily Trespas, Instructor in Art, assembles a collection of three charcoal drawings and ten paintings. Her paintings are in various mediums, from water color to gouache, acrylic and oil.

**Q:** What do you strive to discover when you are drawing, photographing or painting?

**A:** In the work that I have here, I was looking for the space between creating an image that would be recognizable. I also wanted to be economical with my mark, to be concise. We call it economy of means, showing something representatively through abstraction. If you separate them [the images], they might not make sense, but when you put them together they start to comprise something that is recognizable.

**Q:** Where does your inspiration come from?

**A:** I basically was looking at what I was drawn to. I was in the natural landscape, because I take my easel and my paints and I sit out in nature, so I’m surrounded by it. I picked a different color, and I played with the interpretation of how it could be read. It could be water, or it could be land. When I hang them, I’m not blindly hanging them [the pictures]. I’m thinking about their relationship. Some of these places really evoke this nostalgia.

**Q:** Are there any messages that you wish to convey to the viewer through your art?

**A:** I’m just working; I’m doing what I want. I will explore abstraction and representation. I’m drawn to these things. I was part of a paint-out. The breakthrough for me was that landscape could mean a lot of things.

**Q:** Of all of your works, is there a specific reason that you picked this collection?

**A:** The way they come together to create a story. I wanted to look at what worked together, what colors worked together, how the content might create connection. One image might help understand another. Why would the artist, me, put a chair and then put these small little studies? It was just a way of inspiring viewers to make their own stories as they walked around, and I hung it like that so it’s a salon style hanging where it’s jumbled in and there’s a lot to look at. It’s like taking in a story all at once or in pieces.

Compiled by Scarla Pan



J. QU/The Phillipian

**Emily Trespas tells a narrative through her artwork, diverse both in size and style.**

Peg Harrigan

Gail Boyajian



J. QU/The Phillipian

**Peg Harrigan combines a photo collage of doll heads and a white paper jacket in her sculpture work.**

Peg Harrigan, Instructor in Art, explores the the them of collecting in her piece, “Happy Fiftieth Anniversary Ken Doll,” in commemoration of her brother’s birthday and of his extensive doll collection. Harrigan’s photos of a multitude of doll heads from her brother’s collection, ranging from celebrity dolls to classic Barbies, adorn the collar of a pristine white, crisp paper jacket.

**Q:** Where did the idea for your piece come from?

**A:** Over the past few years I’ve been photographing people’s collections. I thought about showing installation shots of these collections in three different venues, and that just really didn’t interest me because I thought it was more than just the stuff of the collection; it was [more about] the collector. I chose to make [my piece] out of paper to suggest the fragility of life, particularly since two of the other collectors have now passed away. I also tried to show something about [my brother’s] personal interest that might say something about him. He is really into theater, so in this case I chose only dolls that were celebrity dolls.

**Q:** So this is a mixed-media piece between your photography work and sculpture?

**A:** Yeah, it’s photographic clothing. And they are also very frail, like people, so I meant to suggest the collectors themselves and show some aspect of collecting without showing lots of literal photographs of collections or installations of the collector and the collection.

**Q:** Which collection is this piece from specifically?

**A:** It just happened to be the 50th anniversary of the Ken Doll and my brother’s 50th year of living on the planet, so it commemorates my brother and his doll collection. They are a lot like his theatrical work. There is a lot of work about my brother represented in this coat, and I wanted something that was elegant and classy like he is, so I picked a white dinner jacket.

Compiled by Nicole Ng

“TravelAlert,” the painting of Gail Boyajian, Instructor in Architecture, makes reference to Turkey and its unique landscape. After traveling there in 2008, Boyajian described it as “laced with the ruins of past cultures and civilizations.” Inspired by this landscape, Boyajian painted this diptych, which is still a work-in-progress. The birds in the foreground gaze at the doomed landscape with crevice-filled barren ground, while smoke forms dark grey clouds in the air.

**Q:** What do you strive to find when you are painting?

**A:** For me, painting is an exploration. I start with a general idea, and it expands and grows through time.

**Q:** Is there a symbolic meaning or significance to the birds in the foreground of your painting?

**A:** Typically, I position birds in the foreground. They are the observers, being descendants of dinosaurs and referencing long cosmic cycles. I try to choose songbirds that are native to the landscapes, which [the birds] view.

**Q:** How did your impression of Turkey influence this painting?

**A:** Eastern Anatolia, which is now Turkey, is laced with ruins of past cultures and civilizations, and it is a relatively empty landscape now. There are awesome mountains and rivers with ancient associations, such as the Tigris and Euphrates. Many of the inhabitants are horsemen, so when I was there I felt as though I was able to see into history, a pre-automotive age.

**Q:** Is there a message that you are trying to convey through this painting?

**A:** There are many claims on it [Turkey] and its history. It is also an active earthquake zone. I am trying to suggest threat with the stormy sky, running rider-less horses, puffs of smoke, cracked earth and collapsed buildings.

**Q:** Is there a reason why it is a diptych?

**A:** This diptych is not finished, and I expect to differentiate the two panels. I am interested in sequence, and multiple panels allow for slightly different points of view.

Compiled by Scarla Pan



J. QU/The Phillipian

**Gail Boyajian’s soft scenes of nature betray a sense of danger.**

# ARTS AND LEISURE

## Shirley Veenema

Shirley Veenema, Instructor in Art and Chair of the Art Department, showcases the mixed-media pieces of five different variations of a bouquet of flowers called “Vanitas.” The five flower pictures differ in the angles at which the lights are shone on the flowers.

**Q:** Do you like to personalize your artwork by adding something about yourself or your life into your pieces?

**A:** I think for me a lot of my work is driven by research that I do. [“Vanitas” is] about the idea of existing between being alive and being dead. Those are flowers that are not quite dead yet, but they’re not alive either. They exist in that middle space. The moment you are born you are starting to die. I am picking up on the idea of “Vanitas” paintings and putting it into a more contemporary context.

**Q:** How did you convey the sense of mortality in your artwork?

**A:** I think that there is a sense of time. There are some subtle changes throughout the panels. When you die, you gradually die. When I actually began those [works], I used real flowers that were almost dead. What I did was that I pressed them onto a piece of paper and used that as the basis of my drawing.

**Q:** Is there a recurring theme throughout your artwork?

**A:** I have been working with several different ideas. I have been working with the “Vanitas” idea for about three years. I have also been working with the idea of ordinary icons. In fact, last year I showed a number of big drawings of dresses that I have been doing for a series called “Channeling Marilyn Monroe.” Most recently, I have [been] doing interpretive work based on [Emily Dickinson’s] poetry.

**Q:** Where do you get your inspiration?

**A:** I feel like if you are an artist, you have to be open to things, and lots of times you might be working on something, and since you are open to other ideas, it morphs into something else.

Compiled by Andrea Yepe



**Shirley Veenema evokes a sense of mortality in her sequence of pressed flowers.**

## Therese Zemlin



J. QU/The Phillipian

**Therese Zemlin uses distinctive techniques to create abstract collages made from inkjet prints and Japanese kozo paper.**

Therese Zemlin, Instructor in Art, exhibits numerous artworks that utilize inkjet prints, graphite and papers, including her three newest pieces, “Untitled Collage 3,” “Untitled Collage 4” and “Untitled Collage 5.” All three collages are designed with crumpled Japanese paper filled with varying sizes of holes that evoke a sense of a web or a fishnet. They are rendered in earthy colors of green, brown and grey that make them appear naturalistic.

**Q:** What are your motivations?

**A:** You know, when you first start out making art, you draw upon mostly outside influences. But the longer you make art, the more you build on yourself, and [you] become your own influence in a way.

**Q:** How long did it take you to complete these pieces?

**A:** To be quite honest, [I worked on the Collages] since about 1979, or at least 2004. That’s probably not the answer you’re looking for, but it’s true. Sometimes you finish something, and it takes a while before you realize you’re done. Take [Untitled Collage 3] for instance. This was knocking around my studio for quite some time. Unlike my other two collages out of the same material, there were no layers. I kept trying to add layers or an inkjet sketch to it before I realized it stood well on its own.

**Q:** How do you plan on how your works are going to end up?

**A:** I don’t. I knew that I wanted [“Untitled Collage 3” to look like a tree], but I still wasn’t sure how I wanted it to turn out. As for the others, I had no idea how they were going to look. Sometimes you just have to go along with it, and whatever you get, you get.

**Q:** Are there any meanings behind your collage works?

**A:** Whatever you make of it. I don’t like telling people what to see or what not to see, what to feel or what not to feel. Every interpretation is just as valid and true as the last, but none more so than others.

Compiled by Cameron James ; description by Sarah Lee

## Thayer Zaeder

Thayer Zaeder, Instructor in Art, features his three vases that he created during his summer in Maine. His works evoke a sense of nature as the smooth curvature and geometric shapes are glazed with naturalistic colors. Among three pieces, the “Mycenaean pot” captures the viewer’s attention with its unique bands of diamond-shaped designs that are left unglazed. These patterns echo the Mycenaean designs from the Bronze Age.

**Q:** What was the idea behind your work?

**A:** I only have three pieces in the current show. I tried to capture the “essence” of that form...with some success. One of the things that typify my work is that I tend to work in series and take one idea and run through a number of permutations and iterations. These three pots represent a short window of exploration. I’m still exploring variations on this same form today.

**Q:** What was your inspiration?

**A:** All three were created this summer in Maine. All of these pots were studies based on a Mycenaean vessel that I found particularly compelling. The Mycenaean pot is a very bulbous shape with a wonderful sense of lift in the form.

**Q:** How are these pieces different than other ceramic works you have done in the past?

**A:** I have been working a bit larger than usual...and also using high fire clay and glazes. Much of my work in the past has been made of terracotta, a lower firing clay.

**Q:** What was the process of making these pieces?

**A:** All three of these pieces were made by a combination of wheel work, coiling and then alteration.

Compiled by Sarah Lee and Nicole Ng



J. QU/The Phillipian

**Thayer Zaeder’s vases on display are based on Mycenaean ceramic vases from the Bronze Age.**

*Andover Welcomes*  
Poet  
**STEPHEN CUSHMAN**  
He will read from his new book  
“Riffraff”  
on  
Wednesday, November 9,  
7:00 p.m.  
at  
the Museum Learning Center,  
Addison Gallery of American Art

**Write For Arts and Leisure**  
**Email**  
**tmckenzie / tthamthieng**

## Campus Arts

**What not to miss this weekend!**

### Friday:

**6:30** p.m. IndoPak Presents 16th Annual Diwali and Eid Show, Underwood Room  
**6:30** p.m. DramaLabs, Theatre Classroom  
**8:00** p.m. Game Night, the Den

### Saturday:

**5:00-7:00** p.m. IFeast: International Festival Food Bazaar, GW Mailroom  
**7:00** p.m. IFest: Talent Show and Fashion Show, Kemper  
**7:30** p.m. Faculty Voice Recital, Timken Room

### Sunday:

**9:30** a.m. Museum of Fine Arts Trip  
**3:00** p.m. Northern Indian Music Recital - Peter Row and Akshay Navaladi, Timken Room  
**4:30** p.m. Japanese Haunted Film Screening, Kemper

# ARTS AND LEISURE

## Dance Lab Showcases Modern Dance of All Levels

**Caroline Sambuco**

Modern Dance classes of all levels showed off their avant-garde moves in the Dance Lab this Friday October 28.

This week, the Dance Lab featured five dances, some choreographed by Erin Strong, Instructor and Chair of the Dance and Theater Department, and some choreographed by students.

The evening began with a performance called “Caravan” performed by the Intermediate Modern Dance group. Choreographed by Strong and with music by the Kronos Quartet, “Caravan” featured many student dancers incorporating various types of modern dance.

In an email to *The Phillipian*, Strong said, “I had a very large group of people to work with and with varying levels and experience in modern dance, so I came up with two driving ideas: one being the idea of a large group of people having a shared experienced and then slowly drifting apart until there is just one lone person left. The other driving idea was to highlight various modern dance concepts they were all working on. So the dance served as a short creative expression as well as a study on modern dance concepts.”

Two students, Abriana Mayer ’14 and Emily Ewing

’14, choreographed the next dance to the song “Domino.”

The dance featured student dancers Emily Field ’13, Emmie Avvakumova ’14 and Sophie Landay ’14, as well as Mayer and Ewing, in an upbeat and fun performance that showed off each dancer’s skills and the duo’s original choreography.

“Our motivation for this piece was to try and make something that’s out of our comfort zone but also really enjoyable for both the audience and our dancers. We wanted to get everyone on their feet and wanting to dance with us because it’s just a feel-good kind of dance and song,” said Mayer in an email to *The Phillipian*.

The dance proved to be one of the biggest successes of the evening, and for first time choreographer Ewing, it was also a great experience.

“I think it went awesome. We kicked butt and it was a lot of fun to perform,” Ewing said in an email to *The Phillipian*.

Next the Advanced Modern Class performed an intricate dance to Adele’s “Set Fire to the Rain,” choreographed by Strong.

Strong said, “‘Set Fire to the Rain’ is simply a combination that the dancers had been working on in class. We have been learning and studying turning, suspensions, extensions and complex movement phrases. I incorporated all these skills into one combination. The dancers enjoyed it so much



H. KOO/*The Phillipian*

**The Advanced Modern Class dances an elegant and dynamic piece choreographed by Erin Strong to Adele’s “Set Fire to the Rain.”**

they wanted to showcase their work at the Dance Lab. There is great satisfaction in dance when you perform your work in front of others. It is like getting a novel published. It is very rewarding to share the fruit of your labor, so to speak.”

The Dance as Sport beginner dancers then performed to the hit song “Pumped Up Kicks,” by Foster the People. Choreographed by Strong and the students, the Dance Labs marked the first time that many of the Dance as Sport students performed dance in front of an audience at Andover.

Strong said, “There were moments of Pumped up Kicks that they really enjoyed. [...] The big contracting of the arms in and out and the full body shake were great moments that everyone enjoyed because those movements were not only very unique but they also touched on the audience’s kinesthetic sense, where viewers could feel what it would be like to do those movements.”

The final performance of the evening was “Success’s Expense,” an 18 minute dance choreographed by Strong that featured the more technically advanced

dancers of Andover Dance Group II.

Although long, the piece held the audience’s attention the entire performance thanks to the combination of dynamic movements and its incorporation of modern dance and ballet.

Strong said, “I think the audience enjoyed the ADG II piece, ‘Success’s Expense.’ It was rather intense compared to the other dances. The audience also appreciated the great stamina and physical rigor required of the dancers to perform such a dance.”

The Dance Lab this past Friday night proved to be a

popular event. “I am hopeful this is just the start of more great Dance Labs to come,” said Strong.

For student dancers and choreographers like Mayer and Ewing, the Dance Labs have become an important part of dancing at Andover.

Mayer commented, “Dance is one of my passions, so it’s always fun to let loose and just dance. Being able to be in a dance that Ms. Strong choreographed and a dance that Emily and I choreographed was just amazing, and I loved being able to show off everything I learned and something that I love to do.”

## Movie Mix

*from the*  
**Newsroom**

1. SHAWSHANK REDEMPTION
2. LOVE, ACTUALLY
3. MAN ON WIRE
4. CITIZEN KANE
5. INCEPTION
6. STEPBROTHERS
7. SHE’S THE MAN
8. ANCHORMAN
9. A BEAUTIFUL MIND
10. FORREST GUMP
11. BRIDESMAIDS
12. FINDING NEMO
13. FRIDAY NIGHT LIGHTS
14. THE SHOW
15. 10 THINGS I HATE ABOUT YOU
16. THE HANGOVER
17. MEAN GIRLS
18. MIDNIGHT IN PARIS
19. ALL ABOUT EVE
20. THE HELP

**A few recommendations for a relaxing Saturday night after a long week.**

## MUSIC REVIEW

**Sam Koffman**



**“Speeding Cars”  
by  
Imogen Heap**

“It’s just text book stuff/It’s in the ABC of growing up,” sings Imogen Heap in her breathy, unchained voice. Even though her experiments with every instrument invented turn out fantastic and creative, there is something raw and powerful, melancholy, even, in her voice. “Speeding Cars” is about understanding that things are overwhelming sometimes, but that they are just part of life and will get better. To a quiet piano backdrop, Imogen Heap acknowledges that we, as human beings, are not perfect, but mistakes are natural, and we should never give in to what can seem to be a never-ending uphill battle.

**“Lessons In Love (feat. Neon Trees)”  
by  
Kaskade**

Neon Trees’s vocal chops are perfect. No soft lovin’ here: Neon Trees are rockers with a hard-core edge that just blows the competition away. “Lessons In Love” is the first single from Kaskade’s new album, “Fire & Ice.” Kaskade, internationally famous as a techno/dance DJ, takes a traditional-to-the-genre sound and adds a killer mainstream twist. The song masterfully combines Neon Trees and their alternative-rock sound with techno goodness, but it is the drops that make this song literally, figuratively and metaphorically epic.



Email  
*tmckenzie / tthamthieng*