

RESERVE RECORD



Western Reserve Academy

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WRA to change seal, official title

by Patricia Boh and Oliver Curtiss

Lux et Veritas, Latin for "Light and Truth," is etched into surfaces throughout this historic campus as the school's academic motto. This slogan, accompanied by the visual graphics of an open book and blazing torch, is embedded in tile in the Murdough Athletic Center, featured in all admission materials, and sewn onto every student's green blazer. Yet, not all the seals, nor even the name of the school, are the same throughout campus. In some literature, Western Reserve Academy is styled as "Western Reserve Academy," while other times it is referenced as "WRA," "the Academy" or simply "Reserve." The often-accompanying graphic seal is witnessed in even more variations. What some deem a confusing array of names and seals apparently extends to confusion among friends of the school and prospective students, prompting the administration to take the bold step.

Changing the school emblem is hardly unprecedented. School archivist Tom Vince explained that there have been seven previous seal changes since WRA's secession from Case Western Reserve University. The first insignia change took place in 1925 at the insistence of school benefactor James Ellsworth. "This original seal became the basis for all future designs," said Vince. This crest would remain unchanged for 30 years. In 1954, it was redesigned with bolder lettering and the school's birth year 1826. According to Vince, "Some found this seal to be graphically stronger and 'less traditional' looking." The next seal design change took place in 1984, then once more in 2001.

Returning to the present, one may wonder why the seal changing now. Referring to the confusion of the varying Reserve logos and seals floating around campus and beyond, Director of Marketing and Public Relations Russ Morrison said, "Research shows that a visual identity used consistently over time creates an enhanced image, instant recognition and higher recall among prospective students and families." Morrison's statement also pertains to the number of nicknames that represent the school. There is concern that those interested in the school outside of the immediate community might not recognize the school by name because of its numerous identities. One of the main concerns with inconsistent symbol representation is that perception and recognition of the school can also prove inconsistent, possibly extending to a perceived lack of credibility.

With such a major change to consider, WRA worked with BrownFlynn, a marketing and consulting firm based in Cleveland. "The new seal and logo will

support WRA's reputation long into the future while also honoring the school's traditional mark and seal," said Morrison.

According to Morrison, the new WRA seal offers a "striking visual statement while staying true to the school's long-held motto of Lux et Veritas . . . represented by the flame and the open book." It has already been put into use by the Admission, Alumni & Development and College Guidance offices, as well as this newspaper. Gradually, the new logo and seal will be integrated into the rest of the school. Added Morrison, "By developing a consistent look and following consistent usage standards, we can not only build our image, but we can also protect our most valuable asset--the Western Reserve Academy name."

With these changes to the current seal, WRA may also end the "Reserve identity crisis." At this point, the school community is not entirely sure what to call itself. The Pioneers? The Green Army? Reserves? Head of School Christopher Burner '80 said he "prefers to view us as Western Reserve Academy." Part of the reason for the changes to the seal: the school needed to emphasize that it was Western Reserve Academy, home to the Pioneers. The new seal emphasizes the school's official name and gives new meaning to the school as a whole. Burner said, "We often abbreviate our name internally to Reserve; however, externally Reserve does not carry the same meaning." With a focus on Western Reserve Academy, all of the members of the school will now be connected to each other in a more universal way, which is no longer bound to just those associated with the campus.

The changes in the seal will also extend the school community outside of the physical campus. In many ways, the school's identity was encumbered by outside views and beliefs about the school. Often, those unfamiliar with the school assumed that Reserve referenced a military school. "When people who have never heard of the institution [hear] the word 'Reserve' by itself...[they] may make the assumption that the name 'Reserve' has military overtones," said Assistant Head of School William Bugg III. By switching the official name, the administration hopes to avoid misunderstandings and increase awareness.

While some changes may seem drastic, the overall design of the new seal retains all the elements of the previous seal.

The seal change is a chance for the school to redefine itself. While eventually everything from the school's athletic wear and clothing, including blazers, to diplomas will reflect a different look, the most immediate changes will appear in how the community presents itself.



The current seal

The Western Reserve Academy seal has undergone seven previous changes since its secession from Case Western Reserve University. See page 2 for modeled examples of the metamorphosis of the last two Western Reserve Academy crests.

images/research courtesy archivist Tom Vince



1826-1882



1882-1900



1925-1954



1954-1984



1984-2001



2001-2009



Longtime school archivist Tom Vince, regular contributor to the *Reserve Record*, was recently named 2009's "Outstanding Citizen of the Year" by the Hudson Chamber of Commerce.

News Briefs

Green and White Week

by Oliver Curtiss

This fall, an old tradition was revived for Western Reserve Academy students during the week after most sports concluded their fall seasons: Green and White Week. According to school archivist Tom Vince, Green and White Week first occurred in 1932, so that "students who never played on the official school team for a certain



photo by Durr

Maria Androulakakis '12 dribbles the ball in a soccer game during Green and White week.

sport could still win laurels in the Green and White competition." The tradition was discontinued around 1960, removing a longstanding pastime, but this year Director of Athletics Herb Haller '85 revived the event because he believes it is an important tradition and a "chance for everyone to celebrate the end of the season and have some healthy competition and school spirit."

The various student-led teams competed in both volleyball and soccer tournaments for pride and points towards the Academy Cup. As of press time, the "British Frogs" were the leading scorers in the tournament. Haller also enjoyed the boys versus girls

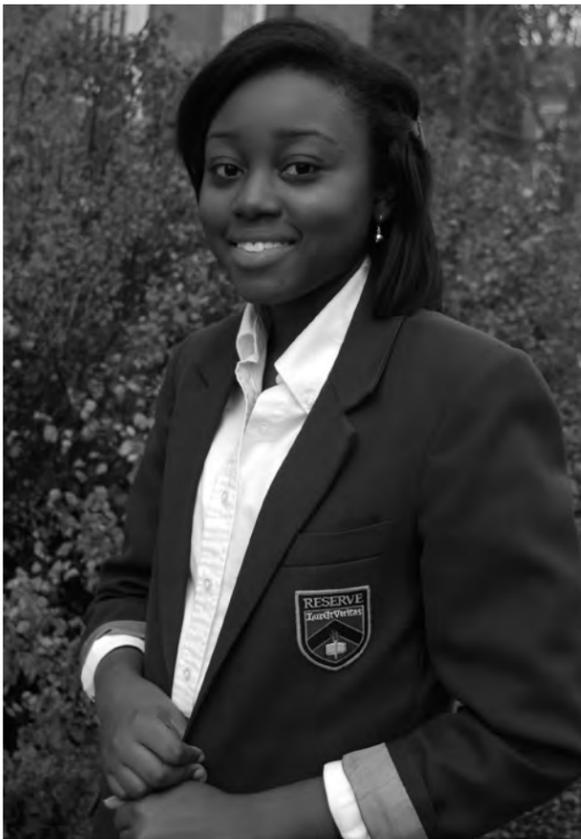


photo by Durr

A team takes a break from competition for a photo.

soccer matches, nostalgic for his days at WRA when "the boys varsity soccer team often challenged the girls field hockey team to a game of field hockey."

More Green and White Weeks with other types of sports tournaments will take place at the end of future athletic seasons. Haller said he hopes that students will participate in each of the Green and White Weeks in order to create the best experience. The addition of these competitions is intended to increase school spirit and add a more personal sense of competition to the ends of the sports seasons.



photos by Hulver

Ashley Tucker '10 (Left) and Caila Quinn '10 model old and new Reserve crests.

WRA renews rivalry with University School

by Chevonne Anderson

Western Reserve Academy football recently played University School for the first time in several years, renewing one of the oldest sports rivalries in the state. Though the team failed to achieve a victory, in the words of coach Chris Monfiletto, "It was great to see the support of the alumni and kids."

This recent football game was the seventy-sixth time that WRA has played University School since the rivalry started in 1895.

Monfiletto and school archivist Tom Vince both described the competition as a longstanding and historic tradition, though their personal experiences with this rivalry differ. Arriving as a new faculty member last year, the rivalry is relatively new to Monfiletto. When he came to WRA, Monfiletto received posters from the 100-year anniversary of the WRA-University School rivalry and a picture of the original team, featuring 14 young men, graduates from 1896-1900, who ready to make school history. This historic team

was comprised of John M. Wooldridge '96, William H. Frazer '97, Eugene C. Mathivet '00, George A. Miller '97, Arby C. Richard '96, William R. Kennedy '97, Patrick J. Joice '98, Carroll C. Elliott '96, Rollin W. Lusk '96, Harry V. Ickes '96, Russell H. Wilson '97 (team captain), William C. Rayner '96 and Ralph W. Elliott '96.

Their coach was Homer O. Sluss '91, a first-year Latin and Greek teacher, who later served as headmaster from 1917-1924. In this first game against University School, WRA suffered a humiliating defeat, sparking what is now the second longest rivalry in the state behind that of McKinley and Massillon.

Vince observed that although WRA has been playing teams such as Linsly and Kiski for much of its long football history, games against these schools do not merit the appellation of "the big game" as with the contest with University School.

Genetics update conference

by Eun Cho

Roberto Aguilar and his Advanced Placement Biology students attended the Genetics Update Conference during November at Perry High School in Massillon. Sam Rhine, a graduate of Harvard Medical School, who is currently a professor at Indiana State University specializing in the study of human genetics, spoke at the conference. Rhine received a "Distinguished Hoosier Scholar Award" from the Hoosier Association of Science Teachers Inc. (HASTI) and has been presented an "Honorary Member Award" by the National Association of Biology Teachers. At the Conference, he addressed topics related to human genetics, such as stem cells, DNA, human genes, genetic disorders and gene therapy, with special emphasis on the latest information and research

in what has become a rapidly changing field.

Aguilar and his students expect that the conference will help them prepare for the AP Biology exam scheduled for May. Prior to the class trip, biology student Emily Huang '10 shared her thoughts on the conference: "It will allow me to explore the newest research. I'm really looking forward to it." Gaining a greater understanding of human genetics was an important impetus for the biology students to attend the conference. Aguilar emphasized the importance of human genetics in modern society: "Just like many feel it is important for people to be exposed to the classics in literature, it is also important for everyone to be exposed to human genetics, because it is now and it is going to be an even bigger part of our lives."

Mercy for A Mercy?

by **Kevin Thomas**

My English IV AP class recently finished reading and discussing *A Mercy*, written by Nobel Peace Prize-winning author Toni Morrison. In this novel, Morrison uses several different narrators to describe the life of a young girl named Florens, a slave given away by her mother in the opening chapter of this story. Not until the closing chapter does the reader hear the voice of Florens's mother, providing the reason for her decision to separate their family. Personally, I had no significant troubles reading and analyzing this book. On the other hand, fellow classmates fueled a debate that questioned the value of reading this book.

Some of my peers did not enjoy reading this book. A few found the theme of slavery trite, stating that Morrison does not venture out of this topic in any of her other writings, adding further that we have been taught about the oppressiveness of slavery since elementary school. One student felt that *A Mercy* did not compel the reader to turn the page, that everything was very repetitive, that the plotline about a mother-and-daughter-girl-coming-of-age was underdeveloped and over-used. Another student noticed that in 2008, *A Mercy*

received the New York Times's Book of the Year award, but one student claimed that this book did not have any educational value, with no necessity to be taught in schools.

This led another to claim that modern American literature is a "cesspool." I had to look this word up in class because I had never heard it used before, and the definition startled me. Apparently, modern American literature is a heaping pile of waste producing no significant works that deserve analysis. I sat quietly listening, still confounded. Toni Morrison did not win the Nobel Peace Prize for trite, non-compelling literature. In fact, Morrison did not use stereotypical descriptions throughout the story. She veered away from the typical politics and graphic imagery regarding the treatment of slaves. All of the slaves were humanized: we experienced their raw emotions.

I understand that previous experiences and knowledge are used to come to logical conclusions during the analysis of a story. But when students immediately draw judgments based on stereotypes, the whole analytical process is ruined. It seemed as if many of my peers could not cast away their personal beliefs in

order to actually use Morrison's words as an example of something greater than slavery. The final chapter is the only time throughout the entire story that Florens's mother speaks. Florens's mother explains that she gave Florens away out of a need to protect the young girl. She hopes that her daughter will eventually understand her reasoning and learn the lessons she longs to tell her. According to some of my classmates, they saw this final chapter as a "no ending," offering no resolution. But, without this explanation, the reader would have been confused about the mother's intentions. It allows us an opportunity to empathize with the mother for making a gut-wrenching decision, which provides a stopping point for the story.

I would like to make a few suggestions to everyone when it comes to analyzing a story. First, actually read the book because it may change preconceived notions that you have. Second, do not let stereotypes guide your thinking. Third, use a clear mindset when dissecting sections of a story so that the only thing you are evaluating is the text, then relate your findings to society.

Living in a dessert desert

by **Jessika Parry**

Do you remember the good times? Back when we had trays to facilitate our dining experience and desserts at almost every meal? Although I am no longer vehement regarding our lack of trays, I cannot cope with the absence of sugary delights in my life. The scarcity of these delicious desserts is too much to handle. We all do sports every season, we all challenge ourselves in school, so why is the privilege of enjoying dessert being taken away?

One rumored reason for the MIA desserts is the "obesity problem" among teens in the United States. Look around. Overall, we have a very active and physically fit community. And those who aren't fit should be given the

option to either exercise their self control and not take a dessert, or eat all the dessert they want and be happy the way they are. The entire Reserve population shouldn't be punished for the national trend of teen obesity which is not present on our campus.

Other speculations include the cost of providing dessert everyday. I do not claim to know of the financial workings of the dining hall budget, but I do know we have had WAY more options entrée-wise this year. The money is still being spent, just not on desserts. Although all these choices are thrilling, some of them are slightly unnecessary. I would easily trade the chance to choose between three different types of sandwiches for lunch for those delicious, giant chocolate chip cookies.

Options are nice, but it's a little overwhelming when I have six different main dishes to choose from.

I'm not asking to go back to having desserts at every meal because I understand that this is unrealistic. Instead I'm asking that we have one dessert a day, especially at sit-down meals—grapes don't count. These gatherings feel incomplete without this essential course and now lack the feeling of the "family style" meal they are designed to emulate. Having desserts once a day won't drastically impact the dining hall and it makes a big difference in the busy days of the WRA community. So, please, can I have my cookies back?

Unlikely heroes

by **Ronan Keane**

October 22, 2009 was a sad day for me. Since upperclassmen aren't allowed to play on C-squad soccer, it meant that it was the last day I would ever practice with C-squad, and therefore, the last day I would ever practice soccer. I don't like soccer, and you can bet I don't like having to give up three hours of my time every day to practice it, but I will still miss C-squad.

To me, C-Squad didn't have much to do with soccer. A typical day of practice would consist of us playing handball, chasing the soccer balls we kick into the road and JV

fields, and messing around while we were supposed to be doing drills or listening. Sometimes we skirmished too, but not every day. The great thing about C-squad is that almost everyone there would rather be someplace else. Of course there will always be freshmen, who are skilled at soccer, on the team, but most of the freshmen and all of the sophomores would prefer to spend the time "chilling" or "hanging out" with friends. Because of this, most of the people on C-squad approach practice with a mindset similar to one you would have if you were to, say, go downtown with a couple friends.

I know about half of all the freshman boys this year because of C-squad; and I'm friends with them. If I did a different sport, I would not even talk to this entire group of students. Mr. Haller told us that next year, they're making C-squad more serious: there will be a fitness test you have to pass, so that the group of underclassmen boys uninterested in sports would have to do cross country.

If you ask me, this is a bad move to make. C-squad is truly a jewel of this school. After all, in the end, we still managed to beat U.S.

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The **Reserve Record** exists as an educational tool for student journalists, graphic designers, artists, and photographers. The staff operates as an extra-curricular activity and is utilized to inform, educate and entertain the public, while providing a forum for student and community expression. The editors and staff have worked on every facet of this publication.

The opinions expressed in the **Reserve Record** do not necessarily represent those of the administration, trustees or student body. The editors assume full responsibility for the contents of the publication and

invite community responses. The **Reserve Record** is published five-six times per year and is available to students, staff, parents, the last graduating class and the extended Reserve community, as well as online through the school's public web site under Publications.

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Over two centuries combined: recognizing WRA's longtime faculty and staff

Marie Fiedler "MF"



Age: 69.5
Occupation: Chemistry teacher
Year Started at WRA: 1972
Your favorite part of WRA?
The fact that Reserve is never boring because of the many different aspects of teaching here.
Your biggest self-indulgence?

I love dark chocolate. I always go and take some from Mrs. Pratt's stash whenever she gets more.

Your pump-up music?

I like listening to the Eagles, especially on the way to a game.

Your fantasy career?

What I am doing right now is probably the thing I like to do the most, but if I had to make up a fantasy career, I would want to do something that involved frequent traveling.

Your favorite vice?

I refuse to answer this on the grounds that I may be incriminated or blackmailed by my reporter.

Something you always carry with you?

I don't really have anything that I carry with me, if you don't count my dog, BJ, who follows me around.

Your role model?

At other times of my life I did [have a role model], but not anymore. I try to become a role model for others at this point of my life.

Your biggest regret?

That I was not born twenty years later because many women have more opportunities and choices now than before.

If you could return to any era, which would it be?

The 1960s because it was an exciting time where many people sought to change the world and great ideas came up during this time.

The question you're asked most?

"When are you going to retire?"

What brought you to WRA?

Before I taught here, I was at the Kent State Laboratory School and it closed down. Before it closed down, many students told me about how they kept getting information about Reserve. I was interested so I checked it out and that is how I came to be here.

If you could visit anywhere around the world, where would you go?

I would love to go to Australia and go scuba diving in the Great Barrier Reef.

What does BJ stand for?

Betty Jo

Working with teenagers. It keeps me young--or vice-versa.

Your inspiration?

I love the atmosphere at Reserve, and I enjoy working with students.

Your favorite book?

Historical novels, a la Hemingway, Civil War, Stonewall Jackson, *Peruvian Play Collacocha* by Enrique Solari Swayne, and the Poem "Quien Sabe" by Jose Santos Chocano

Your biggest self-indulgence?

I am the cookie monster, I love chocolate and ice cream.

Your personal mantra?

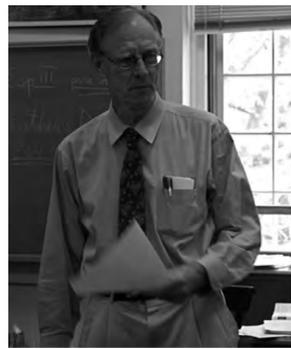
Don't sweat the small stuff, or as Nike says, "Just do it."

Your favorite music?

I listen to all types of music: popular music, local music from different parts of the world, Celtic music.

Recurring bad dream?

I don't dream.



Your fantasy career?

I've been living it for quite a while.

Something you always carry with you?

My grade book. Also, my imagination and travel fantasies.

Your role model?

Winston Churchill

Your biggest regret?

None. Life has dealt me a wonderful hand, with all its ups and downs.

Question you're asked most?

If you could return to any era, which would it be?

What's wrong with right now?

How many different countries have you been to?

About 35. I have been to most of Latin America, the Caribbean and western Europe. My four favorites are Ecuador, France, Peru, and Spain, though not necessarily in that order.

Your first job?

Working at a paper mill during college. My first serious job was teaching English as a second language in Quito, Ecuador.

Favorite memory at WRA?

Seeing my kids, Elizabeth and Michael, grow up on campus and then graduate from Reserve.

Daniel Medkeff

Age: 61

Occupation: Athletic equipment manager

Year Started at WRA: 1983

Your favorite part of WRA?

Watching the kids play. For example, a while ago they had fencing, which was a lot of fun to watch.

Your inspiration?

I want to do just as good as I did when I was younger. I want to make progress.

Your favorite book?

Glory of Their Times by Lawrence Ritter

Character you identify with?

Charlie Taylor from "Platoon"

Your biggest self-indulgence?

Heineken

Your pump-up music?

"Start Me Up" by the Rolling Stones

Your personal mantra?

Speak up for what you believe- I have always been shy, but I have learned to speak up, especially politically.

Your fantasy career?

Assistant football coach at OSU

Your recurring bad dream?

I dream about Vietnam sometimes. We weren't always fighting in Vietnam, but when we ran into trouble, it was bad.

Your role model?

My father. My mother died when she was 48 (while I was in Vietnam), and my dad had to raise 4 sons by himself. My wife died, and I had to raise my daughter.

Your biggest regret?

I didn't stay in college right out of high school, which led to me being drafted.

If you could return to any era, which would it be?

I would return to the 60s, so I could have done better in school.

Your favorite hobby?

Watching OSU, and dancing with my wife to 60s music.

Your favorite moment at WRA?

My second year here, we beat U.S. in football for the first time in 20 years.



Rose Jeffries

Age: 54

Occupation: Food services

Year Started at WRA: 1981

Your favorite part of WRA?

The students I get to see every day, and being able to watch the faculty children grow up.

Your inspiration?

The heavenly Father and the goodness of man.

Your favorite book?

The Holy Bible

Your biggest self-indulgence?

Having alone time.

Your personal mantra?

The past can not be changed.

Your pump-up music?

Gospels and 1970s Rhythm and Blues.

Your fantasy career?

To help the hungry

Something you always carry with you?

A stone that reads, "He that is without sin among you, let him cast the first stone."

Your role model?

Jesus Christ

Your biggest regret?

I try to live my life without regrets.

Question you're asked most?

"What's this [food]?"

If you could return to any era, which would it be?

The times when Jesus Christ walked the face of the earth.

Your favorite dance?

The '70s Bump"

Your biggest surprise at WRA?

When [Head of School] Christopher Burner presented three of us, Dan Medkeff, Elroy Rodgers, and myself, with framed pictures of WRA to honor our years [of service to the school]. Between the three of us, there was a combined total of one hundred years spent working at Reserve.

Your favorite childhood memory?

Going to my grandfather's farm every summer in southern Ohio. All my brothers and sisters and I would spend the whole summer helping my papa tend to animals. Oh! He had every animal on that farm.

Any further thoughts?

I wanted to acknowledge Head of School "Hos" Chris Burner, who honored me with a photo collage of the Academy. I also wanted to extend a very special thanks to all the students throughout my career. You enrich my life. I wish you all success, love and happiness, and that our paths might cross in the future. It will be your faces and laughter I will cherish.

Lee "Blankie" Blankenship

Age: 64

Occupation: Teacher of Architectural Design, Engineering Design, Woodworking

Year Started at WRA: 1971

Your favorite part of WRA?

Working with good students who care about what they are doing

Your inspiration?

I enjoy creating things and watching people create things. They look at it when they are done, and they say "Wow, I did that!"

Character you identify with?

Tim the Tool Man Taylor

Your pump-up music?

Instrumental New Orleans Jazz.

Your fantasy career?

Architect



Your role model?

My uncle. I grew up without a father. My uncle was a paratrooper in WWII, and he was my role model.

Your biggest regret?

I didn't pursue architecture in college.

If you could return to any era, which would it be?

I would love to work with Franklin Wright, who was an architect during the early 1900s.

Your favorite activity or hobby?

Golf

Your favorite moment at WRA?

When the wrestling team beat U.S. 57-0, even though we were supposed to lose.

Most interesting fact that people don't know?

I am part Cherokee Indian.

Elroy "Top Dawg" Rodgers

Age: 50

Occupation: Food Services

Year Started at WRA: 1979

Your favorite part of WRA?

I love the way everyone here on campus gets along with each other.

Your inspiration?

Money and paychecks! Nothing in life is free.

Character you identify with?

Bugs Bunny, because he is a good guy but a little devious and cunning at the same time.

Your biggest self-indulgence?

I used to love eating burgers but they're not the same anymore, so now I enjoy eating chicken wings.

Your personal mantra?

"Hard work pays off" and "Your eyes are bigger than your stomach."

Your pump-up music?

I like to listen to a very wide selection of R&B music, especially when I'm working in the kitchen.

Something you always carry with you?

I keep my father's obituary in my car since he passed away four years ago.

Your role model?

I would have to say John Witherspoon or Bill Cosby because they're both very funny comedians.

Your biggest regret?

Not studying hard and not being pushed hard enough in high school.

Question you're asked most?

"How are you able to stay here so long?" I've never been able to answer this question myself.

If you could return to any era, which would it be?

Most likely the 1980s because sports were good back then, prices weren't high, and I was being active. I guess you could say that I was living the life back then.



If you could visit anywhere around the world, where would you go?

I would love to go to Paris and see the Eiffel Tower.

Harold Donnelly

Age: 72

Occupation: English teacher for 41 years, Public Speaking teacher for 10 years

Year Started at WRA: 1967

Your favorite part of WRA?

Teaching

Your inspiration?

My love of writing, expression, history, literature, and things of that nature.

Your favorite book?

That's hard, I have a lot of favorites. I love the novels of Thomas Hardy and Charles Dickens. I especially like *Great Expectations*, as well as Shakespeare.

Character you identify with most?

I don't really identify with a character. If I had to pick one, Falstaff from several of Shakespeare's works.

Your personal mantra?

Let me worry.

Your pump-up music?

Opera, it pumps me up. I like all types of music, classical, pop, country. Not rap or hip hop though. It's not music, it's just noise.

Your fantasy career?

Being a tour guide all around the world.

Your favorite vice?

Eating ice cream.

Something you always carry with you?

A clean handkerchief, a pen and a highlighter, and some sort of book or crossword puzzle.

Your role model?

It's hard to have them at 72, but when I was younger Reverend Graham Baldwin, the administrator at my prep school.

Your biggest regret?

I don't live life regretting the past.

If you could return to any era, which would it be?

The Elizabethan era

The question you're asked most?

"Did you play pro football?"

Your favorite play by Shakespeare?

Twelfth Night. I also love *Macbeth*.



James Fraser "Señor"

Age: 72

Occupation: Spanish teacher

Year Started at WRA: 1967

Your favorite part of WRA?

Interviews by Megan Barsalla '13, Joseph Marmorestein '11, Josh Ly '11, and Bennett Graves '13

December dance performance

by Lindsay Hanz

On Dec. 11, Western Reserve Academy will once again give the community a glimpse of the talents of 25 students during its Winter Dance Showcase scheduled to take place in the Knight Fine Arts Center (KFAC) during a single evening performance.

The showcase required three months of preparation, a challenge that dance classes face year after year.

Although dance instructor Jean Surdel has been teaching at WRA for 10 years, she always seems to find hidden inspiration for pieces. Surdel said, "New ideas are constant. Every day there is something new to work on." Surdel's extensive experience in choreography is reflected in her work. But Surdel is not the only one contributing to the performance; many ideas come from students as well. Those who attend the event will see student-choreographed pieces as well.

The dance program has seen an increase of 19 to 25 participants since last year, yet previous years there have been as many as

60. Does this mean that we should expect less from this month's showcase? Surdel does not think so, as fewer numbers do not indicate less enthusiasm or passion. For example, seniors Kelsey Greissing and Quinn Cutchin have dedicated themselves to dance throughout their four years at WRA, and both Greissing and Cutchin also bring outside experience to the program.

On the addition of more male dancers, Surdel said, "They're amazing! They bring so much energy and strength to the classes. They have really great ideas and a fantastic sense of humor." Seniors Will Mason, Andrew Spitzer, Karan Bains and Elliot Yun contribute strong personalities, as well as diversity to the class.

The showcase will reveal varying styles of dance--from ballet to contemporary and jazz to hip hop--and include students from all levels of instruction offered this year. Each participant will perform two pieces.



photo by Durr

Advanced dance class practices its routine

Musical dimensions of WRA

by Julia Ferguson

With a community as diverse as Western Reserve Academy's, there is bound to be an eclectic combination of musical talent and tastes. In such a setting, all are exposed to the numerous genres, as well as styles, of music enjoyed and shared by all. Such diversity is due to effective programs and the talent of a gifted student body.

Simon Yang '10, a cellist in the WRA String Orchestra and the Akron Youth Symphony, has played for nine years. "Playing music asks for a lot of discipline," Yang said of his experience with learning to play the cello. His teachers, Qing Yang and Ralph Curry, were among those who sparked his interest, along with world-famous artists such as Yo-Yo Ma and Itzhak Perlman.

Yang's talent has been enjoyed during the annual fall, winter and spring concerts, including solo performances and the Mid-winter Messiah Sing concerts conducted by the director of WRA's music program Midge Karam '79. "A great piece performed by a great musician plays on the strings of your heart," said Yang.

Genevieve Bettendorf '12 is another promising contributor to the music department. Her piano skills, which she has worked to develop since kindergarten, are often witnessed at Morning Meetings during the sing-

ing of the school's Alma Mater and during additional choral events. One of her greatest influences, Jeffrey Siegel, has taught her that knowing the history behind a piece enhances the entire experience. Her dedication to the instrument and to practice is shown by her indifference to circumstances; as she says "I like being able to sit down at a bench, be it in front of a new Steinway in Carnegie Hall or an out of tune upright in a corner, and play something beautiful." Bettendorf believes that music is an integral part of the global community and should be utilized by everyone.

Alyssa Murray '12 excels in not one, not two, but in four types of musical expression. While guitar has been her main focus for the past three to four years, she also plays bass and percussion and sings as well. When asked what type of music she plays on each of these instruments, Murray responded simply: "Everything." She draws inspiration from Noel Gallagher, lead guitarist for the English rock band Oasis. Murray also prides herself on her ability in a recording studio. For the past year, Murray and Ryan Dillon '09, have been working in the Live Music room on campus, recording songs for their band Wesaysunrise. Murray says of music, "It's like a way of talking for me. It's more comfortable playing than speaking. It's like my language."

The school has seen a unique type of music with Matt Dunkelberger '11. His acoustic guitar style was debuted for the student body at the 2009 Jazz Night and then again at Morning Meeting and at the Labor Day Antiques Festival earlier this year. His interests shifted from trumpet to acoustic guitar one day after watching a Saturday Night Live musical act, and he has been focused on guitar ever since. His style is now influenced by music styles ranging from classical, which he says encompasses "complexity and perfection," to jazzy blues and psychedelic rock and jam bands. As for inspiration, Dunkelberger says his father is one of his greatest influences. "What really taught me how to play from the heart and to feel the music was my experience with my father's piano music. My father's piano playing is absolutely



photo by Hulver

Murray playing her guitar

gorgeous because he simply puts his heart and soul into every note," he said. As a final piece of advice, Dunkelberger added, "[Music] is a wonderful language and it is one that can express many beautiful things. Pick an instrument and play the music that's inside you. It's fun!"

A passion for music extends to the school faculty as well. As conductor of the Reserve Symphonic Winds and Jazz Project, Associate Conductor for Cleveland Choral Arts, and a trumpet player with the Western Reserve Community Band, Edward Wiles is an active leader in the community and surrounding music programs. With expertise in piano, training in trumpet, and interest in just about every instrument, Wiles engulfs himself in whatever piece he is playing at the moment. Music has always been a family affair, since he has been playing and enjoying music with his grandparents from a young age. He encourages students to pursue music, especially during Morning Meeting performances, and to encourage the audience at these performances to truly appreciate the music they hear. According to Wiles, "Music at its best, sweeps us into a larger and deeper consciousness. It expresses the inexpressible."



photo by Hulver

Yang with his cello

Clubs reach out to communities

by Hannah Lugg

Western Reserve Academy's clubs allow the student body to explore and participate in subjects that interest them, and this year clubs are reaching out beyond the campus to encompass more than just the school



photo by Clark

GCAT leaders Nick Hobbs '10 and Quinn Cutchin '10 build a compost bin.

community. Clubs with philanthropy in mind are reaching out to the extended community that surrounds Reserve, as well as Northeastern Ohio or around the world in order to help either people or organizations. One of these clubs is the Business Club led by Nicholas Hobbs '10 and Caila Quinn '10. Just last year, the Business Club was "not that organized or well known," said Hobbs. But this year, plans include teaching its members to perform as leaders and to help the community. The club has ideas ready to put into motion--ideas that involve the whole Reserve community and beyond. Says Hobbs of a future concert they are planning and other goals for this year, "Part of the profit from the concert will go to a charity or community outreach program. Also, we will be teaching our members how they can be leaders and go out to raise money for charities and the community."

Another club that has been influential on campus is Green Campus Action Team

(GCAT). While GCAT does not aid a specific organization, its goal is to improve the sustainability of WRA's campus. By increasing the sustainability of the school's community, GCAT supports the global community. Co-presidents Quinn Cutchin '10 and Sarah Puffer '10 describe GCAT's goals: "Our top priorities for this year are creating a recycling system at school that is attractive, convenient and effective. We also want to design a working plan to manage the school's compost." GCAT also includes the surrounding Hudson community in its efforts towards sustainability, as evidenced by the Tech Drive in October, during which the group collected more than 3,000 pounds of old technology to be recycled.

This year, WRA's clubs appear eager to reach out to the community and help those around them. As Hobbs said, "We want to show our members that people helped them get here, we should return the favor at times."

Has WRA gone to the dogs?

by Tracy Tien

Wedge, Emmet, Roxy, Leila, Maddy, Laila, Patton--these are the names we are acquainted with as our closest companions with furry tails. Western Reserve Academy attempts to create a warm, familiar atmosphere, and having dogs certainly helps. As English teacher Jeanne Kidera, owner of beloved golden retriever Emmet, says, "[WRA] encourages faculty to build a home and community and pets are an important part of that." An essential part of a WRA experience is the strong bond students or faculty build with campus pets: "He [Emmet] really misses Kerri Symes '09, loves Alida [Fausnight '10], and, of course, believes that *he* owns Martha [Miller '12]."

On the other hand, some dogs have a different attitude. Chris Monfiletto says that his dog, Rambo, is "naturally ferocious" and jokingly adds that "Michael Vick and I have been working with her to maintain her competitive spirit, but not take it out on young children." Rambo also has a competitive streak, as she likes to "harass Ike's dogs and dominate them in all physical activities," said Monfiletto.

Although faculty members are no longer permitted to bring their dogs to classes, history teacher Diccon Ong '81 enjoys visions of "a faculty dog lazily napping in the corner of a cozy classroom while surrounded by students studying Shakespeare." Over the years, our canines will remain an important part of the WRA community, whether they are cheering various sport teams on or lying around during a Saturday movie night in one of the common rooms.

NOTE: The piece opposite by English teacher Daniel Dyer takes readers through his first experience with dogs at WRA and the contrast with life at public school at about the same time.



photo by Durr

The ferocious Rambo stares down the camera.



photo by Durr

The Chlysta family dog, Penny, walking the sidewalks she knows so well.

"Dogs run free. Those of us from public schools can remember what happened when a stray dachshund wienied its way uninvited into the school building. The entire school community, by crisis united, rose up to expel the intruder. Some kid with ripped jeans and a flaming physiognomy would grab a handful of collar, mutter a pointless apology, and drag the reluctant offender, claws clattering for reverse traction, out the front door. Dogs, you see, didn't belong in school. When I arrived at Western Reserve for my interview, I found a beautiful Dalmatian sitting expectantly outside the front door of the administration building. I met him again outside the headmaster's office. And when I got inside, where the headmaster sat at work, a short-haired collie was curled contentedly at his feet. Dogs, I came to see, ran free. In fact, conspicuous dog ownership was *de rigueur* among the faculty. Golden retrievers. Bassett hounds. Dalmatians. Little nippy smash-faced breeds with Germanic names. They strolled insouciantly through faculty meetings; bounded through classroom windows on their daily rounds of the school's garbage cans; darted and yelped around the campus in mock battles with one another. ¶"

- Daniel Dyer, 1981

An interview with Penny, the oldest dog on campus

by Sherry Chlysta

Record: Penny, We hear you are the campus dog with the most seniority. How long have you been here?

Penny (as interpreted by owner and math teacher Chlysta): I've lived on campus for 15 years. I've been here longer than two thirds of the faculty and I've seen about 2000 students come and go. I am older than some of the freshmen and have also attended more class-

es than they have. Next year, I may apply for admission... maybe I'll even try to get a driver's license.

Record: What do you think of the old excuse "the dog ate my homework"?

Penny: I've never eaten anyone's homework. I did steal a lunch from admissions once, and I've been known to unzip backpacks to steal bagels, bubble gum and other snacks. I once plucked a flying bird from midair--in my younger days--and I have overdosed on chocolate. But I would never eat homework, *unless it was covered with pi...*

The X-Factor of the Cavs

by Nayan Shah

The Cleveland Cavaliers have had a very eventful off-season. The team traded for Shaquille O'Neal, and added two veteran players in Anthony Parker and Jamario Moon. It seems that a dominant team from last season has only gotten better.



photo by Durr

However, one aspect of this off-season has been greatly overlooked: the downward spiral of Delonte West. West has revealed that he suffers from bipolar disorder, which has thrown his life into turmoil at times. Last season during training camp, he took time away from the team in order to cope with his issues. He started a new medication regimen, and was cleared to play at the beginning of last season.

Unfortunately, this summer was a giant step backwards for West. He stopped taking his medication for a time. In September, he was found riding a motorcycle late at night with three registered weapons: a shotgun, and two handguns. Since that incident West has barely practiced or played with the team, and his mental state has been under constant scrutiny. When the Cavs played Boston in their opener, West was listed as "inactive," and the team lost to their nemesis.

With such high hopes for this season, anything short of a championship would be a failure, yet without a physically and mentally healthy West, a championship is out of the question. He was the starting shooting guard last year, and played his role well. At 6'3" he is small for his position, but he makes up for his size with his intensity and tenacious play. In the 2009 playoff, he averaged 14 points and four assists per game.

Although impressive, these stats do not do justice to what West brings to the table. He is often described as a hard-nosed defensive player, and he brings a toughness that the team lacks at times. The Cavs take pride in being an elite defensive team, and West is the team's best on ball defender. He is often matched up against the opponent's best perimeter player on defense. He also plays a significant role on offense. When LeBron needed a rest last season, it was up to West and Mo Williams to shoulder the offensive workload. When West starts the game, the team is much deeper, as Mike Brown can bring Anthony Parker off the bench with the second unit.

After six games (as of press time), it is already evident that he is missed, as the Cavs sputtered to a disappointing 3-3 start. Delonte West is an absolutely vital part of the Cleveland Cavaliers and their championship aspirations.

Senior Spotlights

by Annie Wyman, Sam Clark, Mehar Bains, Jessika Parry, Aaron Segal

A multitude of seniors soon will be suiting up for a final winter season. These standout athletes have made major contributions to their respective teams in the past few years, and are now preparing for one more such effort.

About to embark on her second year as the girls swim team's hardworking captain, Emily Depew '10 is one senior who fans of WRA athletics shouldn't miss seeing compete. She's an "extremely talented and spirited" member of the swim team, said coach Katie Bonomo. A two-time recipient of the MVP award, Depew contributes her positive attitude, leadership and obvious skills. Caroline Depew, '12, Depew's younger sister and fellow team member, identifies her sibling as "an enthusiastic teammate who is always ready to work."

With Depew as "the established heart of the team," according to Ceara O'Sullivan '10, the

McCallops has been so important to the program over the last few years that DiBiase said, "It's hard for me to remember when we didn't have Kathleen." Teammates say McCallops works diligently on her game in the off season, both in the weight room and during summer open gym times. This year, that commitment is about to pay off again as McCallops is expected to rule the hardwood.

For four years now, Henry Peller '10 has been a vital member of WRA's varsity wrestling team. Not surprisingly, his favorite part of wrestling is "beating a kid who puts up a good fight." Last year, Peller was an integral factor in the team's successful season, compiling an individual record of 23-8. According to teammates, he is expected to be a force on the mat again this year, but what everyone really wants to know is, "Has Peller ever taken on Richard Eicheldinger, the varsity coach, in a match?"

"Ike might be a monster," Peller said, "but



photos by Durr and Hulver

Seniors (L-R) Pratt, Depew and Jenness represent the winter season's leadership

girls team can look forward to a competitive winter season.

Eben Jenness '10 is looking forward to riflery season, his last at Western Reserve Academy. Although Jenness has long practiced the skill of riflery, and declares himself "comfortable with a firearm," he first appeared on the varsity roster during his sophomore year.

"He brings a love of shooting to the range," said coach Dana Cunningham. Jenness currently holds the school record of 271 out of 300. He says the hardest part of shooting is "harnessing your emotions and not thinking about how you did in previous shots because that can affect how you will shoot later." In this mental sport, this shooting star plans to solidly contribute to his final WRA season.

Kathleen McCallops '10 has been a staple on the WRA Girls Basketball Team for the last four years, and she has been captain for the last three. "She leads both vocally and by example," said Joe DiBiase, head coach. Teammates say that McCallops is both considerate and fun and is always ready to rally the team. In addition to her guidance and sportsmanship, one should not forget her ability to dominate the game. "She is a knowledgeable player, and can play any position," DiBiase explained when asked about McCallops's skill set. She typically starts in every game and averages about eight points per game.

onetime I stopped him dead in his tracks with a knee to the eye. It was the grossest black eye I've ever seen."

Few student-athletes are looking forward to this year's winter sports season more than the returning captains of the boys basketball team, Riley Pratt '10 and Nelson Essiet '10. Since the final game last season as juniors on the varsity team, neither Pratt nor Essiet's focus has wavered as their sights have been set on their senior seasons. From college recruiting camps and open gyms to hours spent in the weight room, their dedication has remained clear. Three years at the varsity level for both Essiet and Pratt have prepared them for their senior season as leaders, helping steer the course of what appears to be an incredibly talented team for the 2009-10 season. Pratt's average is 15.2 points per game and Essiet's average is 9.8 assists. Head Coach Josh Humphrey qualified the two as "the best leaders this school has to offer."



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