



## Flower Selling, Horse Races, and Phonetics - MHS's *My Fair Lady*

Kathleen Alexandrou, Sophomore  
Reporter

"The rain in Spain falls mainly on the plain." A phrase made famous by one of the most well-known musicals in the world, this saying about the weather in Spain has educated many young people on how to properly speak in a Cockney accent. However, Eliza Doolittle's version is far more fun to say: "The rine in Spine falls mainly on the pline."

In the classic musical *My Fair Lady*, Eliza is a common flower girl who wanders the streets of London selling her flowers. One day she meets two gentlemen: Colonel Pickering, a retired military colonel, and Professor Henry Higgins, a phonetics teacher. Eliza's terrible accent is preventing her from her dream of opening a flower shop, so she goes to the Professor and asks for lessons. Higgins agrees to educate her only after making a bet with Colonel Pickering: Higgins has six months to turn Eliza into a proper lady, after which she will be presented at the Embassy Ball. If he fails, Higgins claims that Eliza will be put to death. Eliza's spirit and strong personality pull her through the next six months of grueling language lessons that sometimes last until three o'clock in the morning. But does Higgins succeed? Will Eliza make it through the Embassy Ball?

Over the past two months, Marblehead High School students have been working on their production of *My Fair Lady*. With rehearsals almost as lengthy as Eliza's lessons, the cast and crew have put together an astounding show. Starring junior Ilana DeAngelo as Eliza Doolittle and senior Andrew Dalton as Henry Higgins, MHS's *My Fair Lady* got a full house and a standing ovation on opening night. DeAngelo's voice is incredible; every time she sang the audience was so quiet you could hear a pin drop. Malachi Rosen (Freddy Eynsford-Hill) enchanted all, even though it's a little creepy that he wants to sit outside Eliza's house and "drink in the street where she lives." Stephen Girard (junior) plays Colonel Pickering so well that you forget he's acting. The ensemble transitions beautifully from playing London's poor to servants in Higgins's house to the cream of London society. Under the experienced direction of Henry Dembowski, the cast of *My Fair Lady* truly became Londoners living in Edwardian England.

But acting alone does not make a show. The technical elements of *My Fair Lady* are also quite good. The set is simple, yet elegant, and the set changes were "seamless." Stage manager Emily Kauffman (senior), with the help of Kaitlyn Nohelty (junior), ensures that everything runs smoothly; it is because of them that the show goes on each night. Jordan Mitchell (senior) and Kathleen Alexandrou (sophomore) designed the lights for the show, and Olivia Maerz (sophomore) and Jake Emerick (junior) did the sound. With all that talent working behind the scenes, it's no surprise that *My Fair Lady* turned out so well.

So back to the question posed earlier: will Higgins and Eliza come out on top? I'm afraid there's only one way to answer that. You must come see MHS's *My Fair Lady*. There are two more performances, one on Friday, 11/20, at 7:00 P.M. and one on Sunday, 11/22, at 3:00 P.M. Tickets are \$20 for adults, \$15 for seniors, and \$10 for students. Though this production is put on by high schoolers, it is a show for everyone. So please, come to the Nelson Aldrich Performing Arts Center at MVMS this weekend to enjoy an evening of music, culture, and the English language.

## Love the Coopers Movie Review

Jacob Keller, Junior  
Reporter

Although Christmas is still six weeks away, it comes with no surprise to see a Christmas themed movie release at this time of year. *Love the Coopers*, one such movie, hit theaters on the 13th. Its trailers and cast, including Diane Keaton, John Goodman, Amanda Seyfried, and Ed Helms, paint the picture of a fun and entertaining comedy. However, taking a trip to the movie theater and sitting down for the full 107 minutes tells a very different tale.

*Love the Coopers* lacked the focus on comedy that its cast and trailers suggested. Misleadingly, the opening minutes of the movie created a wry atmosphere, which seemed to be supported by including a narrator with the voice of Steve Martin. However, not long into the movie, the directors seem to have forgotten that their film was advertised as comedy. They began to focus on the drama in the many subplots of the movie, which, in turn, meant a lot of time spent with pairs of people in dialogue. Not only did this become boring because of the nature of the scenes, it also became boring because there were so many subplots.

Since the focus was spread too thin, the audience didn't get to know many of the characters well. It was around halfway into the movie when I could actually figure how the characters were related to each other. There was even a point in the movie where I thought two characters were the same person, because they looked similar and their identities hadn't been distinguished. Ultimately, many of the character interactions and outcomes felt like evidence leading to a clichéd conclusion that people aren't happy when they live in the past. The movie was centered around this theme, rather than providing dynamic and likeable people, who we begin to compare and relate to ourselves to develop a message that makes us pleased with the movie. The audience needs to feel like the characters have more value than they did. Emotional connection to the characters was highly limited, even though it was necessary for the angle the director ended up going for- a troubled family coming together in a time of need. Each family member had their own issues and focused on themselves. When they solved these issues, the audience did not feel happiness or relief. When other themes arose, like being the person you want to be, or giving leads to good things, the audience didn't relate to them either. People weren't able to gain or feel much of anything for the movie.

At the end of the movie, when the characters themselves come to these realizations and everybody is happy, dancing, and laughing, everything is tied up in a way that is clichéd--too cute and perfect. The very last scene is the cherry on top that led me to form my opinion on *Love the Coopers*. The director attempts to bring back the comedic aspect that the trailers promised by ending the movie on what was intended to be a comedic and silly note. However, it ended up being entirely random and irrelevant. This decision captures the director's confusion on whether she wanted the movie to be a comedy or drama. She did not know which to pursue and ultimately "Love the Coopers" failed to do a good job in either of these categories.

## Stand Up to Yourself

Jack Krivit, Junior  
Reporter

Violence is rarely, if not never, the answer. As much as we hate to admit it, everyone enjoys when a fight breaks out, especially between people that you may know. School fights are great topics of conversation, even if you have a limited knowledge of what happened. The gossip spreads and pretty soon everyone in school is brought together by the fact that two other students were bold enough to entertain us. But school fights do not just happen. Besides one side instigating the argument, the main cause of this kind of outbreak comes from the people who let it happen and do nothing to intervene until the first punch is thrown.

In regards to the fight that happened at our school two weeks ago, I don't want to talk about the two students who acted violently. I am sure they have already been punished and embarrassed enough for what they have done. I don't even want to talk about what they might have been fighting over. Instead, I want to turn my attention to those students who not only stood by and watched as the fight broke out, but were also encouraging it. Without their cheering, this may not have even happened. One spectator was able to film and post a video of the event on social media. As soon as someone from the audience yells "Fight!" a cacophony of encouraging screams and shouts follows. Immediately in response, the opponents realize what they are expected to do, and begin provoking each other. Their words are blocked out by the roar of the audience, but one can only think that the truth of the muffled insults said by the combatants is not as real as the excitement felt by the people who are encouraging them.

As soon as they both go down, as if pulled out of some kind of trance, almost the entire audience springs forward in order to pull the opponents apart. The hero that must have been hiding within each person surfaces, and convinces them that what they were cheering for before should now be stopped. I only wonder where this mentality came from. Is it that these people actually do care about the two fighters and their safety, or that after the fight is over, they do not want to be labeled as a "bystander?" If you take part in encouraging a fight, you are just as violent as the two people who you force to do it, especially if it is just for your amusement.

Violence should not be encouraged, regardless of how entertaining it may seem. Do not be the person who cheers for a fight, but one who breaks it apart before anyone gets hurt. Fistfights mainly start because the people watching and shouting words of encouragement do not realize that they are the ones who cause it. Students, if we ever want our teachers to trust us enough to grant us open campus, or any other rules that give us freedom of some sort, we cannot let these kinds of things happen. We need to work together as a community, and our conversations and friendships should not be based on a fight we all know about. We should care enough about each other to prevent something like this from happening in the future.

## Things They Don't Tell You

Becky Twaalfhoven, Junior  
Editor-in-Chief

In terms of high school, the word "junior" carries numerous implications and expectations, many of which are true. For example, it is true that most juniors don't sleep. College becomes a looming reality, standardized tests actually mean something, and yes, you *do* start having real responsibilities. But there are some things that don't get as much attention despite being just as prevalent in the life of a junior.

1. Sleep is no longer a necessity. The stereotype of the sleep-deprived, coffee-guzzling junior is accurate. However, sleep-deprived no longer means dysfunctional; on the contrary, over time less sleep feels like more energy. This bizarre phenomenon is unexplainable by science, but it may be related to the buzz of adrenaline you get from knowing that you have to make it through the entire day on three hours of sleep.
2. It's more respectable to fail spectacularly than to get a regular low grade. Another unexplainable paradox is that after a certain threshold, getting a *really* poor score is less upsetting than just getting a low score. In fact, a terrible score is often a source of humor and conversation that can lead to new friendships.
3. Some people actually do know what they're doing. When you say you feel behind on the college searches/tours, the usual response is to assure you that everyone is on the same boat. Unfortunately, this is not true. There *are* students who already have a top school and/or major and/or career path in mind; there *are* students who know the rules of the SAT/ACT and honor societies and graduation requirements. That being said, you don't need to know those things to succeed. In fact, it is fairly easy to go through the first two years of high school without even thinking about requirements.
4. It is rarely clear what is happening and why.

It's common practice for details of anything to be released the day of. Room assignments, test topics, event times, schedule changes - all important, and all obscure until the last minute. Part of the "fun" of high school is the element of surprise in everything. For example, on half-days or days with assemblies, where you're supposed to go for the first block is often announced during that first block, or more frequently the passing time when everyone is in the hallways. Similarly, the reason for the homeroom or assembly is usually unknown to the students and teachers for several minutes until another announcement.

The stereotypes of junior year are true, but they are not everything. There are so many more less obvious yet equally unnerving aspects of the year that nobody tells you about, which you just have to figure out for yourself.

## Magic Hat Thrift Shop Student Volunteering 1 hour shifts, Saturdays 8:30 a.m.-1:30 p.m.

Funds raised through student volunteer hours go to MHS.  
Sign up on the link on the MHS Homepage.

## Headlight Staff 2015-2016

EDITORS-IN-CHIEF: Linda Fitzpatrick, Becky Twaalfhoven

REPORTERS IN THE FIELD: Kathleen Alexandrou, Amber Born, Alicia Katz, Jacob Keller, Jack Krivit, Ginny Naughton, Abby Schalck, Georgia Sullivan, Emma Szalewicz, Lilly Tapper, Aaron Terentiev, Kyra Veprek

ENTERTAINMENT EDITOR: Maeve Reilly

FACULTY ADVISOR: Thomas Higgins