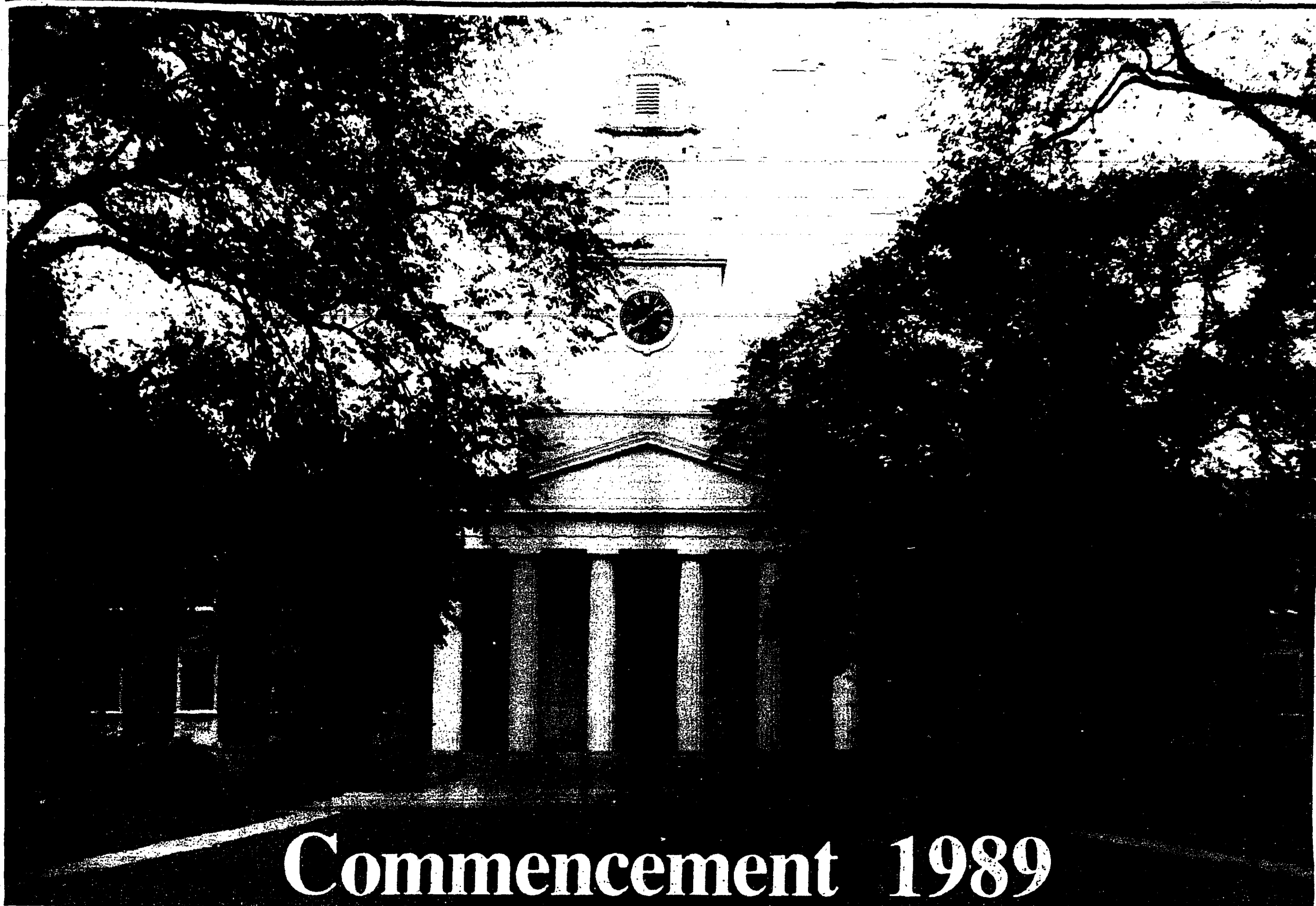


# The PHILLIPPIAN

Vol. CXII No. 8

ANDOVER, MASSACHUSETTS

June 4, 1989



## Commencement 1989

### McKee, Kalkstein Announce Athletic, Character, Academic Excellence Awards

By STEPHEN LEE

Acting Headmaster Peter Q. McKee and Athletic Director Paul Kalkstein presented the winners of various athletic and scholastic awards with their prizes at an all-school meeting on Monday, May 22.

After the procession of Seniors into Cochran Chapel, McKee praised the school, saying that the past weekend had been a "great weekend for Andover athletics" by citing the recent victories of the Crew, Baseball, and Track teams. He then introduced Kalkstein, "the man responsible for all athletics at Phillips Academy."

#### The Athletic Awards

The Parker-Sprague Goss Trophy is awarded "to that cluster whose A teams have finished highest in the standings of the entire year." Kalkstein said that it was "never so difficult to reward"

as this year, but West Quad North won the trophy, which was accepted by West Quad North Cluster President Justin Jefferies. The Harold J. Sheridan Award was then given to David Satterthwaite for an "outstanding contribution to cluster athletics."

Scott Schoeb and Marla Milkowski were awarded the Press Club Award, for being "the most capable athletes of the past year... through their athletic performances."

The Ray Tippet Award, given to a "Senior member of the Varsity football and/or baseball team whose loyalty, courage, and modesty best exemplify the character of Ray Tippet and best traditions of Phillips Academy athletics," was given to Joseph Lyons.

Karyn Rimas received the Abbot Athletic Award, given to a girl

"who has excelled in Varsity sports and whose loyalty and good sportsmanship exemplify Andover's highest ideals."

Finally, Kalkstein presented the Scubert Key to Seth Dunn. The Scubert Key is given to a Senior who "has excelled in Varsity athletics and who has exemplified the qualities of sound character, cheerfulness and good sportsmanship on the athletic field."

#### McKee Presents Character and Academic Awards

McKee then introduced the general prizes and awards for the 1988-89 school year by reminding the school that "We also have scholastics." The recipients of these awards were chosen by the fourteen member Prize Committee, headed by Pam Brown, with faculty input.

McKee presented Amy Davis '89 and Terrence Jordan '91 with the Sullivan Improvement Prizes. The Sullivan Prize is awarded to the member of each class who has made the greatest increase in academics from the previous year. No prize was awarded to the Upper class.

The Van Duser Prize for high scholarship in the Senior and Upper year was presented to Craig Peters.

McKee continued by presenting Kurtis Auguste with the Wells Prize for "loyalty, perseverance, and good character in a member of the Junior class." Robert Hill was then presented with the Keyes Prize, for "leadership, scholarship, and athletic ability."

The Harvard Club of Andover Prize was presented to Sharon Tentarelli '90 for her scholarship and for her participation in other fields. Aurora Flores won the Stiles Prize for an Upper with remarkable judgment and loyalty. The Hackett Prize, which is an Outward Bound scholarship awarded to the Upper Middler who best exemplifies leadership, compassion, courage, and athletic ability, was given to Bo Wilmer.

Alexandra Fort won the Improvement Prize for a Senior with character and leadership. The

Ayards Prize, "given out of the respect and admiration of the school community," was presented to Carrie Weiner '89. Daniel Phelan won the Fuller Prize, awarded to the three or four year Senior who best exemplifies the "ideals and traditions of the school."

Tyler Merson '89 received the Isabel Hancock Award for his depth of understanding, sensitivity, and concern for the welfare of others. In recognition for his "unusual spirit and friendliness," Brendan McGrail '89 was presented with the Schweppe Prize. Michelle Young '89, who was interning in Washington DC at the time of the assembly, won the Abbot Stevens Prize for "her virtue of character and leadership [which] has made contributions to Phillips Academy and the community."

Lastly, McKee presented Richard Leonard '89, "distinguished for his perseverance and resoluteness," with the Kingsbury Prize.

#### Farewell Addresses

School President-elect John Hong gave a quick farewell address to the Senior class, saying how he hated long goodbyes. School President Alex Walley then gave the Senior class a farewell address, in which he asked that "despite our great opportunities... we take time out for ourselves," regretting that he was not able to spend more time with his departing friends and class. Then he gave the final prize of the ceremony, the Honorary Class of '89 Prize to Peter Q. McKee, who has "given to the school for over 42 years, who has filled a great challenge."

To thunderous applause and a standing ovation, McKee thanked Walley and said that he too regretted that he had not "spent enough time with you. Thank you very, very much."

The two School Presidents called the gathering school "to sing Hymn '89" which was the John Denver song "Leaving in a Jet Plane" placed at Hymn 89 in every hymn book in the Chapel. The hymn concluded the all-school meeting.

### PA To Graduate 211th Class

By CHARLIE GOODYEAR

On Sunday, June 4th Phillips Academy will graduate its 211th class, the class of 1989. The last four years at Andover have brought many changes. The class of 1989 entered Phillips Academy, a boarding school which then had a smoking policy, different course load and graduation requirements, and a limited Student Council. These Seniors will look back at those years and remember them as a time of transition, years of heightened racial awareness, of greater tension, at times, between the student body and the faculty, of the search for a proper Pace of Life at Phillips Academy. They will remember Apartheid Day and the protest over Martin Luther King Day. Commencement will be a time of reflection, to think about what it means to graduate from Phillips Academy and head out to face the greater challenges that college will bring.

The class of 1989 will be addressed by Acting Headmaster Peter McKee, School President Alex Walley, and Head of the Board of Trustees, David Underwood '54. Among the awards to be given at Commencement will be the Faculty Prize, Yale Bowl, Aurelian Honor Society Prize, and the Madame Sarah Abbot Award.

The Faculty Prize, established in 1923 by Sanford H.E. Freund, PA class of 1897, is an award of 100 dollars to the student with the highest grade point average during his or her years at Andover.

The Yale Bowl is given to that member of the Senior class who

has executed the highest caliber in both academics and athletics. The Yale Club of Boston funds the gift of a silver bowl.

The Aurelian Honor Society Award, established in 1935 by the Aurelian Honor Society of Yale University, will be a check for books, bookplate, and plaque given to a student who is in both student and faculty opinion "outstanding in sterling character, high scholarship, and forceful leadership."

The Madame Sarah Abbot Award, established in 1973, will be given to the female student who best embodies the spirit of Madame Sarah Abbot - high achievement, a show of leadership, and a strong personality.

Diplomas will first be given to those Seniors who served as elected officials. The remaining diplomas will be presented in front of the Addison Gallery of Art. As tradition has it, the Senior class of just under 400 will form a large circle. McKee will randomly call out student's names, passing the diplomas around the circle. This process will continue for approximately 20 minutes, until each student has received his own.

Each year Seniors are automatically placed on probation Spring Term. Seniors who undergo disciplinary action during this time, in some cases, are asked not to attend the graduation ceremonies with their class. These students will receive their diplomas in the mail over the summer.



Acting Headmaster McKee, who delivered the awards

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# Board of Trustees Approves GW Hall, McKeen Renovation Construction to Begin Next Spring

By MARK MEGALLI

The Trustees of Phillips Academy convened on campus to discuss possible improvements of the needs-blind admission policy, the upcoming renovation of George Washington Hall and Abbot campus buildings, and the '89-'90 budget. Meetings began on Wednesday, May 16 and continued until Saturday morning, May 19, closing with the meeting of the Andover Development Board.

### Needs-Blind Admissions

"There was a great deal of talk

on financial aid and needs-blind admissions this time around," commented Acting Headmaster Peter Q. McKee. "We were almost needs-blind this year, but not as needs-blind as we hoped to be."

For five years, PA has attempted to maintain a policy of accepting students without regard to financial need. As the applicant pool increases, however, it becomes increasingly difficult to continue this policy with 100 percent success. According to McKee, the Trustees will try to maintain and possibly

improve upon this policy for the upcoming year. Tuition will be \$13,500 for boarding students, with approximately one third of the student body receiving some sort of financial aid.

In 1988, no qualified student was denied admission for financial reasons, according to the Andover Catalog: "Needs depends on many variables, such as family income, number of children, age of parents, other tuitions, unusual medical expenses, taxes, assets, liabilities, etc."

The Education Committee outlined possible ways to finance a PA education, deriving several new possibilities "forthcoming next Winter," McKee stated. Currently, parents can pay a flat rate up front for all one to four years of their child's education, students and parents can receive loans (interest rates vary from six percent for students to nine percent for parents), or parents can pay over a ten month period, year by year. New prospects include bank financing but will not be made a viable option before next year.

The Trustees, upon request, were informed about how the admissions policy is set. Six or seven years ago, Dean of Studies Frank Eccles made up a report empowering the faculty to set policy. The report will soon be reviewed to see if the school is following that policy. "I think it is," McKee confided.

### Renovations

The Building Committee and Abbot Campus Committee approved plans for the renovation of McKee Hall, which will house a day care center as well as office space for the Office of Academy Resources. The committee also approved plans for the renovation of George Washington Hall; digging is projected to begin next April. The revitalization of GW will

Upper Kiersten Todt debates the renovation of George Washington Hall with members of the Board of Trustees.

Photo/File

cost close to 12 million dollars, nearly half of which has been pledged so far. The Development Committee, which is co-chaired by Melville Chapin '36 and Jack Lemmon '43, is in charge of carrying out the project.

Renovations will include a complete remodeling of the theater and Drama Lab, the creation of a student lounge next to the mailroom where the parking lot is, the interconnection of administrative offices, and the rewiring and upgrading of the electric and plumbing system.

According to the official brochure for the project, called 'A Plan to Renew George Washington Hall, "Today George Washington Hall is in need of revitalization. Facilities for the theatre program are crowded and inadequate; the student body of 1200 has outgrown the spaces designed for the boys in the 1920's. The systems of the building - electricity, heating, plumbing - need to be brought up to code. The arts flourish today at Andover, and facilities for the art

program as well as theatre need updating. The administration needs improved space for computers, for students' services, for spaces to meet with students and faculty and for conducting the daily business of a thriving, educational institution."

The architects for the project are James Stewart Polshek and Partners, who designed the recent renovation of New York's Carnegie Hall. An important aspect of the additions will be to complement the original building designed by Charles Platt and Thomas Cochran in 1925.

To finance the project, the Finance Committee voted to borrow 12 million dollars from the Massachusetts Industrial Financing Agency "at a reasonable interest rate," according to McKee. Two million will be put directly into the endowment to earn interest, while the remaining sum will be spent slowly to renovate McKee, GW Hall, dormitories and West Quad North, Foxcroft, and other campus projects while earning one million

dollars of interest over a three year period.

### The Budget

The Finance Committee formed a budget for the '89-'90 fiscal year, beginning July 1, of 29 million dollars. Of this sum, just over one half will pay for faculty salaries and benefits. Five million will go directly towards financial aid and scholarship programs, and another one million will be for planned renewal - the renovation of dormitories and other campus areas. The remaining seven million will pay for Commons food, oil, heat, light, and other necessities.

Last week was the third time this school year that the Trustees have convened on campus. Previous topics have included the education of the PA community on issues pertaining to South Africa, fund raising goals and projects, and campus beautification. The President of the Board of Trustees is David Underwood '54, who took the place of Melville Chapin '36 earlier this year.

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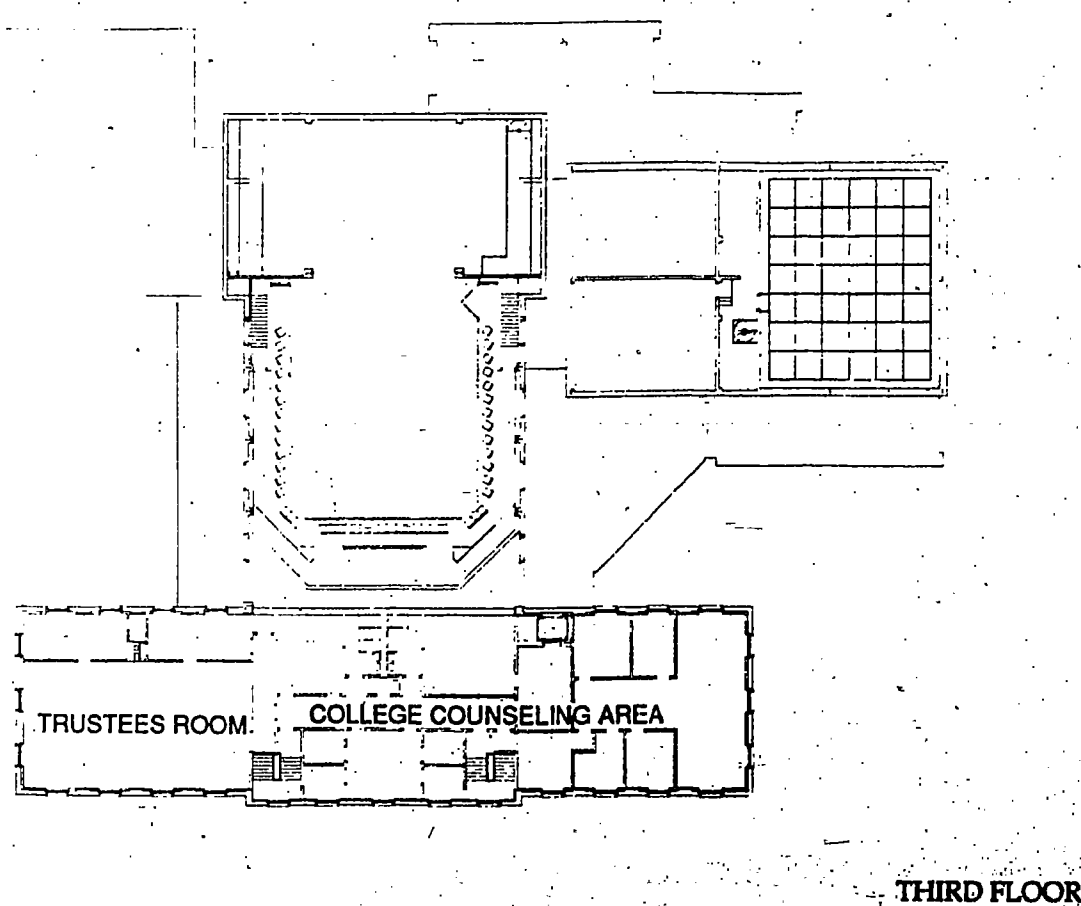
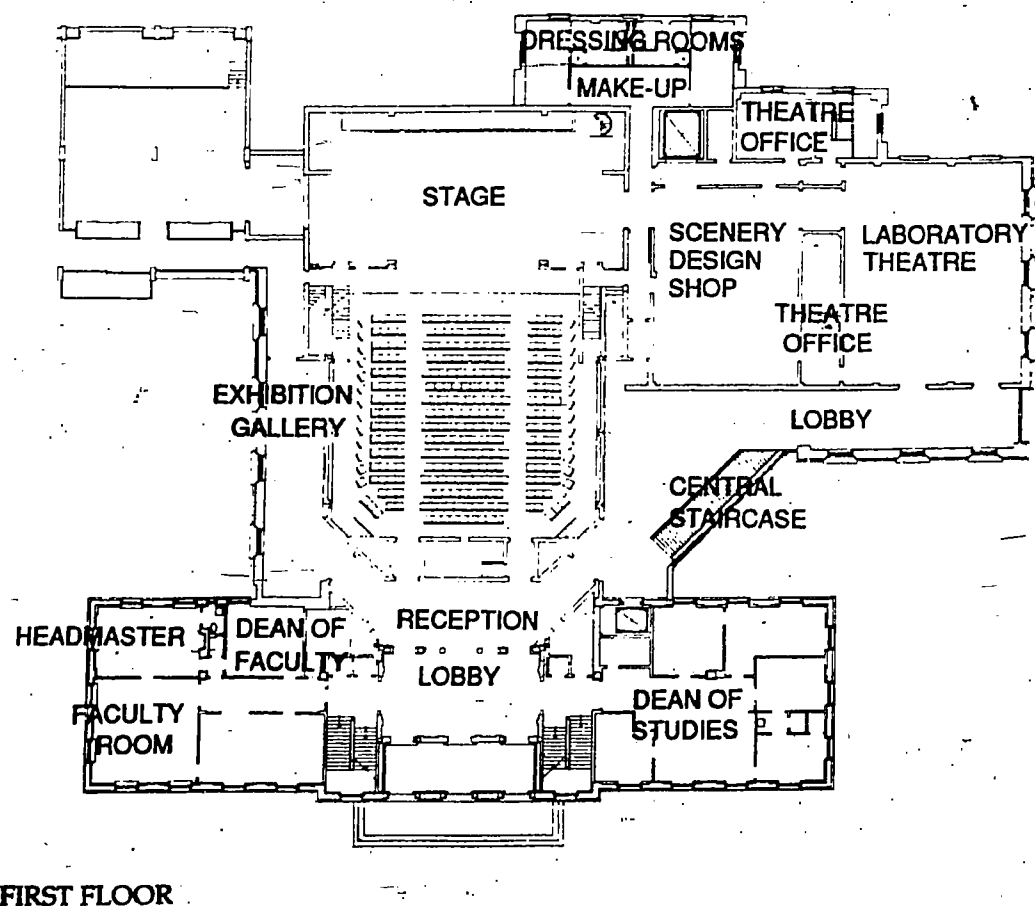
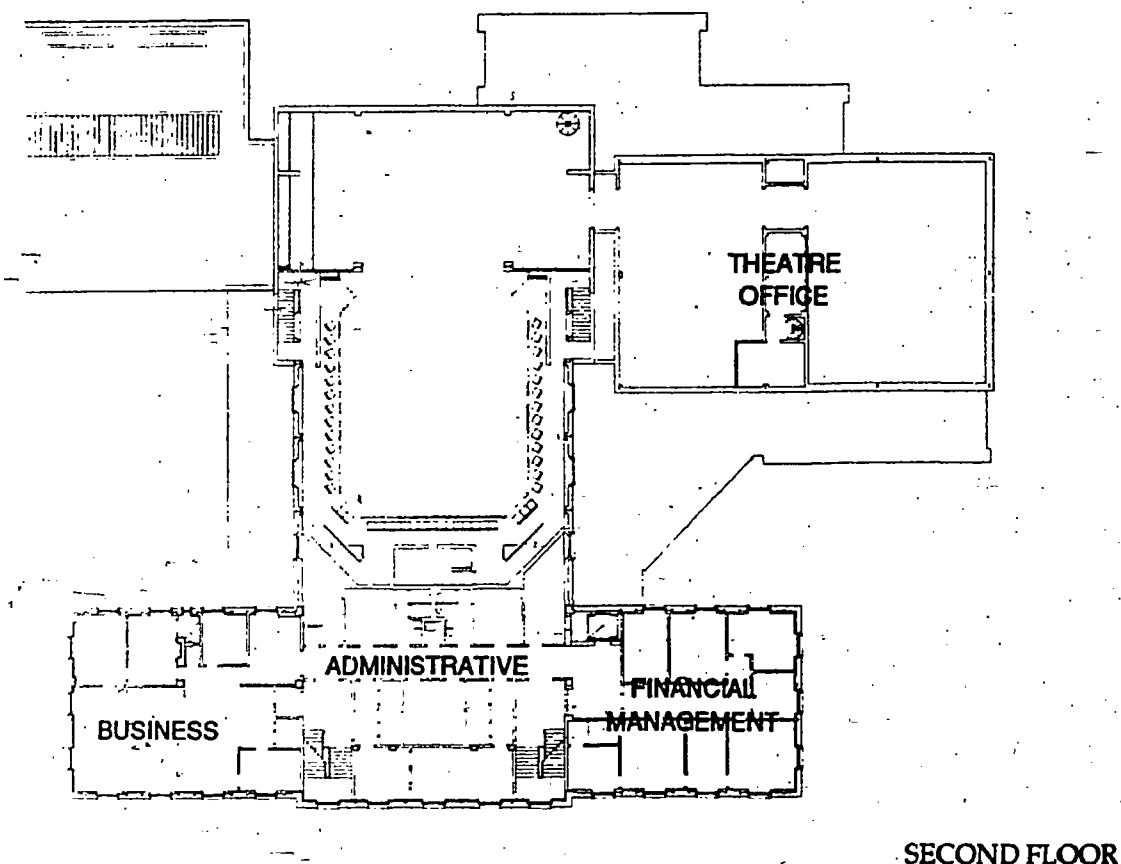
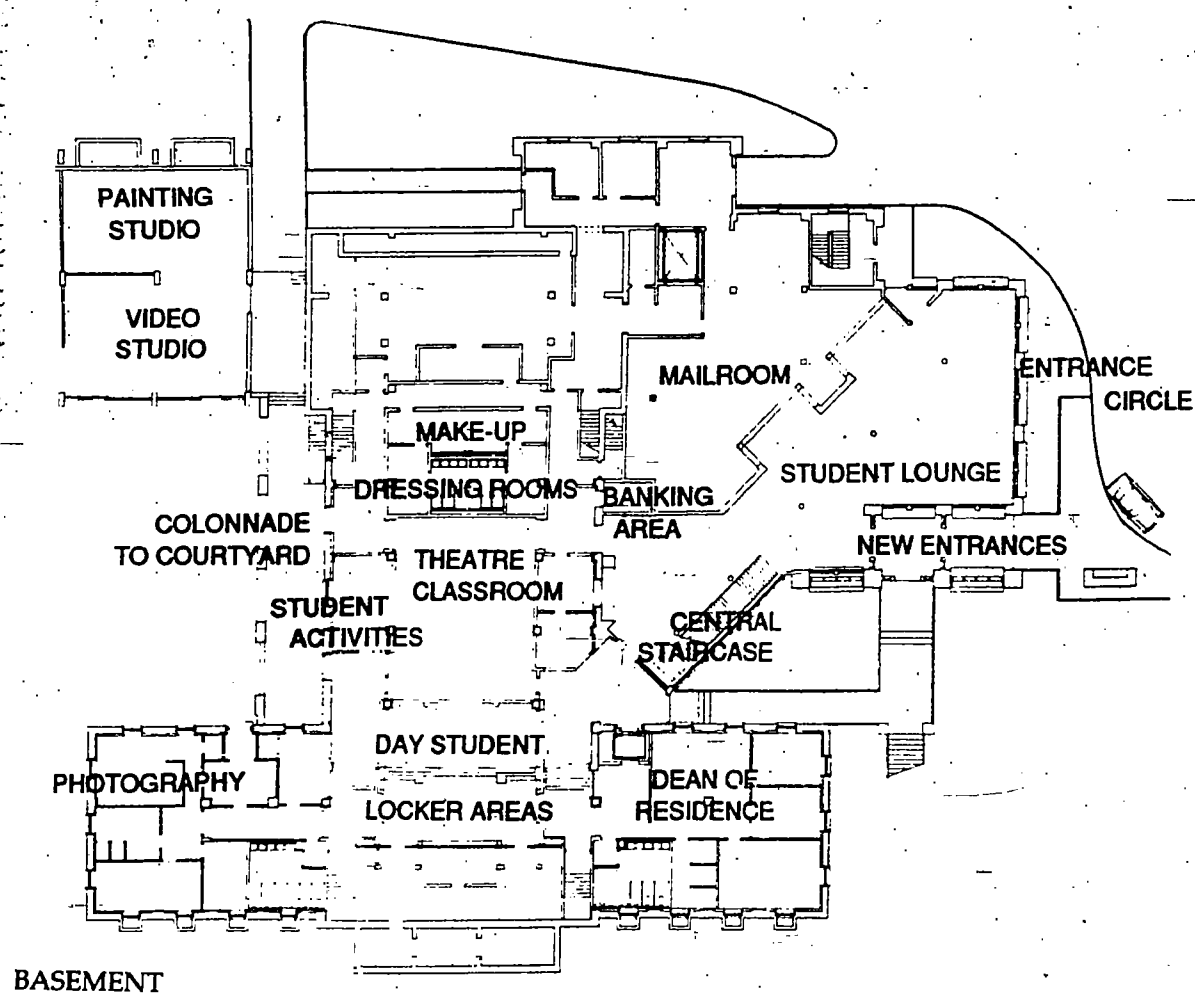
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The Phillippian would like to express its thanks to Lara Constantine, Jason LeBovidge, and Kenneth Lee for their help.

## Floor plans for the renovation of GW Hall





# Faculty Curriculum Committee Passes Six Out of Ten Sweeping Proposals

By JEN BROWN

Two years ago, with the support of the Faculty Curriculum Committee, the Headmaster appointed several experienced teachers and administrators to comprise an Ad Hoc Committee on the Academic Program. The Committee, comprised of Gordon Bensley, Frank Eccles, Thomas Hodgson, Lynne Kelly, Susan Lloyd, Robert Perrin, Alice Purington, John Richards, Jay Rogers, and David Cobb as chair, would attempt to generate proposals for change or modification in the curriculum. The committee enlisted the help and advice of students, faculty, alumni, and outside consultants. During the Winter of 1987, the faculty adopted the current schedule on an experimental four-term basis, beginning the spring of 1988.

tematic integration of Community Service into the Andover experience." The faculty deferred two other proposals. The first called for a required course in ethics, combining informal health education, studies in nutrition, and human relations. The proposal was aimed at Juniors and Lower, and would have attempted to help students cope with modern issues. The other proposal was for "an intensified dorm and cluster program in health, nutrition, substance abuse, sexuality, interpersonal relations, and racial awareness." These proposals will be modified and resubmitted to the faculty by the end of fall term, 1989.

The faculty rejected two proposals, one involving the controversial Senior Studies Proposal. This proposal would have developed more departmental and interdisciplinary electives for Seniors, concentrating on contemporary national and international concerns and encouraging students to apply skills and knowledge developed in isolated departments. The defeated proposal was aimed at forming a "culminating" experience for Seniors. Since its rejection, the Committee has redrafted the proposal, and its fate is still pending. The other rejected proposal would have required all two-year students to take visual studies. Currently, two-year students have the option to choose between visual studies and music.

**Schedule Committee**  
Along with the Academic Program Committee, an Ad Hoc Daily Schedule Committee was established. The members of the committee are Steven Carter, Lydia Goetze, Hale Sturges, and Derek Williams. The result of their efforts in the past year and a half is the adoption of a new Monday, Tuesday, Thursday, and Friday schedule. Before the Committee submitted the new schedule, they carefully considered the views of the special interest groups around campus, such as extra-curricular

the benefit of the science department, which had been severely limited when scheduling double period labs. It should be noted that the double period labs will only affect about 200 students. The final schedule was basically the same as the current schedule with the extension of the day by twenty five minutes and the addition of one period.

the benefit of the science department, which had been severely limited when scheduling double period labs. It should be noted that the double period labs will only affect about 200 students. The final schedule was basically the same as the current schedule with the extension of the day by twenty five minutes and the addition of one period.



Chairman David Cobb, the driving force behind the proposals and athletic programs.

The Committee recognized that fifty-minute classes could not be reinstated while maintaining the desirable conference period. The Committee also decided that a seventh period should be added for

**The New Schedule, in effect for Fall Term, 1989**

- 8:00 - 8:45 First Period
- 8:55 - 9:40 Second Period
- 9:45 - 10:15 Conference Period
- 10:20 - 11:05 Third Period (lunch open from 11:30 to 1:30)
- 11:15 - 12:00 Fourth Period
- 12:10 - 12:55 Period Five A
- 12:40 - 1:25 Period Five B
- 1:05 - 1:50 Period Six A (students could not have periods 4, 5, and 6A)
- 1:35 - 2:20 Period Six B
- 2:00 - 2:45 Seventh Period
- 3:15 - 5:15 Sports (most sports last 1 1/2 hours)
- 6:20 - 7:50 Music

**Commons Conflicts**

A few of the concerns which were voiced during the April faculty meeting were from the Athletics Department and the Commons Duty organizers. The Commons Duty organizers have expressed concern that athletics will cut into the Commons Duty time, making it difficult to schedule reasonable times.

There is also the consideration that with the extension of the class day, athletics must begin later, and therefore may not finish until dark, especially in the Fall. However, Athletic Department Chair Paul Kalkstein approved of the new schedule, and declared that the loss of a week's athletics was a reasonable sacrifice for a better schedule.



Instructor in History Susan Lloyd and Instructor in Math and Physics Robert Perrin, members of the Curriculum Committee.



Instructor in History Susan Lloyd and Instructor in Math and Physics Robert Perrin, members of the Curriculum Committee.

## Committee's Letter to Faculty

The following is a portion of a letter to the faculty, drafted by the Faculty Curriculum Committee, which outlines the committee's purposes and proposals.

After well over a year of consultation, reading, reflection, and negotiating, the Committee presents to you now its final report. Contained herein are the results of the committee's attempts to listen to you, to our alumni, students, and parents, and to a range of authors and consultants and then to find valid and harmonious intersections and compromises which would result in a curriculum more suited to our current school than our present curriculum. After briefly exploring radical options and a reinvention of the school, we gained a fresh appreciation for the many strengths of our present curriculum; it closely resembles the best that we could have objectively devised. We next asked widely how it could be improved, and from our various constituencies we received thoughtful responses.

Fundamental among these responses was the pervasive sense that our school has changed in recent years, and has outpaced the thinking which underlies our curriculum. In fact, some colleagues would contend that the pace of change has negated, or at least obscured any thought upon which our curriculum may have been predicated. Central to our work has been an attempt to provide or restore a rationale, an attempt facilitated by the new Statement of Purpose approved by our faculty during our deliberations. At the core of our report, therefore, lies the stated goal of inculcating among our students a lifelong love of learning.

Next among our constituents' responses was the sense that the present curriculum needs more integrity. We interpreted this mandate as suggesting that the curriculum ought to reflect the emerging ideals of the contemporary Phillips Academy, and accommodate more sensitively and consciously the diverse needs of a coeducational and multicultural school. The mandate also implied that the curriculum needs to transcend its traditional fragmentation in order to help students to make connections

in learning and life, correlating various kinds of knowledge, transferring and applying old skills to new problems. The mandate further suggested a need for a more deliberate progression into our program, one which would take more sensitively into account that we have students of varying ages, experiences, and maturity and students who are here for varying periods of time. And our consultations yielded yet another sense in which our program, perhaps especially in these times, needs more integrity. Our students, we were repeatedly told, need to develop more sensitivity in moral values, concern for others, caring for the environment, and a clearer vision of personal integrity and character development.

Fully cognizant that many of these issues are already admirably addressed by many of our colleagues and some aspects of our program, we tried to take these concerns into account as we generated our specific proposals and statements of goals. We hope we have lent valid and acceptable articulation and therefore stronger direction, unity, and consciousness to our curriculum and the way it relates to the school we have become and the school we want to become as our evolution continues.

Continually on our minds has been the issue of electives and requirements. Having decided early that no ideal or permanent ratio exists, we simply committed ourselves to the principle that a strong curriculum ought to balance interests which are not really in conflict: the courses which a conscientious faculty wishes to require and those it wishes to offer for student choice. Though our proposals increase requirement slightly, in studying the issue we considered the different kinds of electives now available to our students. While students are required to take certain subjects, such as languages, they have a broad range of choices within that requirement. In other cases, prerequisites qualify students for electives; in some cases, students are offered a choice of subjects. And many of our courses are offered as pure electives. Given this range, the Committee was satisfied that the proposal program offers a reasonable balance and progression

of choices, with some available to younger students trying to build a broad background, and more available to older students exercising the preference and judgement a broad background makes prudent and congenial. Implicit in our Report is this perspective on the ratio between electives and requirements: as long as the curriculum acknowledges the educational principle of student choice in more than a token way - as we believe both our current and proposed programs do - and as long as the curriculum represents faculty conscience and conviction, the ratio itself is incidental if not irrelevant. The danger, we believe, inheres in adding requirements without considering the curriculum as an integrated and balanced whole.

The Committee has tried to minimize proposals for changing the school's diploma requirements, but to be consistent with our vision, we decided to propose a required term of Ethics, a new Art/History/English course configuration for Juniors, and a five-course normal load for all students (with exceptions as noted). In addition to this new Junior year history, we are endorsing and incorporating into our report a modified version of another two longstanding proposals, this one from the Art Department: a required term of Visual Studies for all students except one-year Seniors (for whom it would become an option in an Art, Music, or Theater guideline). It should be noted that some of these changes, if implemented, would affect the Music Department, and perhaps others.

The Committee has tried to consider the curriculum holistically. We have asked questions of most departments and lots of individual colleagues, and how they are or could be manifested in the curriculum, and using the school's old Charter and new Statement of Purpose, we have tried to tailor our goals and proposals to the increasingly clear vision emerging from the school community as to what we are and what we want to be as an institution. As Peggy McIntosh advised, we have tried to weave pedagogical ideas into the warp of our proven course of study in what

we hope you will find a thoughtful report, committed in its humanistic and educational values and compelling in its projection of an integrated curriculum.

**Proposal A: Residential Structure for Juniors and Lower**

That in their residential experience, Juniors and Lower be accorded greater structure, supervision, and support in observing productive study hours and in developing good study habits.

**Proposal B: Junior Humanities**

That Phillips Academy create a group of required year-long Junior courses which would encourage close teacher supervision of Juniors' progress, and could, if participating faculty wish, integrate the study of English, history and visual studies for all Juniors.

**Proposal C: Five Course Load**

That all students, including Seniors, normally carry five courses each term, but students who take at least three courses which have been designated "advanced" or honors courses may carry a 4-course program.

**Proposal D: Ethics Requirement**

That a one trimester course in Ethics to be taken by the end of Lower year and a one trimester non-ethics course in the Religion and Philosophy Department to be taken any term be required of three and four year Seniors.

**Proposal E: Visual Studies Requirement**

That Visual Studies be required of all two year students (it is already required of all three and four year students; two-year students presently have a choice between Visual Studies and Music).

**Proposal F: Guideline for One-Year Seniors**

That a Guideline be established for all one-year Seniors to take one term of Art, Music, or Theater.

**Proposal G: Connections**

That departments and teachers, with help from the Dean of Studies, strive to generate much more communication and coordination among departments, in order to help our students make academic and intellectual connections throughout the curriculum to a much greater extent than we now do.

**Proposal H: Senior Studies**

That the faculty be encouraged to develop a series of Senior

## Committee Goals

1. That a lifelong love of learning be adopted as a fundamental of a PA education.
2. That academic departments strive ardently to provide an academic program which respects and embraces the ethnic, racial, and gender diversity of our community and society, and fairly represents the talents, values, experiences, and traditions of the elements of diversity.
3. That our academic program promote a concern for our globally and local environments, a concern as narrowly focused as the pollution of the campus and as broadly as the pollution of the planet.
4. That departments and teachers emphasize thoroughness over age, and recognize in our syllabi that the sacrifice of understanding for coverage is an unsatisfying trade-off.
5. That every course be designed and conducted with the fundamental aim of developing knowledge, skills, and understanding.
6. That all teachers incorporate into their teaching styles a variety of pedagogical approaches, such as collaborative learning, coaching, or workshops, and lectures, as well as class discussions in order to accommodate the various ways different students may learn most effectively.
7. That departments and teachers, with encouragement from the Dean of Studies, develop more interdisciplinary courses and generate more communication and coordination between departments, and by help our students appreciate the connections which exist throughout the curriculum.
8. That the Academy find ways to incorporate into the fabric of the academic/residential program some form of moral education and character development; that responsible care of oneself and selfless concern for others be made prominent among our priorities.
9. That our curriculum and academic advising provide a progressive increase in requirements for Juniors and Lower, to fewer for Upper, still fewer for Seniors, a progression designed to provide depth and challenge for the older and more mature students. The progression should include a culminating intellectual experience for Seniors.

Studies courses: departmental and interdisciplinary electives devoted to contemporary adult concerns, including for-credit seminars based on the Headmaster's Symposium. Upon review by the faculty after a three year trial, Senior Studies could be reviewed, dropped, or continued on an optional basis.

**Proposal I: Contemporary Curriculum**

We recommend that within the PA program, increased attention be given to the Complementary Curriculum - matters directly related to the physical, emotional, and social well-being of the young people we serve. Such matters include physical fitness, nutrition, sex education, substance abuse, interpersonal relationships, racial awareness, and the making of wise decisions in these vital areas. We would like to see implementation

of a coherent program that include and focus the efforts currently being made by the Associate Dean of Residence, the Athletics Department, the Minority Affairs Office, and the residential community. We have chosen the "complementary curriculum" approach because of our reluctance to add further requirements to the regular curriculum; beyond this, we feel that a program of this sort may be better addressed in the context of dormitory clusters than in the classroom.

**Proposal J: Community Service**

That the Community Service Program be integrated systematically into the Andover educational experience; that responsibility of oneself and selfless concern for others and for the environment be made prominent among our priorities.



# Experimental Racism Workshops to Continue Under Royal Next Fall Term

By BECCA NORDHAUS

Next Fall, Andover will begin a series of workshops aimed at bringing the community together to recognize and understand global racism, both at an institutional and a personal level.

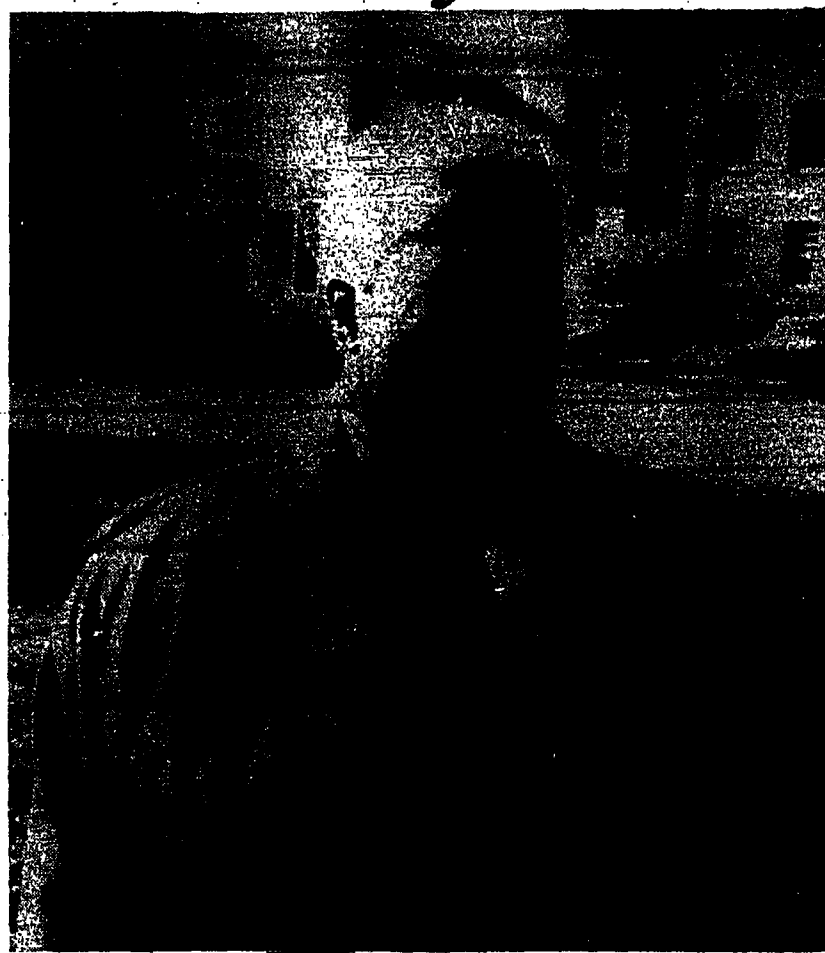
## First Workshops

The Minority Counseling Office opened in 1985, and in January of 1988 held the first racism workshops. Key faculty members from many different fields participated. The object of the workshops was to look at the quality of life for students of color at PA, and to evaluate the school in terms of overt and sophisticated racism. A decision was reached through workshops to try to implement a program to help people see racism on PA's campus.

Said Cathy Royal, Director of Minority Counseling, "Racism exists, let's get it straight. Believe it, and learn more from here." Royal believes what goes on here pertains to the rest of the world. "We cannot say that we are not connected to the world. Our alumnus is the president. This school is in Africa permanently [in Dakar]."

After extensive meetings, a group of faculty members decided to contribute their time to working with the students to increase Andover's awareness of racism.

In early January of this year, months of preparation and dedication were finally put to use. Over fifty students returned early after Christmas vacation and engaged in 2 and a half days of an extensive racism workshop. Marjorie Dambreville, a Lower who participated, commented, "The workshops were



Minority Counselor Cathy Royal

## The Letter on Racism

As a follow-up to the workshops, students were invited to participate in several meetings. After the meetings these students proposed that a letter be drafted, culminating their views of PA. As Royal puts it, "They called the question, started the conversation!" Dan Phelan, a member of the workshop, added, "The letter was not meant to be an argument, it was not meant to be

accusing towards anyone. We felt that there is a problem that we have been refusing to address for a long time. We want people to open up to the problem, and instead of arguing over whether there is a problem or not, we can try to find a solution."

## Future Workshops

Workshops beginning next Fall will focus on educating the community on issues of racism and will wonderful, they brought us all together with a common goal."

Photo/File

# Campus Clubs Announce Leaders

By MARK MEGALLI, FRED MEDICK, WOO LEE and STEPHEN LEE

Four of the most prominent student organizations on campus announced new boards this term. Af-Lat Am, the Jewish Student Union, the Community Service Program, and WPAA are preparing for a productive 1989-90 school year.

does reflect a form of racism at PA. Clemons hopes to see official recognition of Martin Luther King, Jr.'s birthday next year. "It hurts when people do not even see how important that day is for us because a lot of us wouldn't be here without [King]."

## Jewish Student Union

Lisa Levy and Mike Joel will act as co-presidents of next year's JSU,

for more participation by the Junior and Senior classes. They also would like to change the Community Service aspect of Orientation.

Currently, new students take turns getting blindfolded and helping each other accomplish a certain task. O'Kelley feels that this is "not very effective" in drawing new students into the program. There is a pre-Orientation program which serves to get students involved from the very beginning of their PA life. A group of 7-12 new students with 2 old students and 2 faculty members comes early to school each year for a week of intensive Community Service programs. Persily was one of the new students in the program this year.

Community Service Faculty Head Mary Minard feels that the program does not necessarily need to broaden with more programs, but to have a better focus on what is already there. She wants "reflection, involvement, different types of people engaged; the more diverse the people, the better." There will be new programs, but she says that "it's too early to work [them] out now." Along this idea, O'Kelley would like to see an expansion of the AIDS program that Anne Gimm, Ann Volkwein, Miranda Lutyens, and Liz Sevcenko participated in and spoke about in an AIDS seminar.

Persily commented, "Anyone can find something that they can really enjoy and learn from in Community Service." Sign-up for participation in Community Service occurs at the end of Fall and Winter term, and at the beginning of Fall term next year.

## WPAA

The 1988-89 WPAA Board aided by faculty liaison Craig Thorn, chose the new Board early this March.

Eric Older became the new General Manager, succeeding

be organized through the cluster system. Dr. Robert Moore and Dr. Barbara Ryley, both professionals who devote their lives to teaching students about racism, will lead the workshops.

About the workshops, Dambreville commented, "Everyone should go, offended or not. Voice your opinions and if you don't want to wait until the Fall, talk to one of us whose names are signed at the bottom of the letter. That is why we signed; don't ever be afraid to talk. Subtle racism is the most dangerous form."

Royal believes that in the workshops we should not isolate Andover, moreover, we should use our experiences here to get a global perspective on racism. Dambreville added, "I hope that this is a first step, an awareness. Racism is everywhere. It is happening at PA. There is no shelter, no bubble that keeps us from it. If we deal with it here, and work together now, we can fight it."

On Monday, May 22nd, an informal trial-run of this workshop was held in Pine Knoll. Overall, people felt that it was a tremendous success. Most thought that one and a half hours did not allow enough time to discuss the issues covered in two days of workshops. Royal summarized, "We want people to look at people with a global perspective. It is not a matter of hating white people, but trying to alleviate oppression."

Also in the future, the Abbot Academy Association has given a grant for the formation of a course in human relations/racism for the school that may eventually be a requirement.

The sit-in on the steps of Sam Phil

Photo/File

# Gittens' Sit-In Sparks Talk Of MLK, Jr. Day

The following is a reprint of an article which appeared in the January 20, 1989, issue of The Philippiian. The demonstration on the steps of Samuel Phillips Hall described herein led to a proposal written by the Student Council to cancel classes on Martin Luther King, Jr.'s birthday. President-Elect John Hong plans to strongly push for passage of the proposal next year.

By ROBERTA RITVO

"It would have been easy for me to go to class today. It is easy for a person on the outside to say that I just wanted to get out of class. It is easy to accept things as they are, and not challenge them. That's not what Dr. King wanted, or stood for. He did not take the easy way out, because he believed in something, although it conflicted with the norm. And I too believe in something. I believe that this community, this school, this part of our lives, should be changed. Dr. King stood for the advancement of black people and all people everywhere. I feel a responsibility to honor him on Martin Luther King Day. It is the very least I can do."

On Monday, November 16, 1989, while much of the nation stopped to honor Dr. Martin Luther King, Jr., Senior Brian Gittens led a sit-in to protest Phillips Academy's policy of holding classes on this national holiday. Gittens spoke the above words more than fifteen times as he sat on the steps of Samuel Phillips Hall for eight and one-half hours.

Although he had resolved to "do something" to express his feelings toward the school, Gittens did not decide until the day before to stage the protest, citing it to be the most direct action he could think of. "You get to the point where talking about it and thinking about it is not enough. Something has to be done, direct action taken. This seemed like the perfect opportunity," Gittens explained.

"My nightmare was to be all alone on the steps of Sam Phil trying to protest. That's what happened, at first," Gittens was expecting to meet interested friends at breakfast to make signs and start the protest as students entered their first class. He found himself alone. "It all started with me putting my big sign up and popping in the Martin Luther King tape which I made. I turned it on and I sat. Slowly, but surely, people sat with me. It turned out to be something beautiful."

Gittens was wary of any pre-protest discussion, for he feared it would reach the faculty. He commented, "I was determined not to consult any faculty in order to prevent myself from being dissuaded. I did not want to go into it with a halfheart. Either I was going to do it or I wasn't." However, Gittens discussed the idea with a few friends and received mixed reactions. Many opposition questions were posed to him such as, "We don't celebrate any other holiday, so why this one?" and "Don't you think most people would regard it as just another day off?"

Throughout the day Gittens played a cassette with excerpts from King's famous "I Have a Dream"

speech, "I Have Seen the Mountain Top," the address delivered on the eve of his death, and Stevie Wonder's version of "Happy Birthday", and asked various other students to read essays and sermons from *The Essential Writings of Dr. Martin Luther King* as well as a portion of *The Birmingham Letter*. Signs were posted on class buildings, carrying the slogan, "Limited recognition of Martin Luther King Day is another example of Phillips Academy's limited commitment to its students of color."

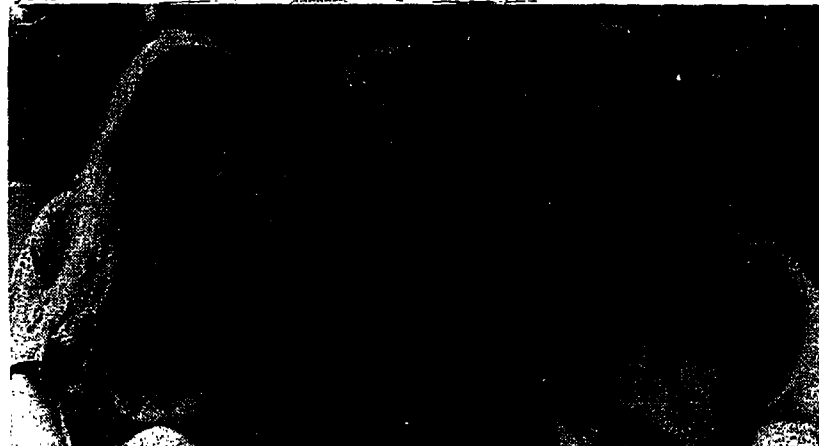
Gittens cites the protest as a step to create tension and make evident the fact that people at Phillips Academy do care. "People sat in the cold with me because they do care. I feel that as long as we don't say anything or don't do anything, it's just as bad, if not worse, as actually accepting it. This was to show that we don't accept it and we are not happy."

Reactions from faculty, administration, and students were generally supportive. Instructors in English Seth Bardo and Maria Valentin brought their classes to join Gittens. Bardo commented, "Dramatic institutional change usually comes from the acts of individuals... [who] can spark the consciousness of others... As a result [of Gittens' action] all those who gathered on the steps of Sam Phil had to stop and think about who King was... Brian taught many of us what it means to act upon conviction. This school often speaks about values and ethics. It is ironic to me that we can [consider] the idea that students must take an ethics course, yet we can not even give a single day to King's values. Brian held a mirror to the emptiness our words. King's birthday should be set aside for lectures, films, and discussions."

Acting Headmaster Peter McKee supported the idea of celebrating the holiday, but noted, "This is a boarding school and we do have classes on every other holiday, with the exception of Memorial Day." Dean of Residence, Jonathan Stableford echoed McKee's words. "Cancelling classes is as loaded as not cancelling them. I am happy with what we are doing now devoting a great deal of time to Black Arts Week and a celebration like what was held. It is a fine question to ask but I don't think you can answer it on the steps of Sam Phil."

Some students opposed the protest on the opinion that Gittens should have gone through the system by taking a proposal to the Student Council. Senior Alex Friedman commented, "It was an exercise in futility. The students, if they believed in the cause, should have acted earlier." Another student commented that PA already does more for colored students than many schools, citing especially PA's needs-blind admissions policy.

Gittens ended his speech saying, "Dr. King was killed but the fight did not end. The struggles, the problems are not buried with him. The torch was passed to the next generation, to us. The responsibility is in our hands as the future leaders of America. What are we going to do with it?"



Community Service co-heads Meredith Persily, Hamlin O'Kelley, Julie Bleichmar.

## Af-Lat Am

On April 14, the membership of Af-Lat Am (Afro-Latino American Society) elected a new ten-person board into power. Roshanda Clemons was elected president, Brian Bradford will serve as Vice President, Debbie Sydnor will act as Treasurer. Sanders Adu will be Senior Representative, Toyin Ajose will perform the duties of Upper Representative, Barry Bhola will take on the role of Lower Representative. Victor Mejia will perform the responsibilities of Af-Lat Am's representative to the School Congress and Eddie Matos will serve as Social Functions Head. This year's president was Michelle Young, aided by Vice President Jose Ahedo.

Af-Lat Am Vice President Brian Bradford explained that the purpose of Af-Lat Am is to "educate the community about Afro-Latino culture as well as serving as a support group for minorities in this school. President Roshanda Clemons explained, "I realized that a lot of the students here have never come in contact with Blacks and Hispanics besides what they see on TV. Usually what they see on TV is negative... I think that Af-Lat Am should show... the real thing."

Looking to next year, Bradford cited that one of his primary goals is to "gain more representation for Af-Lat Am within the school and try to participate in the school more than we have earlier." Faculty Advisor Cathy Royal challenged, "I think we reflect what general society is... and we should question ourselves," if the matter of the lack of Afro-Latino representation in organizations like *The Philippiian* and the Student Council, where the members are predominately white,

replacing current heads Ezra Kenigsberg and Roberto Woldenberg. Also on the board will be Margaret Litvin, Eli Mizrachi, and Yury Shmuylovich.

Kenigsberg commented on this year's JSU: "There are almost two hundred Jewish students at PA. Ten of these are constant members of the JSU. This tells me something. Students are not all that religious at this place, I guess. Yes, there is definitely an increase in apathetic attitudes toward religion."

Next year, the JSU plans on strengthening ties with the American-Israeli Public Affairs Committee (AIPAC), a Washington-based lobby. It will also push for an all-school meeting to remind students and faculty of the "horrors of the Holocaust," according to Kenigsberg. This May, a Holocaust Memorial Service was held in Cooley House which approximately forty students attended. "It went over very well," commented Kenigsberg.

A highlight of this year's events was the celebration of Israeli Independence Day four weeks ago. "It was superb," Kenigsberg said. "I got to try a lot of different Israeli food. I hope more events like this continue next year."

## Community Service

The main goal of next year's co-heads Julie Bleichmar, Andre Gardner, Hamlin O'Kelley, and Meredith Persily, is to increase the role of the Community Service program at PA. They will replace current heads Michael Megalli and Jenny Siler.

Persily commented, "We want to generate more enthusiasm [for the programs]... and organize the year better."

Gardner and O'Kelley will push



WPAA's General Manager Eric Older

Photo/Blanchard



# Uppers Smith, Tong, Wadhams Elected to Student Council

**By CARTER RANDOLPH**  
On Monday, May 22nd, Chris Smith, William Tong, and Caroline Wadhams were elected Upper Representatives for the 1989-90 school year. The position entails giving input at Student Council meetings, voting in council issues, attending School Congress meetings, and organizing Upper events such as munches and skating parties.

Of the nineteen candidates on the May 15th and 16th preliminary ballot, seven were chosen as finalists for the May 22nd election. These seven included - aside from Smith, Tong, and Wadhams - Gant Asbury, Rebecca Dzamov, Matt Fleming, and Matvei Yankelevich. The three actual winners, who were announced on WPAA shortly after 10 pm on the 22nd, emerged in what School President-elect John Hong called a "very tight" race.

The final voting took place in White Auditorium. Each candidate had the opportunity to address his or her classmates. The winners' speeches dealt mostly with the need for productive student/faculty relationships, effective fundraising, and other similar issues.

### Smith - A Challenge to Conservatism

Smith's speech was, in large part, a call to "challenge Andover's conservative movement." He drew parallels between the student demonstrations in Beijing, China, and what he would like to see Andover students do to resist unwelcome conservatism at PA.

Smith expressed his hope that the class of 1991 can earn the respect of faculty and other students by becoming a responsible, aware, and involved force. He asserted that students "must learn about what affects us in the community so that we will be able to intelligently challenge and improve those things that we find unacceptable." He also stressed the necessity of a cooperative "us and them" relationship with faculty, as opposed to an "us vs. them" approach.

**Tong - Thoughtful Approach**  
Tong made an entertaining success out of a speech that tackled what were, for the most part, serious themes. In accordance with Smith's views, he explained that he wants to earn the faculty's respect through persistent and aggressive yet thoughtful opposition to those proposals and actions that arouse negative student sentiment.

Tong would also like to see an effort made to improve the structure of the Andover curriculum, specifically that of the Upper year. He cited the modification of the English Department's Lower and Upper course sequences as a good first step in this direction. He wants to see similar changes extended to the History 30-31 sequence as well.

Towards the end of his speech, Tong chose to make a personal point. He said that his habit of being "funny when I should be serious" has been reflected in his academic performance to date. He did, however, assure the Lower class that he was intent on fulfilling his responsibilities as Upper Representative - and that he was more than willing to go beyond the call of duty.

### Wadhams - The Fund Raiser

Wadhams used the job of a "stunt man" as a metaphor for the position of Upper Representative. She believes that an Upper Rep is responsible for taking risks - for going out on a limb, so to speak - for the sake of his or her class, in much the same way a professional television or movie stunt man takes care of the difficult scenes for a lead actor.

Wadhams also recognizes the necessity of new and creative approaches to fundraising. She suggested a faculty car wash, for example, as a viable money-making opportunity for the Class of 1991.

Smith, who will be a three-year Upper in the Bishop South dormitory, hails from New York, New York. Tong, who will be a two-year resident of Will Hall, is from Glastonbury, Connecticut. Wadhams, who is currently a new Low-

er in Johnson South, lives in Burlington, Vermont.

### Goals

All three express their eagerness to talk to, and work with, all members of the Upper class and the rest of the school community. By the end of the school year, they hope to establish an Upper Council, consisting of a number of members of their class, that can make student government and the responsibilities thereof a more class-wide proposition. They anticipate a successful Upper year, and feel that they will be able to establish a cooperative working relationship amongst themselves in order to accomplish everything they have set out to do.

Recently elected Upper Reps Willie Tong, Caroline Wadhams, and Chris Smith

Photo/Blanchard

# Council Creates School Congress

**By DANNY LEE**

The 1988-1989 Student Council came to a close with its final meeting on Tuesday, May 22. School President-elect John Hong called the year's council a success, saying, "[the council], although moving along slowly in the beginning, gradually generated more student interest in the school's affairs as the year progressed. Student awareness of campus issues was promoted, as the students actively participated in various meetings and were able to voice their opinions." Hong and current President Alex Walley described the accomplishments of this year's Student Council.

### The Creation Of A School Congress

One of the main issues concerning the Council was the employment of the School Congress, a governmental body in which students expressing their feelings toward school policies had a vote. Although the Congress will continue to be in effect for next year, Walley said regarding the experimental nature of the structure of the body, "it was unfortunate

that the only meetings we had in fall and winter dwelled upon the structure of the Congress itself, rather than student-related issues."

Walley also expressed his displeasure at the recent decision to relinquish the student vote in the Congress, calling the faculty "afraid of giving significant policy-making power to students."

### School Constitution

Another important achievement of the Student Council was the introduction of the School Constitution. The Constitution, at present already ratified by three clusters, diagrams the rules of school elections as well as detailed explanations of the responsibilities of school officers.

Walley stated the purpose of the Constitution: "We tried to create a document that could be adhered to and give good guidance to Student government year after year." Hong will continue with the Constitution in its current form after its ratification by the remaining three clusters.

### The ICC Not Enough Support

The Interclub Council, another issue of concern, was not as fortunate. Introduced this year as a means of communication between the different campus wide extra-curricular organizations, the ICC was established to create an effective schedule of meetings and events between the clubs, giving students the option of participating in as many activities as possible.

However, the ICC did not gain enough support or interest from the organizations, as they found themselves once again with vague and often conflicting schedules. Hong hopes to improve the situation next year, as he plans to revitalize the idea of an interclub calendar in the fall.

### Treasury For Extra-Curriculars

The Student Council Treasury, headed by Flagstaff Senior Representative John Morgan, was also discussed during the year. The

Treasury, which voted on proposals to donate certain amounts of money to different school associations, was, as Walley said, "very successful at the beginning of the year. However, clubs seemed to lose interest in the money as the year went on." He continued, saying that with the option of receiving money from the Treasury, extra-curricular clubs in the future will hopefully do some "extraordinary things."

### Senior Privilege Retained

One of Walley's more persistent ideas in the Student Council was the proposal of an 11:00 sign-in on Friday nights of five day weeks for all students. But because the present policy for Seniors is viewed as a Senior privilege, and because of the possibility of increasing requests in years to come, the faculty voted against the proposal.

Hong, although he claims that if the Council receives enough student support next year it will present the proposal to the faculty again, was skeptical about its chances of being passed.

### Future Goals

The possibility of a day with no classes in order to honor Martin Luther King, Jr.'s birthday was another of the Council's issues of importance. Hong, contending that the day might not be used with the best of intentions, suggested an alternative in the form of an "Awareness Day." This, he said, could occur on Dr. King's birthday or on a different date, teaching the students about King's contributions and those of other influential leaders, perhaps consisting of ac-

tivities, discussions, and assemblies to replace classes.

In addition to Martin Luther King Day, Hong hopes to present a new Light Week proposal to the faculty next year. He considers some break period during Winter term to be very beneficial in order to relieve stress. However, because of the many complications in respect to athletic and extra-curricular time, he believes that in order to pass the proposal must be met with faculty cooperation as well as a strong student interest.

Hong, along with Upper Rep Jen Taylor and other members of the Student Council, also hopes to pursue the idea of a school store near the Ryley Room to sell certain school supplies and Andover paraphanelia.

The housing policy is another issue that will be investigated by the president for next year, as he believes many students to be dissatisfied with the present system.

Hong will also attempt to introduce one of the Student Council's ideas of a "disorientation" at the end of Spring Term exams. This would entail a three-day period before graduation in which the Seniors present their Senior Seminars, projects by a group of students with a faculty advisor on a specific topic, to the entire school. "This," says Hong, "would also give the Seniors ample opportunity to reflect on their Andover experience before graduating." Hong does not expect to establish disorientation in the near future, but instead wished to start preparations for a long-term goal.



Members of this year's and next year's Student Council

Photo/Macneale

# Congratulations Nils!

## We Love You.

# FF, ZX, and AH

President Of Student Council	ABB	John Hong
Cluster Presidents	FLG	Phil Lizio
	PKN	Jen Taylor
	RPD	Valerie Moon
	WQN	Katherine Marshall
	WQS	John Berman
Senior Reps	ABB	Jon Phillips
	FLG	John Achenbach
	PKN	Shayne Spalten
	RPD	Andrew Case
	WQN	Susan Antebi
	WQS	Sonya Chung
Upper Reps		Burke Gibney
		Chris Smith
		William Tong
		Caroline Wadhams
		Eric Older
WPAA		Annie Reese
Phillipian		Roshanda Clemons
AF-LAT-AM		Gail Savetamal
Asian Society		Bo Tan
PEC		Luis Roth
Jewish Student Union		Lisa Levy
		Mike Joel
International Club		Lilja Solnes
Pot Pourri		Zenzi Gadson
		Jon Malkiel
ADAAC		Tom Seeley
		Deb Blanchard
Community Service		Julie Bleichmar
		Andre Gardner
		Hamlin O'Kelley
		Meredith Persily
Blue Key Society		Jon Karlen
		Weezie Parsons
Cluster Blue Key Heads	ABB	Chi-Wai Lam
	FLG	Alegra Cummings
	PKN	Stacy Metcalf
	RPD	Jon Malkiel
	WQN	Matt Crowe
	WQS	Karen Choe
		Bo Wilmer
		Bo Tan
		Carl Smit
		Edith Gimm
		Jenn Mitchell
		Akshay Patel
Jazz Band		TBA
Orchestra		TBA
Band		Adam Gould
Womens' Forum		Amanda Phillips

# McKee Retires After 42 Years Reflects on PA Career, Future Plans

By WOO LEE  
Acting Headmaster Peter Q. McKee has taught at Phillips Academy since 1947, holding numerous administrative positions including Associate Headmaster and Dean of Studies throughout his career. Before coming to PA, he attended Middlebury College and served in the United States Air

Force. Last Winter, he assumed the role of Acting Headmaster while Headmaster Donald McNemar was on sabbatical. In 1947, McKee joined PA as a physics teacher and will retire this year after serving as Headmaster for the PA Summer Session.

Then I became simply Associate Headmaster and Head of the Physics Department.  
Q: What are the responsibilities of the Associate Headmaster?  
A: When the Headmaster is away, the Associate Headmaster is in charge. I have done a lot of special things for the Headmaster. For example, chairing the George

particular when those occurred.

Q: What were some of the low points of your career?

A: The low points. Oh, yeah, the low points really occurred during the late 60's and early 70's when the Vietnam War had become a very unpopular thing and there was an awful lot of student unrest and unhappiness. The students who were here for the most part didn't want to be here and so it wasn't a very pleasant time. It lasted for quite a number of years.

Q: Why did it [the attitude of the students] change?

A: It changed because the general malaise at the close of Vietnam began to simmer down. At the same time, we became co-educational. Becoming co-educational, of course, gave us a better selectivity of students. We were able to pick better students, and it began to work out.

Q: How did the students during this time show their unhappiness?

A: ...we had a cut system and they stole the cut files, and they painted the mailroom. They were just kind of generally unpleasant... it was just a generally unhappy student body.

Q: Why did Phillips Academy go co-ed?

A: Because we believe philosophically in co-education of

too bad that the students do not have the vote.

Q: Do you think it is possible in the future that students may get the vote?

A: I suppose they could petition to get it and they may get it. I do not know.

Q: Do you think there is a conservative trend in the faculty?

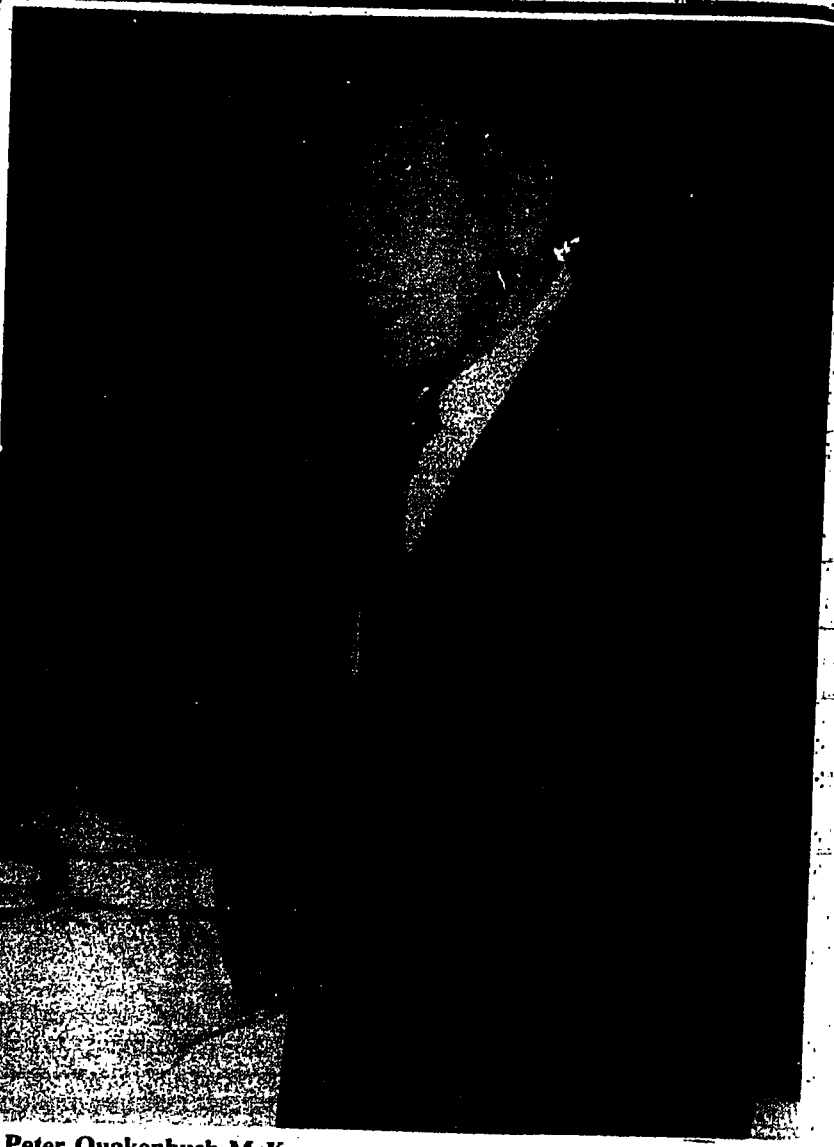
A: I do not think there is a conservative trend in the faculty.

Q: Is there anything you want to say in conclusion?

A: Simply that I never regretted at all having come to Phillips Academy and having spent my working life here. It has been a very rewarding and hopefully worthwhile experience working at the best school in the country.

Q: Do you have any regrets or things that you regret not having done?

A: I came to Phillips Academy really with the thought of teaching only one year here and going on to becoming an architectural engineer but I have really never regretted it at all.



Peter Quakenbush McKee

Photo/Schriebl

# Hoitsma Brings Thirty Six Years at PA to a Close

By BRIAN MENDONCA

The 1988-89 school year was Instructor in Math Louis Hoitsma's last at PA. Hoitsma, who has been teaching at PA since 1953, plans to live in Henniker, NH during the summer and Williamsburg, VA in the winter. He hopes to take up painting and fishing as well as continuing to pursue his interests in computers and playing squash and golf.

Hoitsma went to the College of William and Mary where he was the captain of the football team in 1948, garnering spots on both the All-Conference and All-State football teams. After serving in the Navy during World War II as a gunfire spotter on a destroyer stationed in the Pacific, Hoitsma returned to William and Mary, graduating with a B.S. Hoitsma remained there, teaching Physical Education while coaching freshman football.

After two years in those capacities, Hoitsma sought a change. He began working in the admissions office at William and Mary and started to work on his Masters. It was during this time that he married Audrey N. Allein, also a William and Mary alumna.

Soon after this, Hoitsma explained, "... the head of the Math Department from Andover came along, just travelling through the South, stopped to see the head of the [William and Mary] Math Department... and he knew another gentleman and myself were interested in teaching math... and that's when I came here."

The following is part of a question and answer session that took place at Hoitsma's home last week.

Q: What personal accomplishment made at PA are you most proud of?

A: I don't know that I've made any marks, but I've enjoyed my time here. I feel that I've contributed to three areas... I've done my best to uphold my role in mathematics... I've contributed in several ways in coaching, and have had years at the dorm. I have enjoyed a good balance... and that's why I came here.

In fact, Hoitsma has done far more than "uphold" his roles in these areas. Hoitsma has taught all levels of mathematics, and an in-

structional book he wrote, "BAS-IC in 10 Minutes a Day," was used for many years by beginner computer students.

Sportswise, Hoitsma coached football, lacrosse, track, baseball, and soccer at various times at PA and elsewhere. His greatest coaching achievements came on the squash courts, where his team won the New England Interscholastic Squash Championship four consecutive years, 1966-69.

with the headmasters, but society changed during those periods and the headmasters just seemed to be the right people to deal with them.

Q: Has the school becoming bigger and going co-ed had a big effect as well?

A: When [PA] became co-ed... there is just no comparison to how life changed then. The school becoming bigger has also had a strong effect. Yet, through that all, there is more caring... Of course,



Photo/Schriebl

thing to the Headmaster.

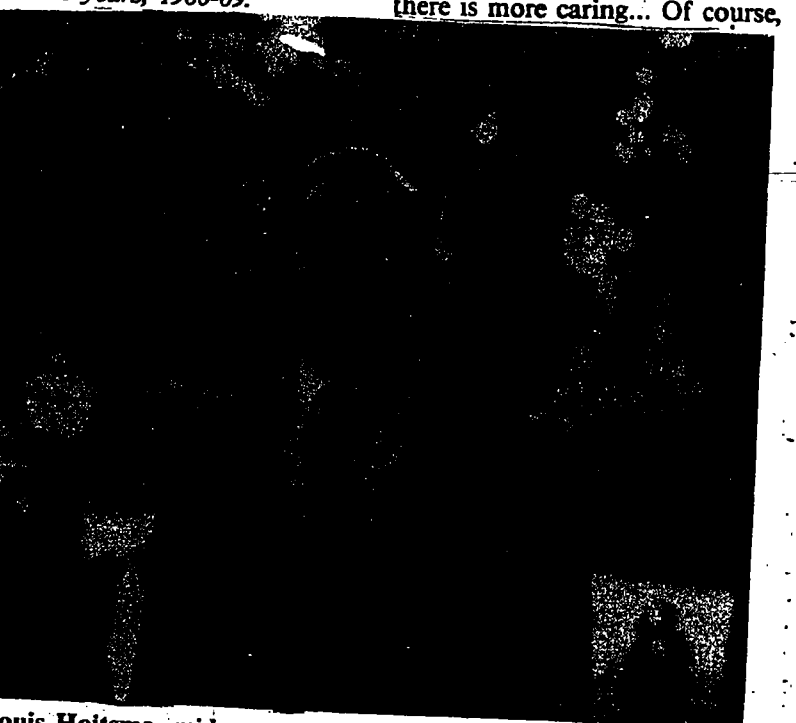
Q: What were the high points of your career?

A: Certainly getting the position of Acting Headmaster was a high point. The high points in teaching were teaching a section of science honors, because the students were so doggone bright. It was unbelievable... And in addition, of course, I enjoyed coaching [football, downhill skiing, cross-country skiing, golf] a lot. And every now and then you get a high point, a season that's particularly good or something, but I can't remember in

men and woman together or boys and girls together. As a by-product of it though, we increased the number of applicants and improved the quality of the student body. It's really just a philosophical thing in that we believe in co-education.

Q: How do you feel on the issue of the School Congress and the faculty's recent decision?

A: I think we are going to have a School Congress and if there are certain issues that affect students, I think that a student vote was important. But I think it is kind of



Louis Hoitsma, mid-career

Photo/File

Q: Over the years, has the administration changed a lot in its views towards students?

A: Greatly. Society's so different now...

Q: Are they more caring now?

A: No doubt... If you look at it now, it was sort of strict [in the past]... Kids were given demerits for walking on the grass - there was a whole demerit system... Parents are different in the way they bring up children, and that's reflected in the way schools treat them. Parents are much more caring and the schools are much more caring.

Q: Have the students changed, too?

A: Oh, yes. They've asked more questions, they've responded better to adults... than they used to. Life used to be more regimented... It's nice to have been here during this era and to have seen these changes that have come... Not necessarily

there were more faculty added, but still... the degree of caring has become stronger.

Q: Does the school currently seem to be returning to more conservative values?

A: ... Yes, and who's to say that we went, maybe, too far, became too lax? I think there's a need for a little bit of tightening study hours... just to keep the reins on so... kids don't just go wasting away their time.

Q: Are there any things that you haven't done here that you'd like to have done?

A: No, I feel very satisfied and gratified about my time here. We've raised a family [Hoitsma has three children; Ellen '73, Todd '80, and Donna '83] and made many good friends... It's nice to look back, but it's time... Just like after four years of high school it's time for a change and after four years of college it's time for a change.

Q: What are you going to do after retirement?

A: We're going to move to New Hampshire and we are going to do a little skiing and play a little golf. I'm going to write a high-school level physics textbook, and we're going to do some travelling to places we haven't travelled before. There's a lot of places in the United States we haven't travelled to, and there are places in Europe and the Middle East. There are a lot of places we want to travel to, if we can dig up the money.

Q: Why did you decide to teach physics?

A: Well, I went to Middlebury College, and I wanted to major in French, but I had a bad French teacher there.

I joined the air force and flew airplanes for three years, and I had a fair amount of physics in the air force. I also had some physics schooling before hand, and I realized that I really enjoyed physics, so I changed my major to physics when I got back. Then I decided to try teaching physics, so I did. I applied to a number of schools, and Andover interviewed me and took me.

Q: What are some of the positions you have held?

A: I have been a course-instructor in physics through my whole career here. But I have also chaired the Physics Department and chaired the Science Division. I got into administration as a Scheduling Officer, quite some time ago, in 1962. Then I went from that to Acting Dean of Students. But then, when Senior City [where all the Seniors lived at one time] was formed, I was head of Senior City and Scheduling Officer. Then I became Acting Dean of Students... John Kemper died that year and I became Dean of Faculty. After that I was Dean of Studies under Headmaster Sizer, but then he made it [the position of Dean of Faculty] Associate Headmaster, and I have been Associate Headmaster ever since. [Being the] Associate Headmaster, my first six years of it, was quite a different job because it was a combination of Associate Headmaster and Dean of Faculty, because there was no [replacement] Dean of Faculty.

## CONGRATULATIONS



BOO !!!

Mom, Dad and Tigger too.



Photo/Abramson



# Students to Participate in Term-Contained Exchanges

## First Ivory Coast Exchange Scheduled For Winter

By WOO LEE, ADAM MARTIN  
and BRIAN MENDONCA

Nearly thirty Phillips Academy students will be involved in exchanges with schools in foreign countries such as Germany, France, Spain, Mexico, the Ivory Coast, the Soviet Union, and the People's Republic of China next year.

### Germany

This year Britt Neubohn and Alia Atlas continued the Göttingen-Andover Exchange to Germany while five more students have been selected to take part in the exchange next winter. An equal number of students from the Göttingen Theodor-Huess Gymnasium School will attend the PA Summer Session for the next two summers.

While in Germany, Atlas and Neubohn's curriculum was focused around a program of further developing their German language skills. Two academic advisors were assigned to the PA students, one of which was Otto Vehrenkamp, who currently holds an honorary faculty member's status at both Andover and Exeter.

German Department Chair Joe Wennik explained that upon returning from Germany, "The extent of fluency attained varies per individual but...one constant result is that they speak inebriantly... They want to speak German when they get back." In addition, Wennik expressed his hopes that students participating in the program will achieve both "language and cultural gains."

During their time in Germany, the students live with German families in Göttingen. In the summer, the German host families send a son or daughter to attend the PA Summer Session as well as to visit with the PA student that lived in their home during the winter. Upon leaving for Germany in the winter, PA returns a portion of every exchange participant's tuition payments, which is then used by the German Department to pay for the costs of the German students who come in the summer. Students who receive financial aid or scholarships are also allowed to participate in the exchange. Wennik pointed out that PA "can usually come up with the money from somewhere" to pay for students.

Wennik verbalized that Göttingen is one of the many "middle sized German cities... typical of a few old university cities." Göttingen is the home of the Göttingen University, which Wennik asserts, helps to give the town a "very traditional and special atmosphere."

Wennik added that the presence of a university in Göttingen brings to light a kaleidoscope of issues such as the presence of such groups as the German Socialist Party. Göttingen is located in the northern part of Germany near the Hare Mountains and only a few kilometers from the East German border. Wennik stated that he chose Göttingen because it is the most "dialect-free and accent-pure."

Wennik added that the German exchange students do not come during the regular school year because the PA faculty "does not like students to just come for three weeks." Wennik asserted that PA is a very "academically high-powered institution" and that the faculty are opposed to the acceptance of "transients." Only the Novosibirsk and Paris exchanges accept foreign exchange students during the year.

In order to qualify for the exchange, a student must be enrolled in at least German 30 and get approval from the German Department and the Dean of Studies. Wennik explained that "certain academic guidelines had to be met" in order to gain approval. Next year's participants will be Jennifer Brown, Patrick Jackson, Michael Hurt, Chris Cushman, and Barbara Guenther. "We are very pleased with this year's kids," stated Wennik. Exchange participant Michael Hurt commented that, "It's a great opportunity to learn about the German language and to get the hell off this campus for a term."

### Soviet Union

This year a group of ten PA students continued the third annual exchange with the Novosibirsk Physics-Math School for eight

weeks during the Fall term. Another exchange was conducted in the Spring term with a smaller group of five PA students and five Soviets. The PA-Novosibirsk exchange program was the first of its kind, but since the program was first started in 1986, twenty five other similar exchanges have started between American and Soviet secondary schools.

After the 1985 Geneva Convention, President Reagan and Soviet General Secretary Gorbachev allowed for student exchanges between the United States and the Soviet Union at the secondary school level. Russian Department Chair Victor Svec, who was interested in organizing such an exchange, visited Russia to speak with Soviet officials about the possibility of such an exchange. In 1986, PA-Novosibirsk Exchange Director Jack Richards proposed an exchange with PA and the Soviet Union to the United States Information Agency who conveyed this proposal to Moscow. In March of 1987, both governments consented to the exchange.

PA students lived with Soviet students in one of the two dormitories on the Novosibirsk campus, where they shared the same lifestyle, the same forms of leisure, the same types of food, and the same classes except for a specialized course in Russian for the PA students.

Instructor in English Greg Wilkin and his wife Ellie travelled with PA students last Fall, while Headmaster Donald McNemar and his wife Britta were with PA students last March while on sabbatical.

Soviet students live with PA students and share the same lifestyles while they are here in the Spring and the Fall. Next year, Svec explained that "half the Soviet students will live with day students and the other half will live in dormitories." The Soviets also play on athletic teams and share the same classes except for a specialized English course for the Soviet students in the Fall and the Spring. Their stay lasts for a period of nine weeks

with no touring, except for trips in to Boston.

The main alteration for the PA-Novosibirsk exchange will be the cancellation of tours for each group in their host countries. Last year, five weeks were spent at the Novosibirsk School while three weeks were spent touring. Next year, there will be nine weeks of straight classes at Novosibirsk. Svec asserted that the tours were cancelled because the PA-Novosibirsk exchange is mainly an "academic exchange." In addition, touring "was very expensive" and "very exhausting" for the participants.

In order to be qualified for the PA-Novosibirsk exchange, one has to be enrolled in at least Russian 30 and possess recommendations from their Russian teacher, the Russian Department Chair, the Dean of Studies, the PA-Novosibirsk Exchange Director, and the Foreign Language Department Chair. Members are chosen on the basis of citizenship, academic ability, personal essays, and recommendations. Next year's participants are Jen Eby, Katherine Burdett, Adam Gould, Andrew Frankenburger, Jeffrey Johnson, Miranda Lutyens, Aurora Flores, Dan Lennon, Michelle Pae, and Andrew Watt.

**People's Republic of China**  
Phillips Academy currently conducts two different exchanges with the Harbin Institute of Technology and the Beijing Teachers' College, two Chinese universities. PA students go to Harbin in the summer while the Beijing program is held in the spring. Harbin students come for an entire year as post graduates, while no representatives are sent from Beijing except for one teacher.

Chinese Department Chair Yu-an Han explained that the Beijing program is designed for "more advanced students" with at least two years of Chinese. The Harbin program, on the other hand, is for beginners and is "much more basic," according to Han. In the Beijing program, students live with Chinese host families while the Harbin program participants live in dormitories because of the "poor living conditions" of the people living in Harbin. Even the dormitory that they will stay in at Harbin is designed for foreign teachers, which prevents them experiencing dormitory life with the university students.

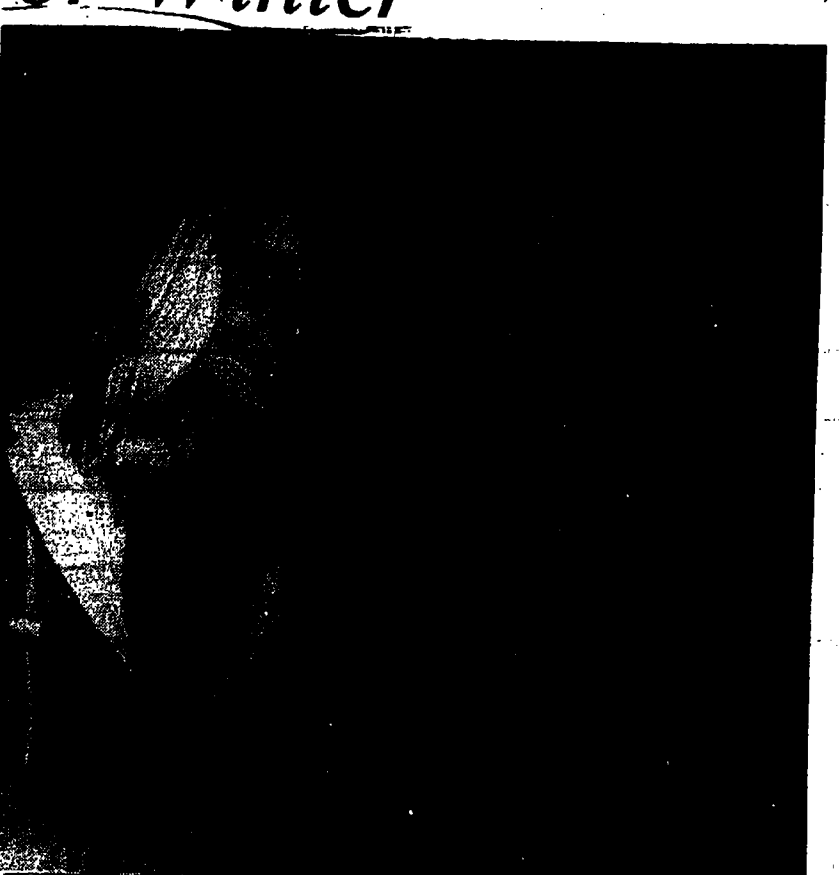
The Harbin program involves four weeks of studying at the Institute and two weeks of touring. During the day, the participants only have two hours of classes with the rest of the day free. On the other hand, the Beijing program places PA students with regular Chinese students and classes. Han added that the weaknesses of the Harbin program include the fact that it is a "technical school" instead of a "liberal arts school."

Only one student was involved in the Beijing program because there were not "enough strong candidates," according to Han. The Harbin program will have five students participating. This year the Beijing program participant was Elizabeth Wiedenmayer and the Harbin program participants are Shean-Lan Chen, Eric Older, Helen Dorra, Stephen Devaney, and Bo Tan.

To qualify for the Beijing and Harbin programs, a student needs to have two years of Chinese and recommendations from his or her house counselor, academic advisor, cluster dean, and Chinese teacher. Moreover, a short essay that explains why the student wishes to participate in either program is required of the candidates. Han added that the selection committee looks for "strong willed" candidates and described the selection

process as "competitive." **Spain**  
During the Winter term, the Spanish Department of Phillips Academy participates in an exchange with the Colegio Estudio, a secondary school in Madrid, Spain. The Colegio Estudio sends three students to the Phillips Academy Summer Session. Last year, Seniors Michael Finkelstein, Lelia Finucane, and Pauline Koh took part in the program. While attending Colegio Estudio, PA students live with a Spanish family in Madrid. These families have at least one child of comparable age that attends the Colegio Estudio. Different from many other Spanish study programs abroad where students go to schools specifically geared to teach foreigners, the Winter term exchange program allows PA students to attend a private secondary school for Spanish high school students. The school is in the suburb of Aravaca. PA coordinator Regina Saguez, a regular member of the faculty of Colegio Estudio, advises PA students throughout the term. She prepares students' academic and non-academic schedules, makes arrangements for students to travel, and helps students deal with individual problems. Saguez also enforces rules and regulations outlined by the Spanish Department of PA and gives additional individual grammar and basic language instruction to PA students. PA students are expected to immerse into Spanish culture as much as possible. Like Spanish students attending the Colegio Estudio, PA students ride the bus to school, eat in the school cafeteria, and participate in school activities ranging from modern dance to journalism. According to Spanish Department Chairman George Dix, PA students audit all courses. Term performance is graded on a pass/fail basis. Although no grades are given to participants, Dix believes that the Madrid exchange is a very successful program. Dix commented that the lack of structure permits students to completely submerge into the environment. However, Dix stated that in order to have a valuable experience, participants must be self-motivated. "This program is for the self-reliant, mature student, because it is not designed to be equivalent to the [very structured] American [educational programs]..."

PA participants are required to keep a daily journal and complete a final paper based on sociological research. The following Summer, students from the Colegio Estudio live with the families of the PA exchange participants for approximately three weeks. **Ivory Coast**  
Liz Sevchenko and Nina Knowles will spend next year's Winter term in Cote d'Ivoire, the Ivory Coast, Africa, as part of a PA/Jean Mermoz college exchange. The trip is the first secondary school exchange with the Ivory Coast. Instructor in French Henry Lynn Herbst, who has spent the last two years working with the Ivorian government, Jean Mermoz College, the US government, and PA to organize the upcoming exchange, said that both the US State Department and the Ivorian Government were very excited about the exchange.



Nina Knowles and Liz Sevchenko, PA's first Ivory Coast Exchange participants

Photo/Schriebl

Herbst said that any Uppers enrolled in at least a fourth-level French course and capable of adapting to the culture shock they will experience when arriving in the Ivory Coast were eligible for the exchange. The application process included a written essay and interview in French. While there, Sevchenko and Knowles will live with Ivorian families. They will take various courses, including French language, French literature, History, Economics, Math, and Science, which will be divided into two sections, the Humanities and the Social Sciences. This summer, Herbst said, two Ivorian students from the chosen families will be enrolled in the PA Summer Session and spend the rest of the Summer in their American counterparts' homes. Since the Ivory Coast lies near the Equator, it has a dry season and a rainy season. The monsoon season runs from March to September, so this is when the weather is best; Sevchenko and Knowles have chosen the prime season to visit.

### Antibes and Paris

Next year, the French Department will participate in three different exchanges with the Lycee Buffon in Paris and the Lycee Jacques Audibert in Antibes. The exchange with the Lycee Buffon in Paris is held in the Fall term and includes students from PA living with the families of French students in Paris while an equal number of Lycee Buffon students come to PA in the fall. The French students live in PA dormitories and take the same classes and participate in the same activities as other PA students. Participants for the exchange with the Lycee Buffon are to be chosen at a later date for the 1989 Fall exchange in Paris. The exchange with the Lycee Jacques Audibert will continue next winter for the twelfth year running. PA students in Antibes participate in the curriculum for French students studying for the French baccalaureate. Exchange Director Henry Herbst explained that students take classes in "math, history/philosophy, chemistry, biology, physics, French history, economics, literature, geography, and a specialized French class taken at a junior high." While in Antibes, PA students live with French families who are selected by a resident director appointed by Herbst. In the summer, French students who hosted PA students in the winter come to PA to participate in the PA Summer Session. In addition to going to classes at the Summer Session, the French student visits with the family of the PA student who they hosted in the winter for two weeks. Also, one student from Antibes is selected to be a Kemper student who studies at Andover for an entire year. In order to participate in either program, a student must be enrolled in at least French 30 and receive approval from the Dean of Studies, the French Department Chair, and a selection committee made up of Herbst and an additional French teacher of his choosing to assist in the selection process. The candidates are chosen on the basis of their academic performance, an essay written on the topic of why they want to participate in the exchange, and an application form. Next year's participants will be Elizabeth Ryan, Nicolette Zarday, Marcus Harwood, Rebecca Cullen, and Anna Minkinen.

## Friday Forum Invites Speakers Harrington, Malone, Rhodes for 1988-89 Year

By MIKE DAY

Once a term, on a Friday night, instructors in History Thomas Lyons and Frances Taylor, along with thirteen PA students, sponsor a Friday Forum, which entails inviting a speaker to lecture on campus. This year the board chose former Massachusetts Congressman Michael Harrington, Joe Malone, and Pulitzer Prize award winner Richard Rhodes as the three speakers.

"With the Presidential election on, the board tried to give the Forum a taste of politics," commented Lyons. He added, "With respect to Mr. Rhodes, we're History-30 instructors" were fortunate to be discussing the effects of the dropping of the first nuclear bomb on Japan."

**Michael Harrington**  
Former Representative Michael Harrington gave a lecture on October 4, 1988 on "The Presidential Election of 1988: A Prophecy," in which he predicted that Governor Michael Dukakis would lose the election to President George Bush. He stated, "I think it's going to be very difficult for Michael Dukakis to overcome what has been a very disappointing campaign."

According to Harrington, Dukakis' major problem was that he surrounds himself with people who don't have the independence of base of requisite maturity to challenge what is a forceful, defined, and certainly constant mentality.

He also added, "The Republican form has literally defined Dukakis, since he didn't do it himself for the American public."

Harrington based his predictions on experience as he served with George Bush (a term in Congress) and Dukakis (three terms in the Massachusetts State Legislature). He also served on the Salem City Council. Harrington, retired in

on a Race for US Senate" along with his reasons for running, and the course of a typical campaign.

Malone started out his lecture talking on the "past problems of the Republican party in Massachusetts. He said that the real trouble started when John Kennedy was elected President. This sparked a "Democratic Euphoria" in Massachusetts. As the success of Kennedy's administration grew, so did the number of Democrats in Massachusetts.

The popularity of the Democrats peaked when Richard Nixon lost the state's electoral votes in his campaigns for president in 1968 and 1972.

The Republicans made a comeback of sorts, as Reagan's two terms put Republicans back in the spotlight on a national level. This did not help on a statewide level, however, as the party hit an all-time low in 1986 on the gubernatorial level.

Ray Shamie then took over the helm of the Republican party in Massachusetts, "in order to build a stronger Republican infrastructure and to promote new people up the ladder to become potential candidates for office." Shamie quickly nominated Malone as Republican Executive Director.

Malone's main job was to "recruit potential politicians to run for the House and Senate on the Republican bill." However, he found no one to run against the intimidating Democrat Ted Kennedy, so he himself ran for the office. He stated that no matter what the outcome of the election, he had set a precedent in the Republican party. "I left the election on November 8 with a positive feeling. I had rallied the support for the Republican party and enthusiasm for running for office."

As a virtual nobody, Malone turned to a "retail approach" to the campaign which never meant "getting out into the public by building block by block a base and a foundation."

This entailed telephone drives, social functions, and shaking hands which required "mental toughness" to withstand. His two main shots at Kennedy were the

Republican Convention, in which Malone received support simply out of the hatred felt towards Ted Kennedy, and the television debate, which tripped up Malone because of Kennedy's "rapport with the media."

Malone offered the young audience a bit of advice at the end of his lecture. He stated, "In politics you can make a tremendous difference. You can lead people in a direction for the betterment of the state."

### Richard Rhodes

Pulitzer Prize winner Richard Rhodes was Friday Forum's Spring term guest, and he lectured on the "Complementarity of the Bomb."

Rhodes, who won a Pulitzer Prize in 1988 for his book *The Making of the Atomic Bomb* stated that science has become a "political institution" that has "brought the world under control." He also speculated that, one day, science would replace politics. Rhodes covered the evolution of nuclear physics, from Curie's discovery of X-rays to the Manhattan Project of the 1940's.

He stated that it was Atto Han's and Frit Stratzman's discovery of nucleus bombardment by the neutron which enabled major countries to begin experiments leading to the discovery of the nuclear weapons.

According to Rhodes, it was America's industrial strength that enabled the US to successfully complete the first atomic weapon.

Rhodes also stated that the fear of the bomb has forced a truce between major countries, thus bringing peace to the world.

He ended his argument with the statement that scientists hold the responsibility to put the knowledge and technology that is discovered "in the hands of the people."

### Next Year

Friday Forum, which was started by retired faculty member Harrison S. Royce, has two leaders now, Lyons and Taylor. The speakers are suggested by a panel of thirteen PA students, who are hand-picked by Lyons and Taylor.

They try to achieve diversity on the board, and next year's board is one of the most diverse in years. It

# The History of Rich Leonard

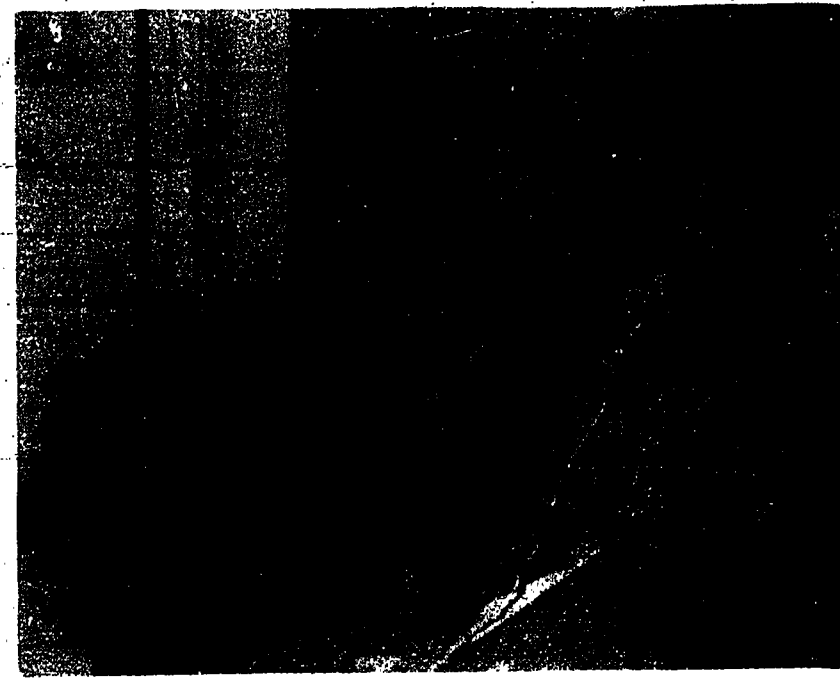
## How and Why He Is What He Is



Rich and His Dad



Our Early Evaluation



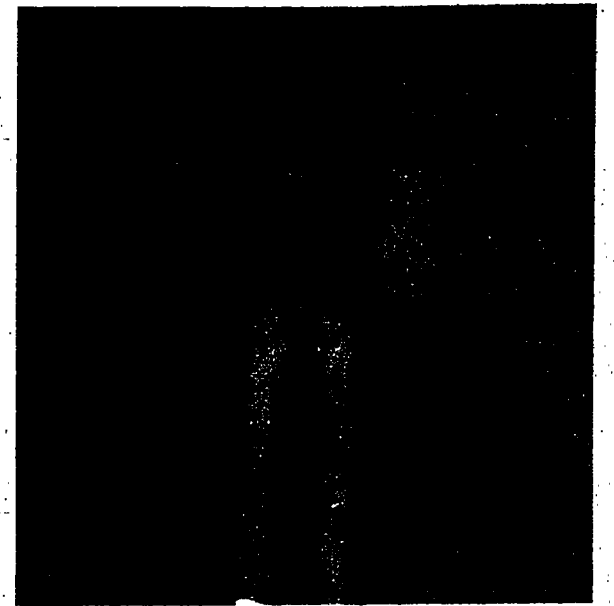
Creative Play  
"Free Looks" for Gerbils



Passport for Africa



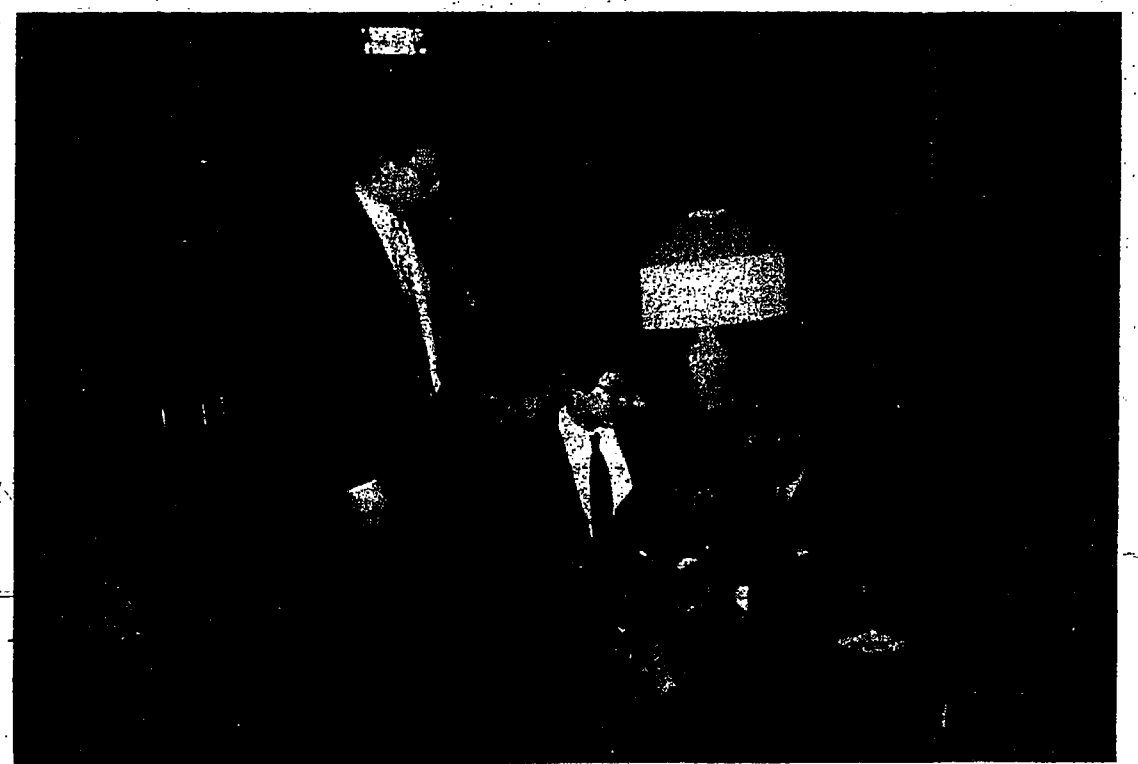
Our Man at Camp Brookwood



Andover Bound



Taking Advice



Giving Advice



Our Man in China



His Loving Family

# Congratulations 1989



# FEATURES FEATURES

## Urban Studies Institute '89

By SARA SU JONES

In 1969, a group of students from Abbot Academy began tutoring Lawrence school children, thereby becoming the first tutors outside the Lawrence school system to help the students. When Phillips Academy merged with Abbot in 1973, the two schools combined their tutoring programs.

Susan Lloyd, an Instructor in Music and History, has been involved with the Lawrence tutoring program from its Abbot Academy days. The problems of Lawrence moved her to initiate a

*"It's a good transition between high school and college."*

program combining relevant academic courses and hands-on interaction with Lawrence children. Such a program would have the potential to educate PA students about the diversity of urban life that was so close geographically, but so far away mentally. Lloyd explains, "It seemed such an artificial situation to be sitting here in this country club kind of campus, and right next door there is the reality of urban life, with all its richness and difficulty."

So in 1980 she started planning the Urban Studies Institute. Says Lloyd, "I felt that there was an awful lot to be learned from actually involving oneself in and doing something about the problems that are inevitable in a very fast-changing city with a lot of poor people, and a lot of new immigrants in it; instead of just reading about it in books. The best combination, the most interesting one, would be... to put the two together. I knew that Ed Quattlebaum was a specialist in urban history, and I asked him if he'd like to join me and a Latin American history teacher who was here at the time, Carmel Rodriguez-Walter. So the three of us decided that we would put this together."

They did just that. Today the Urban Studies Institute is in its eighth year. "It's really a pretty unusual program. There isn't any other school that has anything quite like it," notes Lloyd. The participants of the Urban Studies Institute consist of both Phillips Academy and Lawrence High students; ideally eight from each school. The PA participants can be either Uppers or Seniors, but the Lawrence students must be in the eleventh grade, mainly so they can benefit from their experiences during their last year of high school. Students who want to participate have to apply. The application consists of three parts: 1) an essay explaining why they want to do the Urban Studies program; 2) a house counselor or day student counselor recommendation; and 3) an interview with Lloyd. Of the twelve or so students that apply from each school, very few are turned down. One of the main criteria for admission into the program, is according to Lloyd, a "generosity of spirit." She explains, "You don't want somebody who wants to escape work... You really can't do this program and be wrapped up in yourself. You have to be willing to give and to enjoy different kinds of people." She also looks for high grade point averages, because much of the reading is graduate-school level, and when the Institute participants do original research, the work is very in-depth.

All the participants have different reasons for doing it, but experience is a major factor in many of their decisions to participate. Senior James McLain says, "I felt that if I was coming to talk about social issues and be discussing them in all my history classes and English classes, I should

*"I've never seen poverty before. I've only seen it from afar."*

have some kind of substantial experience. I wanted a firsthand source. I've never really seen poverty before... I've only seen it from afar... and I wanted to know if it was different from my conceptions of it." He recommends it "if you're interested in society issues... any kind of political science or sociology" as well as "to find out, to experience a different culture... the culture of poverty. Do it if you really want to know what diversity is all about, if you really want to know what it's like not to be an upper middle class individual." "I did it because I like to try things I have never done before," comments Juan Bonilla, a Lawrence High School participant.

The Phillips Academy students who participate in the Urban Studies Institute remain on campus



Sue Lloyd, head of USI Photo/Butler in their dorms, or at home if they are day students. The Lawrence High School participants are housed in dormitories where spaces have been made by withdrawals and/or off-campus programs, or in faculty homes if there isn't enough room in dorms. Their tuition is, for the most part, paid for by Phillips Academy and the Artemas W. Stearns Trust.

The Institute participants spend Spring term studying the problems faced by the American city, specifically Lawrence. The four components of the Urban Studies program are the three core courses and the fieldwork. They take two four-hour history courses especially designed for them and a core seminar, doing fieldwork in Lawrence as well. At the end of the term, there is a final exam, which takes varying forms, ranging from writing the introduction to the research project to a regular ninety-minute examination.

Each year's Institute focuses on a different

*"The Massachusetts Miracle has raised the price of single family homes by \$63,000."*

aspect of Lawrence. This year's special topic is, according to Lloyd, "the challenge of ethnic integration," specifically bilingual education. Some years, they do an in-depth research project on that topic. In 1986, the participants completed and published their first research project titled "Growing Up Hispanic in Lawrence, Massachusetts." This book detailed the various problems that the Hispanic adolescents in Lawrence experience, especially social issues like culture shock.

The second research project will be published soon under the title of "A Backgrounder for Concerned Citizens: The Family Housing Crisis in Greater Lawrence." This piece, compiled over the course of two years (1987-1988), focuses on certain aspects of the housing problem, which causes what Lloyd calls the "many disparities between the people who have and the people who don't." The so-called Massachusetts Miracle, effected by Governor Dukakis, has raised the price of single family homes by \$63,000 between 1984 and 1988. Although this has been a profitable change for homeowners, it has made it much harder for low income families to purchase homes as the discrepancy between income and purchase price has increased.

Dr. Edwin Quattlebaum, Instructor in History, teaches one of the four-hour courses, Urban History. This course explores the history and origins of American cities and the role of industrialization in shaping these cities, with a special focus on Lawrence. Lawrence was - and still is - a troubled city. It flourished with its cotton and woolen mills, but began to decline as these textile mills began moving south in the 1930's. In 1952, fifty percent of Lawrence's twelve thousand inhabitants were unemployed. A new wave of Hispanic immigrants began to arrive in the sixties, and they now make up much of Lawrence's population, along with the growing number of Southeast Asians. The differences between incomes and real estate prices has created a housing crisis which is one of Lawrence's most critical problems right now - one of the problems addressed by the Institute.

During the first few years of the program, Carmel Rodriguez-Walter taught the second four-hour course, one dealing with Latin American and Caribbean history. Now Francesca Piana, Instructor in Spanish and History, teaches the course, which, according to Lloyd, is designed to acquaint the students with "the cultural background of the many Latino-Americans living in Lawrence."

The Urban Studies core seminar, taught by

Lloyd herself, discusses a variety of different topics relevant to the program. These discussions, according to McLain, are "really lively and interesting, and sometimes frustrated and heated, too." The purpose of the seminar is, in Lloyd's words, "to help the students make a synthesis of the work they're doing in the field, the books they're reading, and the other courses as well." Some of the topics covered include education (for example, a comparison of the educations of African Bushmen, American, and Japanese adolescents) and "the culture of poverty." Sometimes the seminar time (two hours, twice a week) is not spent in the classroom but in the field. For instance, the class has served lunch at a soup kitchen in Lawrence and visited a juvenile court.

The fieldwork provides the hands-on experience that makes the issues discussed in the courses much more real. According to Roberts, "The fieldwork adds a whole new dimension to what you're learning." The fieldwork varies from year to year. Until 1986, the Institute participants worked with needy Lawrence elementary school children, while this year, the nine PA students and six Lawrence High students are tutoring ESL (English as a Second Language) students at Lawrence High School. They drive to Lawrence three days a week to spend two periods with their tutees. These students, some of whom are literally "fresh off the boat," are of diverse racial backgrounds, although the Hispanics are by far the majority. During one period, all the Institute participants are with very small groups of ESL students, trying to get them to talk in English. During the second period, the Lawrence High participants check in with their teachers and guidance counselors while each Andover participant meets with two or three ESL students and asks them specific, teacher-assigned interview questions. The first group of students is a different one each day, while the pairs and triplets are always with the same PA tutor.

Even though the Lawrence High tutees are roughly the same age as their tutors, they do not seem to realize it fully. As Roberts points out, "I don't know if that (the similar age) really sunk

in, because the other day, a girl that I tutor asked me if I were in college learning to be a teacher, and she knew that I was only eighteen. They know that we're their age, but... they perceive us as being a lot older." This age difference also has a positive effect. McLain observes, "I think they like us a lot... The teachers say that they really look up to us and they like it when we come because we're the same age as they are, but we're completely different."

The tutors frequently experience frustration. Senior Claire Priest comments, "A lot of times we've felt that we're not really getting a lot accomplished... They think it [learning English] is useless for them. They think it [thinking they're ever going to use it... The goals they [the tutees] set for themselves are not that high, and you want the kids to set higher goals for themselves." McLain feels that "...they have low motivation and the teachers have low expectations for them. When they leave the classroom, nothing is heard except for Spanish. They don't need to speak English." His personal tutoring experiences have frustrated him. He recalls, "I have these two kids, and one speaks English pretty well and the other one just doesn't... I'll ask her a question, and the guy who speaks English will say the question to her in Spanish, she'll say the answer in Spanish back to him, and he'll tell me the answer in English." On the other hand, Lina Taveras feels, as do her fellow Lawrence High participants, that her tutees are "making progress." She sees a reason for the "low motivation": "Their goal is just getting to the States and just trying to settle down. Most of these kids come from rural parts of the country [their homeland]. They're just trying to find work, get a home, and... make sure there's a flow of money. Education is for after they settle down."

The academic work of the Institute is often difficult for the Lawrence students because they have had little exposure to college-level reading. They also have to keep up with their Lawrence High School math and science work while they are at PA. (They get credit for history and English.) Taveras notes, "Sometimes I forget I'm a high school student and I think I'm in college." At the beginning, Elisabeth Matos was overwhelmed: "The first week was murder... it was terrible. But you get used to it."

This hard work associated with the Urban Studies program made many of their Lawrence classmates wonder why anyone would want to par-

ticipate in it. Monzon explains, "My friends said, 'Why do you want to go over there? It's a lot of work.' But after I got accepted, they were really happy for me." Many people supported them all along, though. Taveras recalls that "a lot of students in Lawrence were encouraging, and the teachers were very supportive."

Living in dorms is one of the most important aspects of the experience for the Lawrence High students. Says Lina Taveras, "It [living in dorms] is a big step... it's a good transition between high school and college... my first chance to be on my

*"dirty work in the office."*

own. Being here makes you realize how responsible you are for your own actions. You can do what you want." The first few days at PA were intimidating at first, but the girls in my dorm were really nice to me," comments Matos. Coming to Andover was an important move towards independence from their families, because for many of them this was their first time away from home. Juan Bonilla explains, "Coming here, you're more independent... you make decisions on your own." Marisol Monzon agrees, saying, "You control your time. The whole day is whatever you want to do."

They have no regrets about coming to PA. In addition to their academic subjects, they have learned that many of their preconceptions were false. Comments Monzon, "Before I came here, I thought the average student here was rich and preppy... They wouldn't reach out; they wouldn't be friendly. But they're really nice." Being at PA "... opened my eyes... people's notes are not up in the air. People are really nice and really outgoing," reflects Taveras.

The Institute has also made the PA participants more aware of their surroundings. For the Andover students, one of the biggest surprises was their first visit to Lawrence. The contrast between Andover and Lawrence was striking. For Roberts, "it was like night and day... I had no idea what was right down the road." Their first visit to the high school also surprised them. Says Roberts, "We were expecting graffiti and kids with knives... but the school is really clean and really nice. However, every corner you turn, there's a teacher patrolling the halls."

These kinds of discoveries, and the depth of the personal experience are what makes the Urban Studies Institute so special for the participants. As Lloyd says, "I feel very proud of what the students accomplish as tutors, as interviewers, as observers. It's interesting at this great school for people to work intensively for one term in one relatively small group of people and discover the fun of getting to know each other very well."

The discoveries that the participants make are often surprising. McLain learned that, contrary to his preconceptions, "being economically underprivileged doesn't necessarily mean being unhappy. They don't cry, 'O woe is me, I'm not going to be a neurosurgeon.' They don't want people to feel sorry for them. Some kids in our group think that if you're born in Lawrence, you really don't have very much opportunity at all, and you're going to be a factory worker... I don't think that's necessary true."

Next year, Lloyd and her husband will be going on sabbatical. Mary Minard and Father Gross will be assuming control of a similar program with a different name. Minard explains her intentions for the program in 1990, saying, "The community service program would certainly like to combine academic work with service engagement in Lawrence in ways that would make an understanding both of people and their urban environment. As of this time, we have not worked out the details for this particular activity."

### Inside

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# FEATURES FEATURES

## From Andover To Antwerp: Foreign Students Reflect On Cultural Differences

By BARBARA GUENTHER and MAX HOOVER

Andover, bastion of international intelligence that it is, gives students a chance to meet others from all over the world. Thirty six counties, including the United States of America, are represented in the Phillips Academy student body; those with exotic foreign addresses have some very interesting perspectives on the Americans they've met since coming to Andover. They have picked up on everything from the art of small-talk to the development of such "disgusting" habits as eating peanut-butter and jelly sandwiches. From broad issues such as European educational practices to the basic issues of learning how to deal with American-style door locks and faucets, Andover's international student contingent has much to say about the Andover experience.

One hot topic among those from other countries is the general allegation that Americans tend to be very superficial in their relationships with friends and classmates. French woman Karine Thual, who has perceived the problem since coming to Andover, wonders whether apparent superficiality "isn't just a product of the stress on this campus - people don't have time for anything more... and students are so aggressively trying to get good grades that they can be just a little," Thual shrugs. "obnoxious." Ulli Wiehr, an ex-

*"...so much talk about so little."*

change student from West Germany, says, "I have never heard so much talk about so little before." Similarly, Elisa Roller, formerly of Spain, has noticed how friendships "aren't always as dedicated" as those seen among Spanish teenagers. However, international students tend to think that much in the same way that Americans generalize about their countries, they stereotype Americans. Swede Christopher Tung notes that, "Americans aren't popular in Europe," but hastily adds, "except in Sweden." Wiehr feels that American tourists can be "pretty tacky," but that "they're very nice people."

Others agree that superficiality isn't a big concern of theirs while in America. Finnish student Maria Rantanen says she loved being with her host family. "They were very sincere - and just great." Likewise, Yury Shmuylovich, from the USSR, notes that, "People here are just interested, and want to know more people around them... In Russia, you follow ten people, and that's it." Like Chris Tung, who says, "I can't say that everybody's like that [there are] lots of people at this school, so..." In fact, Brazilian Ricardo Lima says, "Americans aren't as fake as Europeans. A girl from Kansas is a lot less fake than a girl from Paris." His dormmate, English comedian Neil Baverstock, replies to the question of whether Americans are impersonal, fake, or phony, "Not as much as I am!"

Almost all foreign students, however, bemoan the lack of European-style relationships between the sexes. Karine Thual thinks, "It's too bad that American guys just seem to see girls for sex." Al-

so from France, Frederique Ferrie sees a "definite lack of real friendship between boys and girls." LiAnn Wee, a native of Singapore, says, "I think at Andover things move much faster than what kids in Singapore consider a relationship - three months is on the short side in my country... Also, the society doesn't really allow public affection, so couples are forced to get to know each other better before they make a commitment." Wiehr has also see the completely different attitude towards flirting in America "In Germany, one can flirt without giving someone the completely wrong idea." Carlos Ridruejo, a Spaniard, replies simply, "American girls are very nice - as friends."

Other aspects of American social life are disappointing to natives of certain countries. Neil Baverstock remembers dropping into a pub at lunch for "a pint to pipe me up for afternoon classes." Generally speaking, international students see American partying as fairly pathetic, in that because Americans don't have legal access to alcohol, it becomes too important. Other substances like drugs and cigarettes, are, by one estimate, "probably the same all over," except in Singapore, where Wee notes that, "Because the government has led a big anti-smoking campaign, even the youth frown on smoking." Activities such as dance clubs or discotheques are also missing from American teen culture. However, as Rantanen notes about her classmates in Finland, Europeans have access to the same music and movies as the Americans. Even LiAnn Wee notes that the "teen scene is very Americanized." Though Ulli Wiehr finds that Americans seem to spend "half their spare time on the phone, and the other half in front of the TV," Wee affectionately remembers spending time on the phone with her friends. Elisa Roller remembers watching the Smurfs in Spanish - the highlight of her week. Another area where Americans have had tremendous influence in the world is in raising kids all over to eat fast food. The rituals surrounding meals vary all over the world, and the general consensus is that no matter where you go, the food's better than in Commons.

Roller fondly remembers the multi-course Spanish lunch, Maria Rantanen her family's cooking, and Baverstock even demands of this *Phillipian* reporter, "Why do you allow Commons to serve this slop? Why don't you raise a public outcry?" However, there are some good sides to boarding school life. Yury Shmuylovich: "This is great - first of all, it was harder for my parents than for me, and second, I could learn English much faster." Chris Tung doesn't have any complaints either. "I don't think the dorms could easily be improved much more." Yet, according to some international students, other aspects of the total education here could.

South African Simphiwe Duma, though definitely displeased with his country's segregation - "Different sections for Blacks, Whites, and Indians" - feels that there is some merit to the South African system for learning languages. "In South Africa we needed four just to get by - my brother speaks twelve" - and his nine isn't so bad either. Duma sees a greater school unity than here: "Everybody mixes up, you know people from different classes..." Christopher Tung, though he acknowledges that Swedish math pro-



Lilja Solnes, International Club Head

grams are weak, says, "There are benefits to the system of taking lots of courses [and intense language training] in elementary schools." His recollections of the social aspect differ, however, in that "you stick to your class you get to know people really well." Elisa Roller feels that Spair does an excellent job of exposing kids to math and science - she remembers taking "a comprehensive algebra course in seventh grade." Thai student Don Nakornthab notes that "people here are generally more educationally open minded."

*"The teen scene is very Americanized."*

Many Europeans also weigh the benefits of specialization - everyone has a different list of pros and cons to deciding what one wants to be

trained in when fourteen years old. In fact, that decision was the one that brought certain students to Andover - LiAnn Wee remembers not wanting to decide in junior high "what I wanted to do with the rest of my life."

All in all, international students are positive about their experiences in America. Except for a few complaints like Hong Kong resident Ulysses Hui's sarcastic comment that "there's too much sex on TV" and Maria Rantanen's observation that maybe holes in jeans don't look wonderful, and a French girl's observation that sneakers aren't ideal with skirts, most are happy with their time at Andover. As written in a paper recently submitted by Ulli Wiehr, "Yet, when I asked myself whether I would rather still be in Germany, the answer was always no: The satisfaction of working on my own, the challenge and the ambition for academics were some of the best things Andover gave to me..." In the words of Karine Thual, "America's definitely been a learning experience."

## 'Cilla Bonney-Smith: Teacher And Student

By MARGOT GROVER

When you walk into her office the soft lighting, Monet prints, and her warm smile put you immediately at ease. This is the office of Associate Dean of Residence 'Cilla Bonney-Smith. She is what some might call the woman behind the students. If you need personal help, go to 'Cilla. If you just want to talk to someone, go to 'Cilla. 'Cilla spent her childhood years in Stratford, Connecticut. "I was a real organizer," she says of her youth; she was continually active with both student government and dance during her high school years. After graduating from high school she went on to attend Bates College, majoring in history, and then Brown where she earned a M.A. in history and the social sciences. After college 'Cilla taught history at Mount Graylock Regional High School in Williamstown. It was during the years of the Vietnam crisis when 'Cilla felt that it was both, "...a challenging and exciting time to teach." She remained in Williamstown for approximately four years and enjoyed the diversity that a college town often brings.

'Cilla came to Andover in 1970 as a faculty wife. When Andover went co-ed in 1974 they were in need of female house counselors, and she got the job. She worked as a house counselor in Stuart for two years and then Stimson East for nine years. In 1980 however, she also began to work as an academic counselor in Graham House. During the early 80's, Andover itself was going through rapid change, and an investigatory committee at the time had suggested the need for an organized program to deal with health issues on campus, such as alcohol, drugs and sex. Thus, 'Cilla began to work part time as an assistant to the Dean of Residence in addition to her post at Graham House. She found though, that the more she began to work with health issues on campus, the less time she spent working as an academic counselor. By 1983 the school fully recognized the need for a full time staff position to deal with health issues on campus, and hired 'Cilla Bonney-Smith as the first Associate Dean of Residence.

It soon became evident to 'Cilla from her years as a dorm counselor that the human psyche was of great interest to her, and after becoming Associate Dean of Residence she saw an even greater need for knowledge of psychology concerning her everyday work. In 1984 she returned to college at Lesley, and over the next few years earned a degree in human psychology while continuing

to work full time at Andover. Says 'Cilla of her experience, "I loved being a student because I got nourished; somebody challenged me and I didn't have to be a self-starter."

After earning her degree in human psychology, 'Cilla went on to complete two internships: one at the University of Lowell counseling center and one in Lawrence where she did drug and alcohol counseling. "It was very powerful to have the opportunity to be with people and watch the healing process work," says Bonney-Smith of her internships. She felt that her time in these two internships was very different from Andover mainly because of the age factor. "I love working with the high school age group," she says, "I find them vibrant and complicated." "It is impossible to be bored," says 'Cilla of her current work, "There's a challenge to this that allows for a lot of creativity and I really feel like I can be myself in this." "I never say to myself that I don't want to go to work in the morning."

This Fall Bonney-Smith also began to work as a part time counselor at Graham House. "In some ways it's my favorite part of my work," she says of counseling, "I feel most connective in that one on one situation." She feels that counseling as all work has both its ups and downs. "It can be very sad and draining at times, but when you hear a kid talk about their own progress that's exciting." She feels that counseling is not telling someone how to get better, but is rather bearing witness so they can cope.

To many of us 'Cilla represents someone that we can talk to. She's always been completely confidential, as well as both warm and inviting. She allows us to call her 'Cilla, and even opens her home up to students on various weekends, allowing them to bake cookies and watch movies as if they were at home. She feels fortunate to have a mixed working situation in which she can interact on a personal level with students in this manner.

Currently 'Cilla's work seems to be dealing with the possibility of presenting health issues, which have thus far been a part of the "complementary" curriculum, as a part of the required course load. "I sense that that's the new direction, to have kids exposed to these issues in a more formal manner by giving them protected time to examine the issues." There's no doubt however that 'Cilla will stay on at Andover for a while more: "I don't feel like I'm finished here yet," she says. As to what she sees in her future at Andover, says 'Cilla, "I'm game for anything."

### Congratulations

### Giraff-a-raff!



You've  
come a  
long  
way!

Love,  
Mom and  
Dad, Maura,  
Ann, Connie  
and Chris



# Drugs and Alcohol: A PA Crisis

By SARA SU JONES

"When he was using every day, he wished there was a pill he could take that would make him violently throw up every time he used cocaine. That's how strong it was. Physically, he could not help himself." Tom Seeley 1989-90 cohead of ADAAC.

Drug use was not rampant in the student body when Nicholas Kip, Instructor in Classics and Mathematics, was a student at PA from 1956 to 1960. He recalls, "There was no pot at all. Pot was barely heard of. When you said, 'drugs,' people thought of heroin and marijuana, and they were principally associated with certain criminals or certain kinds of very far-out entertainers, musicians and artists." There was, however, much smoking and drinking. Cigarette smoking was permitted in the so-called butt rooms, but banned in the dormitory rooms. "A lot of people smoked; many teenagers did. There was a fair amount of illegal smoking in the dormitory rooms."

He cites a reason for much of the drinking: "Most of the alcohol-using culture was based on the fact that the school was probably more socially homogeneous then than it is now, and most of the kids came from middle and upper-middle class families that were into the cocktail part syndrome in those days. So most people grew up with what was called 'social drinking.'"

*"...most people grew up with what is called 'social drinking.'"*

Says Kip, "If I recall correctly, alcohol was one of those things the drinking of which could get you kicked out on the first try. With stakes like that, one was exceedingly careful. The first time you got caught smoking illegally, you got restrictions. The second time it was probation. And the third time it was... dismissal." Students did drink, however, but they were faced with the problem of covering up their activity. He explains, "Beer cans had this awful problem of disposal. There were all sorts of ingenious schemes of packing them in and around your laundry. There were no laundromats in the dormitory basements, so if you choose not to have a laundry service, you went to the laundromats downtown. The thing to do was to pack the beer cans in and around your dirty clothes, smuggle them downtown, and find some way to dispose of them. There were other clever schemes, like sneaking them up into the attics of big dorms and putting them under the floorboards... When they redid the dorms in the late sixties, they found uncommon numbers of beer cans stuffed in there."

All that changed, however. Kip, who returned to Andover as a teacher eight years after his graduation, recalls, "In the spring of '68, it emerged that there were significant drug use at this school as well as many others... This change appeared to have taken place spontaneously at any number of places. I think Andover simply caught the spirit of what was going on. I don't think we originated anything." Cilla Bonney-Smith, Psychological Counselor and Associate Dean of Residence, comments, "I came in 1970, and those were very hard times in all of America. There was real distancing between students and faculty that was palpable, absolutely palpable. There was a lot of anger and defiance... present in the student community."

The use of drugs skyrocketed as marijuana and a number of powerful new drugs were introduced during the seventies. According to Dean of Residence Jonathan Stableford, "There was lots of student experimentation with lots of drugs that adults didn't know a great deal about." Students lost interest in alcohol as they began to experiment with the new drugs. Kip notes, "Alcohol was not the drug of choice in the late sixties and seventies. There was a period of time where alcohol was out among young people, and drugs were in. Then in the mid-seventies that began to change, and alcohol came back."

Marijuana was definitely the drug of choice then. Notes Kip, "It became very popular for students and young people to do pot." Bonney-Smith, who was a Pine Knoll house counselor then, recalls, "In those years in the seventies, it was very evident that there was a constant flow into the Sanctuary, and pot was much more popular then than that it is now. The years in the seventies were really marijuana years here." Other drugs gained popularity as well. Says Kip, "Amphetamines, 'uppers' or stimulants, also became very popular. Hashish was popular for a while, and so was LSD."

The faculty had very little knowledge concerning the new drugs. Says Bonney-Smith, "We as faculty didn't have the youth to have experienced what marijuana was. So we were absolutely green about this phenomenon. You were dealing with a faculty who didn't know what the symptoms were." Kip remarks, "The school wanted to try to deal with this problem by eliminating it, and it took us a while to figure out that there was just no way of eliminating it. Drug education wasn't even possible then because nobody knew enough about what it was going to be like to have large fractions of the population doing this stuff... This drug thing on such a wide scale was really a new thing; nobody

understood how to deal with it." Says Instructor in Mathematics Frank Hannah; 1970-71 was "the most horrendous year I've ever spent in dormitories." During the early seventies, Hannah observed "a lot of secretiveness, rebellion, and break-ins." Kip supports that opinion, saying, "Those years, 1968 through 1972, were just awful years to be a house counselor, because you never quite knew what might happen to some of those kids."

There is still drug use on the PA campus. According to Seeley, Sarah Davis, Kip, and Hannah, nicotine, alcohol, and marijuana are the three most widely used drugs. There are quite a few 'harder' drugs in use at PA as well. Although it is considered by Seeley and Davis to be the third most common drug on campus, marijuana had reached its peak in the seventies. Now, hallucinogenics such as LSD, and ecstasy, and MDA or MDMA are being used by many students, as well as heroin and cocaine.

This drug use has led up to a serious drug problem for both the using individuals and the community as a whole. In recent years, a number of support groups have been formed to help people deal with drug-related problems. None of these groups existed in the seventies, when Graham House individual counseling was the only source of structured help for drug users. Graham House is still a central source of help for users. Bonney-Smith remarks, "If you have an alcohol or drug problem, sometimes you need personal support to get you through. You go to AA, but that's not personal, that's a kind of group support. And there are some things internally that may have been neglected. Graham House provides that personal support." However, there are now groups such as ADAAC (Andover Drug and Alcohol Awareness Committee) and SODA/POP (Students of Dis-

ciplinary Action/People on Probation) in addition to Graham House to help students address drug-related issues and provide a sort of group therapy. ADAAC was formed six years ago as "a group where kids can get together and... not necessarily say 'drugs are bad; we're not going to do drugs,' but a place where kids can get together and understand what drugs are and what they do to you... ADAAC is a group of kids who are concerned... It's essentially a place to learn," says Seeley.

*"There is more alcohol use on campus these days."*

ADAAC is a large, seventy-member organization that embodies several smaller groups. One major aspect of ADAAC is the peer support group which discusses issues of concern for its members. The peer education team, one of the smaller groups, visits Junior dorms, performing skits with topics ranging from "No-do's to heavy alcohol use... Sometimes Juniors aren't quite ready to hear that, but sometimes it resonates in them and a year later, they'll get interested maybe not for themselves, but for someone else they're really concerned about," says Bonney-



Tom Seeley and Deb Blanchard, Heads of ADAAC

Photo/Megalli

Smith. Seeley explains, "It's just to expose Juniors to partying before they have a chance to get themselves sucked into it, just so they know it's there."

Another of ADAAC's projects is Freedom from Chemical Dependency week every Fall term. During this week, students take part in seminars, lectures, films, and discussions to learn about drug- and alcohol-related issues. Bonney-Smith comments, "I think we've been much more active and vigorous in educating [people] to know that they are dependent. It gives people a definition of danger. FCD's whole purpose in all this is to raise the bottom, so that you don't have to hit bottom in order to get help."

ADAAC serves mocktails before the Senior prom and at the Abbot Bazaar. It sponsors speakers who come and lecture the community on drug issues. It also holds open houses at Cilla Bonney-Smith's house and organizes Graham House weekend programs "alternate activities to drugs and alcohol on Saturday nights," according to co-president-elect Deborah Blanchard.

*"This drug thing... was really a new thing."*

There are other organizations on campus that address drug-related issues and provide support to students who need it. This Fall, Uppers Liz Sevcenko, Annie Reese, and Kathy Huibonhoa founded SODA/POP, a support group for people who have been subjected to disciplinary action (in many cases for partying) and are, or have been, on probation. Bonney-Smith describes their motives for starting SODA/POP: "After they had been on probation, they felt that they and others had suffered inordinately in terms of self-esteem... So they started a support group to talk about the anger that ensues, the alienation that ensues, the parental problems, all of those things."

Sevcenko came up with the idea after she experienced a traumatic term of probation last year. Reese and Huibonhoa also had many negative experiences associated with their probation terms, so the three got together and decided to form SODA. According to Sevcenko, "When you're on probation, everything is so much more stressful. Every paper means so much, every action you do means so much, every night when you sign in, you've got to be on time... One of the main things that we all agreed on was that there was a lack of communication, a lack of support after you were busted." Reese comments, "There is partying that goes on in dorms, and especially when you're first on probation, you know you can't be anywhere near it. I remember walking into a room and there were about a bunch of people

drinking... It made me feel so alienated... I thought that [SODA/POP] was a really good place for everyone to talk about situations and feelings like that."

SODA has met with mixed success. They have had up to fifteen (but often fewer) people attend meetings. Huibonhoa notes, "Our biggest problem so far in terms of meeting is just reaching people and getting people here... Unfortunately, we're still talking in ideals. We just aren't quite together yet." Says Reese, "SODA is set up for is not only to help out people who are just put on probation, but to help out all the people who have been on probation to help them realize that pro doesn't end. The actual probation term ends, but you've used up your chance, and once you've done that, and your actual bust gets farther and farther away, you lose perspective about exactly what it means. But doing something like this [SODA/POP], you get to talk with people who were just put on probation, and you remember that your life must be adjusted. Talk about that kind of thing between people who have just been put on probation and people who haven't been on probation for a long time is really effective."

There are several support groups dealing exclusively with alcoholism open to members of the PA community. There is an AA (Alcoholics Anonymous) group, which helps alcoholics deal with their drinking problem. Bonney-Smith has attempted to start an ACOA (Adult Children of Alcoholics) chapter on campus, but there hasn't been enough interest in it. Bonney-Smith explains, "We almost got it going... at a couple of meetings, there were a few people who attended, but nobody became a regular. Maybe it's too hard to deal with that, and the kids who come from alcoholic families may prefer to leave them at home, and to pay attention to their schoolwork and their friends here. They don't want to deal with the issue."

Alcohol is a very serious drug, and alcoholism is a disease which many members of the community suffer from, either directly or indirectly. According to Bonney-Smith, kids are prone to alcoholism in two cases: "The two risk groups are the kids who came from alcoholic families, where they watch their parents medicate their emotional wounds with alcohol; and the other extreme, [families that exercise] total abstinence, where a family is very anti-alcoholic, there's never any in the house, and so it becomes such a big taboo that you can't resist trying it when you're going through adolescence."

During the mid-seventies, alcohol was allowed and there was actually a student pub on campus. "We thought it was a good thing for kids to learn how to drink socially, so we taught them to use alcohol well," remarks Bonney-Smith. When the drinking age was raised to twenty-one, the pub was terminated and PA students were not allowed to drink alcohol. Alcohol's popularity is still very high, though. Alcohol is used very frequently now, much more than it was in the seventies. Stableford remarks, "When I came (in 1976), alcohol use was not as prevalent as it is now." Deb Blanchard feels that "there is more alcohol use on campus these days. But it tends

*"...No-Doz to heavy alcohol use..."*

to be less of a nightly use and more of a 'I'm bored' on a Saturday night kind of usage."

Kip also feels that there is a great deal of alcohol use, saying, "I think the potential for individuals to mess up their lives with alcohol at PA is about as great as it ever was." Says Bonney-Smith, "Alcohol is still the drug of choice... At this age, kids use alcohol to lubricate themselves so they can make social contracts easily... and it's the kid who begins to realize that he or she can't have any social fun unless lubricated. They haven't had a chance to talk to anybody while they're not under the influence, so they can mask all their anxieties... If you can put off alcohol use until the age of twenty so kids have enough emotional practice with social situations, while dealing with their emotions, that's a huge gift to give this generation." Seeley agrees, "I've changed from being someone who wanted to use all the time to being someone who now realizes that it's not such a glamorous thing, it's not going to make me any cooler. If anything, it's going to hide my personality."

Sarah Davis says, "It could be that all along, people were doing it for both reasons - to relieve stress and to be cool. But recently, the disease of alcoholism has become so much more recognized, so nowadays instead of every instance of drug and alcohol use being dismissed as due to social pressure and being cool, a lot of that has transferred over and is being diagnosed as alcoholism. I think that the reasons [for drinking] were the same all along, but now it's being categorized differently."

Nicotine is another common drug, also permitted by the school at one time. Smoking was still allowed on campus with a few restrictions in the early seventies. However, the smoking policy had changed since the late 1950's when Kip

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# How To Be A Success.

By SENIA MAYMIN

*In ten years, when we meet for a reunion, what will differ those of us who are happy and successful from those who may be big shots but miserable?*

*To answer this question, I started a talk show called HOW TO BE A SUCCESS. It is aired every Monday at 7:00pm on WPAA 91.7 FM. I invite guests from all kinds of professions and careers. They are successful, and they tell me how they became that way, what real success in their profession is, and what we, high school students, can do now to achieve future success.*

*Enjoy!*

Representative Tucker is in her fourth term in the Massachusetts legislature, representing all of Andover and part of Lawrence. She strongly cares about education, the environment, and children's issues. Rep. Tucker is the vice-chair of the Committee on Education and serves on the Energy and Ethics Committees. She also chairs a Special Committee on Child Abuse. Rep. Tucker has two children: one is a junior at Andover High School, and another is a sophomore at Denison University.



Photo/Lawrence Eagle-Tribune, Carl Russo  
Rep. Susan Tucker

SM: Rep. Tucker, how does a successful person differ from an unsuccessful person in politics?

ST: Winning is the first step to success. It is very difficult to stay in politics if you lose a few races... losing batters the ego, the pocketbook, and the enthusiasm. However, there are people in politics who do not win but must be characterized as successful because they hold passionate beliefs which they bring to the public's attention by campaigning. Jesse Jackson comes to mind.

SM: What does it mean to be successful in politics?

ST: A successful politician is one who has the respect of his or her constituents. It is not possible for everyone to like you or agree with you

on all issues, but if you are respected by the people you serve, I think you are a success.

SM: What should a politician do to become respected?

ST: Today there are perhaps more rules for things a politician should not do. So many elected officials lose respect through greed, stupidity, or lapses in judgement. On the positive side, success in politics depends on the willingness and ability to listen carefully to both sides of an issue, then have the courage of your convictions on the tough issues. Success also depends on setting goals and priorities. With thousands of bills each year, and so many issues before the Legislature, it is important to develop expertise and commitment to a few items. I spend most of my time on education, the environment, and children. Better management in government is also very important to me: without public trust in how tax dollars are spent, it is impossible to build support for funding important things like education.

SM: If you see a young politician, how can you predict that he or she is going to be successful?

ST: You can't predict anything in politics. It's the most bizarre and unpredictable field imaginable.

SM: Except for the stock market.

ST: That's true, although I would submit that the two are very similar. There are, however, certain markers people look for in young or "new" politicians such as knowledge of the issues, enthusiasm, and that certain "I like people" attitude that makes for successful campaigning. I personally look for a person's motives - what drives him or her into politics. Is it the idea of being an elected official or the desire to contribute to public policy?

SM: What are some of the ways a politician can contribute?

ST: Certainly participating in debate is important although very few votes are won or lost on the House floor. Most reps have made up their mind before the debate, especially on votes which follow intense lobbying. Skill in getting your issues to the top of the crowded legislative agenda, both in-House and through media, can make the difference in a bill passing or dying at the end of the year.

SM: What would you say is the ultimate success in politics?

ST: Ah, the President of the United States, of course.

SM: Let me go to a more specific question. Ronald Reagan has lost some elections, but he's clearly a success. What about Dukakis, is he a failure?

ST: Twelve years as Governor of Massachusetts can hardly be characterized as a failure. Not many politicians achieve that level.

SM: Are you interested in it?

ST: In being Governor? Of course.

SM: Are you going to go for it?

ST: Tomorrow?

SM: No.

ST: Next year?

SM: Yes. Why not?

ST: No. I know very few Reps or Senators who don't picture themselves in the corner office... doing a splendid job of running the state.

SM: Rep. Tucker, you're obviously successful yourself. How did you get interested in politics?

ST: I was always interested in government. Political Science courses were my favorite classes. I grew up with lively, bang-on-the-table discussions about economics and government. My father was very involved in local government. But I never dreamed of being a politician myself when I was your age. You have to understand that it was a closed field to females. There were almost no women on city councils, let alone in the State House and the Congress. Remember that there are many women alive today who fought for our right to vote, let alone participate fully in politics.

SM: So how did you get into politics?

ST: After teaching high school for a few years, I stayed home with small children and became very involved in Andover. I was President of the League of Women Voters, served on the Industrial and Development Commission, the Finance Authority, Central Business District Committee, etc. When my children got older I decided to get a job at the State House and worked as a legislative aide. I learned the ropes, watched the other reps, and basically said, "I can do that." When Andover's seat opened up, I had to make the really big decision... and believe me, it's not easy to put your name on the ballot. In the end, I knew I would not forgive myself if I didn't take the risk and try to win.

SM: Rep. Tucker, why do you think you won?

ST: A dedicated, volunteer campaign staff; hard work; and appeal to a large number of groups in town that had worked with me and believed in my potential. Success in anything is not instant, as is so often implied on TV. Build and work... build and work... that's the key.

SM: How about someone who's never stepped into politics, but wants to - How can an inexperienced person become a successful politician?

ST: One of the best ways to learn politics is to work on a campaign. You learn how and why candidates get elected - and, it's fun. An ideal situation is an internship at the State House or in Washington, but they are limited. I have only one internship each summer, but my experience with these college students has been wonderful.

SM: What else should a high school student do if he or she wants to go into politics and achieve success?

ST: Learn public speaking. Join the debate club, which is probably the best training for organizing ideas and learning the pro's and con's of issues. Read the newspaper, not just the comics and Ann Landers. Join the Young Democrats or Young Republicans Clubs. Work for candidates. I must add a rather basic element: when you turn 18, register to vote and do not forget election day. A few years ago, the voting age was lowered to 18 and the results have been rather disappointing in terms of the number of young people who exercise their rights. Voting is essential to successful citizenship.

Dr. Kenneth Seifert has been the Andover School Superintendent for twenty years. Born and raised in Buffalo, New York, Dr. Seifert is best described as the Golden Globe Champion with a doctor's degree from an Ivy League school. Dr. Seifert has taught every grade from kindergarten to graduate school. He became the youngest member of the administrative faculty at 33.

Senia Maymin: Dr. Seifert, during your career, you've seen a lot of students who are successful. Why do you think some students are more successful than others?

Dr. Kenneth Seifert: If I had the recipe for success, and could really package it, I would not be in Massachusetts. I would probably be a millionaire. Certainly one factor, in looking at the students that I've seen as successful, is that there's an inner confidence. I would suspect that you'd have to do a reasonable amount of thinking about yourself, and about your society, about your friends, about your culture, in order to develop that inner confidence. If you're not confident to yourself, then I think it's very, very difficult for you to exude confidence and engender the confidence of others around you. I wouldn't say an arrogance. I wouldn't say ostentatious, but there is a certain quality within themselves where they have that inner confidence.

SM: How would you define success?

KS: Success can be defined in many, many ways. It doesn't have to be a person who has notoriety, who's famous. I think you would have to have some vision, and I don't mean that in the high philosophical sense. But I do think that a truly successful person is one who truly has a vision, a direction, or a leaning, or tendency as to where they want to go, and that inner confidence moves them towards that particular direction.

SM: Do you think that successful people brag about their successes?



Photo/Lawrence Eagle-Tribune, Carl Russo  
Dr. Kenneth Seifert

KS: When I interview people for jobs, I'm really very interested in their ability to be introspective. One question that you raise is, "What do you consider to be your strength?" Invariably, you'll have a number of people who'll be able to rattle off ten or fifteen things, and then you go the other way. "What are your weaknesses?" The more capable, and in some respects, successful person is the individual who has an understanding of those weaknesses. When you go through that kind of introspection, you begin to understand what your strengths and your weaknesses are, and you begin to go towards your strengths.

SM: How could you tell that a person has found his strengths? What would you consider to be some early signs of success?

KS: At one level of a successful person, you would have an individual who is highly motivated and enjoys doing things, and who is pursuing that with intensity. Enjoyment in doing something that you do well -- that's success. There are a number of people who do things well, but who don't enjoy it. If you were to talk to them, they would not consider themselves to be successful. I think there's that inner quality, and I want to keep sticking to that.

SM: Dr. Seifert, what if students may not sense their goal or vision during the high school years, do they just have to work at finding what their goal should be?

KS: Yes, and that's why you have to risk it. You really never know who you are or what you are. You have some notions about it, but you must put it on the line. You must risk it, and I'm not saying that you have to be a skydiver, or you have to be like Evil Knievel's son doing a jump, but if you have certain notions about yourself, you must risk it. You must go for it, otherwise you're not going to be successful, you will be like 98 percent of the population who have the "I could have" momentum. I wish I had a dollar for every person who said, "I could have." I think that's tragic. The truly successful person is not going to say "I could have." You need a variety of things here. I think most people have goals. They may not really be committed to them, but they may have some goals, and they do not have the inner confidence, and they may not be risk takers. If you have goals, but you're not willing to risk it, no, you're not successful. There's a nice package there.

SM: How about you, Dr. Seifert? When you

Jerry Valley is the featured hypnotist on the Queen Elizabeth Two cruise ship. A certified hypnotist - by four national organizations, Mr. Valley is in charge of the Creative Hypnosis Center in Methuen. Mr. Valley has a Master's Degree in Psychology from Norwich University.

Senia Maymin: Mr. Valley, how successful is your Hypnosis Center?

Jerry Valley: I need to know what you mean by successful. Some people come in to stop smoking. If they stop smoking, they're successful... Let me break it down for you. This is what we do: 70 percent of my clients come in to stop smoking. 20 percent come in to lose weight. The other 10 percent are made up of confidence, memory improvement, improved athletics, stress reduction, sleep better. We also do police work, alcoholism, drug control, getting rid of addiction, getting rid of phobias. Our stop-smoking program is 92 percent successful. Our weight control program is 90 percent successful.

SM: How do you define personal success?

JV: I've got a marvelous definition of success. I got it from Earl Nightingale from the Nightingale Conan Corporation, who makes motivational tapes. The definition of success is when preparation meets opportunity. When you're prepared, and the opportunity presents itself, then you become successful. You don't know when the opportunity is going to present itself. That's the problem. What you have to do is be prepared in whatever field you choose.

SM: Are you saying that a big part of success is luck?

JV: No, there is some luck. When people see someone, and they say, "Wow, he's an overnight success. He's lucky. She's lucky," but many times that luck is camouflaging hard work, preparation, study. If you want to be successful in a certain field, you want to be really prepared, so when the opportunity presents itself, you can grab it.

SM: You're obviously very successful. So for you preparation has met opportunity?

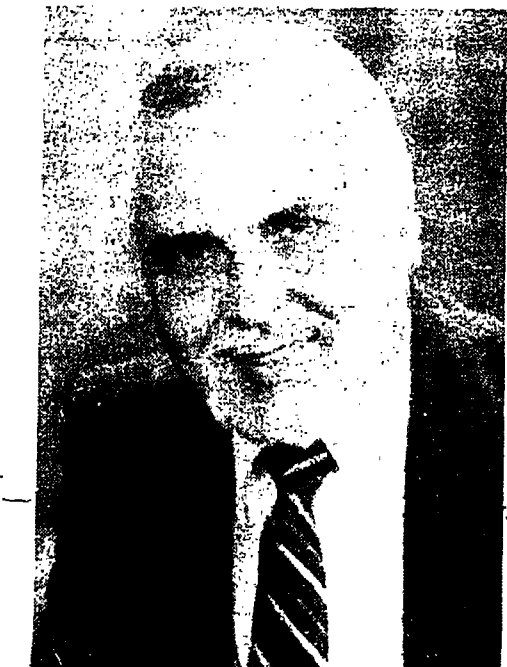
JV: I've been in hypnosis for 20 years, and prior to that I was a supervisor at ATT. I became a hypnotist as an avocation, part time. I decided that I wanted two vocations in my life. I had always been interested in magic and hypnosis. So 20 years ago, I studied, worked hard, went back to school and got my degree. When the opportunity presented itself, I was prepared.

SM: Why do these people, who come to you,

think that they are not successful?

JV: They could have a negative flow pattern in their subconscious mind. When people think negatively, they react negatively, they attract negative people.

SM: How do you help your clients? What would you do if I came to you, and something was lacking? I'm not as successful as I want to be?



Photo/Lawrence Eagle-Tribune, Carl Russo  
Jerry Valley, hypnotist

JV: You want to be better at your study habits? You don't want to get nervous and jittery before an exam? I have to teach you some relaxation techniques. Then, I'm implant suggestions like this, "The material that you study will become super interesting to you. It'll jump off the page, and you'll remember it." We remember what we're interested in. I would have you imagine that a subject that you don't love is as interesting as the one you do. Then, you'll study with a vengeance. In high school, I loved English, but I hated Chemistry. Had I known this technique when I was in high school, I would have imagined that Chemistry was as exciting as English was. Your subconscious mind is amazing. There's no limit to what it can do.

I'll also suggest that when you take the exam, your mind will be clear, you'll be calm and relaxed, and there'll be no blockage of memory. The information will flow from your subcon-

scious mind directly to your conscious. When you look at a question on the exam, the answer will just jump off the page.

SM: You can suggest to a person that information from the subconscious mind will come to the conscious?

JV: Absolutely. You have to look at your subconscious mind as a computer, a robot. It doesn't think. All it does is operations. Look at what the subconscious mind controls in your body: your nervous system, your heartbeat, your breathing, your eyelids going up and down. You don't tell your mind, "Blink, blink, blink." It has all your memory banks, all your habits, all your emotions, stored in that computer.

If a person says, "I'm just not confident, I don't feel successful." That's because that person has a negative picture in his subconscious mind. Everything is in terms of pictures. What I do is erase that picture, and give him the picture of what he really wants to be like. I'll say, "How would you like to see yourself?" And they'd tell me. They'll describe it in detail. I'll implant it for them, and the robot, the computer, works automatically. There's no will power involved. You use your imagination.

SM: You use your imagination to get what you want in life?

JV: Absolutely. You hit it right on the spot. If you can imagine it, you can achieve it. Remember that statement. If you can dream your fantasy dreams, and go after them, nine out of ten times, you'll get them.

SM: What is the line between the dream and the getting of the goal?

JV: I tell my clients that once you have the dream, you must begin to act it out. You must begin to act, talk, walk, think, and feel like the person you want to become. See it in your mind's eyes, first. Then, act it out. Success is also a state of mind. It's seeing yourself in a positive way the difference between saying, "Yes, I can do that," and not saying it.

SM: How can you tell that a person is successful. Just by looking at him or her?

JV: A successful person exudes energy, a magic about them. I teach three things: know your product, be sincere, and be enthusiastic; and if you incorporate them into everything you do, you're bound to be successful.

SM: What is the motivation for those of your

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# Sixty Years Of Sanctuary

## The Thomas Cochran Sanctuary

By JEN BROWN

In 1928, Thomas Cochran suggested the idea of creating a place inhabited by birds, trees and wild flowers: a place where the students could roam freely - the Sanctuary. He had talked to John Stewart, the manager of the Andover Inn, and they decided to fund a project to fence in Rabbit Pond and fill it with ducks and geese. Being a successful businessman in the twenties, and a partner of J.P. Morgan, he had no problem financing the sanctuary project, along with other buildings. In the first stages of Sanctuary, Cochran was content to create a simple bird reservation around the already existing Rabbit Pond. By the end of 1928, Cochran had decided to buy over 125 acres of land behind Phillips Academy. Although the school would have preferred that he create more of a game preserve, Cochran decided, after much deliberation, on a bird sanctuary: as a result, the Moncrieff Cochran Sanctuary was created in honor of his older brother.

In the first ten years after its establishment, the Sanctuary's main concern was the acquisition of birds and plants. Although it is hard to imagine now, during the twenties the Sanctuary area was flat, empty land, with almost none of the wet forest we have now. Trees and shrubs were planted to create the best possible nesting sites and food sources for birds. Cochran was very fond of waterfowl, and brought many geese and ducks into the Sanctuary. He also spent much time and money to bring quail, grouse, and pheasant into the area. To prevent the birds from flying away, flight feathers were removed, and the birds were kept in pens and cages. However, since the birds could not fly, they became susceptible to predators.

Cochran donated further funds to build a huge fence, often referred to as "the great wall of Andover." This fence has two purposes: it kept animal predators out, therefore keeping birds safe. It also eliminated the need for small pens and cages for the birds. They could not be allowed to roam freely, without fear that they would escape from the Sanctuary. Eventually it was over two miles long, and extended seven feet above ground, and one foot below ground. (There is also an extra foot, beyond the first foot, below ground that is slanted to prevent burrowing animals from coming in under the fence.) The fence also has a metal strip near the top, so that if raccoons or foxes try to climb the fence, they slide and can't climb any farther.

The first warden of the Sanctuary was Augustus P. Thompson, a Phillips Academy graduate and resident of Andover. He was responsible for the countless rhododendrons and azaleas, and the majority of the memorials that are present today. Thompson also designed the log cabin, with help from Moncrieff Cochran. The cabin was originally created as a center for students on weekends. A caterer was available to serve stu-



Cochran Sanctuary

dents food and drinks, and two putting greens were placed beside the cabin.

However, the Sanctuary did not achieve Cochran's high expectations. By the time Cochran died in 1939, most of the activities at the log cabin had been halted for lack of participation, and much of the bird cage ended for lack of funding. Although the Sanctuary was meticulously cared for by two permanent caretakers, its main purpose became one of an arboretum.

It wasn't until 1954, when the wardenship passed to George Sanborn, that the Sanctuary came alive again. Sanborn began organizing large crews of students to care for the area, and encouraged its use as an outdoor laboratory. Labels were placed on trees and a flower trail was planned. In 1957, with the new caretaker, Walter Winn, came a new interest in bird raising. Though the early sixties quail and pheasant were rereleased. However, with the expanding school and new Rabbit Pond dorms, the Sanctuary began to shrink; the Rabbit Pond bog, part of the flower and tree trails all disappeared. The new interest in the Sanctuary gradually disappeared.

Through the seventies and eighties, the Sanctuary has moved to the bottom of the maintenance ladder. With no designated caretaker, the area has followed the natural succession of time and matured into an old forest; leaving merely ornamental plants which are useless to the birds. In the past few years, Thomas Cone has taken

over the wardenship for the Sanctuary. He, as well as Marc Koolen and Jean McKee makes up the Campus Beautification Committee. The Committee has attempted to recreate a healthy atmosphere for birds. In 1986, Koolen and Leslie Martin, formally with the Office of the Physical Plant, wrote a proposal for an Abbot Association grant. It entailed the buying of plants, trees, and shrubs, and the building of 100 bird houses, all in the interest of the birds. The grant was accepted, and has succeeded, in bringing birds back into the Sanctuary.

As Mr. Koolen sees it, one of the major problems is the trash and garbage left in the Sanctuary by students smoking and drinking. He calls it disgusting and a "major embarrassment" to the school. He's not very distressed that those activities go on, but that students can't pick up all of the cigarette butts and beer cans that they leave behind. Mr. Koolen says, "I don't care if they smoke, just so long as they pick up when they leave." Mr. Koolen now leads a group of students signed up for forestry as a sport into the Sanctuary every afternoon to clean up the trash.

Rumors exist of the Massachusetts Audubon Society taking over the care of the Sanctuary within the next few years. Mr. Koolen describes this proposal as a "positive influence." However he adds that if this change occurs, the Massachusetts Audubon Society would not own the land. If Phillips Academy doesn't approve of the Audubon Society's efforts, their input will cease.

## Spies, Terrorists And Revolutionaries

By DAVID LANDRETH

"Andover has a lot more 'graduates' than most winter session students realize," according to Phyllis Powell, director of the Andover Summer Session. It's true over 700 students pass through Powell's program every summer, spending six weeks living in PA dorms and eating Commons food. And not the kind of students you'd usually associate with summer school, either: they're all as qualified as winter students are, students "admissible to the winter session, but [who] choose to go in the summer," Powell states.

Founded in 1943, the Summer Session was originally intended for students who wanted to graduate from PA as soon as they could in order to join the US Army's officer training program and go off to the Second World War. The program has been re-evaluated several times since 1945; its goal now is, as Powell says, "to open the academy to a broader population," which is why no winter session students are invited to attend. The summer student body is broad, with a decidedly international flavor as 90 of the 770 students last year in the English as a Second Language program.

Most summer students take a major course including twelve hours of class time per week in addition to a six hour minor course, both selected from a spectrum of classes that Mrs. Powell considers "even odder" than the winter curriculum. She cites such unusual courses as "Spies, Terrorists, and Revolutionaries," a history/politics course taught last year by a social worker from

**"Andover has a lot more 'graduates' than most . . . students realize. . ."**

Belfast, in northern Ireland, and a teaching assistant who fled the Ayatollah's coup in Iran, as well as OCEANS, a marine biology course that has the use of the 55' schooner *Sarah Abbott* as well as her captain, sometime English teacher Randall Peffer. Other, non-standard options within the Summer Session include an intensive studio art program, again with a major concentration in one art form and a general art course, corresponding to a minor course, that is "pretty similar to Art 10," according to Sally Grabowski '89, a veteran of the 1986 summer art program. William Thomas, Music Department Chairman, also runs an ambitious chamber music program in the summer aimed at pre professional musicians, featuring a chorus and chamber orchestra. Powell views their public concerts as "one of the best community programs the school has;" they will be among the first to play in the newly-renovated Andover Town Hall this summer.

Also under the umbrella of the Summer Session is (MS), Math and Science for Minority Students, directed by Walter Sherrill. Unlike the rest of the program, "M S squared!" is a three-summer scholarship program, for 120 inner-city minority students. As Powell states, the program's goal has always been "to affect the minute proportions of minorities who are at the top of their fields be it academia, business, or whatever." It's curriculum of math and science is separate from the regular Summer Session, and while as recently as 1986, Grabowski states, "(MS) students and white students sat apart at milk and cookies [a required school meeting period, with the appropriate refreshments].. there used to be two dances, a (MS) dance in the Cage and a white Summer Session dance in the gym." The directors of the session are now trying harder to unite them with the rest of the school in other activities (sports, dorm life, social functions). The session catalog affirms that "(MS) students are able to participate fully in Summer Session dormitory life and Afternoon Activities."

**"social functions were a lot better. . ."**

On a related note, English department head Lou Bernieri will bring about 30 students from the Boston public school system to the Summer Session this June in his new writing program.

Besides classes, Summer Session students spend their afternoons in "Afternoon Activities," informal sports programs which include standard sports of all seasons, from soccer to swimming and basketball to softball, as well as some more unusual options - fencing, juggling, and modern dance, for example, and also "Encounter," a Search & Rescue-like option. "Most kids switch sports at the midpoint," notes Powell. Grabowski asserts, "Social Functions were a lot better... there were a lot more [professional] live bands. I felt that they put a lot more money into social functions." She concedes, "The food was pretty

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We're proud of you!  
We're proud of you!  
We know that  
you're proud of you  
too!!

Love,

Mom, Jim, Carrie, Jessica,  
Tiffany, Robbie, Rivet

# Off Campus Programs

By KATE SEWARD

Phillips Academy is an institution fraught with tension and stress. Homework, surprise tests and quizzes, and other assorted problems contribute to the above. Luckily for students, there exist many off-campus programs which students can partake of in order to enjoy a different system of learning. However, Hale Sturges says, "Students shouldn't use the programs as a way to es-

**"Students shouldn't use the programs as... escape"**

cape something negative, they should be thought of as something positive."

The shortest and sometimes most convenient programs are those which last for only one term. Washington Intern, the Mountain School, and the Maine Coast are the only programs in which students remain in the United States. The others are located in The People's Republic of China, France, Germany, Italy, the Ivory Coast, Mexico, the Soviet Union, and Spain. Most of these programs are intended for the students to improve their language skills.

The Maine Coast program and the Mountain School are two similar programs. The Maine Coast program is located in Wiscasset, Maine, and the Mountain School in Vershire, Vermont. Both are available in the Fall and Spring terms of the school year.

Both programs give students the opportunity to live in a small community which encourages responsibility and cooperation and promotes self-confidence. The programs also teach students to understand and respect their environment. Students take five classes, and at the Maine Coast program, English and environmental issues are required courses. Besides their classes, student are also expected to partake in some sort of work activity. It may be taking care of the organic garden, or tending the animals, but nevertheless, everyone has to help.

The only other term-contained program that is not located in a foreign country is the infamous Washington Intern program. The program, which takes place during Spring Term, sends fifteen students from Andover and fifteen students from Exeter to Washington, DC to work in the offices of Congressional Senators and Representatives. Seniors who are taking or have taken History 30-31 and Uppers who are taking 30-31 are eligible for the program.

The students live at the Bellevue Hotel, a seven minute walk from the Capitol building. As the

walk is so short, students are not permitted to have cars. What the intern does during the day at the office depends on the intern and the staff in the office. The intern is, in a sense, a "gofer." He or she will be doing most of the dirty work in the office: filling papers, addressing envelopes, running errands, et cetera. How much success the student eventually enjoys depends on how worthy they prove themselves.

Part of the program includes evening seminars with representatives of various Washington offices. Interns are expected to go to all of these seminars, and are required to write reports on all of them. They are also expected to help and make sure that the evening goes well.

All of the other off-campus programs are in foreign countries. Students benefit greatly in their language by participating in these programs. There are programs in all of the terms throughout the year.

There are two programs available in the Fall: one in Paris, France, and one in Novosibirsk, USSR. In the Paris program, the students live with a family and attend the Lycee Buffon. Meanwhile, the son or the daughter of that family is spending the fall term at Andover. The

**"The students live in the Bellevue..."**

student in Paris is expected to be at fourth level French or higher. All of the classes: literature, history, economics, and philosophy are taught in French. Grades and comments are distributed at the end of the term.

In the Novosibirsk program, the student studies at the FMSHa school for nine weeks. He or she lives in a dorm, not with a family, and takes the place of a Russian student who attends

**"It's a pretty unusual program."**

Andover for the Fall term. The student is expected to be at third level Russian or higher.

In the Winter term, programs are available in Antibes, France, the Ivory Coast, Gottingen, Germany, Guadalajara, Mexico, and Madrid,

Spain. All of these programs are basically the same. The student from Andover lives with a family in the area for a period of ten weeks, and attends school. In return, the son or daughter of the family attends the Summer Session at Phillips Academy before or after visiting their American "brother" or "sister" for about three weeks. In the Antibes and Ivory Coast programs, students are supposed to be at the fourth level or higher of their language. In the Madrid, Guadalajara, and Gottingen programs the students must only be in a third level course. Also in the Spanish and German programs, students are expected to read from an assigned reading list, and to keep a journal of their experiences in the country. They will have an interview with a member of their respective departments upon return.

In the spring, students can go to Beijing, China or Bologna, Italy. Once again, students live with a family for about ten weeks. In the Beijing program, students are expected to be in a fourth level language course or higher. For the Bologna program, students must be enrolled in Italian 10-20. The Beijing program is not an exchange, while the Italian program is. So the student who goes to Italy is expected to have a son or daughter of the family stay with them for about three weeks before or after she or he has attended Summer Session at Phillips Academy.

In addition to the term-contained programs, the school offers several which last the entire school year. One of them is for Spanish students, the other for French. Students in the School Year Abroad programs are only required to be in a second year course. Having qualms about whether it's worth it to "waste all that time?" "Because it is a longer period of time [than a term] you

do become fluent. Even though you only had two years of French," says Hale Sturges. Students who go on this program only having two years of French may come back and be enrolled in French 52 or 60. Says Sturges, "You get out of it what you put into it."

The SYA program in Spain is located in Barcelona and lasts from September fifteenth until

**"The SYA program in Spain is located in Barcelona."**

May thirteenth. The student lives with a Spanish family and is taught both English and math in English. The rest of the courses: language, history, art and literature are in Spanish. The student travels with the school for two eight day trips. He or she is also allowed to travel on his or her own during vacations and at the conclusion of the program. Students who have completed two years of language or the equivalent are eligible to go. They must also be able to meet all the graduation requirements of Phillips Academy.

The SYA in France is exactly the same. Students live in Rennes, France with a family. They attend school where they are taught English and math in English, with the rest of their classes in French.

The students travel with the school for four days in Normandy, six days in Paris, and twelve days in the south of France. They can also travel on their own during vacations and at the conclusion of the program.



The nigh-powered, Nyet-playing Phillipian board described it.

Now you know a little bit of how the paper is made. And now, presenting... some of the people that make it all happen and come to life.

At a Sunday retreat early on in this term, some of the editors got together to communicate better and plan better for the future. Here, we found out that our President, Annie Reese, was an avoider. She was one of the only two, in a hu-

**"the dark and mysterious love nest"**

mongous and imposing group of collaborators, accomodators, and competers. Does this say anything about our President? Perhaps, but we still like her anyway.

Roberta A. Ritvo is the only member of the board who still has her middle initial as part of her name on the masthead. She is also "the most hyper."

Mark Megalli is the news editor. He, along with Giles Bedford, Jay Crutcher, and Sean Macnew are the crew people of the board. Me, I just lower my head and sigh when I have to start listening to it all.

Zayde Antrim is the Commentary editor who wrote each sentence of one of her editorials in a different colored pen. She's also the one who always wins when we play Scrabble with our names.

Kathy Huibonhoa (wee-bon-wa, I need this also) is the Undercurrents editor. She describes Nyet as *The Phillipian's* male-bonding game, and then she goes to play it herself. She also says "Don't let me play, I'm getting addicted to it," and then she pushes in line for the next game. I hate that game.

The business managers are important. Very important. I don't see them that much, if ever, but they're important, right? They get the ads, they go downtown and get shot down from just about every single store. "Maybe next week, or maybe later this term." They are in charge of circulation, so if you never get your paper, please don't yell at anyone except for them. But, they control our money and that has to make them smile, knowing that they control the budget of a financially independent and sometimes wealthy extra-curricular group.

Photo/ Reese / Ritvo

Despite the fact that sports editors get their articles in always late night Wednesday, despite the fact that the articles are always handwritten and the editing changes are sometimes impossible to follow, despite the fact that their headlines are always the last and most to do, the sports editors aren't bad. Weezie and Zack (or is it Zach, I'm never quite sure), they enjoy their work.

Next, going down the masthead, are the Composition Editors, Stephen Lee, Sean Macnew and Jay Crutcher. Yes, those Lowers who dared to want to type up just about every single article that comes to *The Phillipian*. If only they had listened to the last board when they said, "Don't do it, don't do it," perhaps one of them might live a nice, easy life these days, instead of stressing out every single day he's here. Remember, no department can function without the typesetters. Not even the photographers, or don't they want their photo captions? Everyone, except maybe the business managers. And don't blame them for anything. If you typed up an entire issue of *The Phillipian*, think of how many mistakes you would make (if you can say "not many" and if you say that you type fast, come and type - they won't turn you away). Headlines don't look right? Well, if editors had come to them earlier and given us more time, they would have. Besides, they're only Lowers. Go easy on them.

The photography editors are Deborah Blanchard and Whitney Rogers. "Deb" and "Whit" are really mellow. Or at least they think so. But they're the only ones besides Annie and Roberta with keys to the dark and mysterious "love nest."

**"our President, Annie Reese, was an avoider."**

Andy Case is the one who always insists that theater gets typed as theatre. He's the one who always asks to be called "the nicest editor." He's the one that writes the *Weekend Scoop* each week, so if you get sick from reading his jokes, blame him. I personally like his *Scoop*. He's another one of the Nyet-playing editors. What else can I say about Case? He gets his articles in on time. By the way, please read his *Seventh Page*. He's feeling abandoned by you readers out there. And, in case you never noticed, there is a quote

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## The PHILLIPPIAN

By ALVIN WEAVER and SKEBET SYLOOM

This is a *Phillipian* article about how *The Phillipian* is made. Now I remember, back when I was nothing but a lowly Junior, that I thought *The Phillipian* just appeared in my mailbox every Friday morning, as if by magic. An 8-12 page newspaper every week. But now, I fully understand just how the paper comes out every week, and how much time and effort and stress and dedication it takes. And, you will too, and you can have the same great appreciation for those hard working people (especially the typesetters) that I do.

The week before the paper comes out, the editors of each section (except Features, which is "more laid back") hold a meeting with their writers. This is when articles get assigned, and the meetings are usually on Tuesdays and Wednesdays. If you want to write an article, get in touch with that section's editor for more information.

Throughout the week, the photo editors assign photos to their photographers based on the other editors' requests. Then they develop the photos almost exactly like we all did in Art 10. Some people have all the fun.

On Tuesday, those most excellent typesetters type up the Features (hopefully) and the Seventh Page sections of the paper. On Wednesday, they type up everything else. It's a strenuous and difficult job, especially when they're madly trying to type up an endless number of sports articles when every other editor is laughing, sleeping, doing homework which you've bagged, or playing one of the most annoying games I know of, Nyet, or Tetris (which happens every single day). Editors get their articles in, go through the articles and edit them, and then toss them into the stacked deck of shelves. One of the typesetters then takes an article and proceeds to type it up, trying to decipher the scrawled handwriting and editing comments which are just about as fun to read as Latin poetry.

Wednesday night, or really Thursday morning, someone gets the extremely fun job of going through just about every article, checking the content, trying to find those typos that manage to get by everyone, and printing up the articles.

Whoever it is that has this fun and enviable job is here until about 3 or 4 am.

The articles are printed on photographic paper on a machine called by some (not me) "Mr. 8000," or "God." They come out on an endless stream of paper. Thursday, the lay-out people take the printed articles and cut them up so that they can be put down on a bunch of flats. I'm not sure how they do it, fitting the articles in, fitting the ads in, leaving space for photos and headlines. It has been described as a "pain in the ass." I can believe that.

Then, as the articles are being laid out, editors go to the typesetter who's in charge that week, and give them the headlines for their page. Since everyone gives their headlines in at the same time, and there always manage to be articles that need to be reprinted with "one quick and easy change," it means that the last hour and a half before our deadline is a living hell for the typesetter. When everything is done, four of the board goes off to Cambridge to print all the copies of the paper, eat an all-expenses-paid dinner, and... they get to actually sleep on the car rides back

**"go off to Cambridge to... eat an all-expense-paid dinner"**

and forth. (sigh) Of course, the Lowers can't go, even though they're some of the most stressed out (and one of them, one of the strangest) people you'll ever meet. They go with the other editors to the Ryley Room.

That's how we make this paper. Don't even ask about this issue, the Grad Issue. Suffice it to say that it took two weeks of late nights every single day, problems with house counselors, bagging homework and studying for tests and APs, a forgetting of what sleep is and what its benefits are.

But, it's all done now. It has to be if you're reading this. We all get the summer off to recover from a year of *The Phillipian*. And in the Fall, we'll be back again. Back in Hell, as someone



# Drugs, Cont.

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was here. Bonney-Smith explains this new policy. "You were only allowed to smoke if you had your parents' permission, a fire extinguisher, an ashtray, and you were alone in your room... Several fires occurred in dormitories, most of them caused by negligent students." Bonney-Smith describes what happened: "Given the trend versus smoking in the dorm because of fire, and a health trend, and a vigorous medical director, Dr. Borland, we said we would begin to phase it out here... We wanted to make a very clear health and safety statement... We did two years of smoking pits. We felt that we had to phase it out this way, that we couldn't just say... no one can smoke at this school. We felt we owed it to kids to try to get the picture that they were not going to be able to smoke, but they would get a year of outdoor smoking [1986-87]. It's disturbing to me that we created a lot of smokers dur-

*"... no one can smoke at this school."*

ing this period because [the pits] became social centers. Sometimes kids who weren't smokers would go there just to be there."

Stableford observes, "We went through a painful year of transition, painful in that those outdoor smoking areas were... an attractive hazard to kids and some kids learned how to smoke there." The smoking policy assumed its present form in the Fall of 1987. Students are no longer permitted to smoke anywhere on campus.

The crackdown on cigarette smoking included the faculty, who are now prohibited from lighting up in any indoor location. Says Bonney-Smith, "There are some ancient, customary smokers among the faculty, and they had to figure out how not to smoke around students."

Nicotine is used very frequently. Its use has serious consequences: four hundred thousand people a year die of smoking-related diseases. Hannah, Davis, Seeley, and Kip rate nicotine as the number one drug on this campus. Although there are no statistics of any sort to guarantee level of use, nicotine is considered one of the top three drugs. Seeley notes, "The danger of smoking a cigarette is a lot less than drinking anything alcoholic... However, nicotine is the hardest drug to kick; it's harder than heroin." There are smoking clinics to help students and faculty who want to stop smoking. Bonney-Smith, who guides these clinics, says, "We've had a total of four smoking clinics so far, with mixed success. I know that it probably takes three times to stop smoking, and I have some repeaters in my clinics, and some of them are going to do it this time... that's very exciting. We always have at least one faculty. They're wonderful because they're inspiration and their habit is so ingrained and so long-lived that kids really can look and see what it's done to a life... The camaraderie is very important... A lot of the kids want to stop because they don't want to get in trouble, which is fine, but it isn't as motivating as a health reason."

The first smoking clinic was given three years ago. They meet once a week for seven weeks, and they are carefully structured. Says Bonney-Smith, "We have a Quit Night. We don't let them quit at the beginning because they don't know enough about why they're doing this thing... There's a whole preparation and trying to understand what your own motivations are, and trying to understand what the triggers that set you off to need to smoke. You don't go into Quit Night until you have some mechanisms to cope with those triggers."

Caffeine is also abused. Many students take caffeine pills such as Vivarin and No-Doz to keep themselves awake at night. Seeley comments, "I think that using No-Doz is abusing caffeine." Hannah agrees, "Any use of caffeine to make you stay up is bad."

Many of these drugs are a harmful influence on the student community. Hannah remarks, "Drugs affect motivation, desire to do well, reaching goals, physical well-being... any drug use at all is bad. Anything at all that can keep people from using is very, very important." Seeley perceives drug use as very widespread: "In my opinion, about nine hundred people on this campus use too much of something. There are at least fifty people on this campus who have an alcohol or drug problem, and two hundred more who will. It's a touchy subject for me because I don't want to say 'this many people have drug problems' because... you can't really know for sure... I would say there's a majority of kids on this campus who abuse some sort of drug. I think there's too much partying on this campus, but then again I wouldn't say that it's necessarily out of hand. [The trend is] 'less and less.' Blanchard is also optimistic: "... drug use is on the decline at PA."

Stableford also sees a trend towards less usage: "I think that there are probably fewer drug and alcohol DC's than there have been in the past, but I'm not sure about that. This could be thrown off terribly, because we know that there isn't a close relationship between rule-breaking and DC's, that there may be a great deal of very discreet... rule-breaking. We hear about it, but we don't see it happening. DC's may not be an accurate measure of use. However, I would say [that the percentage of DC's related to drugs and alcohol has decreased over the years]."

*"The adults understand... drugs and alcohol"*

Faculty attitudes towards drug use have improved as drug education has increased. Stableford notes, "The adults understand a great deal more about drugs and alcohol. In one sense, there's a very healthy discussion going on in our community about habits and health... and that kind of intelligent look at nutrition and alcohol and drug use and its relationship to health and nutrition is... on the rise. It's a new phenomenon; it's not something we saw regularly in the seventies. I think it's very helpful. I think there are some young faculty who have gone through some of the issues, and that has enriched what we're able to do in the way of teaching. But at the same time, there has been so much education of adults and so much experience over these years... I think that the [faculty] response has been much more sympathetic, much more understanding and if you look at an issue of drug abuse... it's not polarized in the way it used to be in our culture."

Cilla Bonney-Smith remarks, "When kids come forward and say 'I have a problem,' they're often amazed that faculty end up going to meetings with them or are willing to just sit and talk, or are willing to say, 'If you feel like you are in danger of drinking, give me a call.'" Sarah Davis feels that "... they [faculty] are more sympathetic of people that are problem drinkers. I don't know if they're more aware of... the harshness of peer pressure, but they are more aware of the fact that for some people, chemical use is just an insurmountable problem. It's not something that can be dismissed as peer pressure or trying to be cool."



Jeannie Dissette, Dean of Admissions

Photo/Rogers

## The Root Of It All

By MARGOT GROVER

We can all remember when we applied to Andover. Though for many it was an exciting time there were also those who were unsure. It was a long and tedious process, but through it all the people at the admissions office were available to help. They tried to make us feel comfortable by treating us with warmth and respect. For most of us the admissions office formed our only real view of Andover. Looking back as the Seniors graduate, we stop and wonder: what really goes on inside of Hardy House?

The admissions process begins in the Fall with "recruiting," says Associate Dean of Admissions and Director of Minority Recruiting, Bobby Edwards. "The reputation of the school will always attract a certain type of clientele." Thus the admissions office spends much of the Fall visiting areas across the country which do not typically yield many boarding school students. Their aim is to interest people in boarding schools and to encourage them to think of Andover as a future option. Edwards feels strongly that achieving diversity is not just a matter of finding a student body of different colors, geographical locations, or socioeconomic backgrounds. "It has to go beyond finding students of different color," says Edwards. "We could find many students, black, white, or whatever color from all around the world with similar thoughts and ideas, but it's important that they're just as diverse in ideology... It's important for us to have clash in order to have understanding." "It's not an easy job," he says, "but I think we've been most effective." Class officer Scott Looney believes that a large percent of school operating costs currently goes to financial aid, thus giving more students the opportunity of coming here. Looney feels that just by giving many people the chance the chance that they might have never had are helping to achieve diversity.

*"... I think we've been most effective."*

The actual process of applying to Andover begins in November when final applications are sent out to those students that have expressed an interest in the school. On February first these applications are due, and any applications received after this are placed in the late candidate pool. Says Looney, "Everybody becomes a folder." A group of faculty members are chosen at this time to read the applications. An average of two faculty members read through each application, writing comments as they go. After this process an Admission Officer reads it, and finally the "class officer," the person that oversees applications for one particular class, makes a tentative decision. These tentative decisions divide students into "yes," "no," and "maybe" categories. Looney says that a majority of the students end up in the "maybe" category.

Each application in the "yes" or "maybe" category is then looked at individually by the entire Admissions Committee. The committee is

made up of various Admissions Officers and faculty members. Looney stresses however that, "The committee is always changing," because the school brings in different faculty members for individual cases. For example, college counseling officers are brought in when the committee evaluates Post Graduates. In this way the Admissions Office feels that it is able to evaluate individual or special cases effectively. All of the compiled information is then piled into your folder along with test scores and recommendations. Looney feels that, "Andover is working towards being representative of the entire country," but points out that, "we don't work by a quota system."

At this point it all seems to be paperwork on the part of the student, however, while all this is going on students are arriving from all over to have interviews and get a look at the campus. Looney feels that the main point of the interview is "to inform the students." He says that "Sometimes students have a view of Phillips Academy that is completely inaccurate," and stresses the importance of "...making sure that students don't want something that the school can't offer."

Says Bobby Edwards, "If it's a good interview it allows the interviewer to share with the officers something else beyond the statistics," and, "...it allows me to see what makes the student different from the others." Edwards feels that in the interview, one is working with a limited amount of time (only twenty or twenty-five minutes) as one tries to get to know something about the school. "What makes this job most difficult is also what makes it most interesting," says Edwards.

It is also when the students are being interviewed that they also get a chance to see the campus. Volunteer student tour guides take them around, showing them the sights, and telling them all the things they really want to know about the school. Looney feels that the tour guide system is one of the best things the Admissions Office has to offer. He is convinced that, "Candidates feel more comfortable asking tour guides direct questions," and believes that because the students are the ones who make the decision they really want to see what the other kids are like, and how the school operates.

In early March candidates are notified of acceptance to Andover. After this the role of the Admissions Office seems to fade a bit. Of course they are responsible for organizing "second visits" for students in the Spring, and also holding a reception for parents in the Fall when students first arrive at Andover, but they aren't in the picture as much. But the truth is that they haven't really faded because even if we don't see them everyday, they are out there, smiling at us on the paths, recruiting us to be new tour guides, and often stopping to chat. Edwards feels that one of the nicest aspects of his job is watching students grow through their years at Andover. "We're all pleased when the kids we take time to interview come back to visit us," he says. "I think one of the things that really makes this office tick is that the members of the staff really believe in the commitment to the students."

David,

Congratulations on four great years at Phillips! We're so proud of you and your accomplishments.

Love,  
Mom, Dad,  
Sarah, and  
Muffin

MITZI

MABUHAY!

After 4 years at  
ANDOVER,  
ONWARD TO BERKELEY.

THE SARINOS  
Mom and Dad, and  
Melle PA '85 and Harvard '89  
Edgar PA '86 and Berkeley '90

# Abbot Women Abbot Alumnae Tell All

By JULIET SORENSON

"Abbot was definitely a different school... Phillips was rather like a brother school, and it was definitely comforting to have boys in the vicinity." - Nancy Jeffers Whittemore: Abbot '49

"Although a girl could graduate with either a PA or an Abbot degree, we really felt like a part of Phillips." - Terri Samel Miller: Abbot '74

Many things have changed over the twenty-five years before the Abbot/Phillips Academy merger in 1974. Perhaps the Abbot women changed most of all. The refined young ladies of the class of '49 were a far cry from the independent women of the class of '74. As time passed, Abbot's relations with PA developed from a mere "brother school," to a joining of the two. Phillips Academy students were no longer regarded as remote members of the opposite sex, but as friends and classmates. However, in 1949 this was certainly not the case.

Truman was president. The Soviets had just

*"Nothing was expected of those elite demoiselles."*

developed their first atomic bomb. America was worried. However, none of these world events concerned the young women of Abbot Academy; the privileged offspring of America's upper

crust. Nothing was expected of these elite demoiselles. The more ambitious might continue on to Radcliffe, Vassar, or Smith, but most desired nothing more than to marry and raise a family. Cultured and demure, Abbot girls were always models of propriety when it came to the young men of Phillips Academy. According to the Abbot rules and guidelines book of 1949 "There is to be no meeting with a boy or boys either in Andover or in the vicinity, or in Boston except when with an adult formally recognized by the school as a chaperone."

Certainly good manners were a must on Friday night, when the eagerly awaited "calling hour" rolled around. "Calling hour took place every Friday night after 'pper,'" explained Whittemore. "Each week, one's mother sent the school an approved list of boys who could call - so, if I wanted a new boy to call on me, I had to quickly call my mother so she could add him to the list. The boys would sign up at PA earlier in the week, so we girls would know who was coming. Two callers per young lady could be entertained. Of course, this was quite a competition - who could have the most callers every week, and so forth. Our callers would arrive and wait downstairs, while the maid announced them to us. After proceeding to a drawing room in Draper Hall, the young men were always introduced to the headmistress. Then, while the lights remained on, we would play records and dance."

Other than that calling hour, the Abbot and PA students would socialize at "tea dances" held at PA after football games which the young women were allowed to attend as well. In addition, according to Mrs. Whittemore, "fraternities and the Greek system were a big part of PA. Once

or twice a term a fraternity would host a dance." The last year of the fraternities or what they referred to as "secret societies" was in 1949. Each frat was owned independently of the school by separate corporations. Abbot girls could attend "open" houses, if properly chaperoned by the frat's faculty guardian. If they were caught without permission, the house was closed for a lengthy period. Besides mixing at the Abbot Bazaar in the Spring, that was the extent of approved contact between Abbot and PA students. However, illicit rendez-vous were ever-popular. "Meeting downtown was not allowed, but often a boy would take a girl on an undercover date."

*"...a boy would take a girl for an undercover date..."*

out to dinner," recalled Mrs. Whittemore. "And of course, the Sanctuary was used heavily! One girl in my dorm, I remember, had a serious romance. She and her boyfriend worked out an underground mail system, leaving letters in a tree. Before long, several of us caught on, and that tree was a regular courier!" Evidently, in 1949, the young ladies of Abbot and the young men of PA definitely belonged to different institutions.

Twenty-five years later, Gerald Ford was president. America was dazed as a result of the Water-

gate scandal. Over the past twenty-five years, two wars and six presidents had wrought great changes on the country, and Abbot and Phillips Academy had changed as well. Although there had been mixed classes since the spring term of 1969 beginning with a senior only Religion Philosophy course, this was the first year girls moved into the PA campus and boys moved to Abbot. According to Terri Miller '74 and Lucy Burke '73, who lived in Stuart and Bartlett respectively, this was also the year of "one student government; boys probably held more positions, but girls took an active part as well." However closely tied the two institutions were, a young lady could still "graduate with an Abbot diploma, for the diploma requirements for the two schools were slightly different," emphasized Mrs. Miller. When asked if the girls felt pressured academically and socially since the two schools were now one and the same, Mrs. Miller replied, "Since classes had been co-ed for several years, there was no real academic pressure, yet living and eating with the boys was a new experience. I think the social pressure increased because we were suddenly spending all our time with boys. On the weekends, there were dances, and parietals were a common thing - with the door open, of course. Overall, though, I think we dealt fairly well with any pressure."

In contrast to the upper-crust class of debutantes, the Abbot class of 1974 was truly "youth from every quarter." In place of the refined young women of society stood a new generation of women fully prepared for any career they might choose; ready to lead rich, fulfilling lives.

Photo/Seder



## Summer Session Cont.



Ms. Powell, Director of Summer Session

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Photo/Seder

much the same." On the other hand, the Summer Session forbids parietals; and students may only socialize in common rooms before 8:00 and Study Hours. Grabowski states, "The rules are very strict and much more strictly enforced... in the winter session, there's a lot more trust."

Only one-third of the faculty of 160 teach at PA in the winter. The rest "come from all over the place," says Powell, and include nationally acclaimed teachers as well as about 50 novices: college students in the Summer Session's "teaching assistant" program, representing over 30 different universities. "Almost all classes have both a master teacher and a TA in the course,"

notes Powell. Several formal courses for teachers are also associated with the Summer Session: art teacher Robert Lloyd heads the Visual Studies Institute which teaches between fifteen and twenty teachers to teach Art 10. Frank Eccles, Dean of Studies, is also the director of the Andover-Dartmouth Teachers Institute, a program which teaches higher level math to experienced math teachers who've never learned it, and coaches them in teaching math; many graduates of the program rise to become heads of their departments (usually in city public schools). And, in addition to his work with the Boston students, Mr. Bernieri leads a program to train teachers to better teach writing in association with Middlebury College. Powell especially cites the latter two: "As far as influencing American education, they're two of the most powerful programs you can find anywhere."

Powell herself was hired as a History and English teacher and Dean of Studies thirteen years ago, and spent eight years at the position. When Headmaster McNemar began his policy of rotating administrative staff, she volunteered to head the Summer Session after her sabbatical. She has combined her Summer Session commitments with teaching History 45, "The Russian Experience," and Competence. English teacher Elwin Sykes will take over the Summer Session from her after this summer. Powell declares, "I have spent a career - a very happy and productive career - combining teaching and administrating... [directing the Summer Session] is the best job I've ever had in my life."

## The PHILLIPPIAN

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up on the top of his page. Yes, I never noticed it also until he told me.

Seth Schiesel is an editor who "has no faith in anybody," as he was so lovingly described by Roberta. Of course, he could also be described as "totally in control, totally independent and willing to take on his work while sparing everyone else from that misery." If anything, Seth has his own plan, even though he never shares it with anyone else. When one asks, "What's Features doing this week?", no one knows, not even his associates. Seth uses the modem on one of the computers doing things that no one else understands - like breaking into the Tampa Hospital Pulmonary Diagnostics Center, or something like that. He is the one who brought in that hated game of Nyet to the typesetters' room.

And that's the main board. I don't want to get any further into this, because this has taken up enough of my time already. Let's just say that the rest of the board, the associate editors, are really good people. I don't know them all, I don't think I've ever seen some of them, but I can assume that, can't I?

The walls of *The Phillipian* rooms are covered with graffiti, accumulated over the years. We might paint over them in the Fall (I personally don't think we should), so it would be nice to keep some of them forever in print. Thus, we end this most enjoyable article with a quote (and it's so hard to pick just one):

"Danielle, isn't the point of an extracurric to have fun?"

"Of course, Giles."

"Then, what the hell is *The Phillipian*?"

"Gee Giles, I don't know."

Congratulations  
Adam and the  
Class of 1989!

Love,  
Mom, Dad,  
Josh, and Zoe



HERE IS THE PROOF  
MOM'S CHOCOLATE CAKE MADE YOU  
WHAT YOU ARE!  
CONGRATULATIONS MICHAEL  
LOVE  
MOM AND DAD



# The Mountain School: A Different Perspective

By CHRIS WEBER

Well, you say, what's the point of getting up at 6:30 to do morning chores before going through five classes? I admit I didn't look forward to sweeping out barns, and I only liked bringing slops to the pigs the first couple of times, but for once the adults were right, it was all worth it. Most people here don't know much

*"...A compass and a map ruled our lives..."*

about the Mountain School, but as with many of the off campus programs available at PA, those who are touched, get tremendous amounts of satisfaction. The Mountain School (TMS) is run by Milton Academy in Vershire, Vermont. The school can be found on top of Garden Hill with a beautiful view of Vermont's Green Mountains.

We were taught the basic core courses of English, history, math and a foreign language. Environmental science, a feature unique to TMS, was mandatory for all students and was the most enjoyed class for everyone. The teachers all taught in a collaborative manner, using the environment and nature as a basis for ideas relating to science, history and literature.

*"...we would split wood, cook, work with animals or make stained glass windows."*

The real difference at TMS came after classes. Instead of sports, there were a huge number of activities we chose from and other chores were assigned. On a given day we could split wood, cook, work with farm animals, go on nature hikes or make stain-glass windows. I spent about six weeks remodeling a teacher's house while others helped build new barns and cooked the night's meal. The food for all sixty people (forty students plus faculty and their families) was grown on a two-acre plot found on top of Garden Hill and bulls, chickens, pigs and turkeys supplied the beef, poultry, and ham for the entire town.

Each of the school's students spent four days in the hills alone on the "infamous" solo trip. It mirrored the trips of Outward Bound and other outdoor groups. We were given a ten by ten foot plastic sheet and sleeping bag for shelter. A compass and map ruled our lives, as we rampaged through streams, bush and boulder. We were placed about 300 yards apart and basically the only living things we saw were pheasants. I was lucky though and encountered a moose. I don't think I smelled too good, because he lumbered off, quite uninterested. The short trip was a perfect break from normal school life, and only the relaxed aura in the atmosphere made it possible. We took a week off from classes, and while one half of the class was in the woods, the other half built a sheep farm for a neighboring friend and farmer.

I guess I'd say the fundamental difference between TMS and PA regards the philosophy of teaching and general kindness of the faculty. None of the nine teachers worried about their intellectual status or superiority over the students. They let you understand them as people; their bad and good points, and earned the respect of

their students. When we questioned them, they did more than answer, they explained. I was happy to go to classes and learn. Hell, we didn't cover as much material as a similar term here, but there is no doubt that we learned more. Each student left as a person who gained not only knowledge, but a different perspective. This was especially valuable as we entered our Upper year in high school.

Although we were forced to do things for the community, we were encouraged to do those, and other things for ourselves. We had time to explore our own ideas and use the resources at our disposal. Three times a week we did the equivalent of Commons Duty, but a team of five had to clean the entire kitchen and all the dishes. It was a hassle, but I got satisfaction from talking to our crazy cooks and leaving an immaculate kitchen behind in twenty minutes. I also wrote a twenty-four page paper on the pollution in Boston Harbor and gave an hour presentation on social service leaders' development of social change.

I felt that everyone who left the Mountain School knew they had accomplished a lot, and had no regrets about it. It was seldom that everyone was happy, but everyone got what they wanted. The two weeks spent assigned to each chore -- pig slopping, days of sty cleaning, potato digging, and vegetable cleaning -- certainly consumed out our hours of pleasure, but we developed trust between our new friends.

We openly discussed our differences. No one said we had to behave in a certain way, we were only asked to put in different "conceptual goggles" to look from different points of view.

Finally the teachers proved to us that the experiment of this small school worked. The faculty consider each term a different experience made up of whatever the students choose to or not to do. I felt pretty bad about leaving Vermont, but I was looking forward to having a good time in Andover. I knew I'd appreciate a return to normal life and urban living, but I never thought I'd miss the freedom of TMS this much.



Mountain School Participants

Photo/Blanchard

## Siberia, Soviet Union: A Personal Account

### Students Tell Of Novosibirsk Exchange

By FRANK McPHILLIPS and MARLENE LARO

On September 17th, ten students: Amy Anderson, Howard Harvin, Eric Hawn, Josie Karp, Marlene Laro, Frank McPhillips, Christian Parker, Erik Sabot, Jen Stableford and Amy Zimmerman, with the Wilkins family as our supervisors, embarked on an eight week journey through the Soviet Union, which was divided into a five week stay at a boarding school in Novosibirsk and a three week tour of six Soviet cities. On November 17th, the group returned to Boston, and even though experiences differed, everyone's perspective of the Eastern world had been altered in one way or another.

The school at which we lived for five weeks, F.M.Sh., is a specialized math and physics school for ninth and tenth graders. The other courses: Biology, Chemistry, English, German, History and Russian literature are not treated quite as seriously; English meets for only two hours a week. Students attend most of their classes, but cutting was relatively common; usually students obtained infirmity excuses.

The actual school buildings in Akademgorodok had little resemblance to Phillips Academy. There were four main buildings, and it seemed

as if all of them had been designed by Walter Gropius or Le Corbusier in the time when less was more. Three of the buildings, the two dorms and the classroom/gym building, are connected by tunnels and the close-quarters gave the school a feeling of warmth and familiarity. The school is divided into "classes," or groups, consisting of about six rooms of thirty students. Two or three students live in a room, grouped in twos with a sink and toilet shared by the four or five roommates. The classes do everything together from attending classes to dining to showering together; it is customary for classmates to shower together, occasionally scrubbing each other's backs.

The Soviet students do everything in their classes and are often judged and graded as a whole; they have had their lives in a group for many years and consequently it seemed sometimes they just could not understand an American's desire to be alone. I enjoyed being with my classmates, and we did many things together. We sang songs, went to cafes, saw movies, walked to the waterfront, sat around talking, played soccer and ping-pong, and ate all of our meals together. Sometimes we would feel like walking into town alone, looking around and trying to blend into the Soviet scene. But our friends usually asked us, "Why? Isn't everything better in a group?" It was a tough question to answer, especially with our limited vocabulary.

The students were amazingly kind, generous and caring. Even though we were given more money by the school for a month than some of them have for the entire year, they paid for just about anything we wanted. It seemed as if they really cared about us. They treated us as real friends, and to the Soviets, a friend is someone for whom you will give up life. The best example of the importance that they put on friendships exhibited itself on the day that we departed. At four thirty am on a school day, there were so many students that wanted to accompany us to the airport that they had to draw numbers to see who could get a seat on one of the two buses. The unfortunate ones who did not get a seat on our bus, ran into town to wait in the snow for a public bus.

The entire trip was exciting and educational, but in the end, it was our friends who made the experience so meaningful and unforgettable.

## Congratulations To Annie and the Class of '89

It's hard (but great!) to believe you're Andover Grads, Good Luck!!!

Danny, Jim, & Tom

# Success

continued from page 4 B  
were in high school, did you know that you were interested in teaching?

KS: I came from the city of Buffalo. After I won the Golden Glove, I was asked to work in a boys' club with ten to fifteen-year-old kids. It was a fairly rough neighborhood. Because of being a Golden Glove Champion, they said, "You'll be able to control the kids on the first floor." From that experience, I didn't know that I wanted to be a teacher, but I knew two things. I could see that I worked well with children, and I appreciated the ability to organize. I was given that job when I was 16 and 17 years old.

SM: What do you think motivates these people that have the inner confidence?

*"...must be like the turtle..."*

KS: That's a rather nebulous thing. On the one hand, you may be successful because of your confidence. Another reason may be because of your vision, and another reason may be because you're a risk taker. Another thing is your ability to look and understand people. Sharing is one element of success. You must be able to identify with others, and share their values, so that when you're trying and risking, they can identify with you. If you're way out in left field, you're not going to be successful.

SM: Finally Dr. Selfert, what would you

recommend that all high school students do now to ensure or help in achieving future success?

KS: The one thing that I would strongly suggest is not to be afraid to try. Every person must have some idea that, "I can do something." The something may be, "I may be intelligent," "I may be good academically," "I recognize that I can work well with my hands," "I may be able to meet people well." You risk what you know you're reasonably good at you think you have a talent for, but you've got to try. A successful person, by any dimension, is one who tries. We can get off the vision stuff, come full circle. In order for you to be successful, you must try. You can not be successful doing nothing. You must try. My suggestion, from a security standpoint: When you go, go with something that you think you're good at. You must be like the turtle; you have to stick your head out in order to move. When you move, go with what you feel strong and good about. For the risk takers, life is a very fine road. Just go for it.

... ST

clients who do those three things that you say are most important?

JV: Motivation is that burning desire within you to do something. You've got to have the motivation to be an actress, a lawyer.

SM: A hypnotist?

JV: And it's a good field. There are many new developments coming out right now. It's grow-

ing more and more popular. But the first thing that you have to do if you want to become, say, a famous lawyer, is you must begin to visualize, to dream, to see yourself in that courtroom, captivating the jury, giving an eloquent delivery. Once you see it, the motivation is there.

SM: Mr. Valley, if a high school student doesn't know what he or she's interested in, what would you recommend?

JV: Narrow your choices down to three careers so you can focus, and if your first choice doesn't work out, you can always try something else - that's why I say three things. Which is the most important to you? Once you focus on one thing, you can put all your energy toward that goal.

SM: What one thing that has come out of the hypnotic field recently would you recommend to high school students?

JV: Self-hypnosis. Relax yourself and focus yourself. If you want to be a better athlete, you have to do two things - 1) remove all negative suggestions (instead of saying "I can't," say, "I can;" instead of, "I won't," say, "I will"). The best thing to do is take five to ten-minute relaxation periods. See what area you want to head to, what comes out of your subconscious mind; and 2) see yourself being an outstanding athlete.

SM: What exactly is self-hypnosis?

JV: Relaxing yourself from head to toe, and visualizing yourself with the three qualities: knowing your product, being sincere, and being enthusiastic. You want to exude confidence. You can really do anything you want to do if you are determined to do it, if you have that burning desire, and if you can see it in your mind's eye. Do it.

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# Phillipian SPORTS

## Football Turns Over a New Leaf

By DAN PHELAN

The question everyone keeps asking is, "Was that really Andover football?" Was that really Andover football who stormed to first place in their league with a 6-2 record? Was that really Andover football who cruised Exeter 21-12 with relative ease? Was that really Andover football with three players who could consistently break 100 yards in a game? Was that really Andover football who had the Iron Curtain defense? Was that really Andover football who captured the essence of team play better than any team in years? Yes, that was Andover football.

Andover has not seen this kind of football in a long time. Year in, year out, Andover has had some fine football players. But for the first time in ages, Andover had a fine football team. Team captain Joe Lyons commented on the team's success, saying, "This team had a better attitude than other teams I've played on. They wouldn't accept losing like other teams. I've seen Andover teams with more talent, but none that came together as a team like this year." Behind the leadership of head coach Leon Modeste, and assistant coaches Lou Bernieri, Steve Carter, and Bruce Smith, the Andover football team united to pull off one of the greatest success seasons Andover has seen in recent years. We can only hope the success will continue. Coach Modeste exclaimed earlier in the season, "Andover football is on the rise."

### THE team

Let's talk talent. You name it; Andover football had it. The skill positions: A leader in quarterback Brandon McCue. A fierce competitor in tailback Mark Macguire. A diverse fullback in Tommy Anderson. A superb athlete in tailback Tony Pittman. Sure hands and speed in receivers Wille Tate, Scott Schoeb, Jeff Williams, and Mike Lawlor. But no matter how skilled

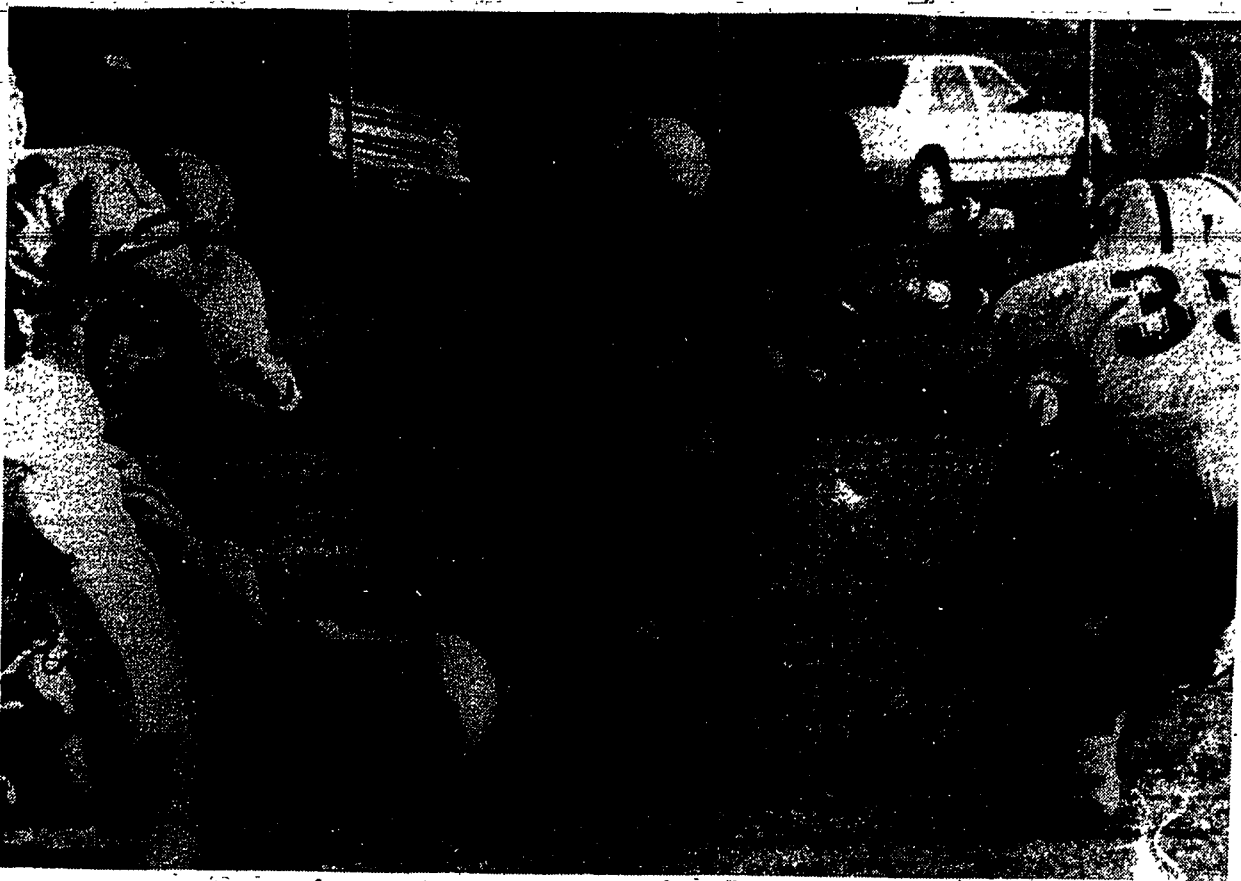
they were, they couldn't have done it without the offensive line of Pete Austin-Irapero, Jason Thomas, Pete Ryan, Rob Sullivan, and the hub of the front line, center Keith Flaherty. To top it off, kicker Joe Caruso had the hot toe this season. The offense was capable of pouring it on in some games. Sheer power led them to 41 points against a much bigger Choate team, 20 points against a traditionally strong Taft team.

And defense... Oh what a defense! These guys had the mindset of defense coordinator Lou Bernieri and the physical power of... well, Lou Bernieri. This combination made a dark day for any offense. The Iron Curtain they were called, which makes sense when one considers that only one team, NMH, was able to score more than one touchdown against the Blue. Captain Joe Lyons led the show in the defensive backfield along the great play of Scott Schoeb. Brent Erickson and Jason Littlefield clogged the middle at the linebackers' positions. Up front, the size of Pete Ryan, Rob Sullivan, and Pete Katz was overwhelming, complemented by the hustle of Malcolm Palmer.

The combination of the offensive talent and defensive fierceness led Andover to outscore their opponents this year by an overwhelming 146-75.

### The first win and the first loss

The season started off with a bang when the Blue rolled over a talented Taft team by a score of 20-0. This game set the season's pace. Pittman, Macguire, and Anderson showed that they could run wild. McCue demonstrated he could lead an offense. And the defense recorded a shutout not something often seen on the Andover grid iron. The Blue witnessed one of the largest crowds for a non-Exeter contest they've seen in years. Tim Watt summed it up in



Tom Anderson finds the hole

saying, "We want it. And we'll keep getting it if we compete with this attitude."

Tabor arrived at Andover the following weekend, but did not play the same Andover team. The Tabor game was definitely one that the Blue wanted to forget. In a game plagued by turnovers and mental errors, the Blue lost 14-8. It ended in an ugly way. After a safety in the final minutes that put the Blue within one touch down of a victory, Tabor boosted an onside kick that Andover let fall, only to be recovered by Tabor. Had the Blue recovered the ball, they probably would have scored and won. But what was done was done. Coach Modeste commented, "Tabor didn't win that game. We lost it."

### The Choate Revenge

So was the Taft game a fluke?

Well, the Choate game would answer that question. Choate had rolled over Andover in 1987, and they were back with a whole array of giants, much bigger than the Blue. This game as a test. Would they fold as they did in the Tabor game? Not a chance. Not with their attitudes. The Blue swamped Choate by an unprecedented score of 41-7; everything was clicking for the Blue. Macguire and Pittman plowed through the Choate giants. McCue found Willie Tate behind the defensive backs. The defense simply overpowered Choate. Flaherty commented after the game, "We got off the bus. We walked on the field. We kicked their butts. We got back on the bus. And we went home. It was that simple."

When Cushing came to Andover the following Saturday, they did

not know Mark Macguire, but when they left, they would never forget him. Macguire put on one of the most incredible displays of courage and determination ever in the history of Andover athletics. Offensively, he rumbled his way through a strong, fast, Cushing defense for an amazing 20 yard run Andover's only score. Defensively, the Blue put on a show, with only one flaw that resulted in Cushing's only touchdown. Macguire led the way with one interception and two blocked field goals. The second one came in the last 52 seconds of the game. Macguire re-entered the game for this one play after leaving with knee trouble. Cushing was only 11 yards from the end zone, and the attempt was a chip shot. Macguire rushed past the offensive line, leaped into the air and blocked his second of the day, leading Andover to a 7-6 victory. Coach Modeste commented, "Mark's efforts typified the attitude of this team. That kind of attitude, wanting to play like that and work hard makes it a delight to coach." Halfway through the season, Andover's record stood at 3-1.

### The final mistake

Andover travelled to NMH the following weekend, only to be outplayed by another team for the first and last time of the season. NMH had the momentum, it being Parents' Weekend. Everything they did

worked; everything Andover did failed. Anderson and McCue were hot, but it wasn't enough to overcome NMH's momentum. Andover took the loss, 21-6. Coach Modeste said simply, "They were up and we were flat." The Blue dropped to 3-2.

Deerfield: a big game, the turning point in the Andover season. It was Parents' Weekend at Andover, but the day belonged to Scott Schoeb. In the first half, Schoeb made several tackles, caught a touchdown pass, picked up a blocked kick and ran it in for the extra point, and had four interceptions. The Blue jumped out to a 15-0 lead. The second half was quiet, and Deerfield's final attempt at victory was halted by a Brent Erickson interception. The Blue won 15-8. Coach Modeste said, "We had the mothers on our side. That was the key." The Blue record stood at 4-2.

Andover travelled to Wilbraham-Monson for an Exeter pre-game. Although the Exeter game was already on the minds of the rest of the school, the football team concentrated on Wilbraham, and rolled over them by a score of 28-7. They kicked their record up a notch to 5-2. Coach Modeste explained, "Everything is on schedule. Now that preseason is over, we can get serious."

### Exeter: the real stuff

And so they did. In the 108th meeting with the rival Exeter team, the Blue came together as a team once again in front of busloads of blue and red fans. Anyone could see the intensity of the Andover football team that day. The shaved heads of the players was a sight itself. Malcolm Palmer, MVP of the game, defined intensity. Mike Lawlor hit heads with so many red helmets that he was finally knocked out cold. Brendan McGrail commented, "For some of us it was our last time to put on the pads. It was a once in a lifetime athletic experience. I've never felt that kind of intensity." The intensity paid off. Andover did just about everything right, and they rolled to a 21-12 victory. Havoc and destruction was the name of the game that day, as it was for the entire season. The Blue lived up to their motto of "No retreat, no surrender."

With the Exeter victory, the Blue rounded off one of the best seasons they've had in years. With a 6-2 record and an Exeter victory, who can complain? The Andover football team earned the respect of everyone in this school, and it was an honor to watch them.

## Boys' Basketball Rebuilds

By ZACK DRENCH

Following year after year of disappointment, this year's Boys' Basketball team's improvement brought pride and excitement back to the PA gym. If at first glance their record of 7-11 seems like little to be excited about, remembers last year's single victory. Most of all, don't forget the thrill of watching good basket ball at PA; the return of the full gym on a Saturday night in itself makes the record irrelevant. Above all, the program has respect again, something that will last beyond this one season.

Highlights of the season included a 69-62 overtime defeat of Deer-

field, a technically sound performance against Tilton, a 99-94 win, and a 83-72 victory over St. John's. While the St. John's game was closer than it should have been, the lessons learned carried throughout the rest of the season.

The Deerfield game matched ability against strategy. Deerfield was smaller and less talented, but they made up for it with intelligent offense. Instead of forcing the offense, they passed along the perimeter, sometimes for a minute, until an opportunity arose. Andover's early struggles with setting up their own offense aided the Deerfield cause.



Peter Condakes pulls up in the paint

Photo/File

But Andover fought back with hard work of their own. Determined to prevent Deerfield from stealing a win that belonged to Andover, the team found their rhythm behind the leadership of guard Sam Royal. In the second half Andover's offense developed; the team passed more, and didn't take the first available shot. The responsibility for scoring was spread from Peter Condakes's able shoulders to the rest of the team. The bench contributed with strong defense. At the end of regulation the score was 59-59, but in the overtime Andover took over to secure the victory.

Against Tilton, Andover took much and gave up little. The team took advantage of Tilton's loose defense, with Condakes leading the way. Ethan Ayer's one-handed jumpers under the basket and Danny Raedle's three-pointers followed close behind. On defense, Andover was unforgiving. Except for when Ayer sat out with foul trouble, the paint was off-limits for Tilton. When Tilton tried to speed up the pace, Andover responded by turning it up another notch. When the starters needed a rest, Malcolm Palmer and Todd Isaac came off the bench to make sure the defense didn't falter. Andover played this one well, with few mistakes.

When Andover did make some mistakes, as in the St. John's game, the team had the poise and determination to come back and win. Lulled into overconfidence by St. John's appearance - plain practice jerseys - Andover was shocked for the first half and the beginning minutes of the second half. At the end of the first half, St. John's led 46-42; in the second half, they held Andover scoreless for the first 2:30. St. John's speed led to easy layups and steals. Andover, however, wouldn't buckle under. With some great defense from Sam Royal, the team pulled out of the doldrums and out of reach. Again, hard work led to victory; the team held off a final-minute rush and won, with Condakes scoring 38 points.

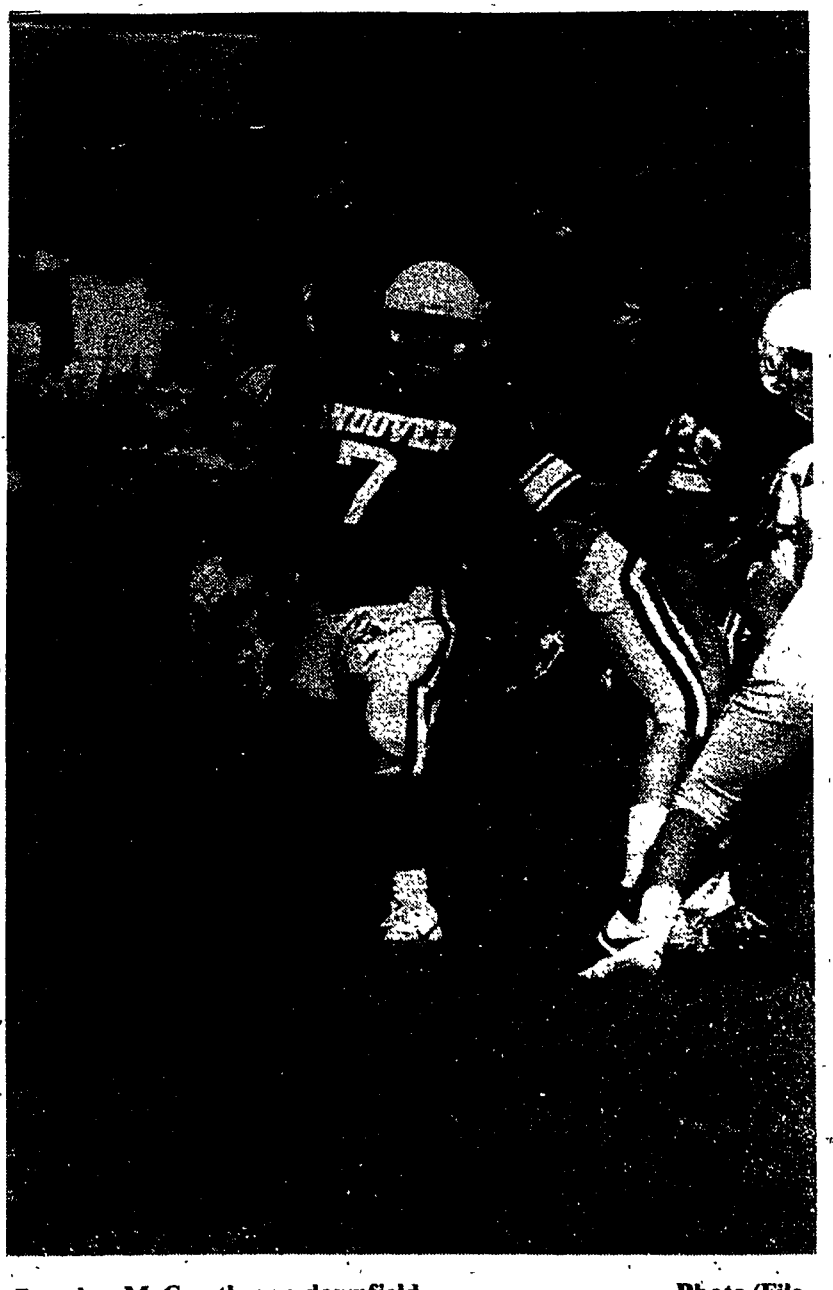
ed a blowout against NMH, and a demoralizing, listless performance against Exeter. While the loss to NMH was by a score of 128-82, the loss to Exeter hit harder. NMH was simply an outstanding team; Exeter, besides being Exeter, could have been beaten.

Tightly-knit and fast, the NMH team worked as a strongly cohesive unit. Andover struggled to hold back the NMH fast breaks, but for the first half stayed even with domination of the boards and strong shooting. In the second half, NMH ran away from Andover. Their quickness was too much for Andover, and when the team went cold on offense and lost tight control of the rebounding, the game was over. NMH shamelessly ran up the score against the bench in the final minutes.

The Exeter loss hurt, especially since it immediately followed the Deerfield win. Saturday the team had come on to really play, but on Wednesday the fire was gone. Exeter took advantage of Andover, easily running their offense and preventing Andover from developing their own. Nothing could wake up Andover that night; for some reason, they just didn't have it. Exeter won handily, by a score of 88-75.

Throughout the season, Andover battled in injury and sickness. Sam Royal hurt his fingers, and Buster Melvin broke his foot late in the season. Condakes missed a game with an ankle injury. Captain Keith Franklin, who against Choate had helped Andover secure their first win, battled the flu for most of the middle of the season. Nevertheless, the team held together, and compiled an excellent record.

Next year, the presence of Condakes, Franklin, and Ayer will be sorely missed. However, returning to the backcourt will be Rob Bohorad, Isaac, Raedle, and Pittman. With the addition of some new players, next year's team should carry on the new tradition of boys' basketball at PA; pride and hard



Brandon McCue throws downfield

Photo/File

# Athletes Of The

## Jane Blanchflower

By BECCA NORDHAUS

Jane Blanchflower's game is one of competence. Her skills have awed teammates and spectators alike throughout the season, and her spirit and dedication have been major assets for the Varsity Lacrosse team. The PG star is, says Coach Kathy Henderson, "probably one of the most skilled lacrosse players Andover has had" since she's been coaching.

Blanchflower hails from London, England, and was recruited by PA when her school team, St. Helen's, played Andover last spring. She has been playing lacrosse for four years, participating on the national level in England.

Blanchflower finds that lacrosse is much more conservative in the United States; rules on stick checking are much tighter. For Blanchflower, this was "a big obstacle to overcome, it's a completely different defensive game."

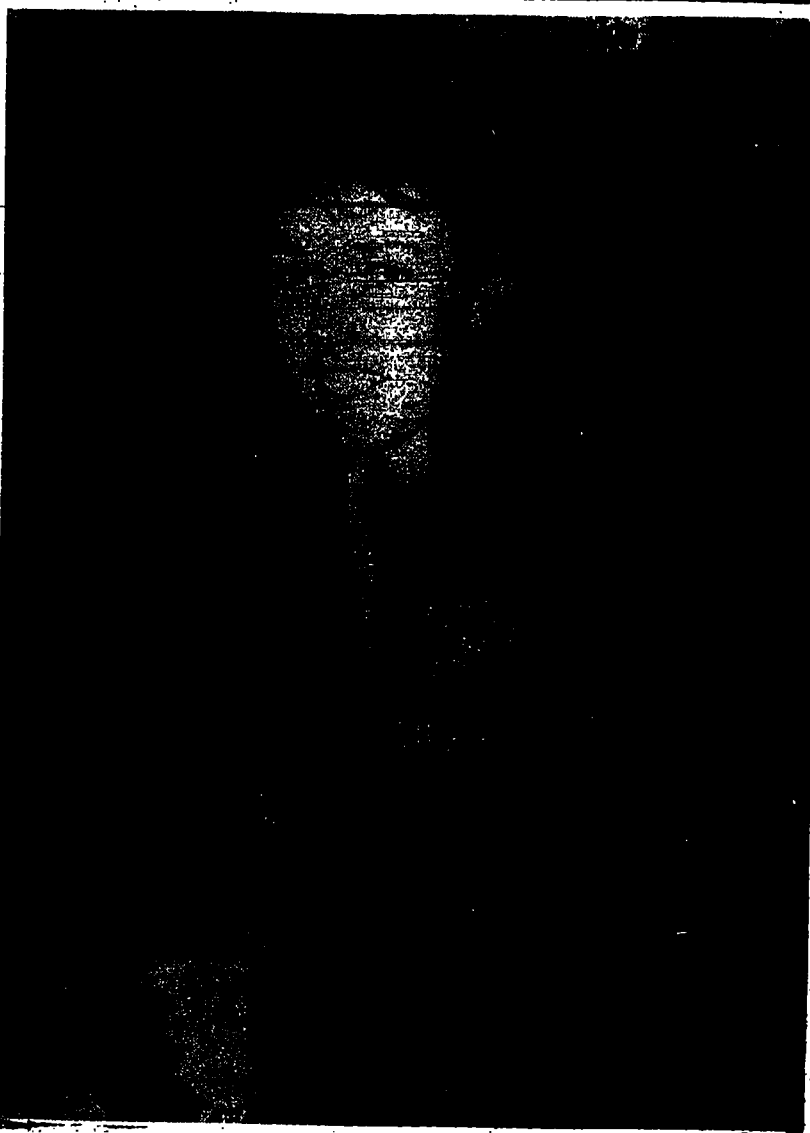
She was immediately struck by the cohesive team atmosphere, saying, "I am amazed by the support given within the team, in winning and getting the team psyched.

Much of this is due to the incredible dedication of the coaches."

Blanchflower has been the driving force behind every Andover victory. With an average of five goals per game, she dominates the offense. She plays center, winning 70 percent of her draws. Said Coach Kate Dumphy, Blanchflower "is a tremendously skilled lacrosse player."

After a relatively quiet fall and winter term, Blanchflower, "enjoyed spring term the most, completely because of lacrosse." This summer Blanchflower heads back to England to attend Bristol Poly-Tech. After school she plans to move to the US, and pursue a career in coaching.

Blanchflower has brought much to Andover lacrosse. Said teammate, Amie Wilmer, "From the beginning she has commanded the respect of her peers, both on a personal and an athletic level." Added coach Kathy Henderson, "As a coach I have also a respect for [Blanchflower] as a player, a leader, and a person."



Jane Blanchflower

Photo/Rogers

## Keith Flaherty

By MATT REID

Boys' Varsity Lacrosse Coach Paul Kalkstein says that goalie Keith Flaherty, in his third year starting for the team, is the "best high school goalie I've ever seen in my 11 years as a coach." Furthermore, he was "the most highly recruited player ever to come out of Phillips Academy." Not only was Keith elected to the all-division and all-Eastern New England lacrosse teams, but he was also named an all-American, the highest rank a player can earn while still in high school. Additionally, Flaherty will be joining many other all-Americans in the annual North-South game, which will be held this summer in his hometown of Baltimore, Maryland.

It's been a long athletic journey for Keith, who first picked up a goalie stick in the second grade. Coming out of a natural hotbed of lacrosse (Maryland), good competition is nothing new to this experienced netminder. As Keith puts it, "...You improve with the team; when you've got some rifles (players with strong shots) gunning at you five times a week in practice

you slowly get better. There's no real point in time when I've thought that 'Now, I'm better; improvement has always been gradual for me."

But improvement has definitely occurred, as Keith has blossomed from playing half of each game Lower year, to being team captain this season. However, Flaherty also feels that, "This year is the first year that I've really been tested."

With a somewhat inexperienced defense in front of him, Keith often found himself carrying the team, and getting a lot more action. The team also had its toughest schedule ever, a fact that has obviously taken its toll on the squad's record. But Flaherty, who averaged 21 saves a game, feels that despite the extra attention, this has been his best season yet: "It's been a tough year without the stronger defenses I've had before, but overall, this has personally been my best season at Andover."

Flaherty, who will be attending Yale University in the Fall, foresees a possible starting position for the Bulldogs by his sophomore year.

## Jill Dimaggio

By KIRSTI COPELAND

A four-year Senior, Captain Jill DiMaggio can only be described as one helluva softball pitcher, a phenomenal captain and support to her teammates. Though she has played softball since she was 8, she pitched for the first time during her Lower year at Phillips Academy. She went from a slow Lower year with three times as many walks as strike-outs to a successful season which she earned through a lot of hard work.

Coach Peter Drench noticed that Jill had an excellent overhand throw when he took over coaching the Girls' Varsity Softball program in 1987. He asked her if she would try pitching and told her it would be a long haul before she realized her goal. "I think the thing I admire most about Jill," Coach Drench said, "is that she's really battled through some discouraging moments. She trusted me that it was going to be worth it some day even though at times there was no physical evidence to that effect." Pitching in the basement of Nathan Hale before the season of her Upper year, he told her, "You're going to surprise a lot of people this year - it's going to be fun."

And so she did. Her earned run average (ERA) dropped from a 10.89 to a 4.20 and her ratio of strike-outs to walks improved from 1 to 3 to slightly better than 5 to 7. This year she has only gotten better. Her ERA dropped to 1.33 and she now pitches nearly twice as many strike-outs as walks. She has collected 4 no-hitters and 2 one-

hitters in the past two years.

According to Mr. Drench, Jill is a "finesse" not a "power" pitcher. Although she has good speed, her pitches do not overpower the batters. Her ability to move the ball around the strike zone is the true cause of her success. Catcher Lauren Hatfield noted, "I can just move my glove around and she puts the ball where I want it." Jill's tendency to keep the ball low, combined with her effective drop ball, leads to many ground ball outs. This strategy also makes her rise ball more effective because the hitters are not looking for it. As a result, they chase the ball, with two strikes. Many of her pitches have a slight curve on them, dropping down and out, causing them to move away from a right-handed batter. As her pitching matures, she is learning when to change speeds and is working on a change-up. "She has finally learned that she doesn't have to strike every batter out - just keep them off balance and the strike-outs will come," commented Coach Drench.

She pitched her best game against Pingree in this year's tournament, striking out 13 of the 24 batters and only walking 1. Jill said, "Without Lauren it would never have happened. As well as Kim Wilson [who also catches for Jill] and the rest of the team. Especially Mr. Drench, who put in hour after hour in and out of the season working with me." And last, but not least, to her first coach, "Thanks, Dad."

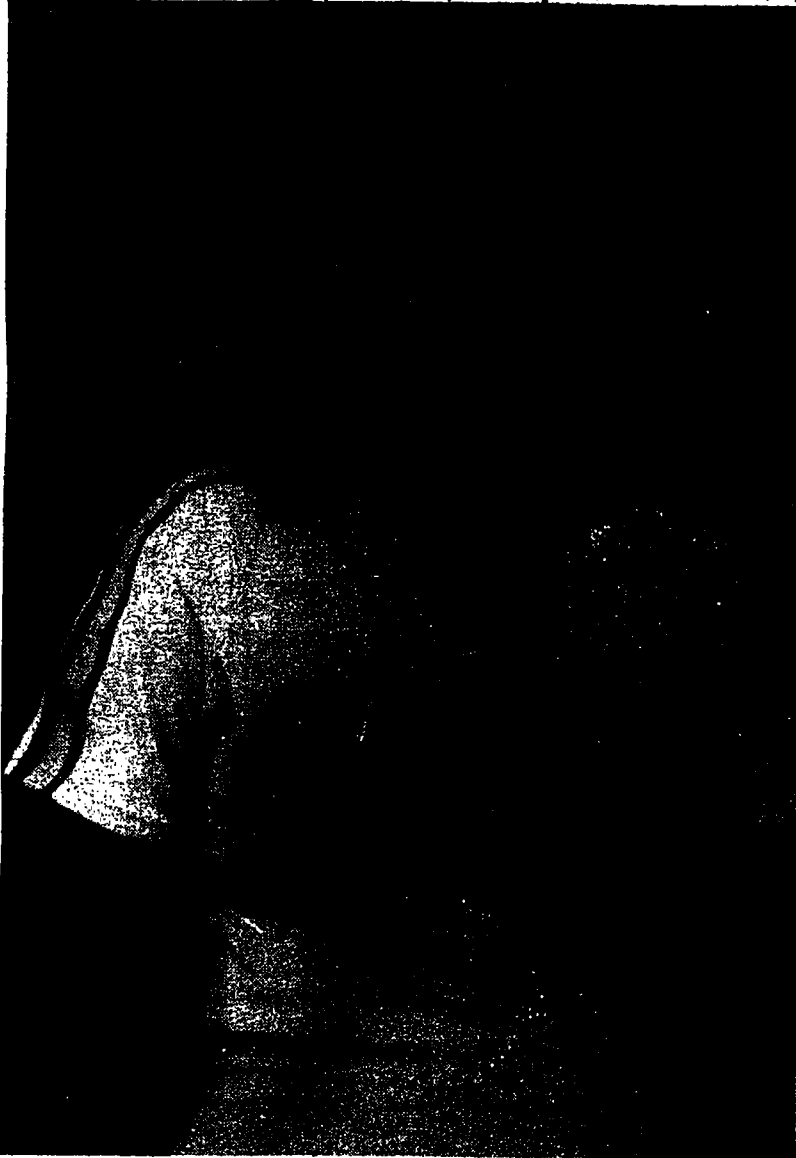
Jill DiMaggio

	IP	R	ER	H	K	BB	WP	HP	ERA	W-L
1987	9.0	21	14	9	8	24	12	0	10.89	0-0
1988	45.0	49	27	11	50	68	33	19	4.20	5-1 3 No-Hit
1989	42.0	25	8	27	48	27	3	4	1.33	6-1 4 No-Hit
Total	96.0	95	49	47	106	119	48	23	3.57	11-2 7 No-Hit

"Let's pass on now to something else...."

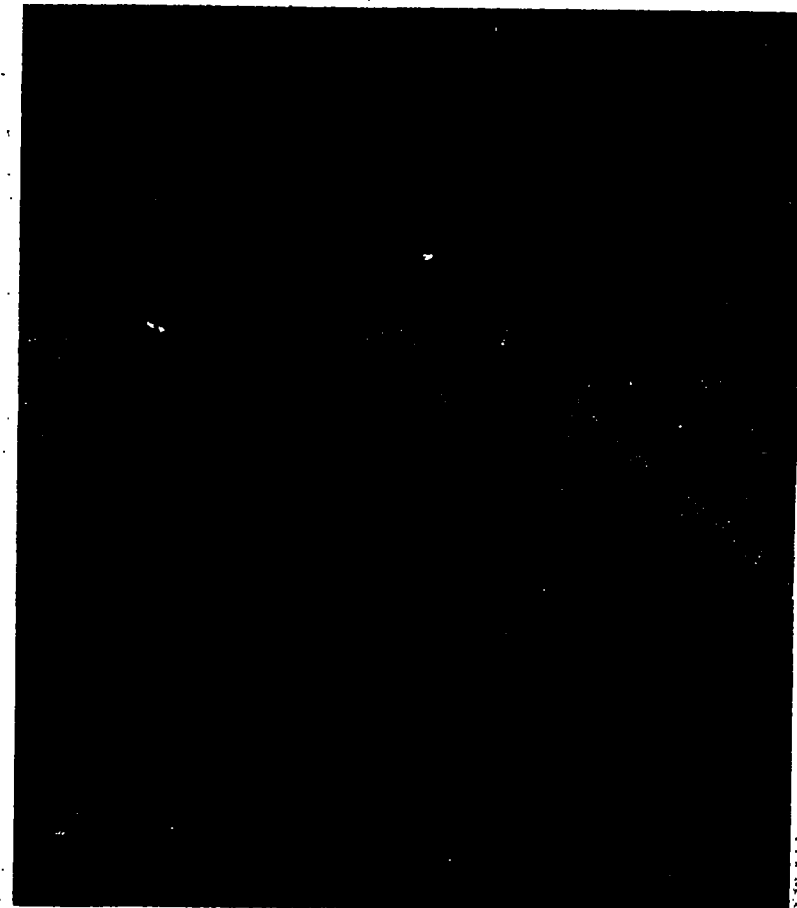
### Congratulations Noah Daedalus

Love,  
Mom, Dad, Arne,  
Grandma G. & Grandma P.



Jill DiMaggio

Photo/Metler



Keith Flaherty

Photo/Rogers

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# Spring Term

## Ariel Anderson

by SUSAN ABRAMSON

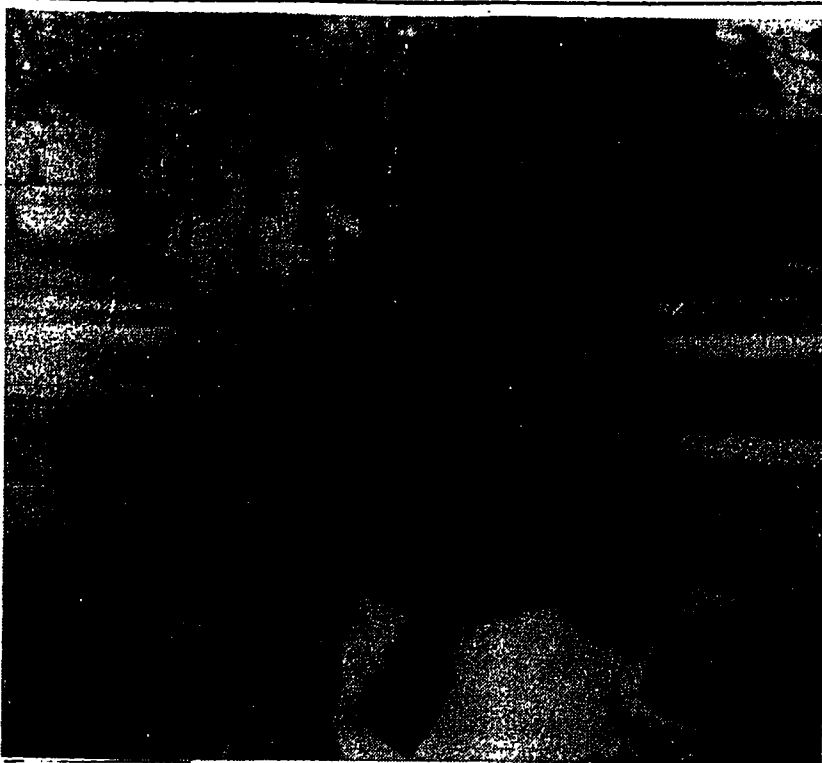
"She's the ideal captain", commented Coach Derek Williams. Ariel Anderson, a two year senior, led the girls' varsity cycling team. This was the first time six girls were on the team; Anderson recruited all of them.

The team's performance at Interschols affirmed Anderson's good judgment. Interschols took place May 21 at the Putney school in Vermont, where the team placed first overall. Anderson raced well for twenty-five miles in, when she collided with a fellow teammate. Getting back up and giving her bike a quick fix, Anderson rode to a fourth place finish, out of twenty-nine. Against Exeter she battled out for first place with teammate Heather Anderson '90. Anderson

was not at all displeased with her second place. Against Tabor the Anderson girls battled it out again. Ariel received third and Heather got second. At home, in a difficult race, Anderson placed fifth. She and the team trained for several days on the tough Phillips Street hill.

Anderson tries to motivate the pack. She no longer thinks of just winning, but tries her hardest to help lead the team. Coach Williams said, "She leads both teams to train hard." Anderson started cycling last year after a lacrosse injury to get back into shape.

As for the future, Anderson plans to continue cycling. Over the summer, she will be going out to mountain bike ride, as well as volunteer for the first aid squad in her hometown of Princeton, New Jersey. After that she'll be in



Ariel Anderson

Photo/Abramson

Nepal for six months, where she'll have a chance to ride in the Himalayas. Ariel plans to attend Williams the following year, where

she hopes to keep up her cycling. In the final words of Coach Williams on Ariel Anderson, "She's terrific!"

## Nik Bailey & Dan Phelan

By MIKE ESTRADA

Nikolai Bailey and Dan Phelan have earned joint spots as Athletes of the Term from the baseball team. Bailey, a post graduate from Laytonville, California, held the highest batting average among the regular starters, while Phelan, from Boulder, Colorado, was one of the most reliable fielders on the team. Both players helped Andover capture second place in the Central New England Prep Baseball Tournament by combining for five of the team's eight hits, scoring two runs each, and having one RBI a piece in the first game against Cushing.

Standing side by side in the infield, third baseman Phelan and shortstop Bailey worked steadily.

The team had some early defensive troubles, but Phelan and Bailey's improvement were key factors in the team's improvement as a whole. "Dan, more than anyone else, was the glue of the infield. Grounder after grounder, he helped pitchers out of some tough spots," commented Coach Cline.

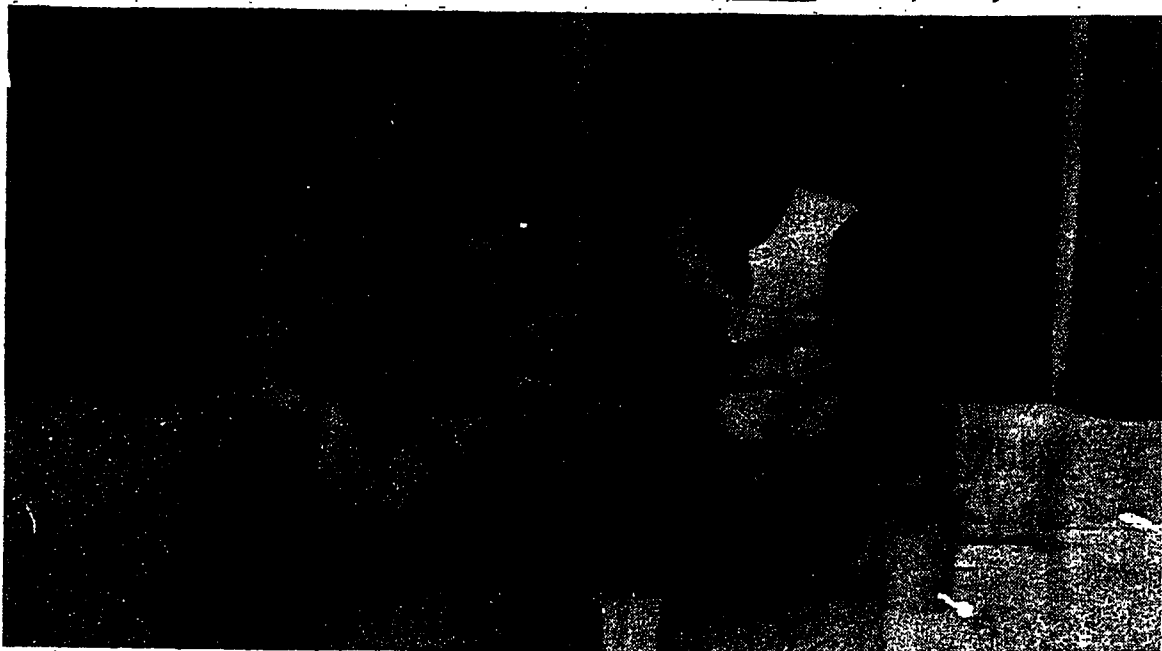
As many team members noted, Phelan was a very reliable infielder, always having his head in the game. He was a team leader in a quiet way, and always good-humored.

Phelan also came through with his bat. He had an excellent number of hits and was second in runs scored. Two of Phelan's sacrifice at-bats were suicide squeezes; he came through in tight situations with his great bunting skills.

Besides contributing with his glove, Bailey led the team in many offensive categories. He led the team in hits, stolen bases, triples, and runs scored. He also had a knack for drawing walks, as he and Phelan led the team with 10 walks each. Bailey had the highest batting average, slugging percentage, and on base percentage of the regular starters. Bailey also finished second in the RBI column.

In an important game against the undefeated Tabor team, Bailey pulled through under pressure. With Andover down by two runs in their last at-bat, Bailey started off the inning with a triple, starting a rally that led to victory. The win put Andover on a three-game winning streak to enter the tournament. Bailey's bat was quite a blessing to the Andover team all season.

"Nick was one of the best hitters on the team. He helped us out of some tough spots. When we needed a hit, he came through for us," stated catcher Dan Raedle.



Dan Phelan and Nik Bailey

Photo/Rogers

## Chi-Wai Lam

By MICHAEL ENGLANDER

In playing number one singles on varsity tennis team that, throughout the season, has won nine out of ten matches, and finished off the year by winning Interschols, new member Chi-Wai Lam is definitely deserving of being honored as an outstanding athlete of the spring term.

During the course of his season, Lam's play in singles as well as doubles was exceptional. In singles, he compiled a 9-1 match record, dominating most of his opponents. Captain Michael Benedetto attributes most of Lam's success to his mental toughness, and comments, "Chi-Wai always wins the key points when he has to. He keeps his head in the match, and becomes tougher to put the ball away." Lam and partner Chris Weber were undefeated at the number two doubles position, although they played number one the first few matches of the season. Teammate Jonathan Arlen comments on Lam, "He's an exceptionally tough doubles player because of his lefty return to and deuce court; a swell guy; and

a solid player."

Capping off the season, Chi-Wai led Andover to a near sweep of the competition at Interschols. Rolling over his first round opponent from NMH, Chi-Wai comments, "I felt very confident after winning so easily [10-3], I started to believe that I could win my bracket." However, Chi-Wai was taken to the limit in his second round match. Not to fear, he prevailed and won 10-8 over an opponent from Deerfield who he had defeated earlier in the season. In the finals, Lam, although fatigued from his previous match, pulled through in a tight three set match 7-5, 3-6, 6-4 against the number one from Belmont Hill. This opponent was also someone who he had played and beaten earlier in the year.

Coach Greg Wilkin summed up Lam's performance this season: "Chi-Wai is a hard hitting, backcourt player, who plays with great courtesy as well as intensity. He has earned the respect of everyone who he has played this season."

## Ethan Ayer

By GILES BEDFORD

Three-year Senior Ethan Ayer has earned great distinction on Andover Crew. As a new Lower, Ayer, through hard work and dedication, earned a seat on the first boat. Four seat, the center of the boat's engine room, has been Ayer's position for all three of his spring seasons on the team.

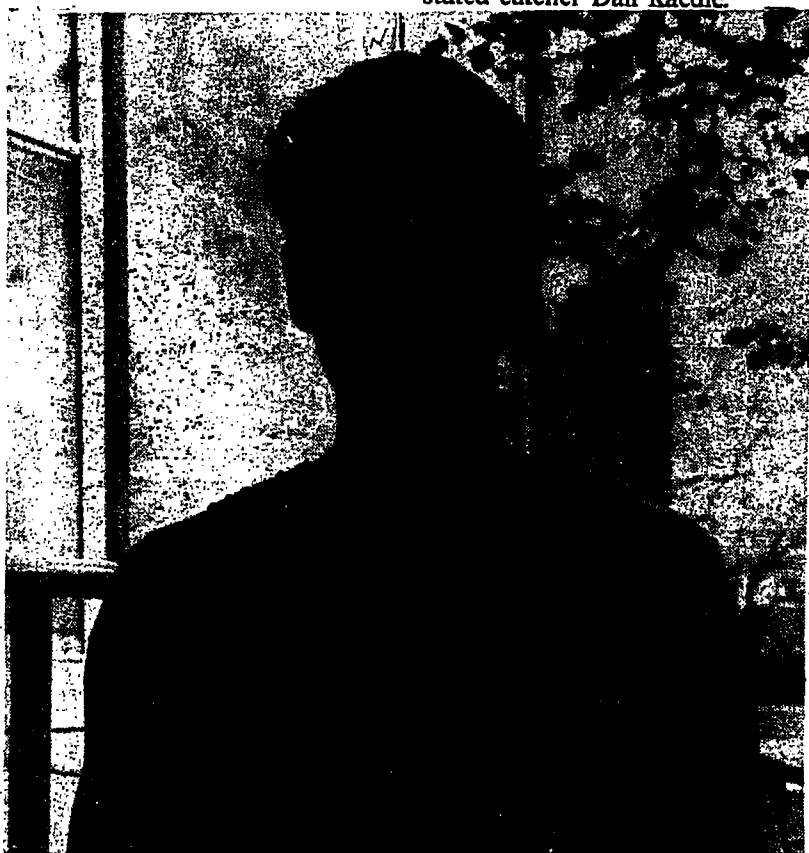
Ayer, who has also been a fixture on the Varsity Basketball team, was considered for the Junior National Team over the summer of his Upper year. Ayer has been asked to forsake this honor in favor of rowing at the Henley Royal Regatta in England with the Andover First Boat this summer. Henley is the most prestigious regatta in the world, short of the Olympics. Crews from around the world vie for one of several cups. Andover will be competing for the Princess Elizabeth Cup.

This year has been one of Ayer's finest in the first boat. Stacked with talent and power, the first boat has rowed to an unbeaten season. Repeating last year's victory over

St. Paul's, and thoroughly dominating Exeter and the rest of the league, the first boat is seeded to win the New England Interscholastic Rowing Association Championships on May 27.

Last year, Ayer compiled a resume of achievements that is difficult to equal. He was a member of the first crew to defeat Kent since 1973, and a member of the first crew to defeat St. Paul's for the second year in a row. Ayer's standout rowing is centered in a solid work ethic that makes boats move. Ayer has contributed significantly to an Andover Crew program that has been nothing short of dominant.

After leaving Andover, Ayer will continue his rowing career at Harvard University. Known throughout the world for producing Olympians and fast crews, Harvard is sure to benefit from Ayer's presence, power and technique. Andover, in the meantime, will sorely miss the performance of the 6'8" superstar.



Ethan Ayer

Photo/Abramson

Chi-Wai Lam

Photo/File

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TO

The Phillipian

Congratulations to graduating Kyla. I am very proud of you! Love, Warner

Congratulations Kyla! You are such a talented girl. What an experience to be at Andover. Good luck in all your future plans. Love, Amy

Congratulations Kyla. You've finally made it and are moving closer to Montana! Love, Garret

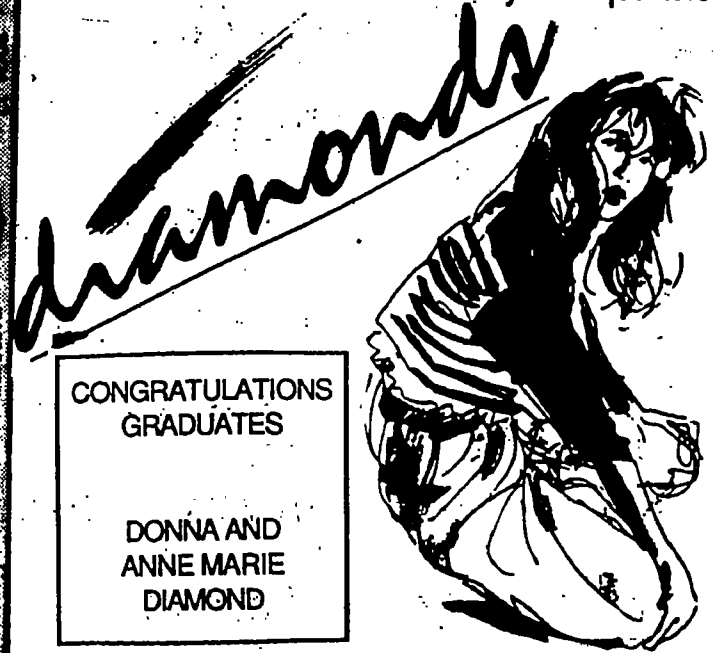
Congratulations Kyla! You've outdone yourself and we're all so proud of you. Looking forward to seeing more of you next year. Love, Tammie

You're very special Kyla! Congratulations. Love you, Pop

Congratulations and best wishes to my precious and talented daughter who had the courage to follow her own path of gold. I'm proud of you and the hard work you have done. I love you.

With Love, Momma

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# The Phillipian

## Judson Jacobs

By JINWOO JOO

"A win is worth a thousand cheap, cocky statements," is Jud Jacobs' sports philosophy. With his reputation frequently preceding him, particularly with other teams, Jud Jacobs has become almost an institution of Phillips Academy sports this year. Outstanding performances on Varsity Football, Indoor and Outdoor Track qualify him as an athlete of the year. Normally a quiet person, undaunted by any temptations to brag, Jud has let his performance and quiet charm do the talking. While on the football team he was officially a free safety he was really a very versatile player. Says Coach Leon Modeste, "He's one of the most determined athletes I've worked with. He worked himself hard all season. He got in there and covered kicks well. He was one of our 'track guys.'"

Being dubbed "track guy" foretold of what was to come when Jud donned his track flats as boys' captain, posting spectacular times during the Winter track season. Specializing in the 1000 M run and mile, as well as being a member of the Mile Relay, Jud not only turned in spectacular times but consistently improving ones. Bringing down his times every meet, Jud cruised to a personal best of 4:22 in the mile, and a 2:22 in the 1000 M. Not only

did he post convincing wins in both races at Interschols and help the team win the Mile Relay, he earned a ticket to the Indoor National High School Championships in both the mile and the mile relay. At the Championships he placed 22nd in the mile despite sickness. Jud attributes much of his success to his coach Dr. Strudwick. "Dr. Strudwick has been a main reason for my improvement this year and he deserves a lot of credit. He's been one of the inspirations of my high school track career and has propelled me toward success," states Jud gratefully.

After the astounding Winter season, a lot of expectations were set upon him for the Spring season, when there is more competition. The coaches came to expect wins out of Jud. However, Jud did not succumb to pressure and had another great season. Running the 800 M and 1500 M, Jud could be identified as the one highlighted by a long string of bright orange mardi-gras beads, which came to be his trademark. He could also be identified as the person winning the race, and the one the other team pointed and sneered at. Despite his many accomplishments, Jud seems particularly proud of the team's win at the 50th anniversary, where he won the 800 M, was a member

of the 4x400 M-relay, and took fourth in the 1500 M. "Winning Interschols individually, as well as with the team, was a goal for me all year and it had become an obsession. The team peaked and we went in psyched and hungry." His bests of the season stood at 4:06.00 for the 1500 M and 1:57.5 for the 800 M. Randy Peffer, the distance coach, said, "In my eleven years of coaching, I've never coached someone that could get so much out of his body." Jud, now a Senior, has a promising college track career to look forward to. With his abilities and attitude, don't be surprised if you hear about him again.

Jud Jacobs

Photo/Abramson

## Scott Schoeb

By BECCA NORDHAUS

Some call him Scooter, some call him Captain Crunch. Whatever you call him, Scott Schoeb is one of the best new athletes on campus.

A PG from Potomac, Maryland, Schoeb established himself early on the football team as an aggressive defensive back. The highlight of his season was the Deerfield game. Schoeb scored 8 points, and intercepted five balls in the first half. Coach Leon Modeste said in retrospect, "[Schoeb] had a career in a day," so awesome that Deerfield stopped throwing to his side of the field altogether. Modeste said that Schoeb is "a dedicated athlete, unselfish and rising to the occasion, [Schoeb] makes the big play, the crucial interception, the big hit." Although Schoeb himself claims that "anybody will tell you I'm the laziest person in practice", Coach Modeste would disagree. "[Schoeb] never complains, just goes out and does it." In indoor track, Schoeb participates in the high jump, a sport he had not competed in since the 4th grade. At the Dartmouth relays, he placed in the top ten with a jump of 6-2" Coach Strudwick comments, "Scott is a tremendous athlete who

worked very hard at the Dartmouth relays." Only weeks later he went on to break the school record at 6-3 1/4. Captain Jud Jacobs says, "Scooter was the highlight of the team, both emotionally and physically."

In lacrosse, Schoeb shines as a middle with, according to Coach Kalkstein, "the hardest shot on the team." Already this season Schoeb has 8 goals and 7 assists. Goalie and captain Keith Flaherty says, "Despite Schoeb's limited experience in lacrosse [2 years], his superior coordination and general athletic ability have made him one of the top three midfielders on the team." But Schoeb does not just play for himself. Said Coach Kalkstein, "[Schoeb] is a great team player who gives his all and brings the team up." Modeste comments that, "Schoeb is one of those athletic students everybody likes. He is a good role model in how to manage time."

For his outstanding year in football, Indoor Track, and Lacrosse, Schoeb won the Press Club Award for "that boy, who through his play on the athletic fields has shown himself to be the best athlete at Andover."

Photo/Rogers

## Molly Foster

By MARGIE BLOCK

"I have a lot of extra energy and I have nothing else to do with it. So I run around a lot," says Athlete of Year Molly Foster. Slamming an overhead dunking a basketball or a soccer ball right past the goalie, Foster has it all. As a Tri-Varsity athlete, Foster has made herself known to Andover Athletics.

Foster, a two year Senior, grew up as an athlete, playing many sports when she was a child. She claims that "It was hard to choose which sports I wished to continue playing when the time came."

A difficult yet wise decision, Foster continued playing soccer. She played halfback here, as well as at her previous school. Foster was chosen specifically out of a league of 15 schools to play on the Bay Area Conference 1st Team. Foster believes that soccer is all teamwork. Working with your teammates is a necessity for any good soccer team. Once she was switched to sweeper this year, she says, "I get the greatest feeling out of kicking a ball really far. As sweeper, one does a lot of clearing and working the ball upfield."

Foster continued to exhibit her tremendous athletic ability on the Girls Varsity Basketball team. As a starting forward, Foster had the highest shooting percentage from the floor in the '89 season. She says "the season was made better by just being able to work with some

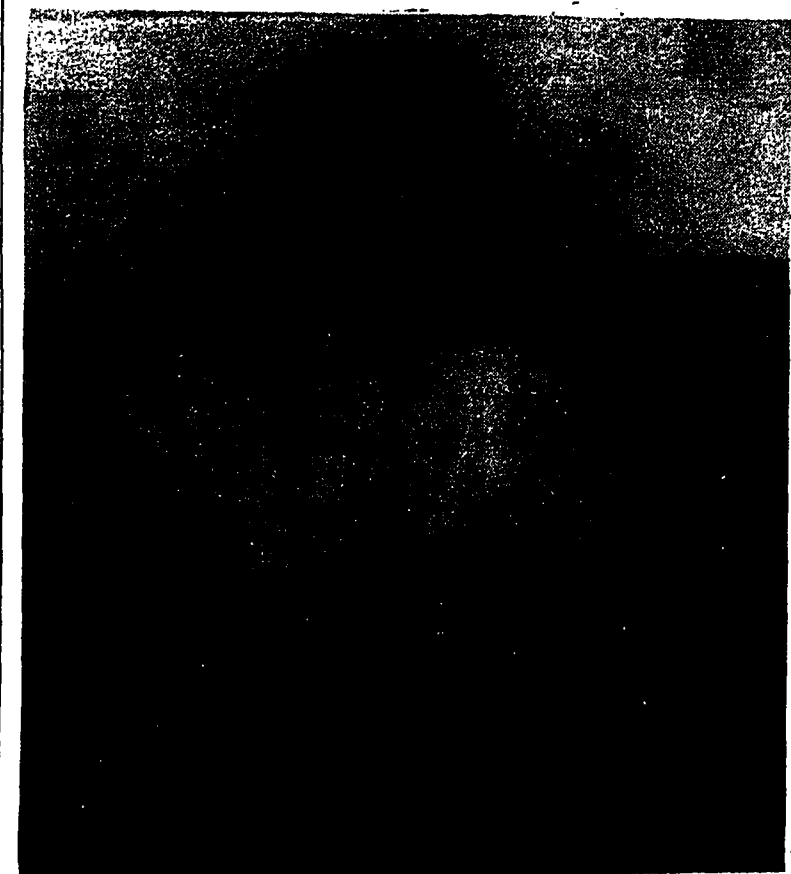
talented basketball players."

When tennis season rolls around, Foster really takes off. She has played 4 years of Varsity Tennis, which includes two years at her old school. Presently she plays no. 4 singles and no. 2 doubles. She hits the ball with tremendous power and topspin. Coach Hodgson says, "Molly is a very fine competitor. When it is time to have fun she has fun and when it is time to concentrate she plays hard and seriously."

Foster prefers singles and feels that a lot of tennis is a mental game. When she is playing alone, her mental game is stronger because she only depends on herself. Teammate Jane Stubbs states, "She was an important part of the team. She pulled us through the tough matches."

Having played tennis since age 3, her improvements over the years were due to the encouragement and pointers from her parents as well as from coaches. "My parents have been a second coach to me along with my school coaches."

Foster comes from a family of five, enjoys travelling, acting, playwriting, and skiing. She has spent her life in Chicago and San Francisco. Next year she will return to the windy city where she will attend Northwestern. She hopes to continue with her sports at college. She is a talented individual who will be missed at Phillips Academy.



Molly Foster

Photo/Blanchard

Scott Schoeb

## Derek Martin

By MARGIE BLOCK

It is Interschols. It is nerve-wracking. It is time for Derek Martin to show his stuff. As he turns around the corner on the final stretch of the 300 m hurdles, all that is visible to the spectators is a blue blur moving in long strides. They knew he was fast, but never this fast. At Interschols, Martin broke the 300 m hurdles school record with a time of 39.5 seconds, beating out the previous record by .3 seconds. "One of the first things I noticed when I came to this school is the track record board because it is so big. My name is going to be up there now and I'm really psyched," comments Martin.

Martin won all of his other events at Interschols as well. Those included the 100 m high hurdles, and the 4x400 relay. Martin says, "It was the best all around day of track I've ever had."

Martin began running track as a Sophomore. He had always wanted to hurdle but his coach never allowed him to. Eventually, he began jumping hurdles and broke his previous high school record. He was ranked number six in Massachusetts.

Martin comes from Mansfield, Massachusetts, where he attended the town's high school. According to him, the sports are very similar at PA compared with his home. The level of competition hasn't really changed.

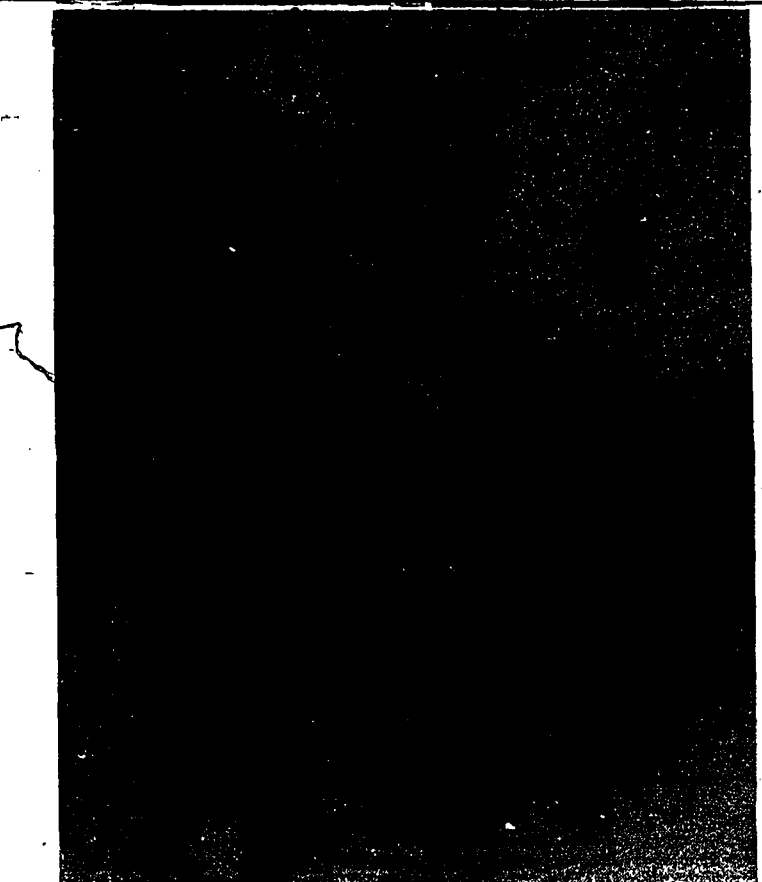
Martin feels that the athletic at-

mosphere at PA is amazing. "No matter what team the coaches are from," he says, "they are still supportive of the other teams. Martin comments, "My success on the track team was because of the great athletes that trained with me."

Martin is not only an outstanding outdoor track competitor, but an indoor runner as well. In his first year of indoor track, he became a member of a national caliber one mile relay team. Along with Coach Strudwick and a few other teammates he went to Annapolis, Maryland for the nationals in the one mile relay. Dr. Strudwick reflects by saying, "Derek is one of the best athletes I have ever coached."

Martin's talents go beyond the track, and right onto the soccer field. He began playing soccer at age seven because all of his friends did. He says, "I have loved soccer more than any other sport since day one." He plays center halfback and feels he is more a physical player who concentrates on passing rather than scoring a goal. A fellow teammate admires Martin's playing style and says, "Other team players drew from his intensity."

Throughout the year Martin's main support came from his dad who attended virtually every soccer game and track meet. To sum Derek Martin's year in one sentence he says, "It was the most drastic one year learning experience I've ever had."



Derek Martin

Photo/Blanchard

## Congratulations To The Athletes Of The Year

CARL - KEEP UP THE GOOD WORK!  
Love, - Mom, Dad, Christa, and Elizabeth



# Athletes Of The Year

## Marla Milkowski

By LAURA PIRRI

Whether she's throwing the discus, sprinting up the basketball court, or slamming one of her killer spikes, Marla Milkowski stands out as an extraordinary athlete and student leader. As captain of three Varsity sports and Chairman of the Athletic Advisory Board, she is actively involved in Andover athletics. Coaches and fellow teammates have only praise for Milkowski. Paul Kalkstein, head of the athletic department describes her as "the most energetic and successful chair we've had. I credit her for keeping athletic spirit at a peak throughout the year and she is the major force behind progress in winning the athletic fields."

Milkowski displays the same enthusiasm and devotion in her sports. Volleyball coach Victor Svec commends her as "the finest individual and captain that I've ever worked with in any season in any sport." Arriving at PA with four years of experience, Milkowski was a vital asset to Andover's volleyball success. Fellow teammates praise her aggressive play and her positive attitude's influence on the team. In honor of these contributions, Milkowski was selected as the 1988 MVP of the Girls' Varsity Volleyball Team.

Milkowski is also a distinguished athlete on the basketball court. Her eight years of devoted play and four sessions of summer camp have helped her develop exceptional

skills. Although usually a power forward, she often contributed with strong defensive skills and accurate shooting. Her talent provided motivation for the team members. Molly Foster commented, "Marla's skill and leadership really inspired me and helped me to work harder in practice and in games."

Milkowski's performances in the throwing events of track and field, have earned her the most recognition. Milkowski originally competed in the running events, but was introduced to the throwing events in her eighth grade year. The field events coach recognized her throwing potential and introduced her to the discus, shot put, and javelin. The discus is Milkowski's specialty; she has gone undefeated

in discus for the past three years. She presently holds the school record of 118'19" in discus and ranks among the top ten throwers in the nation. Co-captain Nancy Abramson praised Milkowski as "by far the best thrower this school has had."

This June, when Marla Milkowski graduates, Phillips Academy will be losing an excellent athlete, a strong leader, and a supportive friend. As a token of their appreciation, the Athletic Department has honored her with two notable awards. Last year she received the David Spencer Hackett Scholarship, which awards any boy or girl exemplifying the characteristics of leadership, scholarship, and athletic ability. This year the school presented her with the Press Club Award, which is awarded to "the most capable athletes." The school will miss Marla and wishes her luck in the future.



Marla Milkowski

Photo/File

## Brendan Creagh

By SUSAN ABRAMSON

Soccer, hockey, or lacrosse, Brendan Creagh was an all-star player. Creagh, a PG from Hanover, New Hampshire, exemplified excellent athletic ability in his one year at Andover.

Creagh started playing soccer in the seventh grade and achieved more than most people ever do. After only two years of experience behind him, Creagh managed to make the varsity team in 9th grade. His Junior and Senior years, Creagh made the all states team. Last year, Creagh scored in overtime of the state championships finals providing his team with an exciting, down-to-the-wire victory.

In addition, he was a member of the New Hampshire select team, which was why it came as no surprise that he made the PA varsity team. Unfortunately, this season did not go as well as it should have gone because Creagh got mono after his opening game. Missing practically the whole season, he was fortunate to return for the final two games, except this time with a new position, center forward. In his second game back, he scored a hat-trick against New Hampton. Along came the big game against Exeter. As the final minutes ticked away, Creagh passed to Bobby Gibbons, '89, who scored and broke the tie. In the process, he sprained his ankle.

Coach Scott commented, "Creagh was a great player, and I'm sure if he had been well, we would have done exceptionally."

The sprained ankle from soccer kept Creagh out of the opening hockey game of the season. However, this did not effect him. With high spirits and determination, he bounced back and started to play the hockey he knew he could play. Coach Gurry said, "Brendan was one of our best players. He played man down as one of our four defensemen. When the team played our best, he played his best." Excellent hockey is nothing new for Creagh. He has played since he was five years old. At the age of twelve, he made the state select team. Creagh was the captain and winner of the MVP award at his old high school. Just recently, Creagh played on the US National Team as well as in an All American Tournament. He trained in Colorado and went on to play the tournament in Chicago.

An impressive part of Creagh's athletics at Andover was his accomplishment in making the Varsity Lacrosse team. With only a single year of experience back in the eighth grade, Creagh came in and earned his place as a strong mid-fielder for the Blue. Coach Kalkstein said, "No one I've ever coached has done more with less experience."

Creagh reflects by saying, "Everything should be instinctive and come naturally. The key is to relax, but concentrate. Focus on what you do, and what you are out to do." Creagh's instincts must be right. Over the summer Creagh plans to train with the Dartmouth team. He will also be with the New England Pro-Am Hockey League. Next year he'll attend the University of Vermont, where he has been recruited to play soccer and hockey. Coach Gurry commented, "He's a real spark. I'm sure he has a good chance to play Division I hockey at college."

Brendan Creagh made a tremendous mark in Andover athletics for his one year here. He is an outstanding, versatile athlete and will continue to dazzle the fans at college.



Brendan Creagh

Photo/Abramson

## Nancy Abramson

By BECCA LANGAN

When Senior Nancy Abramson graduates, the Phillips Academy Athletic Department will be devastated. This "superb athlete," as track coach Dr. Strudwick calls her, has excelled for the past four years in three different sports: soccer, indoor track, and outdoor track. Nancy not only made great contributions of athletic skill, but also ones of leadership and support.

When asked which sport she enjoys more, soccer or track, Nancy replied, "Definitely soccer - I like team sports a lot better than individual ones." For this reason, she spent most of last summer playing soccer, attending two different camps. Such preparation helped Abramson lead the Girls' Varsity team through its winning season. Not only did they beat their long time rival Nobles for the first time in years, but they also placed third in the league. Nancy, as both a starting forward and captain, deserves much of the credit for the team's high spirit and morale. Even during the hardest workouts, her teammates could depend on her for enthusiasm and support.

During Winter track, Abramson again proved herself to be an energetic and dedicated captain, providing her teammates with the encouragement and motivation they needed. Of course, her incredible speed and strength also contributed greatly to the team's success. Even though Nancy claims that, "Winter track was only training for the Spring," and that she participated for the training, not to win meets, the hard-working athlete ended up accomplishing both. Running four events, the 300 M, 50M hurdles, mile relay and long jump, she almost always earned a first or second place in each event. For this reason, she deservedly won the Winter track's Most Valuable Player award.

Nancy's Spring season was even more impressive; it was the peak of her high school track career. At In-



Nancy Abramson

Photo/Blanchard

terschols, she broke her personal best in the 300 M hurdles and, in doing so, improved her Andover school record of 48.0 to 47.6. In addition to improving her hurdling, Nancy cut her mile relay split down to 61 seconds. According to Dr. Strudwick, the fact that these times were achieved at Interschols, the most stressful meet of the year, was an additional accomplishment for Abramson. In the past, such pressure used to be a problem for her to deal with. This season, however, she learned how to actually use it to her advantage; transforming that nervous energy into speed.

Last Wednesday, this two-term track captain won the Steven Sorota award for her outstanding performances during both the Winter and Spring seasons. After his

fourth year of coaching Nancy, Coach Strudwick affectionately states that she has developed into a "wonderful athlete... and is clearly committed to this school and PA track." Mutual feelings of respect and appreciation were expressed by Abramson. "Dr. Strudwick is the whole reason behind my breaking the school record and being captain. He has been an everyday part of my life during both Winter and Spring for the past four years." As far as Nancy's plans for the future, she definitely plans on continuing sports at college. She is positive she wants to play soccer, but is not sure yet about track. Whatever the case, back here at Andover she will be missed tremendously.

## Tony Pittman

By MACEO SENNA

Tony Pittman is comparable to Superman. During classes he is a mild-mannered, honor student, but on the playing field he is a man of steel. As a new Upper, Pittman has been an outstanding performer on Varsity football, Varsity basketball, and Varsity track.

Pittman attended a public high school in Pennsylvania, where he said sports were more competitive because of the intense community involvement. Pittman's most serious sport is football, although, depending on the season, his focus shifts to the sport he is playing. Football is no new tradition in his family. Pittman's father was an All-American at Penn State and went on to play for two pro teams. Coach Leon Modeste calls Pitt-

man one of the best running backs he has ever seen. Modeste's expectations of Pittman are high, he sees Pittman playing football for a Division One school. Pittman would like to go to either Penn State, Notre Dame, Virginia, or Princeton. Pittman was elected captain of next year's football team; he was the obvious candidate.

Both Coach Strudwick and Coach Modeste felt that Pittman's intense ability to focus on whatever he is doing makes him all the more extraordinary. Modeste calls him the epitome of an Andover student/athlete, and says Pittman made athletic feats look effortless. Modeste, who is also Pittman's house counselor, described Tony as an organized, ideal member of the dorm. His only transgression of

rules is occasional loud radio playing.

Strudwick pointed out that Pittman's major contribution to the track squad has been his great sprinting ability. Pittman has won several meets in the long jump as well as sprints and relays. He proved to be a deadly weapon in track Interschols, where Boys' Track placed first.

So what's wrong with Tony Pittman? He isn't faster than a speeding bullet or stronger than a locomotive and doesn't leap tall buildings in a single bound. But he does wear blue, and Kryptonite doesn't weaken him. Tony Pittman will be around for another year. Varsity Football, basketball, and track teams are sure to be successful.



Tony Pittman

Photo: File

# Athletes Of The Year

## Karyn Rimas

By LAURA HSIEH

"Karyn Rimas ('89) is a player of superlatives." As a two year member of the Varsity Volleyball team, Karyn has earned the praise of Coach Victor Svec. "She is dedicated and single-minded in her approach toward improvement. And, she is one of the hardest working athletes I've ever worked with."

Yet, Karyn's athletic accomplishments didn't end with volleyball. They only began.

During the Winter term, Rimas co-captained the highly successful varsity basketball team. This was her second year on the team, a year in which she earned the Robert L. Wurster Basketball Trophy. The trophy was described as an award going to "that Senior member of the girls' (and boys') varsity basketball team(s) who... has contributed the most to the sport and to the school by representing its ideals through sportsmanship, endeavor and ability." In addition, the words "dedicated" and "hard-working" once again came to mind. Early to practice and late to leave were some of the typical actions that her teammates admired, aside from her playing on the court. Lauren Hatfield '89, who shares the most points in a game record with Karyn (37 points) commented, "Karyn is a great leader. But, she is more of a leader by example. She was a very solid member of our basketball team, very consistent."

Rimas' commitment to athletics stretched further to include varsity softball. Three years ago, under the guidance of Coach Peter Drench, Rimas set out to help lead Andover softball with her pitching abilities on a trend upward to improvement. With the help of many extra hours pitching with captain/pitcher Jill DiMaggio and with Coach Drench, Rimas' pitching, along with other improvements and additions, Andover softball has dominated the private school competition while faring well with area public schools. As Coach Drench explains, "Karyn features explosive

speed and a riseball. She has always allowed few hits, but walked enough batters to keep runners on via free passes. Her stats show how her control has improved. At Colby in the next few years, Karyn should become a very successful power pitcher."

Rimas has demonstrated that hard work pays off, when she pitched the final Championship game of the Association of Independent Schools for Girls' Athletics Tournament. She was MVP of this game, in which she threw a no-hitter. This is also a rather ironic accomplishment when you keep in mind the words a close friend to the team mentioned to Rimas during her freshman year. She told Rimas to face the fact she would never be an athlete. Obviously, Rimas' accomplishments have proved predictions wrong.

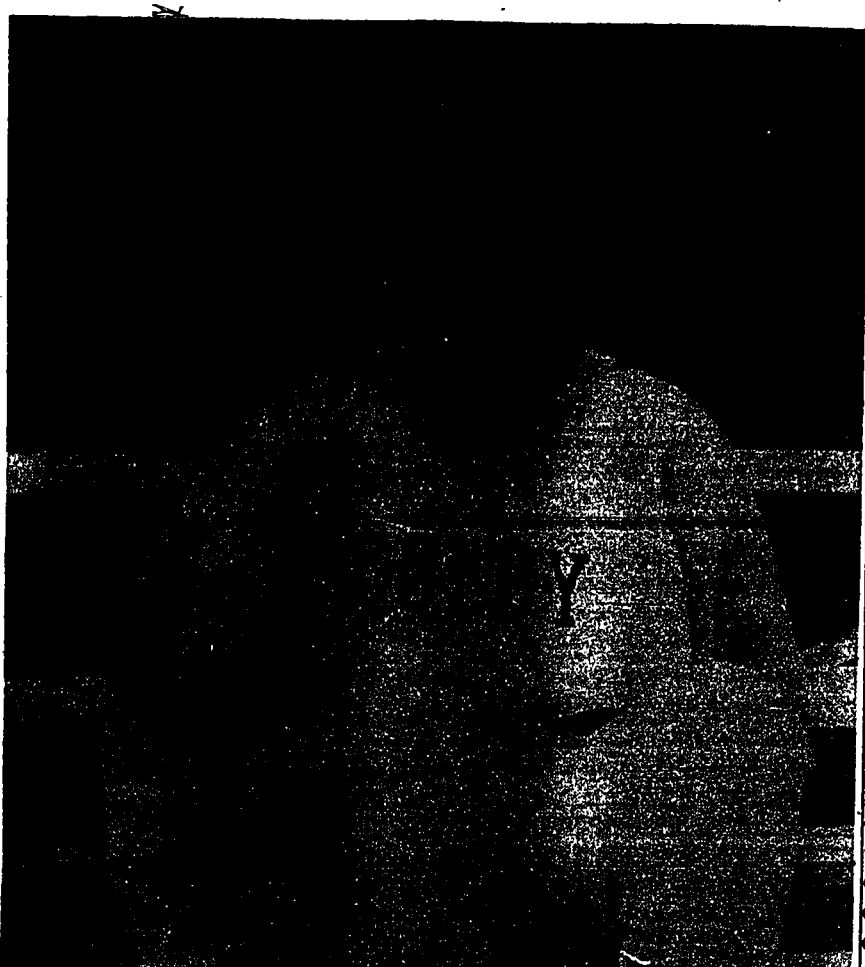
Coach Drench noted, "The thing that impresses me most about her is that I think she has the perfect athletic temperament. She is a hard worker. She is a competitor. She never makes excuses, and she has a sense of humor." Catcher Hatfield commented, "Karyn is an amazing pitcher... You just can't say enough about the girl."

Teammates and coaches alone are not the only members of the community to acknowledge Karyn's commitment to her teams. She was recently the recipient of the Abbot Athletic Award. This award goes to the female of the Senior class who "has excelled in varsity sports and whose loyalty and good sportsmanship exemplify the highest ideals of Andover athletics."

While Karyn will surely be missed at Andover on the volleyball court, the basketball court, the softball diamond and the community at large, the community of Colby College will certainly gain a valuable member. There she plans on playing basketball, and possibly, softball. Representative of the feeling of her friends, teammates, and coaches, *The Phillipian* honors Karyn Rimas as Athlete of the Year and wishes her all the best.

### Karyn Rimas

IP	R	ER	H	K	BB	WP	HP	ERA	W-L
1987	29.2	52	24	22	14	62	25	3	5.66 2-3
1988	44.0	33	17	19	56	65	28	9	2.70 6-1
1989	39.1	16	10	9	45	45	5	8	1.78 7-0 3 No-Hit
Total	113.0	101	51	50	115	172	58	20	3.16 15-4



Karyn Rimas

Photo/Sisco

## Lauren Hatfield

By AMIE WILMER

This year Lauren Hatfield was a powerful force behind the Varsity Field Hockey, Basketball and Softball teams. A PG, Hatfield came to Phillips Academy from Leominster High School, where she earned twelve varsity letters. Next year, she hopes to continue to play Division 1 softball for Boston College.

Hatfield started playing field hockey at the age of 15, as a freshman at high school. Her first year she started for the school's varsity team. As she explained, "In our

her up to play on the town team. Since then, Hatfield has really developed. At Leominster, Hatfield broke the high school career points record with 1000. She played in the Bay State Games for two years and was a member of the Junior Olympic team for four, three of which she served as captain. This year, however, Lauren was unable to compete, for she was bounded for overcutting. As a Senior at Leominster, Lauren was named an All-American for USA Today and Converse as well as the Naismith

AB	R	H	2B	3B	HR	RBI	bAvg.	BB	OBavg	TB	S.Avg.
59	33	32	4	7	3	29	.542	3	.565	59	1.000

first game of the season, there was a girl that kept screwing up. My coach took her out and put me in. I had no idea what I was doing, I just knew that the ball had to get to the other end of the field." Lauren started for the rest of the season. Here at Phillips Academy, she was also able to show her talents on the field hockey field. Teammates and coaches alike were impressed with her skills. Remarkd Becca Nordhaus '91 of the field hockey team, "Lauren is a real team player. She plays for the team as a whole, not just for herself."

Hatfield has been playing basketball since she was 9 years old, when her gym teacher signed

her up to play on the town team.

Next year, Hatfield will play Division 1 softball for Boston College. At Andover, she dominated the game with powerful hitting and directed the powerful pitching of Karyn Rimas '89 and Jill DiMaggio '89. Lauren loves to hit. As a catcher, she's thrown out 9 of 17 attempted steals (53 percent); several good throws were dropped. Her competitive drive to win has helped PA become more aggressive in its team play. Lauren will play at Boston College next year.

Lauren's team at Leominster was State Champs two years running. Comments Coach Drench, "Coming to PA from Leominster High School, where she played on two State Division 1 Champions, Lauren is Andover's most complete softball player. A fierce competitor, Lauren hits with power, runs the bases aggressively, and is a solid defense catcher. Her presence behind the plate has helped speed the development of PA's finest pitchers."

All of this excellent playing, experience and talent should prove to be a real asset for BC, as Hatfield has been for Phillips Academy.

Strangely enough, when asked how she would like to be remembered here, Lauren replied, "Not as some PG jock. I want to be remembered as someone who is unselfish and easy to get along with."

Seth Dunn

Photo/Rogers

## Seth Dunn

By JOHN McGRATH

Coach Kalkstein probably put it best in saying that while "Seth Dunn is not as big as other players, and he gets knocked around a lot, he always keeps on going." Only 5'8", Seth Dunn can still measure up to any opposing athlete. In Seth's two years at Phillips Academy, he has earned a total of 5 Varsity letters, two in both hockey and lacrosse, and one in soccer. As he plainly puts it, "My favorite sport has always been determined by the season."

As starting stopper last Fall, Seth played an important role in Andover's winning soccer season. Because of Seth's speed and hustle, Coach Scott assigned him to pick out the other team's best man, and cover him when near the goal. According to Seth, the season was a continuous roller-coaster ride, with the high loller of the season coming when the team beat Exeter in what he recalls as "the most intense game I've ever played in." And while Seth never had the opportunity to score during the season, his ability to clear the ball from the defensive zone was a key factor in the team's success.

The real surprise, though, came last Winter during hockey season. Although Seth has been playing hockey since the early age of six, during his Upper year on the team he received little playing time on the team's fourth line. However, due to what Coach Gurry calls "a tremendous improvement," Seth found his way to first line center on this year's squad. Seth credits his

sudden improvement to his season weight training and increased leg strength from soccer. Regardless of the cause, he produced ten goals and 12 assists in what Captain Dave Freche called, "a helluva season." Because of his terrific improvement, Coach Gurry awarded Seth a special coaches' award for a terrific season.

Because of Seth's hustle and ability to scoop dead balls on the lacrosse field, Coach Kalkstein named him the team's ground-ball man. Kalkstein comments, "Seth plays harder than nearly everyone on the field."

But more importantly, one who almost always count on Seth to score the big goal. In the game against Tabor on May 20, Seth scored the go-ahead goal with more than a minute left on the clock. With clutch performance like these, it is no surprise that "dependable" was the first word Coach Kalkstein used in describing Seth. Modestly claiming that the support of the team's other teammates has helped raise his level of play, Seth has already tallied goals and 17 assists this season.

May 22, Seth received the Schubert Key Award, which is given to the PA athlete who most exemplified hardwork and good sportsmanship in his athletic endeavors throughout the year. Seth plans to focus his athletic attention just as lacrosse next year at Yale. And while he may find college play to be bigger, most of them will be short in competition with Seth.

## Lisa Mancke

By JOSH ALLEN

This year, *The Phillipian* chose for the Athlete of the Year, (drum roll, please) Lisa Mancke '90, the Field Hockey/Ice Hockey/Softball player extraordinaire. "You watch her skate down the ice and score and you can't believe it, then you

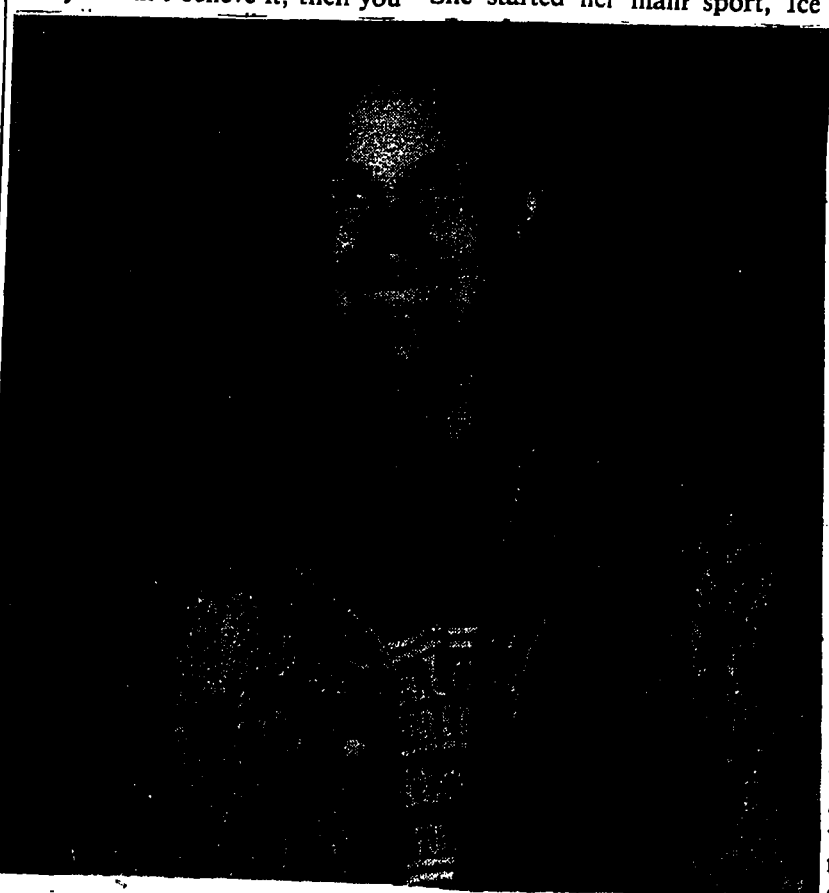
watch her play softball and you still can't believe it," commented Kathy Henderson, her Field Hockey Coach. "She is an amazing athlete."

She is a natural-born athlete too. She started her main sport, Ice

Hockey, six years ago when she was jealous of the size of her brother's equipment bag. She went on to play on boys' teams which she said was interesting because "the guys are curious about what their opponents are like after the game, while in girls, if you call someone a jerk during the game, she's still one afterwards." When she first came to Andover as a Lower she made three Varsity sport teams. This past year, Mancke was awarded the Phillip Allan Award with Whitney Rogers, granting her a summer camp scholarship for any sport she chooses. "Lisa is very skilled," explained Henderson, "and has great eye-hand coordination and speed."

"What I like about the sports here is the commitment and time that everyone put in," said Lisa. She likes the challenge and competition, but, she says, "I really enjoy the mental challenge created in sports that goes hand in hand with the physical."

Our Athlete of the Year has been described as very "visible" and although she could be a one person scoring machine, she works well with others" and makes the team a scoring machine. Mancke will co-captain the Ice Hockey team next year. We hope she will stay free from injuries and help Andover to more victories.



Lisa Mancke

Photo/File



Lauren Hatfield

Photo/Macneal



# Girls' Gymnastics Interschols Champs Third Time in a Row

By THOMAS PARK

"Andover, 8.55 on the vault...7.8 on the balance beam...8.45 on the floor." These first places in events became common to the '89 Girls' Gymnastics team, the greatest Andover team ever assembled, asserted co-captain Cindy Lie. Struggling early in the season, the two-time defending Interschols champs pulled together despite injuries and the pressure to repeat. Their valiant efforts culminated in their record third straight Interschols win with a record-smashing 120.4 points. There appeared to be no better way to cap off a season with such high expectations than achieving the once-elusive 120 point mark, and thus earning themselves a spot in the annals of Andover champions.

At Interschols, the Andover gymnasts were nervous. But why? They had already beaten every Interschols opponent by ten points, one by forty. Captains Lie and Annika Green, along with Senior Sarah Davis, formed the Andover scoring machine. This Senior trio, known to cause shivers in opposing prep schools' gyms, became a quar-

ter with the addition of Lower Caroline Wadhams. Lie attributed the team's strength to their large number of veteran upperclassmen. Why nervous? Green explained, "It's the last season for the three Seniors... We knew that these were our final events." They performed well under the pressure, blowing away second place finisher Walnut Hill by ten points. "It went as expected," remarked Lie. "It was more of a personal challenge. We wanted to win the individual event awards." Lie finished with second place in the all-around.

Andover went ahead early, nailing several stellar leaps on the vault. The lead stelled from routines by Davis on the uneven bars and Green and Lie's floor routines. The balance beam routines were the ones that Lie knew had to be solid in order to insure a victory. After hours of top scores and displays of rare difficulty, the Andover team clinched their third Interschols win in three years.

### An Injury-Plagued Team

The Andover squad came into the season losing one Senior, but

gaining a versatile gymnast and prolific scorer in Wadhams. This insured more strength and even higher expectations. Before the season, Coach Jack Gleason said their main objective was to avoid injuries, but a different scene unfolded. Green, followed by Davis and Upper standouts Liz Powell, Nicole Filosi, and Laura Pirri, all sat out at one time or another with nagging, frustrating injuries. Coach Gleason once commented, "More ice has been used by this team than ever since the ice age." Nevertheless, explains Green, "the team had a really good attitude through the injuries. It helped to pull the team together behind those who were competing." Never at full strength in the season, there was little hope of beating public school powers Salem, Danvers, and Andover High, whose gymnasts were involved in year-round clubs.

The Andover High meets was close the entire way. Lie was absent for the first two events, yet appeared in time for the final two. Without a warmup, she performed on the balance beam and scored first place with 7.6. Andover finished the sea-

son 4-3, including Interschols, with decisive wins over prep schools NHM, Walnut Hill, and Dana Hall.

### Awards

At a team meeting, captain Cindy Lie was named team MVP and Annika Green most dedicated. Kathy O'Brien and Betsy Hurd, called up mid-season from JV during the injury outbreak, were most improved. Heather Keller will serve as captain next year. The core of Lie, Green, and Davis graduate this year, but a number of talented gymnasts remain: Keller, Wadhams, Pirri, Filosi, Powell, Hurd, and O'Brien, as well as many awaiting in the JV ranks. Coach Gleason feels he will be happy with the years ahead if the gymnasts meet their potential, as they did this year. Green puts it in perspective: "This year was definitely the best yet. It's going to be hard to top."



Heather Keller performs on the beam

Photo/File

# Girls' Cross-Country: Work Pays Off in the Long Run

By ALEXANDRA SHAPIRO

The Girls' Cross Country team combined both experience and new talent; however, both groups contributed to their commendable season. They suffered only one loss, to Northfield Mount Hermon, one of the best girls' teams in 20 years. The team also placed third out of thirteen at Interschols with both Lean Sweeney and Sarah Davis qualifying as members of the New England Girls' Cross Country All-Star Team.

A combination of never-ending support and coverage inspired all of the girls, from the veterans to the least experienced to improve. Don Barry and Elwin Sykes, the co-coaches created a spirited atmosphere in practice which raised the morale of the team and encouraged them to strive toward

their goals. The runners put themselves into situations that were hard and challenging and found a strength that they weren't sure was there.

In terms of results and records the team had five members under seven minute miles for the average three mile races; Lean Sweeney, Sarah Davis, Alexandra Shapiro, Pam Myers, and Catherine Costanzo. Sweeney, number three in New England, proved her power and determination by chasing NMH runner Betsy Nichols who eventually won Interschols. Sweeney had her until the last half mile. Davis and Shapiro, two and three respectively, improved their times the most; both cut about two minutes off their times by the season's end.

Other highlights were from veterans who, though hard work improved individually. Jen Eby, a second year runner, broke through a lot of mental and emotional barriers that came with the sport. Eby runs a variety of distances, which is hard. The previous year she had not been able to finish the season,

but this year she was in better shape and pressed herself harder. Eby not only improved, but also was a major contributor to the team wins. Catherine Costanzo progressed consistently during her four years because of her incredible effort.

All these successes were obvious at the surface, but some of the greatest X-country triumphs were those that weren't indicated by the score. Yvonne Chang could not compete a five mile workout at the beginning of the season, but by the end she could run six miles in the pack. Libby Yatsu, in a similar situation, failed to finish the first hard course and tried to get out of the season's most difficult race but Coach Barry would not let her. She went to the race reluctantly, but finished and scored.

Coach Barry will be on sabbatical next year, but Coach Sykes is expected to lead the team to victory again. If luck is what happens when preparation meets opportunity, the future only looks good for the girls.



Sarah Davis and Lean Sweeney lead the pack

Photo/File

# Boys' Cross-Country Develops

By ROB BOHORAD

Cross country. One cannot really call it a very exciting sport. After all, there is no hitting and no out of bounds, and it only lasts for fifteen or twenty minutes. The sport consists of a bunch of individual racers, who combine to formulate a team score. It takes more than just a bunch of runners though, as self-commitment is the key that determines the outcome of a cross-country season. This year's team was young, and lacked some of the experience it needed to pull through in some of the bigger meets. Where the team was lacking in talent though, it made up for with desire and hard work in amounts far greater than expected. The team finished the season with a three and three league record, beating Holderness, Milton, and Exeter, and a three and five overall record.

The team started the season with losses against Harvard and Navy

Prep at home. The team had only been together for one week and the coaches were very pleased with the races, which were used primarily as time trials to see where the team stood in its training. The team quickly began to settle and it was evident that a majority of the top runners would consist of underclassmen. As the season continued it was even more surprising to find that seven of the top runners were underclassmen, and two of the top five were Lower. Along with the domination from the Uppers and Lower, Senior Pete Caruso took over the number one spot, finishing first for the team in every race he participated in. In only his second year of racing, Lower Mike Blanton quickly assumed the team's number two spot a few weeks into the season. After Caruso and Blanton, the team developed a consistently strong pack, which gave the team the places it needed to win all its league meets.

# JV Spotlight: Football

By CIREK LASSERMAN

The 1988 JV Football team was not a powerhouse ball club. They were not feared across the nation and their names were not in *Sports Illustrated*. Their record was not imposing, nor have they been swamped with Bowl game offers. Yet, it was not a wasteful season. Led by coaches McGraw, Cline, Assaf, and Sklar, the team continually played hard, tough football. Their first two games were against Varsity teams consisting of larger, older players. Needless to say, the team dropped to both of them, and got off to an 0-2 start. The only win of the season came at Northfield-Mount Hermon, a 21-0 victory in the pouring rain, while the two games against Deerfield and Exeter were both disappointing losses.

Throughout the season the team played and practiced hard. Senior co-captain Brian Gittens, a star running-back on offense and a linebacker on defense, was one of the mainstays of the team, keeping spirits up and encouraging others to give it their all.

"I like to hurt people," says Gittens.

"Git was great," said one team mate. "Our offense wouldn't have been the same without him."

Another player who stood out was quarterback Mike Estrada. A Lower, Estrada showed remarkable poise and decision making ability throughout the season, especially during the last game when the coaches had him calling his own plays. Kip "Air" Jordan, also a Lower, showed a large amount of talent as well. Hitting hard in practice and in games, Jordan displayed speed and drive that inspired the rest of the team to work harder.

Jim Pajarillo, a three-year JV veteran, comments about the season, "We had some tough opposition and sometimes we just didn't get it together when we needed to. But overall I had a good time and I enjoyed playing with this team." Though it was a frustrating season, this sentiment was shared by many, and as one Junior on the team comments, "Hey, we'll get 'em next year."

# CHAD

# CONGRATULATIONS

Mom, Dad,  
Grant,  
Levi & Ricki

# Injuries Cripple Boys' Varsity Soccer Team

By ERIC ROBERTSEN

With a mixture of Senior leaders, exciting post-graduates, and talented underclassmen, Boys' Soccer looked to have a highly rewarding season. Due to excessive injuries, though, the team fell a little short of their high expectations and settled for an impressive 6-5-2 record. Despite its ups and downs, Andover came together as a whole, healthy team to win its last three games of the season, including a deserved Exeter victory.

Andover started the 1988 season well; after three games they held an undefeated record. After tying Loomis-Chaffee, but beating Holderness and Tabor, Andover prepped themselves for a successful season. The players showed great character; by overcoming a 1-0 deficit in their Tabor game, and exploded for four unanswered goals. Such determination was a trait Andover carried with them for the entire season.

Andover continued its unbeaten streak with a tie against the MIT JV's, but suffered their first loss of the season at the hands of the Tufts JV's. The Blue split their next two games as they defeated Cushing 3-1 and lost to the Harvard JV's, 2-1.

A little more than half way through the season, Andover had compiled a 3-2-2 record with their only losses coming to college JV clubs. At this point it was hard to say who was leading the team as every player was making valuable contributions, and leadership came from everywhere on the field. An-

dover's versatility was essential as offensive production came from all sources such as Bob Gibbons '89, Alfonso Earhardt '90, and Adam Galvin '90; while defensive strength was ever-present from the likes of Alex Jaccaci '89 (captain), Seth Dunn '89, Mike Benedetto '89, and Erik Laenen. Neil Baverstock '89 was outstanding in goal.

The Blue started the second half of the season on a slow note, as they dropped two one-goal losses to NMH and NAPS, very tough teams. As was the case in their first two losses, Andover wasn't without opportunities. As in all their games, Andover shelled the opposing goalie with shots but was unable to put the ball in the net.

Going into the Deerfield game, Andover looked to improve its 3-4-2 record; a record which did not reflect the true talent of the 1988 team. Due to persistent injuries, Andover had lost four of its last five games. The team looked to get back on the winning track they knew it was capable of. The win would elude them one more time, though, as they fell short of defeating an equally-talented Deerfield squad. The controversy of the season may have been when the referee disallowed a beautiful goal from Erik Laenen for questionable reasons. Andover played well, but were simply outlasted by Deerfield.

Going into their last three games 3-5-2, Andover, now free from injury, looked to salvage a winning season against Worcester Academy, New Hampton and Exeter. Against Worcester, Andover ex-

ploded and would never look back until the end of the season. Following their defeat of Worcester, Andover denied a talented, physical New Hampton club to up their record to 5-5-2. Only Exeter remained. In front of a huge home crowd, Andover controlled the plays from the start and emerged from the game with a 2-1 victory. Their final season record was 6-5-2.

Andover's success this year came from all sources. Versatility and depth made up for the prominent injuries. In the net, PG Neil Baverstock, with his unequaled drop kick, was unbeatable. Senior captain Alex Jaccaci, combined with fellow Seniors Mike Benedetto and Seth Dunn, and PG Erik Laenen, were the base for an impenetrable defense. PG's Derek Martin and Brendan Creigh provided for much of the offense. Seniors Bob Gibbons and Uppers Alfonso Earhardt, Adam Galvin, and Dave Cooper were also important players. Lower Lex Carrol and Brian Lee provided youth and talent to this year's varied team.

Next year the team will be captained by Bo Wilmer, a future three year veteran whose outstanding skills in the net were overshadowed by the play of Neil Baverstock. Andover looks to have a promising 1989 season as they will have great returning talent and an abundance of JV players moving forward. If the team can remain free from injury, next year's squad will have an outstanding season and may earn a position in the Prep School Tournament.

Brian Lee waits for the ball

Photo/File

## Water Polo Fifth at Interschols

By DANIELLE GRAHAM

"This year's team was the best that I have ever played on at Andover," remarked four-year Senior and co-captain Alex Walley. "What some of the players lacked in experience, they made up for in hard work and dedication in order to fuse the team into one aggressive and competitive unit."

The team's sense of unity resulted in a five and six season record and a fifth place finish at The New England Interscholastic Championship - the best ever for Andover Waterpolo.

Little Rhody Polo Club

Highlighting the season was an October game against Little Rhody, a club team from Rhode Island. Little Rhody always had faced Andover with an experienced and tough team, and this year Andover would still be the underdog.

In this game, the Blue took a five point lead in the first quarter. Andover, with strong play from goalie Cadir Lee '89, was able to maintain its lead until the final quarter when Little Rhody tied the score at seven all.

Finally, with less than two

minutes remaining in the game, co-captain David Mainen '89 scored off a penalty shot to recapture the lead and win the game, 8-7. Along with Mainen, goals were contributed by Seniors Eric Gregg, Sanjiv Desai and Lower James Elkus.

Exeter

Twice during the season, Andover faced rival Exeter, the team that perennially dominates New England Waterpolo. Andover lost both times, but even though these losses were disappointing, the team's improvement and good play were remarkable.

In the Blue's second game of the season against Exeter, they held up until the final quarter. Walley led off the scoring on a break away, assisted by Desai. Exeter scored the next two, taking the lead, until in the final seconds of the quarter, Mainen scored with a back hand from the two-meter position to tie the score.

Mainen led off the second quarter with two goals, followed by two Exeter goals. Next, Walley scored from the wing, allowing Andover to once more take the lead. However, with under a minute left in the first half, Exeter tied the score at five all, after successfully completing a penalty shot.

In the third quarter, each team scored twice, with Andover goals from Desai and Gregg.

Much to the Blue's disappointment, Exeter took off in the final period, scoring four goals in a row. Despite Mainen's skip shot in the last seconds, the Exeter victory was sealed, 12-8.

Interschols

At Interschols, Andover played in three games. In the first round, the Blue challenged third seed Greenwich Academy. The team played well, but just could not keep up with the Connecticut team's over-aggressive and rough play, losing 1-6.

After a two hour break, Andover splashed back into the pool to meet Hotchkiss. The Blue clearly dominated this game, capturing the win, 15-1. Most impressive was goalie Cadir Lee's performance. In the three quarters of the game that he played, he allowed no goals to be scored on him and thus became the only goalie in the tournament to have a perfect save percentage.

After beating Hotchkiss, Andover advanced to the next round to challenge Loomis-Chaffee. The game remained relatively close for the first half, with the Blue holding onto a slight lead. However, in the second half, Loomis faded away as Andover stroked to a decisive 12-5 victory.

With two wins and one loss at the championships, the Big Blue placed fifth. The most satisfying part of the tournament for the Andover players came with the announcement of the all-star teams. Goalie Lee was named to the second team and captains Mainen and Walley to the first team.

Reflecting on the season, next year's captain, Jon Safran '90, commented, "The amount our team improved was incredible." Coach Chase Boyd concurred with, "Even the more experienced players showed improvement and gained confidence in themselves as serious competitors."

Next year's returning players wish Seniors Eric Gregg, Craig Knight, Sanjiv Desai, and Cadir Lee luck and thank captains Alex Walley and David Mainen and coaches Chase Boyd and Stephen Purington.

## Girls' Hockey Sharp on the Ice

By CHRISTIAN COOPER

Girls' Varsity Hockey went 12 and 4. With that kind of record, you can't ask for more. Coach Chivers and daughter Sam, what a great pair. With the two of them coaching, losing was rare.

After being defeated by Tabor in the opening game Andover met St. Georges who beat them the same. But wait... the next seven, Andover dominated the ice. They improved their record to 7-2, oh how nice!

NMH, with their speed and stick work so quick. Skated circles around PA; NMH was too sick, Nobles' match-up was close, but Brooks' defeat was easy. "The back-checking and goaltending were awesome," comments Weezie.

The excitement of the season was of course the last game, Exeter was the host, but more PA fans came. Hoping to seek revenge from a previous 5-1 loss, Exeter tried to prove that they were the boss.

With a 2-0 Red lead, by the end of two, A victory was looking grim for the Blue. But Lisa Mancke, out of nowhere scores 2, out of sight. Heading into overtime, Blue put up a good fight.

The timer showed that 5 minutes had passed Andover with momentum, cleared the zone at last. A well-played break-out and concentration were the key. Which set Parsons up to score, giving Blue a 3-2 victory.

Each line improved immensely throughout the year. Which guarantees another solid team, that is quite clear. Unfortunately there are those whom we will miss -- It's to those 5 Seniors we send a hug and a kiss.

Doyk, Stabes, and Hitchcock, aggressive on the line. Were backed by co-captains Wieds and Muldoon, whose skills are sublime.

To Coach Chivers and his welcoming grin. We are pleased to award him with his 101st win!

## JV Spotlight: Boys' Swimming

By ELISABETH HUI

1989 was a growing year for the Boys' JV Swimming team. Led by Coach Chase Boyd, a teaching fellow in the Chemistry Department, the year was full of fun and excitement. This season's team members included: John James '89, Spencer Abbot '91, Rich Arnholt '91, Mark Brionson '91, Dave Charles '92, Craig Der Ananian '91, James Elkus '91, Adam Gould '90, Mike Hurr '90, Pil Kim '92, Ron Lanouette '92, Sam Robfogel '91, and Luis Roth '90. The all-important job manager and book-keeper was assumed by Elizabeth Hui '91.

Competition was tough throughout the year and although the team's record did not include a single win, with each consecutive

meet the team improved greatly, always increasing on the previous meet's score. All who joined the team were active participants throughout the year, training diligently at workouts. Every swimmer was at top form by the season's end, and all had achieved personal best times during the course of the season in their individual events.

Coach Boyd was a great inspiration to the team. Leading them on with his quick remarks and sense of humor throughout the grueling practices, he brought the swimmers together as a team, for which the teams thanks him. They also thank all those in the stands who voiced their support during the many times of need. Though the record may not indicate their success, the team looks forward to their next season.

Whitney Rogers hooks the defenseman

Photo/File

## G Varsity Swimming

By DANIELLE GRAHAM

In recent years, the Andover Girls' Swim team has been known for its spirit and good cheer, if not for winning seasons and outstanding performances. However, this year was a different story. The team was able to combine their spirit with hard work and new talent. As a result they finished with a five-two record and a fifth place finish at the Interscholastic Championships. This was quite an impressive feat for a team who had been hard-pressed the year before to qualify even two swimmers for the finals at the championship meet.

New Talent

Credit for part of the squad's success must go to the new swimmers who added an incredible amount of talent, but also the team for unity and good will.

Five of the new members were

Juniors and became key players in events where they were much needed. Most interesting to watch was the all-freshmen combination of Anne Austin, Claudia Fiore, and Michelle Graham who competed in the 100 yard butterfly, sweeping first, second, and third places.

A Mixture of Old and New Andover was also able to put together a strong line-up for the 100 yard backstroke, utilizing a combination of old and new team members, including co-captain Laura Bauschard, Upper Jen Foss, and new Lower Jen Mallette.

New Upper Libby Marshall proved her forte in the 200 yards IM, an event in which she captured third at Interschols, while two-year Senior Jessica Holden showed incredible grace and strength in the diving event.

Wins and Losses

Most satisfying for the team were its wins against Choate-Rosemary Hall and Suffield Academy, two teams that had narrowly defeated Andover in the past few years. The victory over Choate in the Blue's season opener handed the team a great start, while its defeat of Suffield was a moral booster that lasted the entire season.

Andover's only losses were recorded in meets against Loomis-Chaffee and their rivals, Exeter. In both of these meets, the girls swam well, but just could not compete with the depth and experience of the other teams.

Interschols

For Andover, Interschols was the culmination of a term's hard work and dedication. Many swimmers qualified for the finals and turned in personal best times. The team also showed great spirit, as they cheered louder and longer than any other rival in the pool area.

Coach Purington was extremely pleased with the results of this year's team stating, "I predicted great things for this team, and the girls have not let me down." Co-captain Anne Kahn coincided, remarking, "I knew this year's team was talented, and while we showed it, we were able to have a great time."

The girls are already looking forward to next year, and the returning members would like to thank Coach Purington. Also, special thanks to captains Laura Bauschard and Anne Kahn, and best of luck to departing Seniors Jessica Holden, Kim Markert, Stacie Forte, Hannah Lai, and Ali Fort.

## JV Spotlight: Girls' Field Hockey

By DONNA PRIMS

The Andover JV Field Hockey team led a traditionally strong season under the leadership of Coach Kate Dumfy. The team posted a record of 5-4-2 after a season committed to conditioning and skill development. But it didn't all come that easily.

The cleats were abandoned for running shoes at the beginning of practice. The Andover JV Field Hockey team realized that worn-out Exies didn't fall into the laps of untrained athletes. But maybe it wasn't the team's conditioning that

most significantly contributed to their impressive record. More probably, it was the halftime lectures by Coach Kate that lifted the spirit and determination of the team to winning proportions. Who ever said that the game can't be won in the lockerroom?

The team relied on the leadership, as well as the fresh skill of the Juniors and Lower to rack up the score in PA's favor. PA's 1988 JV Field Hockey team proved that success and fun can walk hand-in-hand.



# Boys' Swimming Fourth at Interschols

By TED YANG

This year's Boys' Varsity Swimming team was a strong force in the New England Prep League. With a dual meet record of 7-3, the Blue Wave rolled over team after team, losing only to Deerfield, Exeter, and the Merrimac Valley States (a non-league meet).

**Painful Losses**  
The losses to Deerfield and Exeter were painful ones to Andover swimmers and sickness kept many swimmers out of both meets. Lower Rob Hill, a major force for Andover, injured his knee in an accident and as a result was forced to sit out the latter half of the season. Sprinter Ben Minard, a consistent first place finisher, suffered a painful shoulder injury which kept him out of two meets. Even with these two powerhouses injured, Andover managed to bravely fight the opposing teams, losing only by narrow margins.

**Top Finishes Put Blue on Top**  
Captain Dave Mainen '89 made headlines for the injuries and illnesses by swimming undefeated in all ten dual meets. In addition to swimming undefeated, Mainen swam many amazing anchor legs from far behind to win relays for the Blue. Juniors Eric Gregg and Sanjiv Desai both swam strongly throughout the season to put them in the winner's circle (first through third) every meet. The same was true for Hill and Minard, before

their injuries kept them from competing.

## A Team with an Abundance of Depth

Another factor to Andover's success was the depth that many of the younger swimmers provided. Under the Seniors' expert tutelage, Uppers Vinnie Dude, Dan Gilbert, Tom Somers, Will Wachs, and Ted Yang, Lower Rob Hill and Steve Peck, and Juniors Noah Caruso and Brent Oswald all swam consistently. They contributed finishes that were vital to Andover's success.

## Andover Shines at Interschols

Without a doubt, the biggest highlight of the season was the squad's performance at Interschols. With their top finishes and depth, Andover captured a fourth place standing. Mainen swam breathtakingly, astonishing both swimmers and spectators as he placed first in both the 100 and 200 yard Freestyles. In the 100 yard Freestyle, Mainen had the race won from the first lap and came in at a time of 46.17, breaking his old pool record, meet record, and New England Prep record as well as qualifying for the All-American cut. Mainen repeated this feat in the 200 yard Freestyle, winning the event in 1:40.89, again breaking records, and qualifying for the All-American cut. As a result of these swims, Mainen was presented with the Babcock Award (MVP of the meet).

## Andover Qualifies in Every Event

Although Mainen's swims added many points to Andover's total, the squad would not have finished fourth if it had not been for the other Andover swimmers who qualified for the consolation and championship finals. Gregg placed third in both the 100 yard Butterfly and the 100 yard Backstroke. Minard overcame his sore shoulder to finish sixth in the 50 yard Freestyle, as well as bringing both Andover relays to good finishes. Desai placed fourteenth in the 200 yard Individual Medley. Next year's captain, Dan Gilbert placed twelfth in the 50 yard Freestyle and thirteenth in the 100 yard Freestyle. Wachs outstroked some very tough competition to place fifteenth for Andover. Finally, Caruso placed eleventh in the grueling 500 yard Freestyle. With three more seasons awaiting him, Caruso is destined to be a giant in the New England Prep League.

## Coach Murphy Comments

Interschols was an excellent meet for Andover, and, according to Coach Paul Murphy, "It was one of the most amazing meets I've ever seen, because, almost without exception, everyone achieved personal records. That's rare! It was a fantastic way to end a fantastic season." When asked about the season as a whole, Murphy commented, "I had a lot of fun and I think that the team benefitted from a good combination of hard work and



Andover off the blocks

Photo/File

fun... all season."

## Next Year's Squad Shows Potential

Although Andover is graduating six Seniors, the remaining swim-

mers have demonstrated many strengths and an abundance of potential. With the combination of proper coaching and determination, next year's squad could fare as well as this year's team. With the

Uppers graduating '90, Rob Hill and Steve Peck graduating in '91 and Noah Caruso graduating in '92, Andover will be sure to benefit from these potential powerhouses next year and in the future.

# Boys' Gymnastics Builds For Next Year's Success

By THOMAS PARK

Despite the fact that there were only three returning Seniors, the Andover Boys' Gymnastics team developed into a strong contender. It was a successful building season, with the team of mostly underclassmen gaining experience. Almost half of the squad consisted of first-year gymnasts. Somehow the energetic young team managed to make it a positive season. One reason for the marked improvement was the addition of junior sensation Mike Diodati, a one-year gymnast who has been actively involved in state-wide competition. Co-captain Eric Hawn also attributed to the improvement the optimistic attitude shown by the gymnasts.

Londonderry High, taking advantage of Andover's inexperience, pounced them by forty points in the season opener. However, Andover scored a surprising 81 points; Coach Ken Maglio believed this was an early indication of the team's potential.

Talented Lower Jesse Wennik

and Toyin Ajose, among others, suffered from many injuries. Eric Hawn believed that those who were injured tried that much harder, to fight through the injuries. They wanted to return as soon as possible, knowing how much the team would need every single gymnast.

Over the Andover High, Revere, and Salem meets, PA had improved an unprecedented twelve points. Hawn explained, "We were working hard, and that's the mindset a young team has to have. You've got to give yourself a chance to win everytime."

In mid-season, co-captain Dominic Rambaran led the team with a "nothing to lose" attitude. On his rings and parallel bars, he loaded his routines with high-difficulty moves, exerting himself fully on every event.

The season finale against Reading was the meet Andover had the best shot of winning. A couple of days prior to Reading, Rambaran pulled a chest muscle. He later took several aspirin and put the injury in the back of his mind, concentrating on the meet at hand. An impressed Hawn commented, "It

was the ultimate demonstration of dedication."

Coming in with a number of difficult moves just recently put together, Andover was in for a surprise. For the first time all season, they met a form-critical judge. This easily favored Reading, which was more polished and had easier techniques. Andover eventually lost 98-90. Despite the frustrating loss and the 0-5 season, Rambaran remarked, "I was impressed with the spirit of the team." Hawn added, "We were as enthusiastic as we could be."

## Awards

At the awards meeting, top scorer Mike Diodati, with 32.7 points a meet, was voted MVP. Steve Liaw, the second highest scorer at 23.1 was most dedicated, and Toyin Ajose was most improved. Diodati will be captain next year. He is hopeful about next year, and encourages more participants. Hawn agrees, and believes that, "More gymnasts next year would make us even more optimistic for the future." Rambaran predicts, "This team will definitely peak in two years."

# Indoor Track More than Just Training

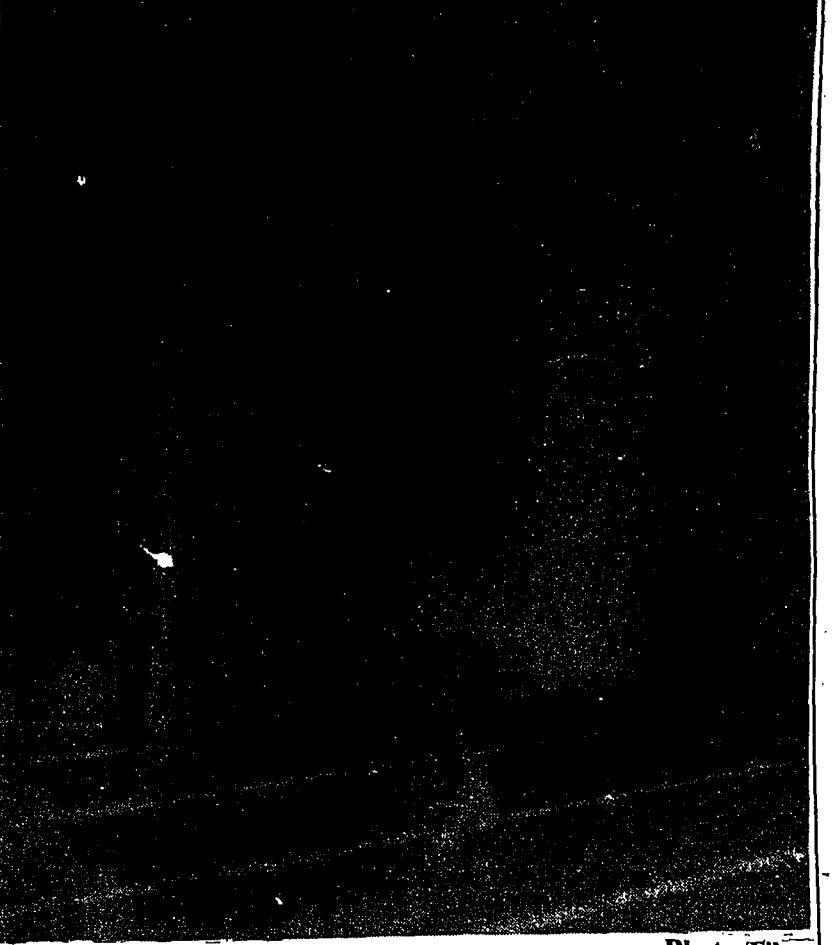
By ALEXANDRA SHAPIRO

Track coach Dr. John Strudwick could not have asked for a better season. Indoor track is often a conditioning season for outdoor track, but the level of talent and dedication led to low times, high jumps and long distances. Girls' captain Nancy Abramson says, "The type of people who run are people with a masochistic attitude. The 'hurt me!... hurt me!' attitude, but it all pays off in the end."

The Boys' team dominated every opponent that they encountered even colleges. The only loss they suffered was to Exeter, but Dr. Strudwick called it a questionable loss, because there was no referee. They placed first in Interschols. It was a narrow victory, taking revenge for last year's loss to Moses Brown.

Captain Jud Jacobs was by far the star of the team and was elected Most Valuable Player. Not only did his spirit and energy set a good example for the whole team, his 4:07 mile is faster than anyone's in 40 years. He placed third in the 800 meters at Dartmouth, which qualified him for the Nationals. Jud was also a member of the mile relay squad, along with Jared Jackson, Tommy Anderson, Derek Martin and Joe Caruso. They also qualified for Nationals.

The high scorers were Anderson and Martin. Anderson, jumping the high hurdles for the first time, jumped the 65 meter hurdles in 6.6 seconds. Martin, also a first timer, ran the 600 yards in 1:16.5 minutes at Harvard. A record was also broken by PG Scott Schoeb, who



Jen Eby makes the turn

Photo/File

high jumped 6'3 1/4."

The girls had an equally outstanding season; they also won Interschols. Jen Eby was the high scorer, never placing lower than third in the 50 yard (6.5 seconds), 300 yard (40.9 seconds), and 600 yard (1.56 minutes) races. Once again the captain performed excellently, earning the MVP award. She participated in the long jump, hurdles, 300 yards, 50 yards, and relay,

scoring high in every event. Other stand-outs were Aurora Flores, Jen Brown, Pam Myers, Hillary Cloos, Amie Wilmer, and Jenn Mitchell. Flores performed superbly in the shot put, throwing over 28 feet. Brown learned to run the 600 and developed into a strong middle distance runner. Both teams have a lot of talented underclassmen and the future only looks promising.

# JV Spotlight: Girls' Hockey

By GRETCHEN WHITTIER

This year's Girls' JV Ice Hockey team was a young and unexperienced one. Coached by teaching fellow's Kate Dumphy and Steve Mylon, the team skated to an overall record of 3-7-2. This year was definitely one of building, instead of beating. The team consisted mainly of underclassmen, many of whom had never played hockey before and several of whom had

never even skated! Nevertheless, they got a team together and had a lot of fun while learning the rules of hockey.

The team was bigger than usual this year. There were four offensive lines as well as four lines of defense and one Goalie. The offensive came from Uppers co-captain Jenn Hazen and center Michelle Doucette. A defensive wall was built by

Uppers co-captain Gretchen Whittier and Sonya Chung. Junior Margie Block, who switched from defense to offense midseason proved she could play both positions and showed strong potential for the future. Edith Gimm '90 was a sensation in the net. She came into the season as a regular player who had only skated several times before, but when the news came that the team was without a goalie, Edith took on the challenge of goaltending. She improved dramatically over the season and the team was much indebted to her.

Although the team got off to a slow start, the players improved each day, with the help of Coaches Dumphy and Mylon. Near the end of the season, they played together more as a team rather than individuals. However, their seasons did not end as planned when they lost 3-1 to Exeter. With many of the players attending hockey camp over the summer, the team should be able to crush Exeter next time around.

# JV Spotlight: Boys' Basketball

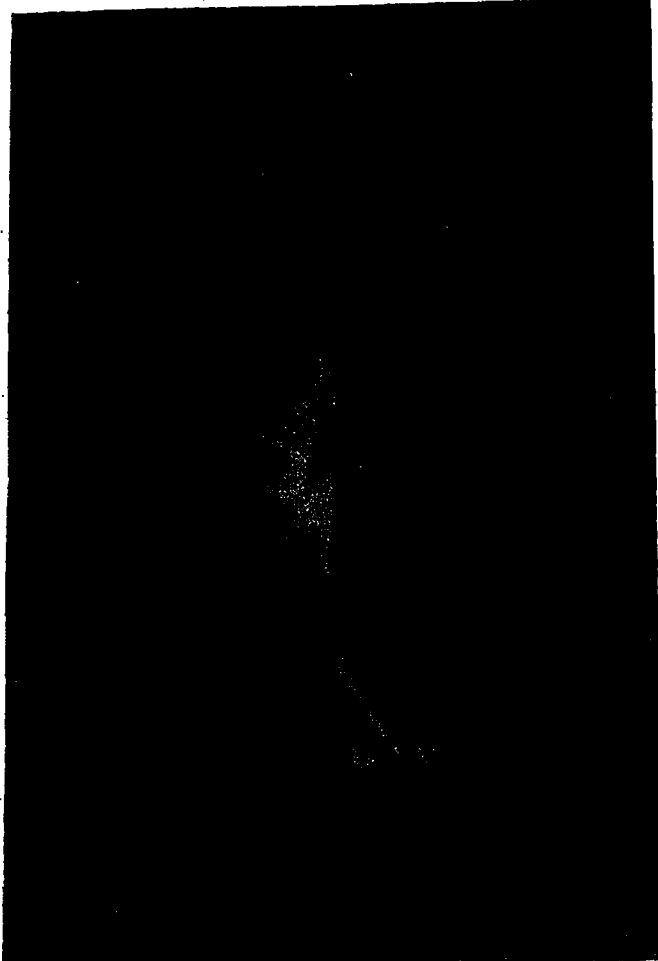
By PATRICK WESTPHOL

The Andover JV Basketball team shall be recorded in the history books (or the coach's journal) as a team that dominated their prep school opponents. With a record of 8-3, Andover fell only to an impressive Exeter contingent and an enormous Beaver Country Day squad.

The JV team conditioned both the mind and the body in their practice of strategy that far exceeded previous experience. It must have been the pasta that got the brain going. Coach Kennedy's infamous pasta dinner the night after a traditional BBN rout set a

victory over Exeter a couple waistline inches away. But, a much improved second showing against Exeter attested to the team's dedication to the physical development as well as the positive mental attitude that characterized the team.

The team's dedication would have been shaky without the companionship of Coach Kennedy's enthusiasm and commitment to the team. Andover can be assured that the fresh-new talent on the JV Girls team this year will make significant contributions to the Andover basketball program in years to come.



R. David Tabors '89

# Boys' Track: Interschols Champs

By JINWOO JOO

Boys' Track administered a beating at the Fiftieth Anniversary of the New England Prep School Track Association Interscholastic Championships this Saturday when thirteen teams turned out in brute force on Phillips Academy's own blue track, only to be belittled by the PA Boys' track team. "I'm really psyched, I didn't think we could pull it off for a minute there," said the enthused captain, Jud Jacobs '89, after the meet. When the confrontation had ended, Andover stood on top with a 123-99 point victory over their closest rival NMH. Though the team suffered their one stomach-stirring loss to NMH this season, they entered the meet with calm optimism and a taste for vengeance.

The meet started out slowly for Andover, but the team seemed to somehow regroup and come from behind. At the start, Andover lagged behind in most of the early field events where NMH took the opportunity to snatch many of their points. However, Jason Thomas '89 herculean efforts in the throwing events helped Andover immensely. "Jason was our only field events scorer. He really kept us in it," commented Coach Strudwick. After falling to NMH by a staggering 39 points, the boys slowly closed in and narrowed the

gap. PA took first in the 4x400m relay with a new course record of 43.82 seconds.

The turning point came at the 110m hurdles. Derek Martin '89 and Tom Anderson '89 placed one, two, beating a Loomis-Chaffee hurdler who had previously beaten them. From that point, the team gained tremendous momentum and started their roll. Later on, Martin and Anderson staged a repeat in the 300m hurdles, coming in first and second respectively once again. From just the two hurdling events, Andover scored 36 out of a possible 62 possible points.

Another key race for Andover came in the 400m run, where previously injured Tyrrell Levine '89 stole his spectacular first race while other coaches could only drop their jaws. Along with Jared Jackson's ('90) third, Andover raked in 16 out of 31 points in that event. Jacobs took the field in the 800m run after an ill-fated fourth in the 1500m where he was forced to fight his way up from the back of the pack.

With Jackson's other third in the 200m, Tony Pittman's ('89) two fourth's in the 100m and 200m, and Phelps Jackson's ('90) sixth in the 3000m, the meet had swung around in Andover favor. With the final race, the 4x400m relay, the Andover team, consisting of the now familiar Levine, Anderson,

Jacobs, and Martin, Andover failed to show any mercy whatsoever. The team of four runners won the relay and the meet convincingly. Coach Strudwick stated, "Just an all around spectacular performance."

The spread was 24 points to nearest rival NMH. Well below stood Deerfield in third followed by Exeter, Milton, Worcester Academy, Loomis-Chaffee, Hotchkiss, Avon-Old Farms, Kingswood Oxford, Taft, Brewster Academy, Tabor, and Choate.

Though many teams showed their depth in the regular season, it was truly the "superstars" that won Interschols. Though almost all Andover scorers competed in more than one event, the win was especially credited to a few who displayed their immediate talent under the most pressure of the season. Of course, Martin and Anderson were able to get first and second in the two hurdling events, the 110m and the 300m. Martin ran a 15.31 on the 110m hurdles despite hamstring trouble. Jason Thomas '89 threw seconds in the discus, (139' 9") javelin, and a third in the shot put. Levine gave a spectacular performance with a 50.25 secs in the 400m. Jackson grabbed two third places in the 200m and the 400m, while Pittman got two fourths in the 100m and 200m. Though

Jacobs suffered a disappointing fourth in the 1500m, he came back unwaveringly to win the 800m.

With Interschols conquered, the team's season is almost complete. Exeter is the last team to go. However, because of the indoor track fluke against Exeter, Andover will seek revenge. Says L. P. Jackson. "There's no way we're gonna lose, I'll make sure of that. We'll mangle 'em!"

Interschols			
Boys Track			
Event	Name	Place	Time/Distance
Discus	Thomas	2	137'9"
4x100 Relay	PA	1	43.82
Shot Put	Thomas	3	47'7"
1500 M	Jacobs	4	4:05.41
400 M	Levine	1	50.25
800 M	Jacobs	1	1:58.1
200 M	Pittman	1	23.51
Javelin	Thomas	2	172'6"
3000 M	Jackson	6	9:30.99
300 Hurdles	Martin	1	39.62
	Anderson	2	40.77
4x400 Relay	PA	1	3:24.23
110 Hurdles	Martin	1	15.31
	Anderson	2	15.34

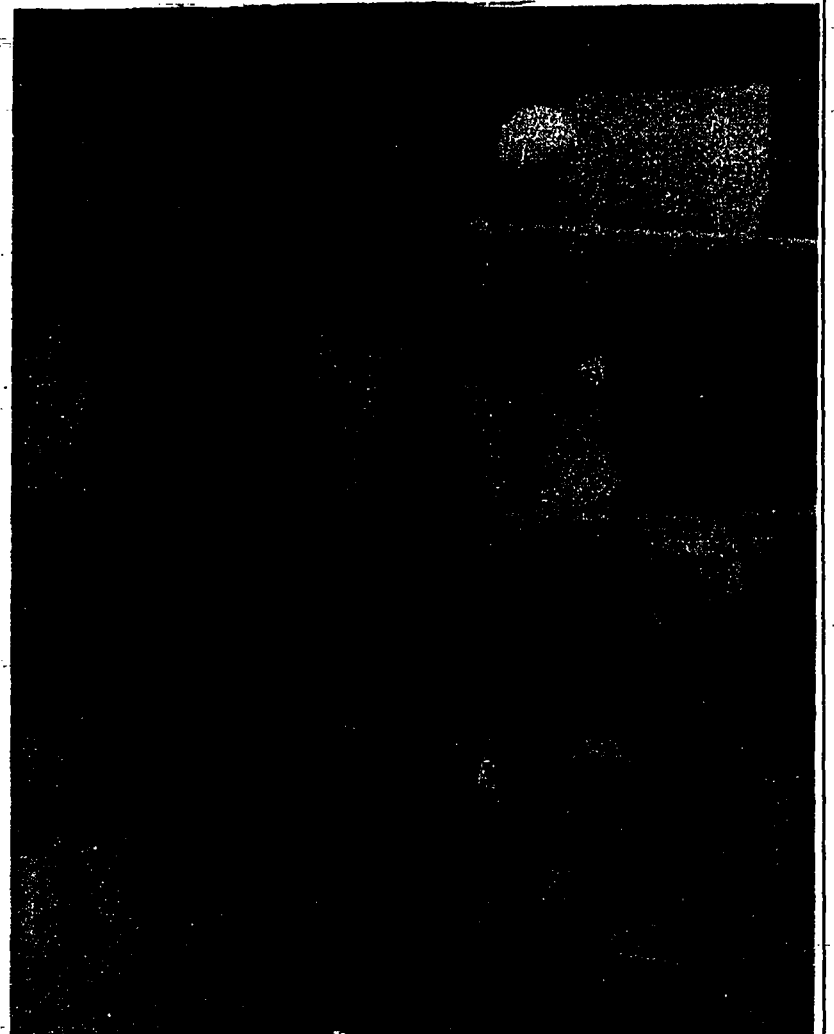
# Girls' Volleyball Proves A Dominant Force

By KARCH KIRALY

Behind the strength of a core of great players, the Girls' Varsity Volleyball team dominated their opponents all season long. Co-captains Karen Rimas '89 and Marla Milkowski '89 provided the booming kills game after game, but they were helped out by the others as well. Upper Lauren Chang fed her captains with perfect sets, making the big put-aways easier to execute. New Upper Cynthia Sheenan also proved to be a major asset to the team. Sheenan, who honed her volleyball skills on the beaches of Hawaii, contributed great serving in every game. It was not uncommon for her to chalk up streaks of up to eight straight service wins to lead the team to victory.

Thanks to these strong performances, as well as the consistent play of the rest of the team members, the team turned in their best season in a few years. They crushed most of their opponents in three quick games, but a few of the matches were extended to five grueling games. In the lopsided matchups, Coach Svec usually gave the second string a lot of playing time, so that they could improve, too. The best game, though, was probably the tight five game victory over Chelmsford High, one of the top public high school teams in the state.

The prospects look good for next year, as the team will graduate few



Marla Milkowski tips one over the net strong team. A lot of good players showed up, though, and some returners really improved a lot, so it worked out great. We had an awesome team!" That they did.

# Girls' Swimming Plagued by Injuries

By MEAGAN T. JONES and SAM HOLLIMON

With less than two weeks of practice completed, Girls' JV Swimming lost by 12 points to Exeter on December 3. The loss, due to a lack of an Andover JV diving team and injuries, was a surprisingly good start to the season.

This first meet demonstrated that the girls JV team had the capability to beat Exeter. The team members were looking forward to a strong season. However, injuries were unrelenting, and the team was healthy for only one meet. With a complete team, Girls' JV Swimming beat Milton by a landslide.

They next competed against St. George's on February 11th and Worcester on the 22nd in cold meets, both of which resulted in losses due

to team injuries, and in the case of Worcester, poor swimming conditions. The swim club's rematch with Exeter on March first, a home meet, resulted in another loss. Yet, this loss could be attributed to the fact that the girls' team had lost many of their swimmers to Girls Varsity Swimming.

This year's swimming team was

diverse: "The team had swimmers who had never competed before, but also potential varsity candidates," said co-captain Karen Choe '90. "Still, our team had much more talent this year." Within the first month of practice, Pristine Johannssen '92, the team's 500 yard freestyle swimmer, Jenny Jordan '92, its 100 yard freestyler, and Judy Huang '91, the 50 yard freestyle swimmer were moved up to Varsity. According to Choe, this move "threw us off balance," but Choe and her co-captain, four year Senior Becky Caperton, worked on team spirit, and the team moved smoothly until the end of the season.

Six swimmers now rose from the team to form the best offensive

line. Caperton swam the 100 yard backstroke and the 50 yard backstroke in the relays; Choe swam all of the freestyle events; Alex Bernbach, a new Lower, also triumphed in freestyle events; Meagan Jones, also a new Lower, held the lead in the 100 yard breast stroke and the 200 yard Individual Medley; Upper Ci Ci Sheenan placed well in both the 100 yard backstroke and the 100 yard freestyle. Finally Erin Eggert, a new Lower, was dominant in the 100 yard butterfly and the 500 yard freestyle.

Led by coaches Sheila McGory and Wendy Bewig, the team always had high morale and was in good spirits. As Choe said, "We went through some rough times, but it ended up being fun!"

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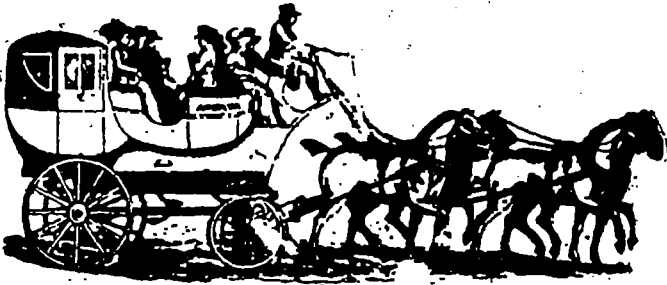
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## Girls' B-Ball Sweeps Season 12-2

By TODD MAILHOT

The first loss was against a tough NMH team. The next one came at the hands of the Harvard JV squad. Only one week into the season, the Girls' Basketball team that had looked so promising stood at a pathetic 0-2. It appeared that the girls would never live up to their pre-season expectations. Coach Nancy Boutillier was not worried, though, as she calmly predicted a quick turnaround.

The team certainly turned it around. They went on an amazing twelve game winning streak, ending the regular season with a remarkable 12-2 record. They played like a college level team for the rest of the season, destroying most of their opponents by twenty to thirty points. The highlight of the season

came in the last game, when the girls defeated NMH in a close rematch.

The twelve game streak ensured the team a spot in the New England Prep School post-season tournament. They finished in fourth place in the tourney, PA's best finish ever.

Andover was led by PA superstar Lauren Hatfield '89 and Senior Captain Karyn Rimas. These two provided most of the team's scoring, as evidence by the fact that Hatfield broke the school record for points in one game with 26 and then Rimas tied her record a few games later. It was a mutual effort by everyone on the team, though, that resulted in such a successful season. As Marla Milkowski states, "Everyone worked really hard all season and it obviously payed off."

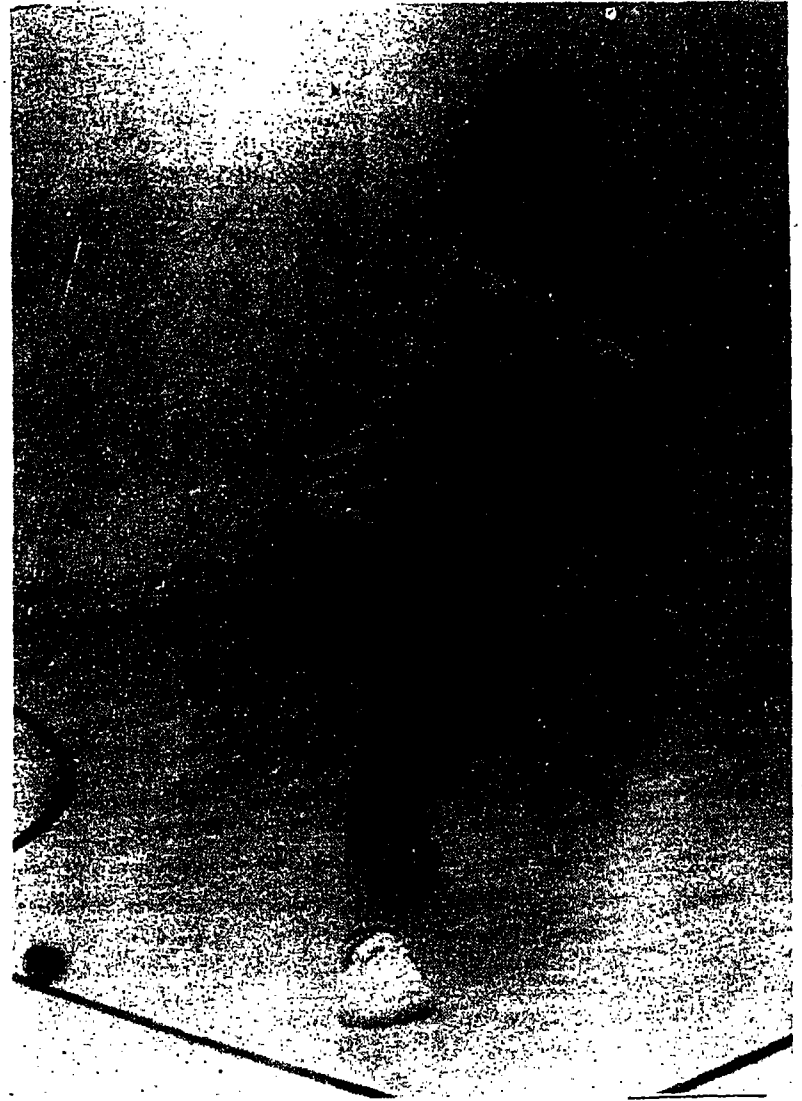
## Girls' Squash Team Dominates

By KIRSTEN TODT and KATY BURDETT

despised Exies.

The eight player Girls' Squash season was the Choate tournament led by Upper Heather Sullivan, truly had an outstanding season. Of all the matches in the season, the victory against their long time rival, Exeter, truly stands out. Each player exemplified their strengths in this match. Leslie Chang '89 and Heather Pomeroy '89 utilized their drop shots, Katy Burdett '90 and Brennan Harbin '89 capitalized on their serves, Anouschka Von Peterffy-Rolff '90 deep rails proved an advantage in her play and Heather Sullivan, Kirsten Todt '90 and Stephanie Kuo '89 dominated with their corner shots. Todt won a close match to break a 3-3 tie and beat the

Another highlight in the team's season was the Choate tournament. Although the team was unlucky in the starting draw, they still placed fairly well overall. Stephanie Kuo and Katy Burdett won first place in the consolation round. The team only lost during the season to St. Paul's and Groton who boast exceptionally strong players. The returning members are determined to best them next year, but it is going to be a challenge since three Seniors, Heather Pomeroy, Stephanie Kuo and Brennan Harbin will be gone. The whole team wished them good luck next year and wants to thank Mr. Hannah for yet another wonderful season.



Heather Sullivan

Photo/File

Karyn Rimas drives to the basket

Photo/File

## Girls' Cycling

By ARIEL ANDERSON

The day began early, humid and hot. Each bike was equipped with a 2nd water bottle, so that the riders could drink as much as possible. Thirty grueling miles of Vermont hills loomed ahead. The race itself began slowly, with a six-mile controlled start. The officials wanted to ensure a smooth intersection with the USSCF and mens' race course. Even so, the feared NMH riders insisted on pushing the pace.

When the lead car finally let the pack go, the NMH rider lept into a sprint. Much to her dismay, not a single rider dropped behind. The 2nd steep hill was the beginning of what was to be a thrilling Andover race. Eliza Baxter '90, Ariel Anderson '89, Spectre Bearns '91 and Moira Demos '91 were dropped. Instead of giving up, however, the women were fixed up, and soon caught the pack. The pack was clearly worried by the strength and size of the PA team. Fifteen miles of tiring inclines and declines followed. Then the girls reached the feared 3 mile ascent. Only Heather Anderson, with incredible guts and persistence, kept up with six rider break-away. Eliza Baxter and Ariel Anderson, along with another rider from NMH, made up the chase, while Demos and Bearns followed in the 2nd pack.

Each rider had her own story to tell of the harrowing hill, and none were pleasant. The climb brought dehydration, fatigue and heat exhaustion, yet the riders held strong. The race would have been close in the chase group, but tragedy struck. Anderson ran into Baxter's wheel on an attempt to lose the NMH trailer. However, the crash was not serious and Anderson was able to finish the race. NMH won overall.

Andover's final standings after the final 1/2 mile up-hill ascent were Heather Anderson, 3rd; Eli-

za Baxter, 8th; Ariel Anderson, 10th; Spectre Bearns 12th; and Moira Demos, 13th. Hannah Lei was unable to compete. Baxter best summed up the season with a final, "woo-woo" as only she can. Congratulations and thanks for an amazing season.

## JV Spotlight: Wrestling

By CHRISTOPHER VISALTI

Andover JV Wrestling team literally wiped the mat with their opponents, for an outstanding season. The team consisted of Paul Witherall '91, Christopher Visalli '90, Mike Faraci '89, Eric Klausmann '90, Fred Tausch '90, Allen Soong '92, Brandon Stafford '91, Sanjiv Sheel '91, Di Fei Liu '89, Rene Henery '92, Seth McCormick '92, and Dillon Seff '92.

There was little difference between the JV and the Varsity, as Paul Witherall said, "We practiced and wrestled varsity everyday. The team went undefeated with the exception of their last meet against

Exeter. Rumor had it that Exeter recruited their wrestlers from the marine corps, but, the Andover team had their own secret weapon. The coaches and his teammates referred to him as the "Destroyer." The Destroyer was programmed to induce pain and feel no remorse. He guaranteed that whenever he was on the mat, something was destroyed. His name is of no relevance because he represented the spirit and motivation of the team as a whole. This strong connection between the body and the brain allowed for the success of the team.

## Alpine Skiing First in Slalom

By KRISTEN CARPENTER

After extremely fierce pre-season competition at time trials in January, the Alpine Ski Teams' 1989 roster included only the skiers most able to stay on their feet while always skiing on the edge of disaster. This dedicated and definitely fun-loving bunch travelled hundreds of miles and battled threatening weather conditions en route to picking up many victories. They continued the traditional winning record of Andover skiing.

Andover stunned competitors when both the boys' and girls' teams captured the first place honors in a slalom at Pat's Peak. Completely claiming this race as theirs, the Andover girls placed five skiers in the top ten, and the boys posted four of the ten best times. Erica Danielson '91 led the girls with a second place finish. Heather Anderson '90 at fourth place, Porter Teegarden at fifth, Kristen Carpenter '90 at seventh, and Sarah Rafferty '89 at ninth, followed Danielson to put Andover on the first place pedestal.

Leading the boys, Alex Jaccaci '89 was just edged out of first place by a Deerfield skier, and skied to a combined second place finish. Jake Appleton '89, on Jaccaci's back tips, took third place and Erik Moody '90 and Mike Tuerell '89 followed with fifth and sixth place finishes.

The early season twin victory at Pat's Peak foreshadowed a season during which each member's contribution was vital to achieving team success. This concentrated

drive to win culminated in the season's final race, Interschols. Andover found the blizzard conditions and formidable competition at Pleasant Mountain challenging, but skied ahead of eleven schools to place fourth of fifteen. Though perennially strong Holderness and Proctor schools swept most of the top finishes, Andover's Jaccaci and Danielson both snagged fourth place medals in the slalom. Jaccaci repeated this feat in the giant slalom. Craig Knight '89 won the prize for dedication to ski racing when he raced at Interschols just weeks after a serious training accident landed him in the hospital with broken bones and quite a few stitches. His "ski-to-win or don't-ski-at-all" attitude inspired each Andover skier to push him or herself, and was especially evident in the team effort at Interschols.

This year's Alpine ski team included a mixture of veteran racers and new talent. Captain Jaccaci led by example. Even while training, Jaccaci gave every run his complete concentration and most aggressive skiing. Seniors Knight and Appleton returned for their third years on the squad, along with Moody, a 2-year returner. They provided the rest of the team with encouragement, great results, and finally matching team jackets.

Senior Mike Tuerell made his mark on the Andover ski team as the only member to ski in the World Championships at Vail and managed also to put in some contending finishes in the prep school league. The future of the boys' team developed this season with the addition of Lowers Charlie Glass and James Schriehl, and Junior Roger Kimball, all of whom skied well this year and exhibited definite potential.

Consistently posting Andover's best time, Erica Danielson, a returning Lower, emerged as the definite leader of the girls' team. Other veterans, Porter Teegarden, Heather Anderson and Kristen Carpenter boosted Andover's results with aggressive skiing and consistent finishes. New to the squad was Sarah Rafferty, who amazed the team by learning the intricacies of giant slalom in record time. Junior Berit Camion who improved dramatically this season will definitely continue her success in the future.

The holes made by the departures the Senior skiers will not easily be filled, but with the leadership of 1990 captain Erik Moody, next season looks bright for the fast and spirited Alpine Ski Team.

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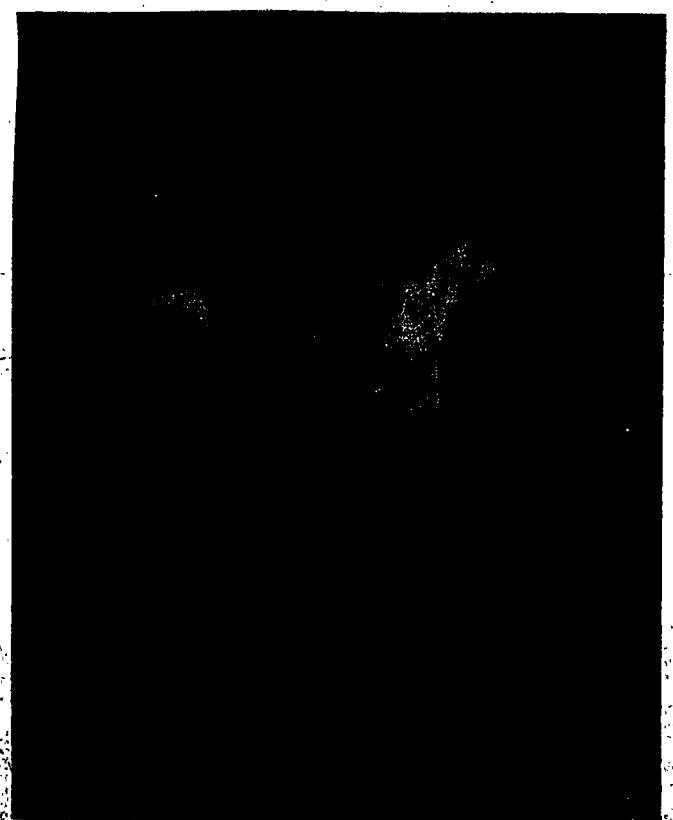
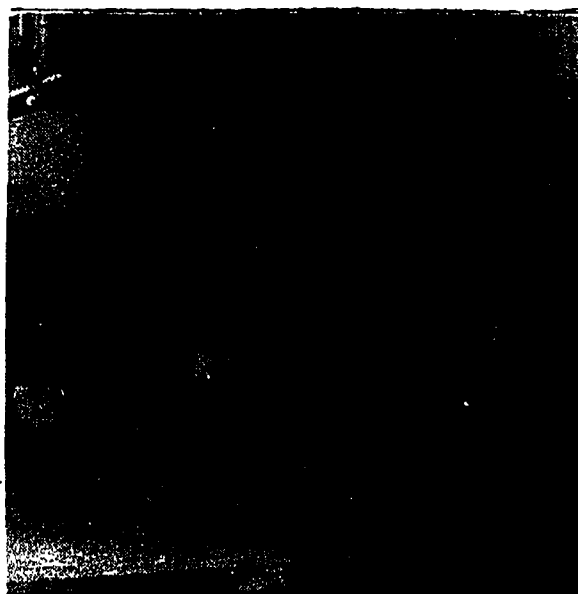
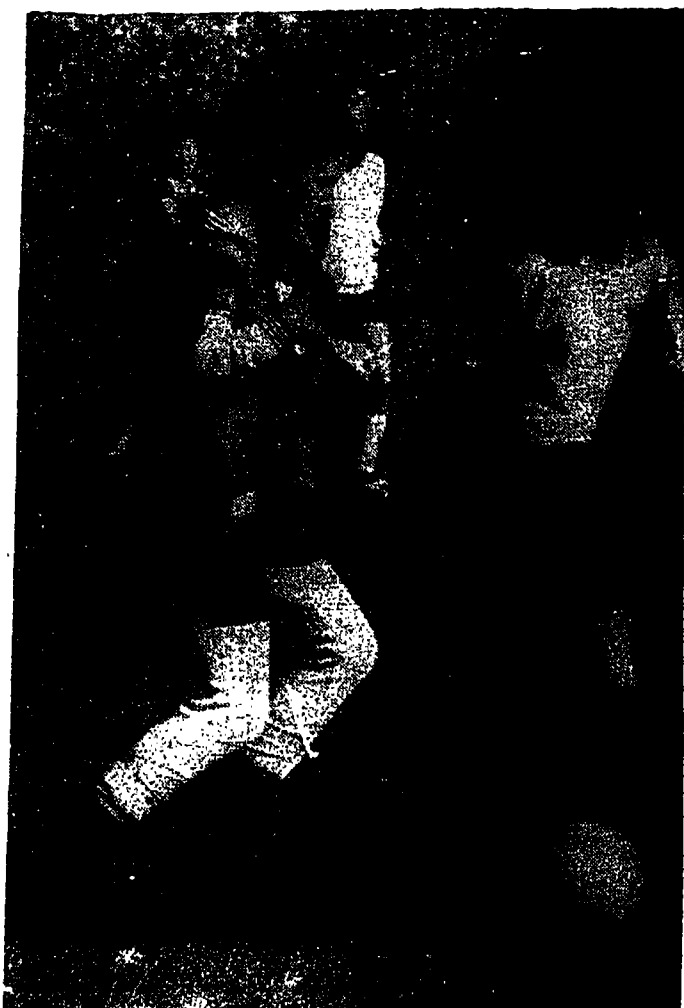
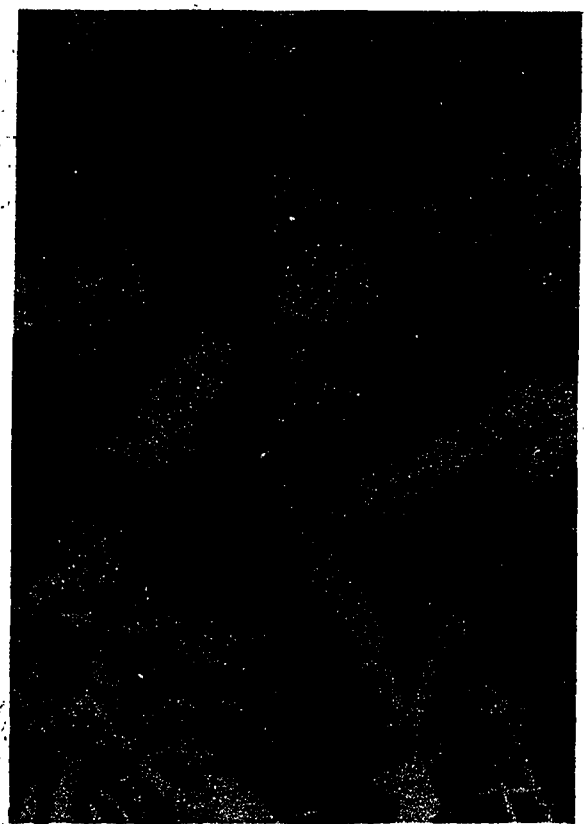
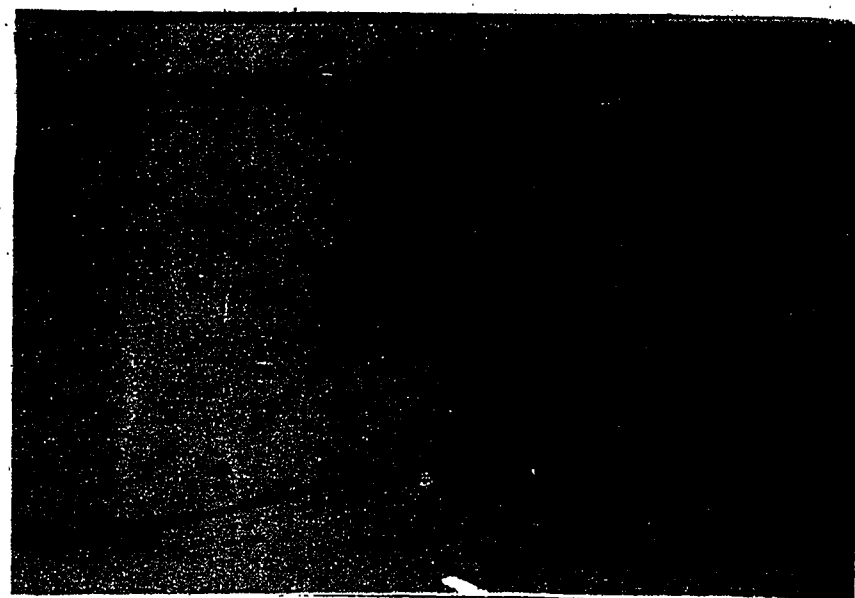
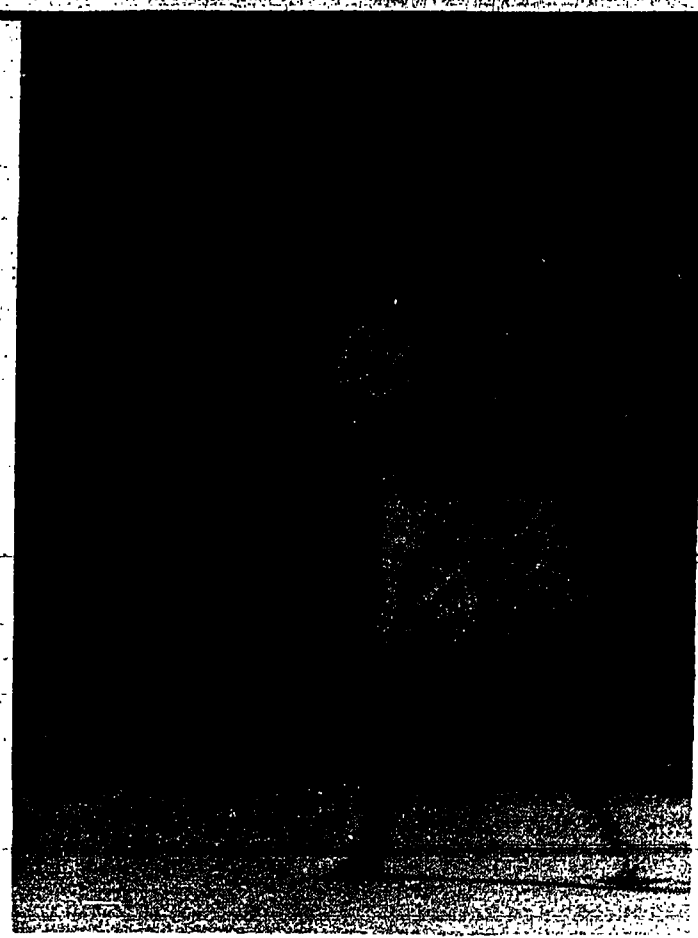
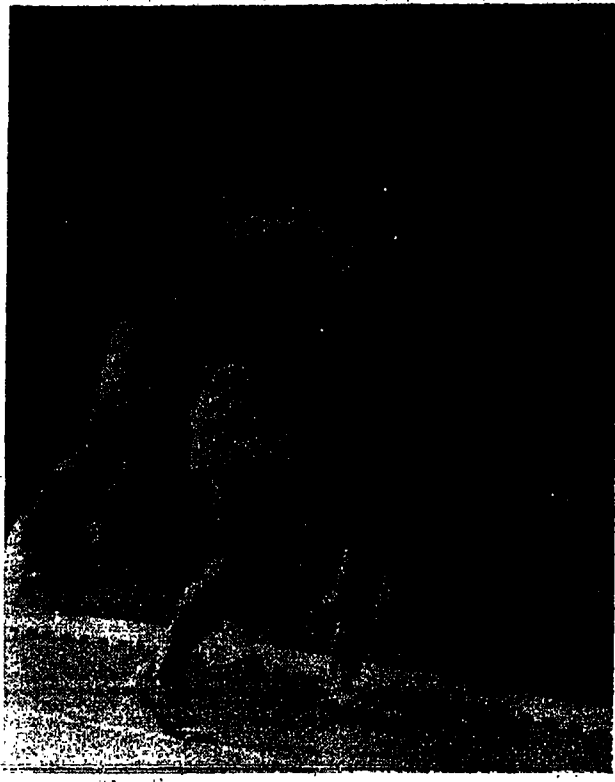
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# THE SEVEN PAGES

## Canterbury, Barton to Head Drama Lab Next Year

By JANE TSAI

The announcements of Cristin Canterbury and Jake Barton as next year's Drama Lab co-heads came as no surprise to many people. "They have both done an incredible amount of work this year and are more than able to take on the responsibilities of co-heads," says Mirabelle Kirkland, this year's co-head. These two were chosen through a selection process which included applications, which were reviewed by Mirabelle and Noah Gardiner, the other co-head, and also evaluations of the candidates' experience with the Lab this year.

Christin Canterbury, who will be a four-year Senior, is a day student from North Reading. After taking a theatre class Fall term of her Junior year, she became interested in drama. She staged managed her first show, *In Tiber Melting*, the following term and has stage managed or tech directed a play every term since. Some of her credits include *The Robber Bridegroom*, *Jesus Christ Superstar*, *Museum*, and *Come Blow Your Horn*. This Spring term she showed us her directing talents by collaborating with Orin Herskowitz in *No Exit*. Christin thinks the best part about the Drama Lab is the "understanding and trust among everyone involved as they work together to get something done."

A native of Brooklyn, Jake Barton has been involved with theatre since the sixth grade. He acted in his first play at Andover (Carole King's *The Line of Least Existence*) Winter term of his Lower year and says he got into technical theatre accidentally. "I was at the candy machine, and someone came up to me and asked me if I can sound. I said sure and did sound for *The Traveller*," Jake explains. He helped with two plays this term, *Don Juan in Hell* and *Absurd Person Singular*, in which he also acted. In terms of next year, Jake and Cristin hope to make the Lab a more "cohesive" place. Because the productions change weekly, they hope to get a definite group of people together. "We want to get the directors to tech each other's shows so that there is more of an understanding between the people in different plays who share the Lab." They are going to focus more on tech next year

because as co-heads, they have more control over the technical aspects of the play. "We can't make them act well, but we can make sure production goes smoothly," explains Cristin.

They would like to establish an "identity" for the Drama Lab so it can run more independently from Mainstage. Instead of being a drain on Mainstage, we'd like to be able to work more on our own rather than depending on Mainstage for help." And they hope the independence will lead to a higher level of respect for the Lab from the Andover community so that everyone will appreciate the seriousness of the acting. There is a play for everyone and they think it's a shame that more students and faculty don't attend Lab productions. "Many faculty members who've never been to a play are very uncomfortable going into the Drama Lab - a dark room with black walls," comments Jake. Another difficulty the Lab has encountered is the faculty's cynicism of the amount of time the students spend in rehearsals. They hope to gain respect from the administration so that the hours spent and the work done has more validity. "We want to show them that the time is necessary... that's why our plays are so good."

The new co-heads also want to encourage more student involvement with the Lab next year. "We are always looking for competent people who are responsible to their jobs." A large part of theatre is the whole process of teaching new people how to put up a show. Cristin adds, "A good deal of being good at technical or business side of theatre is plain common sense." They want to show students that theatre is an area where people can work to be good at because it takes no studying or talents, but rather, a sense of dedication to get the job done. When asked about the "cliquish" image of "dramies," Christin replied, "We've been working hard this year to dispel that 'image' with the newsletter and the schedules." They would like to tell the students that it's not at all hard to get into theatre and everyone's invited to help out. "We spend a lot of time together and it's inevitable that we'll hang out together, but that doesn't mean we don't always welcome newcomers."

The Drama Lab has also appointed its own tech head in Chiara Thayer. Chiara is a three year Upper who has been teching shows nearly every term she's been here. She will be in charge of Drama Lab props, lights, and other equipment. Chiara's appointment shows the Lab's attempt to become independent from the Mainstage for assistance next year.

The Drama Lab next year has already gotten off to a good start with these two at the head. Mike Brown, instructor in Theatre, enthusiastically states, "I am confident that Cristin and Jake will do a good job because both of them have had enough exposure and experience. They know their jobs and how to do them well."



New Drama Lab Heads Jake Barton and Cristin Canterbury

Photo/Schriell

## Lab Head Mirabelle Kirkland

By CARRIE ANN BEMIS

When someone mentions Andover Theatre, a name that immediately springs to mind is that of Mirabelle Kirkland. Here is a performer that has done it all - the ultimate triple threat. During her four years at Andover she has acted, sung, and

danced her way to the prestige of Drama Lab co-head and also Dance Club co-head of 1988-9.

Has Mirabelle always wanted to perform? Well, she put it best with, "My childhood aspiration was to be 'Ginger' on Gilligan's Island." She is from a very theatrical family, and was fa-

mous in elementary school for putting on shows at recess.

Mirabelle started out as most Andover Juniors interested in theatre - slowly. She grabbed bit parts her Junior year in *The Man Who Came to Dinner* and *Guys and Dolls*, both Theatre 52. She started out her Lower year, though, with a bang. She was cast as Lily Pepper in the Parents' Weekend Production of *The Red Peppers*, and after that her success grew and grew. Her Spring term gave her her biggest chance yet - the leading role in the Mainstage Spring Musical, *Dames at Sea*. That term was a busy one, since she also had a part in *Cyrano*, an outdoor student-directed musical, and the annual Dance Concert. Mirabelle's musical trend continued into Fall term of her Upper year with the Theatre 52 production of *The Robber Bridegroom*. Then her Andover Theatre career took a mighty turn when she was cast as Lady Anne in *Richard III*. Here was her big chance to show everyone that she could do Shakespeare as well as musical comedy. This was so success-

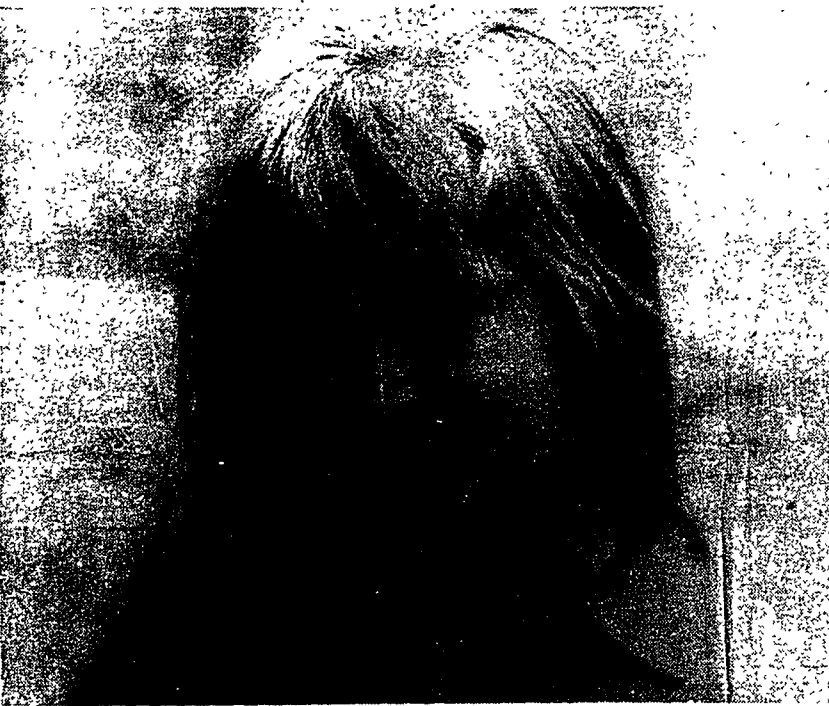
ful that she recreated that part Fall term Senior year, and received another Shakespearean lead in *As You Like It* Winter term. She finished her onstage Andover appearance in *No Exit* this Spring in the Drama Lab.

Even with such an impressive resume as this, it only tells half the story. Mirabelle was very active behind the scenes as well, she was choreographer of the winter musical, *Jesus Christ Superstar* her Upper year, and her Senior year she directed *The Bald Soprano*. During her four years she also gained much experience in technical theatre such as costuming *Little Shop of Horrors* and doing make-up, painting, and stage crafting countless other productions. As Drama Lab co-head she had many responsibilities, and was "quite successful in keeping everyone sane and always knew everything that was going on in the theatre," said a friend. Mirabelle was known for getting along well with all types of people, which helped her tremendously in her powerful position.

In her extensive dance career she also found herself successful. She performed in every Dance Concert not only as a dancer, but also a choreographer. As Dance Club co-head she arranged Ball Room Dance classes, and trips to Boston to see various dance companies.

Outside her performing Mirabelle shone as one of the best Blue Keys around this year. One of her advisees said, "Mirabelle was amazing, she made you feel right at home." She had a reputation for always entertaining people, she loved to make them laugh. Perhaps this is why she helped to found Theatre Community Service Program for Children, which does short skits on Wednesdays and Saturdays.

As for her future aspirations, she says, "I am definitely continuing theatre, probably drama, but I'll take anything in the performing arts - movies, Broadway, TV, and commercials. I'd also love to do *Sesame Street*! It's always been my favorite show, continued on page E3



Mirabelle Kirkland

Photo/File

## Noah Gardiner: A room inspection

By JAKE BARTON

Stepping carefully, I entered his room, avoiding disturbance of the hidden treasures that blanketed the floor. At first glance, it seems to be an erratic display, but upon inspection and ponderance there is a chaotic yet methodical pattern to the papers, notebooks, cups of ancient coffee fireball wrappers, and various pieces of literature strewn about, and as you have guessed by now, yes, this description is a cheesy but accurate metaphor for Noah Gardiner.

He is the current Drama Lab Co-Head, a four year senior and one of the most respected members of student drama. Well known for his directing of plays like *Waiting for Godot* and *Caligula*, Noah got his start lower year when he "went to watch a friend audition for a play, read, and got the lead." He acted in many plays and found that his interests lay in directing. "There is no point in attempting to simulate reality on stage, because it will always be an audience watching actors on stage." Instead, Noah controls every aspect of the plays he directs, and with this in mind, he began work on his production of *Caligula*.

"I really liked directing *Caligula*, because it is the only play from start to finish that was mine. The original play was cut and adapted severely, to the point where I added a scene." Famous for its intensity, *Caligula* was meticulously shaped and crafted. He directed the cast's movements precisely, sometimes (he said laughing) "using intimidation tactics" and stringently pace and articulated every noise and image made on stage.

"In the final scene Cherea enters and picks up a gun. The audience looks with the line of sight at Caligula. Then every other person in the cast, who were on the catwalk, brought the lead pipes, or rifles, down on the railing. The audience is startled and looks up. By the time they have looked up and have understood that the rifles are pointed at Caligula, there is a blackout and a gunshot. The most important part was that the audience did not get a final look at Caligula. They want Caligula's expression, but all they are left with is the final line: 'I'm still alive.'"

At this point I looked up from my paper and noticed that Noah looked a little ragged, and he graciously said, "Sorry, I've been awake for thirty-eight

hours. This morning I was in a tree from six to seven. I put down my head to sleep at one point and then thought, 'Oops, that might not be such a good idea, considering that I am thirty feet in the air. I like trees because they are in the Sanctuary.' He will remember Andover as the place where he learned that theatre is what he wants to do. He is going to NYU, TISCH program next year for directing. For a retrospective quote, Noah left me with: "I should have spent more time in trees," and I leave you with the image of his room, a charming fusion of great literature, pants with paint stains and rips, mugs of some sort, and other shocking, interesting, and deliberately effective things that you can find.



Noah Gardiner

## Tech Theatre to Change Format

By JOSH RUSSO

As I entered the scene shop, located backstage in the G.V. theatre, I was greeted by the familiar sounds of chaos, including people yelling at each other, people yelling at me, and a stunning rendition of Mr. Postman by some female motown group from the late fifties being played loudly in the background. I was not, however, in this den in order to come back out and tell the world what it sounded like. I was there to talk to the old and new tech heads of the theatre. A tech head, for anyone who may not know, is a person who lives in the theatre and is not often seen on stage on purpose. They are in charge of all the newer people who help out behind the scenes called Techies. They wear a lot of black.

Now there will be a change in the number of tech heads. Next year there will be four times as many to watch out for. They will be: Tech Heads: Rajen Parekh and Rob Kaplowitz, Master carpenter: John Orsmond, and Master Electrician: Charlotte Burgess. Last year's single tech head, Tom Eaton, had this to say about the four people chosen: "They're all wonderful people. The reason I picked the four people I did was to make Mike Brown's life

hell...and besides that they're all competent." He also said that the new tech heads are chosen on the basis of who has put in the most time and who he thinks is the most devoted, and anyone who has done a mainstage play in the past couple of years know how devoted he has been. We will miss him.

The first new tech head I was able to track down and make stand still was John Orsmond, the master carpenter. Having a great deal of respect for the press, he was very willing to talk with me. As far as his job is concerned we may suffice it to say that John and a battery powered screw gun are a force to be reckoned with. He seemed to take a more administrative approach. "One thing I'd like to see on the part of the techies is more responsibility with equipment. I'd just like to have a more organized year." He was very adamant on the subject of bringing new people into the theatre. "I think one can gain a lot by working in the theatre." He also expressed a desire for less of a theatre clique, which we both agreed was a formerly overused and generally overreacted to cliché. We clarified to state that it would be nice to

continued on page E2



# Tech Head Thomas Eaton

By ROB KAPLOWITZ

The other day, a friend and I passed Tom Eaton on the way to a class. After saying the ritual "Hi, how are you doing, what's up?" sort of greeting, we continued on our way, and he continued on his. Once he was out of earshot, my friend asked, "How the heck (well, he said something else, but this is a paper that gets read by minors) does he do it?"

"Do what?" I replied, wisely avoiding a question with a question.

"Well, he sings, he's Tech head, he DJ's a show, and he does architecture. And on top of that, he's always playing frisbee. Does he, like, not do classes?"

"Actually, he's a 5-6 student. Last term he was bummed out because he got two fives," I answered, still evading the question.

"Jumpin' Jehosaphat! (again, my words) How does he pull it off?"

My friend had me cornered. I could either tell him (gasp!) that I didn't know something, or I could make something up. "Ummm, he's... got a pact with the devil! Yeah, that's the ticket." I thought I had squirmed out of it, but he didn't believe it. So I had to tell him the truth. "Spo (Tom's nickname) is really a demigod. He was sent to earth to show us mortals how feeble we are. You don't believe me? Darn. Honestly, I really have no clue about how he does it." There, I had admitted it. So I'm not really omniscient. But I digress. What I'm trying to do is lead into an article about Tom Eaton. (And failing admirably.) So, without further ado, why don't we just jump in, head first.

Tom is probably most well known as the student Tech head on mainstage. His job entails teaching new "techies" (that's theatre lingo for people who do technical work in the theatre) how to do their various jobs in the theatre, organizing all of the other techies, and doing an immense amount of work. It's a big responsibility. On his job, he says, "(It's) hard. It is definitely not all fun and roses. It's a job where, regardless of whether you have a show in a month or a week, there's always work to do. People don't understand that. They think that you can come in and 'snap' theatre magic. Nothing is instant; not Pepto-Bismol, not instant coffee, not even that neat looking theatre fog. For instance, with that fog, you have to plug it in, stick the cap under the trigger for five minutes, so it can warm up, and then you have your theatre magic. Everything takes work."

And how did Tom get involved in the theatre? Well, it happened this way... Once upon a time, a little Upper named Tommy Eaton lived in Stuart, which is also where Drew, one of last year's student Tech heads lived. Tom, being an average, bored Upper, with nothing but history on his mind, kept asking Drew if he needed help in the theatre. Drew kept saying, "Yes, why don't you come by one evening." Tom would say sure, and then go back into his room to contemplate his navel. Finally, one evening, when Tom was wandering through GW, he saw Drew standing near Dickie's desk. He asked his ritual question ("Do you need help tonight?") and Drew said, "Yes, why don't you come inside and

help out now?" So Tom went into the theatre, and, lo and behold, discovered that it was actually fun. So he started coming back, and, he says, "Once I realized that it wasn't actually fun, I had been stuck with responsibility."

When asked why Tom does all of the theatre that he does, he responded that it was, in his opinion, a type of community service. According to Tom, any kind of community service provides some gratification for yourself, but the big thing about community service is that it makes other people happy.

Tom has also learned many other things from the work he does. One big thing he's learned is responsibility and dedication. He may even have a bit too much dedication. Says one friend, Bob, "He's a great guy, but he tries too hard."

During this year, Tom has accomplished a good part of what he had hoped for. When he came in as Tech head, he hoped that he would, "...get something done; get people more involved." One of the big difficulties of getting people involved in theatre is a big fear of the (da, da, da, da, and other eerie music) "theatre clique." All the "theatre clique" is, according to Eaton, is a "bunch of friends who get together in the theatre as a group, because that is where they spend most of their time. If you spend all of your time with certain people, they usually work out to be your friends. And if you add to that the fact that these people have to spend this time together because their job puts them in the same place all the time, then they usually do end up as friends. That's all the

clique is."

Tom does, however, have a life outside of the theatre. He does actually attend classes, as I mentioned earlier, and even has some other extracurriculars. That's one of the things he likes about this school, "...there are so many opportunities to get involved in different things. Things you never know you would have been interested in. I never would have sung, gotten involved in electronic music, or even done theatre if I hadn't come here. Also, there are some neat people here. Some. Very few..." Over all, he says in response to the question of whether or not he is happy with his Andover experience, "Yes."

As he goes, Tom leaves us with two golden nuggets of his wisdom. One is, "I'm kind of sorry that I'm leaving, because, even though there are some up-and-coming techies, there's no one as good as me." "And the other little piece of knowledge?" I hear you asking. Well, all right, "You can't plug a stage pin into a twist-lock. I don't care how hard you try." Bye Tom! We won't forget you. I know it. You won't let us.



Tech Head Thomas Eaton

Photo/Schreibl

# Juggling Jonathan

By EMILY GORDON

You can see him riding his unicycle back to his dorm after a long theatre rehearsal. He plays the violin. He juggles, but "I don't juggle live objects," he says. "It's inhumane." Kevin Heelan calls him one of the finest actors he's seen since he's been at PA, and "one of the finest individuals. He's hard-working and remarkably lacking in ego - almost frighteningly professional in his approach. I haven't come across that combination of character and ability in all my years here."

This talented three-year Senior is, of course, Jonathan Luongo. When he came to PA, he hadn't done much acting, but knew the Theatre department was excellent - he went to a lot of plays, and his brother had done some acting here. Near the end of his Lower year, he found out that "this really cool Upper named Tom Hopkins" was directing the Neil Simon play *Brighton Beach Memoirs*. He tried out, and made it - and began to build his present undisputed reputation as an excellent actor and human being.

Since (student-directed) *Brighton Beach* Jonathan has had a wide variety of other theatre experiences. He took

Theatre 51, the "Acting and Directing Workshop," twice. He's been in faculty productions: *Richard III*, *The Glass Menagerie*, *Twilight* (sadly canceled at the last minute), and *The Learned Ladies* (his latest and final show). And he had his own chance to direct: *Absurd Person Singular*, which went up in the Drama Lab in May and was a huge success.

Directing was definitely an enlightening experience for him. "Directing a play is incredibly difficult," he says. "Instead of concentrating, as an actor, only on the ways you and the cast are working on the stage, you see the big picture... you look at everything differently. It's like playing an instrument; a lot of it is mimicry, but you have to get the basics down first." After he chose the play he wanted to direct ("I knew I wanted something that ranged from the comedy to the farce to the insane, and I found it"), he went back to his Theatre 51 notes and books for insights. "You need a system," he says. "But I learned as I went along to keep changing that system. And the neat thing was, I had a great cast. I found that I didn't like some of the things they did that I'd told them to do, but when I just let them go wild and try something of their own, I loved it." He found as well that during the actual performances, there was a completely different sensation involved than with acting. "As an actor, you know you're happy with a scene, that your fellow actors are talented and great, or that something went badly. But watching a play you've directed... it's seeing your actors and being proud. That's a feeling I won't forget."

Jonathan's acting and directing abilities are outstanding - but his personal qualities, his presence offstage or before the final result, are talked about as much as or more. One of next year's Tech heads, Charlotte Burgess, comments that "Jonathan is so great to work with. He's always open to suggestions - he's dedicated to the point where he'll work and work, do anything to help out his character. Mostly, he's just funny and a really nice guy." Drama Lab head Mirabelle Kirkland agrees. "He's cheerful and fun. He's never too cool to try something new - sometimes it works, sometimes it doesn't. He's such a good actor, but he's never intimidating. He seems to care without being obsessed... it just seems to happen with him. And he's that way in life, not just in theatre."

Jonathan is off to Oberlin next year, and plans to find out what he wants to do as he goes along. He'd like to continue acting, but "I like education," he says, "not just acting. Hopefully, though, I can balance the two." He'll also bring his famous unicycle, if he can. He started riding it, by the way, when he was thirteen; "I had a friend who had one. I borrowed it and learned to ride it wearing a football helmet and kneepads... I must have looked pretty strange. I gave it back a month later. It's a great way to get around."

And his life goals? "Someone said about Cardinal Roufeaux that he was 'a man of questionable character, but of a temper fitted for his time.' I think that's how I'd like to be known." Jonathan Luongo - whether in acting, in friendship, or with a unicycle - is a success, and PA was lucky to have him.



Jonathan Luongo

Photo/Mettler

# Theatre Tech Heads Cont.

continued from page E1  
get some new personalities in the theatre. "It's a place where you can express yourself any way you want. Anyone can enjoy theatre, from varsity athletes to artistically inclined non-athletic individuals," and of course everyone in between.

As I was looking for Rob Kaplowitz, I found Raj Parekh, co-tech head with Rob. When asked if there were going to be any changes under this new regime he replied, "Changes? We're going to change everything. Nothing's going to be the same... except for a few things that we like." We discussed the repercussions of the renovation of George Washington

Hall that will probably be starting next spring. He said that we will have to make good use of other facilities such as the outdoor stage (which up until very recently has seen disappointingly little use), Kemper Auditorium, the basement of Taylor, 1924 house, the Underwood Room, and the steps of Sam Phil. Raj seemed very confident in his work and also about the probable outcome of the weekend's cricket game against Governor Dummer.

When I actually found Rob, he was in the middle of an interview with none other than Tom Eaton for a different article. He later said, "It's a big responsibility and I hope I can

handle it. I don't have the knowledge or experience that Tom has, but I think that with four of us working as tech heads we can get the job done efficiently and well." Rob liked the idea of having four co-heads so that all of their time won't be so tied up. "Although being tied up by Bob [one of Charlotte's nicknames] is an experience that should not be missed." Rob also stated that he would like to see a lot of new techies next year. When asked if one could call the techies job crucial and thankless he said, "oh, I get thanked, but I'm not in it for the thanks."

Finding the distinctive Charlotte Burgess is not hard, however getting her to stand still for long enough to write down something she says is a different story. When asked about her job she said simply, "We'll all be doing the same thing as last year." She seemed fairly sure that the number of tech heads makes fairly little difference. She said that when it comes down to the part where you stress, they will all forget that there are four of them and, "...all stress anyway."

Those of you coming back to this institution or those of you actually interested in visiting should check out a mainstage play. I have seen some of their work and you would be impressed. Also, if you are interested in becoming a techie,

any one of these people in this article can put you on the right track and/or tell you all about it. We have some of the best high school theatre facilities in the country and everyone should make us of them. In the words of Rajen Parekh, "come out."

Jonathan's acting and directing abilities are outstanding - but his personal qualities, his presence offstage or before the final result, are talked about as much as or more. One of next year's Tech heads, Charlotte Burgess, comments that "Jonathan is so great to work with. He's always open to suggestions - he's dedicated to the point where he'll work and work, do anything to help out his character. Mostly, he's just funny and a really nice guy." Drama Lab head Mirabelle Kirkland agrees. "He's cheerful and fun. He's never too cool to try something new - sometimes it works, sometimes it doesn't. He's such a good actor, but he's never intimidating. He seems to care without being obsessed... it just seems to happen with him. And he's that way in life, not just in theatre."

Right  
on  
Gadir!  
--Pops



Tech Heads Raj Parekh, Rob Kaplowitz, Charlotte Burgess  
...I been believing in nothing since I was born - Plannery O'Connor



## Katie Kirtland: An artist in control

By AVERY REMBOWSKI

When Katie Kirtland was six years old, she and her mother would visit new houses being built around her neighborhood and gather clay for sculpting. So began a life-long love of art that has manifested itself into a pottery, ceramics, and stylized drawing career that has showcased Katie as one of PA's most talented Seniors.

Her formal training began with an out-of-school art course at the Torpedo Factory in her hometown of Alexandria, Virginia. After that, she attended an eight-week portrait study class where she produced sketches of a live model. It was here that she began training her eye to notice things such as relative planes, shapes, and the relationships between objects. Here, she was also introduced to terra cotta, something she describes as "a very sensual experience because it smells real good and feels smooth. I almost became addicted to clay." Since then, Katie has experienced with plasticine (a synthetic plaster), plaster, and metal, but she found nothing as "responsive" as wet clay.

Katie came to Phillips

Academy "on a whim" her upper year and has busied herself producing a multitude of pottery, ceramics, and drawings. (Every member of her dorm uses one of Katie's cast-off mugs or bowls!) "Doing creative things is a release. That can be necessary, especially here in such a closed environment with so much stress." This year, Katie has also had the time-consuming position of Pot Pourri editor, which has allowed her to do a bit of design work, although not as much as she'd like to have done. "It was mostly just yearbook stuff," she explained. In addition, she has been taking the ceramics class all year.

Katie's style has taken years to perfect. She experiments as much as possible with different ideas, but always finds herself returning to the human form because it "intrigues me most," she says. Ultimately, she focuses on the more organic, natural forms as opposed to geometric ones. She concentrates on the shapes and lines of an object. Although she tries abstraction, it usually tends to cause her a lot of problems, as does the color and glazing of her pottery.

She has been able to overcome these difficulties in her drawings. These are predominately composed of the human figure, somewhat abstracted and obscured in an organic setting; an "intermingling of nature and the human form."

Katie describes her art as "providing a necessary balance to my life. It's a completely different kind of thinking from math or physics." She is fortunate that good grades come easy to her, even at Andover, because this has left her the time to pursue her artistic cravings. She's glad that she hasn't had to struggle with schoolwork in lieu of focusing on her art. She recognizes her luck in being able to come to school here because of the "unbelievable opportunities" PA provides to develop a talent and get involved in "everything you're interested in."

She has, however, had to make choices that have kept her from continuing with other subjects as much as she desired to. An example is philosophy, which is what she will probably "really study" in college. But no matter what, Katie realizes that she will al-

ways come back to art and never give it up. She just isn't sure if it will compose her main course of study or be something she'll continue to enjoy on the side. She admits that "deciding to be an artist is a scary thing to do because it's such a hard field to excel in. I'm not going to label myself as an artist, but it would be nice! For now, I'm just going to see where it takes me." I'm sure that Princeton will be receiving an excellent asset to its community in the Fall, just as Andover is losing one.



Katie Kirtland

Photo/Sisco

## Master Photographer Justin Van Wart

By MARGOT GROVER

He's the guy that you always seem to bump into at the photo lab; you know the one whose pictures make you stop thinking your Art 10 candid were quite so hot. At age eighteen Justin Van Wart is one of the most distinguished student photographers at Andover. Born in Argentina Justin has grown up in six different countries including Mexico, Brazil, the United States, Germany and France. His father is an International Banker, and Justin's decision to enter Andover as a new Upper last year was primarily based on the fact that there was a possibility his father's work would require him to relocate in South Africa. "I got lucky," says Justin about the fact that he really knew very little about Andover before he arrived. The first time he even saw the campus was during Orientation. He feels that moving so much during his childhood has caused him to appreciate a sense of community a lot more, "Home is where you go to sleep at night."

Justin first became involved with photography when "Santa Claus" gave him a camera during the seventh grade. His interests in photography started out as more of a side hobby, and he never actually received any formal instruction in photo until he came to Andover. However, upon entering Andover Justin quickly went straight through the photo course sequence and succeeded in gaining the position of Photo Editor for the Pot Pourri this year. Justin found that in most of his photography classes there was a lot of freedom and that you were basically allowed to do whatever you wanted. "This school has an incredible photo center," declares Justin. He feels that Andover really helped to open up the world of photography to him. Justin's work has become more abstract of recent and he credits this fact primarily to the influence of instructor Carl Baden. "For Carl Baden there are no boundaries in photography," says Justin.

Justin thinks that what first attracted him to photography was "... the idea that with one flick on the finger you could hold time." He feels that his interest in photography has grown and matured since then. "At first it was the novelty of capturing something, and then it grew into the idea of expression as all art is." Justin feels that he's never been particularly talented in any other area of art, and discovered early on that photography was the one part of the art world in which he was best able to express himself. He considers photography to be just as valid as any other art form. "I've always been an observer, and photography brings that one more step because when you have a camera in your hand you're

forced to watch," says Justin.

One of the main aspects of photography that has always appealed to Justin has been that the photographer has complete control over what goes into the picture. Justin feels that, "Photography's primary purpose is to be a form of communication," also believes that many things can be accomplished by utilizing the tool of the photograph. As photo editor for the yearbook, Justin likes being in the position where he can choose what goes in and what doesn't, but says that he has always considered this job second to his freelance work.

Justin has successfully managed to weave his photography into all areas of his life at Andover. This Spring he has taken photography as a sport, and enjoys photographing various models that come to Andover to build their own portfolios. Justin takes many candid photos for Community Service and has also had his work published in Andover's literary magazine, the *Mirror*. Next year, Justin plans to attend Georgetown, and will definitely continue taking courses in photography, but when asked whether he plans to pursue photojournalism as a future

career Justin feels that he probably wouldn't. "For now it's just a hobby, but I'll always have it; it's a skill that you can use with whatever you do and it will always remain an option." This summer Justin plans to take a job as a photography instructor at a children's camp. When asked where he saw himself ten years from now Justin said, "I will be at the tenth reunion of the class of '89 with six wives because I will have turned Muslim."

During his time spent at Andover Justin has made a strong impact on those around him through both his work and warm personality. One of the people Justin admits to admiring most is the Unknown Soldier because "... his actions speak for his identity, and not his identity for his actions." Throughout his years at Andover Justin has never failed to be who he is and help those around him. New Upper Steve Yung says that, "Justin has helped make my transition to Andover a lot easier." And as a member of the Blue Key Society, dorm representative and proctor, Justin has been both a friendly and outgoing addition to this school that never fails to make those around him feel at ease.

## Jumpin' Jeremiah! It's Jay Jamison

By ANDY CASE

When the curtain fell after last week's final performance of *The Learned Ladies*, Jeremiah Jamison's two and a half year, seven show career came to a close. Jeremiah (known to most of us as Jay) has performed in three Drama Lab shows, three mainstage theatre 52 shows, and a parents weekend revival of *Richard III*.

Jay started his PA theatre career his lower year with a small part in Greg Hays' *Amadeus*. He followed that up with a lead role fall term of his upper-year in Noah Gardiner's production of Samuel Beckett's masterpiece, *Waiting for Godot*. Jamison's portal of Vladimir earned him a reputation as one of PA's greater acting talents. The PA stage had found someone from which great things were possible.

And great things came. After a medium-sized part in Kevin Heelan's winter extravaganza last year, *Richard III*, Jay earned his second lead role, that of Gardner Church in Tina Howard's *Painting Churches*. It was here that Jay began to realize his full potential as an actor. He was the lead character in a small cast (three member) show. "It felt good to know that I was an integral part of the show," recalled Jay. He carried the performance off beautifully, and after only 2 weeks rehearsal time, he gave one of last spring's most memorable performances.

This fall, Jay's stage show was the parent's weekend revival of *Richard*. "I've fallen into sort of a trap doing all classical plays," Jay remarked, "But the theatre projects I've enjoyed most this year were staged readings for English

and the short scenes for Theatre 51 [Kevin Heelan's acting and directing workshop.] Jay played more leads in the workshop than any other student (including parts as variant in style as James Thurber, Eugene Ionesco, and David Mamet), as well as directing a scene from Sam Shepard's *Buried Child*. When asked about directing, Jay responded that he didn't enjoy it at the time, but now feels it would be "exciting to see something you've created."

This winter provided Jay with his largest part to date, the role of Touchstone the fool in Shakespeare's *As You Like It*. "Playing a clown is difficult," Jay said, "Because you always feel that you're not doing everything that is possible with the part. Trying to overcompensate, however, leads to overdoing the part, and I'm afraid of falling into that trap." When asked why he felt he was cast in the two largest "clown" parts put up in the two years he's been here (Vladimir from *Godot* and Touchstone), Jay wasn't sure. "It's really baffled me, actually," he remarked.

Jay's high school theatre finale took place two weeks ago in Kevin Heelan's spring term mainstage show, *The Learned Ladies* by Moliere. "Kevin's directing is superior," he cited, "and the acting is for the most part excellent." Jay plays Ariste, the clear thinking sub-hero who secretly saves the day for the two main protagonists. Jay commented, "It's strange, because a speech teacher last summer told me that I had a very clean-cut image, and this is the first play I've had like that."

Jay will be going on to Duke next year where he hopes to keep up with his acting. "The program at Duke is run by professional actors, and they rotate the people teaching at times." He's not sure if the theatre is a viable possibility for a career, but he would like to continue if he is able. "Theatre is something I stumbled into by chance in high school," he stated, but it is something that he has become interested in, and hopefully he'll get his chance in the future.



Photo/Mettler

ay Jamison

## Mirabelle Cont.

continued from page E1

and I feel it would be a great experience in performing."

Mirabelle has many fond memories from Andover, some not-so-good such as the time she "fell on her face" at the Dance Concert, (a quote from

Mirabelle herself), but these are definitely outnumbered by the tremendous and countless successes in all of her endeavors. Mirabelle will be remembered as a truly gifted and talented performer in all areas, and moreover, a person overflowing with that "star quality."

Woodville, Texas

Robert Kinney  
Andover  
1985 - 1989

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# The Music, the Movement, the Man: Dominic Rambaran

By TOYIN AJOSE

Phillips Academy is about to lose one of its most charismatic stage performers, Dominic Christian Rambaran. He is a Senior in Stearns who is about to graduate from Andover taking with him a record of over 14 theatrical productions (many of them leading roles on Mainstage).

Dom came to Andover as a Rockwell Junior after attending a school in Baltimore with friends Brian Gittens and Angel Stanislaus. As far as hobbies were concerned, Dominic wasn't very active his Junior year. "I met a lot of people and basically just used the year to get settled in school. I had fun."

Careerwise, upon his arrival at Andover, Dominic was undecided. "I never had any intention before coming to this school to do theatre. It wasn't that I was avoiding it. The thought just never occurred to me. His mind is now set on pursuing theatre, but it wasn't until Spring term of his first year that he took any interest in it. "Junior year I saw my first real play. It was Kevin Heelan's production of *The Tempest*. This rang a bell for me. Then I saw the Spring musical *Guys and Dolls* and that did it. Bringing love, music and theatre together really fascinated me and from then on, I realized what I wanted to do."

During the Winter term of his Lower year, Dominic played a minor role in *Amadeus* (his first play) followed by *See How They Run* that same term. Then he was cast as the lead in the Spring musical, *Dames at Sea*. It was for this musical that Dominic took his first voice lesson at Andover (He has been taking lessons since he

was six years old). Dominic also participated in the "8 'n 1" singing club that year and he added, "That was my first time singing for a while. "8 'n 1" is a pretty select group; it's not easy to get into. Acceptance to the club gave me back my confidence and I got a lot of good experience from it." He also found the group challenging, simply because its members sang a cappella, while all his previous training had been in a choir setting.

Ever since the performance of *Guys and Dolls* in 1987 Dominic has displayed a passion for Musical Theatre. "I can honestly say that I've been involved in 80 percent of the musicals since my Lower year."

Upper year went equally as well, if not better, for Dominic. He continued his legacy of fine performances starring in *The Robber Bridegroom*, *Richard III*, and the spectacular Spring musical *Little Shop of Horrors*, not to mention a leading role in Carol King's Winter Lab show, *The Line of Least Existence*. Dom continued to sing with the "8 'n 1" club and supplemented his voice lessons by joining Cantata.

This year, Dominic's stage performances were fairly limited compared to his previous "3 play per term" record. After he did an encore performance of *Richard III* Fall term, Dominic spent most of his time rehearsing songs for an audition at Northwestern University. Dom chose Northwestern because "they have an excellent theatre program there and because it is based in Chicago, I can easily pick up an agent."

During this past Winter term, Dominic was co-captain of the Boys' Gymnastics team. As a Senior he was able to excel in this sport. "My first year in

gymnastics involved a lot of learning and building strength. I was working out a lot and getting into better shape. Performance-wise, this year was the best one for me."

This Spring term Dominic directed his first play, *A Funny Thing Happened on the Way to the Forum*, a musical comedy performed in the Drama Lab. He also gave his Senior recital in which he sang a variety of classical pieces and "show tunes." Later this term Dominic will be emceeing the Senior Talent Show with Mirabelle Kirkland, during which he will sing a duet with Margie Sharp, and perform a dance in the Chapel.

In the future, after Northwestern, Dominic plans to definitely go to Broadway. "If the opportunity comes, I might

even go overseas." He then added, "If it was a lead, it certainly wouldn't hurt."

"What meant the most to me about PA was that I really didn't know what I wanted to be and Andover pointed me in the right direction."

That which Dom disliked the most about PA was that, "Some faculty don't really see theatre as being serious." For the amount of time I put into singing and theatre, some faculty still consider it an extracurricular. I just wish that the school could see it more positively. I'm going to make a career out of it."

Dominic asked me to end the article with this quote. "I've learned as much as I could here and... I've outgrown it, or maybe it's even outgrown me; it's time to move on."



Dominic Rambaran

Photo/File

## Sarah Rafferty - The Actress Athlete

By SHARMILA DESAI

In our school, students usually participate in either sports or theatre since both activities are considerably time consuming. Yet, there are a few people who are exceptions, and Sarah Rafferty is one of them. She plays JV Field Hockey during the Fall, Varsity Skiing during the Winter, Varsity Lacrosse during the Spring, and sails competitively during the summer. Even though that alone is quite an accomplishment, she has strived for a great deal more.

Sarah came to PA as a new Lower, and took her first term to settle and adjust into the new environment, deciding it was time to get involved in school activities. Sarah tried out for the musical *Working* and got the part as the housewife. She found this play to be one of the most exciting since it was her first time acting in a play in Andover. Thus, she had no idea what to expect and since it was Winter term of her first year, she met lots of new people and her directors were more experienced than her in theatre.

During Sarah's Upper year, she was in a play each term. She took part in *Robber Bridegroom*, *Jesus Christ Superstar*, and *The Little Shop of Horrors*. She undoubtedly shined in *Jesus Christ Superstar* as Mary Magdalene, the female lead, a role she was naturally pleased about. For Sarah, it was the first time she felt completely involved because (being a newcomer in the other two plays) she was shaky and nervous about what to do. However, in J.C. she was aware of her responsibilities and what was expected of her. Realizing her commitment, she worked hard to give an outstanding performance.

*The Little Shop of Horrors* was definitely an upbeat play, a comedy on main stage with an enthusiastic cast. Moreover, this play posed a challenge for her. Sarah was an urchin along with two other girls; therefore she had to sing and dance in harmony with them. This was not an easy task since the play contained a lot of movement

and Sarah had never danced before. With hard work and motivation, she was again successful.

Sarah's first "straight" play (non-musical) was *Richard III* which was Parents' Weekend this Fall. This play was different for her because it was the first time she worked with Kevin Heelan, and secondly it was strange for her to do a play "without the piano." Her next play was another Shakespeare one, this time *As You Like It*. Sarah had a wonderful time performing in this play as she felt she could do anything with her part. In the play, she was Phebe, a fun, playful girl with a lot of mischief up her sleeve. Sarah went all out for this part, she was more relaxed, and was able to act well in it.

After her two plays, she found Shakespeare to be more realistic than she thought it would be. "You look at it, take it apart, turn it into everyday modern language and thought, and it becomes so natural," she said. Sarah is presently in *The Learned Ladies*, and says that it is going smoothly. She feels she is learning just from watching Heelan direct and feels he is "very professional." In nine terms of her Andover career, Sarah has been in seven plays and is a prominent actress in the theatre world.

In all her three years, she has only taken one theatre course, theatre 51 (acting and directing). In this course, she worked on monologues, read many books on acting and directing, directed her own scene for her final, and acted in four scenes directed by different people. This taught her a variety of things: she learned different directing techniques from other directors, and it helped her to know what to look for in a director, as well as what to look for as a director. This was a significant experience for Sarah since she tried different roles, worked under many directors, and had the chance to be with a group of talented people. In the future, she would very much like to help direct a play in college. However, she feels that she is not ready to

direct a play alone, as she prepares for more experience in the area.

PA is an easy place to get lost, or be "a small fish in a big pond;" and as Sarah puts it, she is a small fish. But, theatre has helped her to find her identity and to be a strong individual. According to her, acting in a play every term, is having something to shoot for, and she has been able to successfully achieve her goals. "It's one thing to take a class, and then do well in an exam. While acting in a play, I have to attend rehearsals every day, and sometimes they go on for

college. At the moment, she bases all her three passions on the same level. Though, she does realize that as she gets busier, she will have to make the decision of which one means the most to her. She wants to make the decision when the time comes and in the meantime, excel in all of them.

Of course, she won't miss the rules here: sign in, the parietal policy, and trenching into Boston to go home. She feels that in college there will be more of an internal pressure since she will be more independent. Another drawback that she will not miss is not be-

**"You get carried away with the cycle of commitments"**

hours. However at the same time, I get to know a bunch of people. Some of them are old faces, and others are new, but I get to know them all from a completely new aspect. Once the play comes up, and I'm up in the spotlight, I am up there playing the role, and feel like saying, "Don't watch me, rather watch this character who I am portraying." Performing in a play makes me feel good about myself, and I am setting a challenge to find the time and energy, and to learn how to do it well."

It seems strange that Sarah is able to act in plays, sing in two singing groups (Six Pack and 8 'n 1), play a varsity sport, be a dorm proctor, and concentrate on her work. During Winter term of this year, she had the problem of being involved in too much. So, she had to sit down, set her priorities straight, and get her time organized. It was a tough problem, but she knew it was something she had to do. She solved her problem and also figured out that if she didn't have these activities to do, or something to strive for, she wouldn't be pleased about herself.

Sarah plans to pursue theatre, sports, and music in

ing able to see everyone she wants to, because she feels that there are many special people in this school. In her eyes, "Time is an important factor and sometimes you want to meet your friends or good acquaintances but keep on falling as you get carried away with the cycle of work and commitments."

Being a patriotic member of the Andover society, Sarah will miss a tremendous amount of things about the school. She will miss sitting in Commons until 6:45 with a cup of tea and laughing with a whole group of friends, or just walking around the campus. She will feel sad about leaving people, even ones who weren't her best friends, but whom she genuinely liked. Teachers also are included in the package of those people whom she will miss. Sarah loves the interesting people of the school, and appreciates the fact that everyone has something to give. "I'm not sure if it is at an Andover/Exeter meeting when the feeling of school spirit arises, or at an all-school meeting, when I see all those around me whom I think are great people. But it is definitely at those times when I realize how much I love this school!"



Sarah Rafferty

Photo/Rogers

Dear Michael C. Yoon,

We love you for the simple reason that you are our son.

At age 14, you've accomplished so much so fast, thanks to your sky-high intelligence. We know you've been saving up diligence for future use.

You were a physics enthusiast at Carmel (Calif.) High. English is your current interest. We will support you whatever endeavor you finally choose in the future.

Today we are heading back to California to our home. However, you will soon be off to London in September. We will miss you.

Have fun at Harrow next school year.

Congratulations!

Proudly,

Mom & Dad



I have been a bedouin of sorts, wandering between the pharisee and the fallacy, the atheist and the pragmatist.



# Mickey Mouse and Orange Juice

**By SIMEON HELLERMAN**  
When Craig Peters first came to Phillips Academy, the people in his dorm knew him only as a semi-hermetic weirdo who drank a half-gallon of Tropicana Pure Premium orange juice every day. But while he may have begun his Andover career immersed in utter obscurity, he didn't waste time in making his mark on the PA theatre scene. Craig has appeared in almost every musical production on the PA stage since his Lower year, including such hits as *Jesus Christ Superstar*, *Dames at Sea* and *A Funny Thing Happened on the Way to the Forum*. For all his distinguished thespian accomplishments at PA, Craig's interest in musical theatre began long before "Upper Left" meant more to him than a location for "the one that doesn't belong" on Sesame Street. Thoroughly versed on Tin Pan Alley lore, Craig has always enjoyed whiling away his idle hours listening to Broadway musical soundtracks, and he has thus developed an extensive knowledge of, and taste for, first-class music and lyrics. Planning to pursue a career in musical theatre, Craig has already learned to put together songs of his own which can hold their own against any of Andrew Lloyd Webber's best. Craig, a strong believer in planning ahead - (if you visit him in Stuart, he can show you his schedule for his next three years at Harvard) - has decided on a specific plan for success in musical theatre. First to be-

come a Broadway actor, a songwriter next, and finally a blissful retiree... and massive royalties. But if you think Broadway musicals are the limit of his expertise, guess again. Craig's musical talent extends to all styles, and has led him to enroll in every vocal-music group at Phillips Academy, including 8 'n' 1, of which he is president. He excels in his music theory course, as well as his class in choreography. And to cap it off, he is an ace tap-dancer, summer lessons having augmented his PA experience and natural ability in the field. Nor did Craig encounter any less success in his first foray into non-musical theatre. Audiences remember his masterful droopy diffidence in the role of Mr. Martin in Ionesco's *The Bald Soprano* this Fall. But in spite of this victory, Craig has decided that he prefers musicals in the future. "I love musicals," says Craig, shrugging his shoulders, at a loss for a better reason why. Though his accomplishments have undoubtedly won him notoriety, Craig is even more grateful for the boost theatre has given his self-confidence. Craig feels that involvement in the theatre has improved his life tremendously. Having once been somewhat reclusive, he now bears an unmistakable air of social affability and self-assurance. There you have it. Good luck at Harvard, Craig, whether or not your schedule goes according to plan. All aboard for Broadway!



Craig Peters

# PA Groups sing their hearts out

**By TED LATHAM**  
Andover is way ahead of most prep schools in music. There are six major singing groups on campus, with repertoires ranging from operetta to barbershop to madrigal. The largest vocal group at Andover is the Chorus. With membership ranging from 40-80 people per term, it is the main stem of vocal music on campus. Directed by Mr. Allen Combs and Mrs. Carolyn Skelton, the chorus performs a wide variety of music, from Gilbert and Sullivan to Handel's *Messiah*. The group usually performs once or twice a term;

their last main performance was May 28th. The second largest group is the Cantata Choir, which meets during the Fall and Winter terms only. This group is the main touring group, performing abroad each Spring break. Past tours have included Boston, Philadelphia, New York, Puerto Rico, and Italy. Directed by Mr. William Thomas, the choir mainly focuses on singing, well... Cantata's past selections being Handel's *Israel in Egypt* and *The Passion According to St. John* by JS Bach. The most prestigious vocal group on campus is the Fidelio Society. It is also the oldest, being founded in Abbot Academy, over 100 years ago. With 12-15 members, it is a closely-knit group, famous for its large sound in comparison to the number of voices in the group. Directed by Mrs. Susan Lloyd, the group sings everything from African freedom hymns to blues, to Italian love songs, focusing mainly on madrigals. 8 'n' 1 is a barbershop group, consisting of about 8 people (usually). They sing mainly close-harmony music, performing from time to time in Commons, faculty advised by a man usually known as "Garr." All that Jazz, an entirely female group, is in constant rivalry with 8 'n' 1. They perform mainly at large school gatherings. *Six Pack*, the most underground of all the groups is an entirely independent, six-member group, led by Mike Brown, which performs at Commons and large gatherings. Look for many of these groups to have concerts coming up soon, for Abbot Bazaar and Commencement. Now, when you see some mysterious figures, leaning together and humming conspiratorily, you won't be surprised. You've got the inside story.

# Fiddling Around: Ben Shin on the violin

**By SARAH CORNOG**  
Maintaining a sense of identity in a setting such as Andover can be a very difficult undertaking. For Ben Shin, a paramount source of his self-definition has been his violin playing. As he phrases it, "It's a part of my survival to play music." A four-year Senior living in Stearns, Ben Shin has been playing the violin thirteen years, beginning his training at the age of the four. He started under the Suzuki method, but after the first three books he reverted to the traditional format, and continued study at the Julliard School of Music in New York at the age of nine. His studies there in the pre-college student program, which took place every Saturday, continued under the instruction of Dorothy Delay and Masao Kawasaki. He would fly to New York from his home in Columbia, South Carolina every month, until the age of ten, when his family moved to Old Greenwich, Connecticut, to make the commute easier. He continued his studies at Julliard every Saturday, until four years ago when he enrolled at Phillips Academy. His family is not overtly musical, although his mother did study violin as a child and his brother, who also attends PA, studies the cello. However, they encouraged him strongly in his early years to take up the violin. After the initial resistance to urging from his parents, it was under his own volition that he decided to maintain his involvement with the violin and music in general. Ben's decision to attend Phillips Academy instead of the Julliard School was not an easy one. He was forced with the decision of whether to receive a high quality academic education, or to become a professional musician. In the end he opted for the education. Ben has not forsaken all his ties with the Julliard School of Music, however. In the summers he attends a music camp in Aspen, Colorado, that many of his friends from Julliard attend, and where he is a member of a student orchestra performing with such virtuosos as Itzhak Perlman. He has not by any means lessened his activity in music since his arrival at the school, although he allows as how the intensity is not quite the same as in Aspen, place. Orin says that working for *The Phillipian* was fun, but that he was "[ready] to give it up. I've got a very short attention span. Keeping me focused on one thing for two years was very hard." This year Orin took on a new role in the Drama Lab. On the day before applications to direct were due, he decided to try his hand at directing because, he says, he knew that if he didn't direct now, he might never get another chance. His show, Jean-Paul Sartre's *No Exit*, co-directed by Cristin Canterbury, went up earlier this term. Orin describes directing as "a harrowing experience... I was pacing back and forth the whole time... [the actors and actresses] could do whatever they wanted; I couldn't do anything about it." He says that he enjoyed directing, but prefers acting.

since the people here are much less competitive with their music, seeing how few plan on becoming "professional musicians." Perhaps it is the lack of such absolute intensity that has allowed him to participate and excel in so many other areas of the school. He is Senior Representative for Rabbit Pond, a recently elected member of the Cum Laude Society, a Blue Key, and a National Merit Scholar. However, despite his contribution to a multitude of areas in the school, his greatest participation has been in the music program. Since his first year, besides giving numerous recitals, he has been a member of the orchestra, where he is now first violin. In his Junior year at the Academy he performed Vivaldi's *Four Seasons* with the orchestra and his Lower year he performed in a recital featuring Vivaldi's *Winter Concerto*. Ben has also performed in small chamber ensemble recitals during his career at the school, although he admits the time they consume is such that he has not been able to participate in that medium as much as he would like. He recently gave a solo recital featuring Mozart's Fifth Concerto, and this upcoming May 20, he will be giving yet another Senior solo recital. Ben's involvement with music has not been in solely the classical genre, however. Last year he was a member of a rock band called Electric Mayhem, along with other group members Troy Selveratnum, Dan Koontz, Bill Yokayamu, Tad Cone, and Tim Griffin. Ben describes the since disbanded group as a "Jazz/rock fusion band." Not only is Ben a versatile performer, he has also composed several pieces, having taken Electronic Music as well as the Music Theory 35 courses. In the Music 35 course he experimented with the 20th century innovation of Twelve Tone composition, but found it a little hard to contend with. He also wrote, he modestly admits, a "really bad rock song." In the Electronic Music course he again tried his hand at composing, this time working with the twentieth century innovation of a Macintosh computer, through which he produced two songs in partic-

ular that pleased him: "Sonny Crockett is Dead," and a remake of "Purple Haze" by Jimi Hendrix. Composing is something he sees as of possible interest in the future and he hopes to continue with it to some degree at Harvard, where he will be matriculating next year. At this point Ben does not plan to focus on music at college, although he will try to gain a seat on the Harvard Orchestra. Instead he holds as a more plausible plan of majoring in engineering, although he hastens to add in respect to a possible career in music that he is "not ruling it out." Whether or not he decides to continue professionally, Ben hopes always to be involved with music in some aspect or another, seeing it has been such an integral part of his life and experience at Phillips Academy. Undoubtedly, wherever he chooses to assert his identity through music, people will benefit just as Phillips Academy has benefitted from his extraordinary talent and love of music.



Orin Herskowitz

Photo/Blanchard

# ORIN HERSKOWITZ

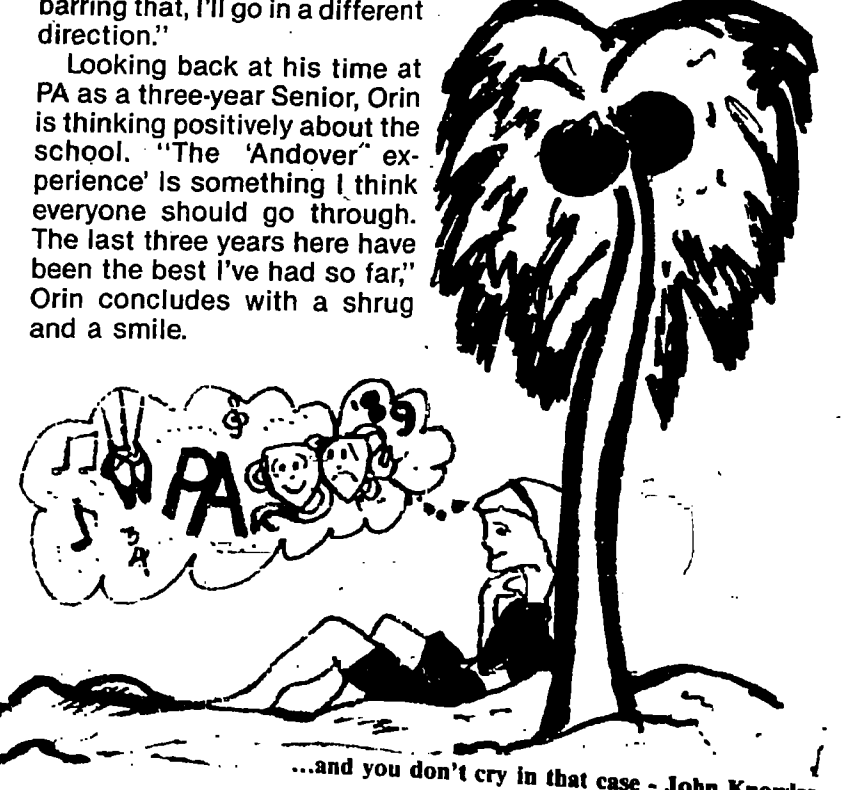
**By CASEY GREENFIELD**  
Orin Herskowitz has, in three years at Andover, become one of the most active students in the theatre department. He has acted, directed, critiqued, and previewed theatre at PA since his Lower year. Born in New York City, Orin attended a private boys' school through ninth grade, at which point, he says, "I realized something was missing." He decided to go to boarding school when his parents moved to California. "I visited once and knew that I didn't want to live there." Orin did not plan to get involved in theatre. As a child, he says, he was shy and "never talked at all." It was a fluke that led to his introduction to acting, Orin says. He tells the story: One day I was waiting in the Adams common room, and the auditions for *Sexual Perversity in Chicago* were being held. So I decided, rather than just sit outside, I would sit and watch. There was a room full of people... I thought no one would notice me, but it turned out that everyone else had already auditioned, and one of the directors, Tom Hopkins, asked me to try out. So I did,

and I got the part of Danny (the lead role)." *Sexual Perversity* was cancelled because the theatre department deemed it inappropriate, but Orin played the role of Stanley in *Brighton Beach Memoirs*, which was performed in its place. He says that prior to that show, he had never set foot in the Drama Lab, but began to see plays afterwards. Orin has been acting ever since *Brighton Beach*: last year production of *The Dining Room* and Noah Gardiner's production of *Waiting for Godot*, which Orin says has been his favorite play at Andover, and this year, during Winter Term, he acted in the Drama Lab production of Neil Simon's *Come Blow Your Horn*. Another main part of involvement in the arts at PA was his work at *The Phillipian*. He stumbled into editing *The Seventh Page* as a Lower, a position he held through the middle of this year. He says that "wasn't expecting much... I wrote two articles... and I was given the position of Associate Editor of *The Seventh Page* Lower year." The Editor was removed during that term, so Orin was given the job in his



Ben Shin

Photo/MacNeale



...and you don't cry in that case - John Knowles



Jody Cashman

Photo/Sisco

# Actress and Technician: Jody Cashman Ignites the PA Stage

By ALEXANDRA THOMPSON

As agreed over the Telix, the three of us went down to the "Techie Lair" after rehearsal for *Learned Ladies* to help Jody decide on prom dresses and to get me my interview. We perched among the unfinished costumes and scraps of styrofoam with Jody in the middle in a black strapless, perfectly at home in the theatre. And rightfully so. She'll be graduating a four-year Senior, having dedicated herself to nine consecutive plays, and three years of tech. Next year she will attend Barnard at Columbia, where she'll take a double major in Theatre and English, and beginning her fifth year of voice lessons and

auditions.

Jody was initiated into the theatre in third grade when she played one of Mary-Quite-Contrary's maids. "I knew right then and there I wanted to be an actress. I know it sounds cliché, but it's true," she says as Charlotte zips up the next dress. She started attending performing camps in the summer, and in sixth grade she joined a theatre group and held a leading role in the school play, as she did for the next two years. Her Junior year at Andover, Jody "auditioned for everything, and didn't get into anything" at least until Spring term when Kevin Heelan made her one of the dolls in *Guys and Dolls*, the mainstage production. Returning for Lower year, she earned her first real part as Tillie in *The Effects of Gamma Rays on Man-in-the-Moon Marigolds* and was cast in *Free to be You and Me*, a musical that never went up. Next came the role of Annie in *Round and Round the Garden*.

Upper year kicked off with Maggie in *Shadowbox*, one of the six principal singers in the dinner theatre production last Spring. Winter term featured a role as Laura in *Glass Menagerie*. Last summer she

studied theatre at Oxford, and returned to play the role of Velma Sparrow in *Birdbath*, the second act of Joel Kalodner's *Encounters*. She finished off this year with the role of a soldier/maid/sailor in *A Funny Thing Happened on the Way to the Forum*.

"The thing about me is that I'm never completely satisfied," claims Jody. The roles of Laura and Velma, however, stand out for her as the most fulfilling; "they were tough - they made me work." "I try to create a portrait of the character so that when someone asks me a question I can answer as they would." For the role of Velma, Jody wrote an eleven page autobiography of her character's life up to the point when she killed her mother. For the performances themselves, Jody uses the "intention" method (carefully analyzing the script and determining what desires should be portrayed), and emotional recall, a technique that she sharpened at Oxford. She used the latter in *Glass Menagerie*: "Suzie, my dog, was in intensive care that week, and when the unicorn broke I'd imagine that she died and would practically get hysterical. I'd translate that into

how Laura would react which was really not at all - she'd just try to act as if nothing had happened." After a performance, according to Charlotte, Jody is completely drained and has a hard time winding down. "You can see the emotion in her eyes."

The beginning of that same year Jody discovered another aspect of her work - theatre tech, through a friend who was taking Tech 26 with Mike Brown. "Mike is so friendly and zany that I figured I just had to hang around. Life in the theatre is never dull, with a few obvious exceptions. She is dedicated, pulling an all-nighter on mainstage every once in a while. Mike, who loves to pick on her because she's "a wonderful bit of fun," says she's "a marvelous techie." Jody hopes to take tech classes in college "All I know is hearsay - you learn by osmosis."

Says Jody of her career at Andover: "I've grown up a lot since I've come here - I'm more realistic and a little more cynical. Theatre's been an important part of my life for a long time and Andover's really amplified that. It used to be fun but now it's more - dare I say it... serious."

# Singing from the Soul: Edenn Sarino

By LISA LEVY

Meet Edenn Sarino, four-year Senior, singer, Cantata co-head, Berkeley-bound West Virginian. Edenn, having actually taken only two terms of voice lessons here at PA, is a natural singer, and as a junior, Edenn sang in Cantata and All That Jazz, both selective sing-

ing groups for which auditions are required. She did the same in her Lower year, and as an Upper, she was the co-head of All That Jazz. This year, as co-president of Cantata with Peter Caruso, Edenn helped to lead the Italy tour. In past years she has also sung with the Gospel Choir on occasion, and often accompanied by Marshall

Jones '88, performed events such as Black Arts Weekend, the Memorial Day Service, and the Senior Baccalaureate. In her Lower year Edenn performed in *Cyrano*, and as an Upper she was in *Jesus Christ Superstar*. This year she had a leading role - that of narrator - in *Joseph and the Amazing Technicolor Dreamcoat*.

Edenn's interests, however, don't stop with music. In the Fall term of her Upper year she participated in the Andover/Novosibirsk exchange, and this year she was the Blue Key co-head of Rabbit Pond Cluster. Having experienced it first hand, I would like to vouch that she can make one mean Boston Cream Pie; at the risk of sounding corny, her cooking is almost as sweet as her singing.

Many of those who know Edenn describe her as spirited, psyched, and "a mushy romantic." As one student commented, "When Edenn sings, she sings from the soul." But for those of you who have never heard Edenn, don't fret! She may be singing again at this year's Senior Baccalaureate... a sweet farewell to four years of harmonizing PA.



Edenn Sarino

Photo/MacNeak

Julie,  
You made it!  
Congratulations and  
good luck in the  
Sunbelt!  
Love you -  
mom, Dad, Laura,  
Roy and all the  
family.  
June 4, '89

Congratulations  
Sasha Gray  
We are proud of  
you.  
Mom and Dad

HARTELIJK GEFELICITEERD, MEIZEMEIS.

Van Mama,  
Kim, Oma, de  
tantes en ooms  
in Missouri, Tante  
Wicky en Oom  
Jan, Mevrouw  
Evers, Miguel  
en Rosita en de  
vele anderen,  
die heel veel  
van je houden.  
P.S. En natuurlijk van Schnutsy!

# Learned Ladies ends the PA theatre year with a big bang

By KATHY HUIBONHOA

The theatre department's Spring season reached its climax May 21 with Kevin Heelan's production of Moliere's *The Learned Ladies*. Aided by student director Noah Gardiner and stage manager Cristin Canterbury, the show comprised two of the funniest hours the PA stage has seen all year.

I could tell you the plot (some kind of love story, I think) but to tell the truth I don't think it really matters. This play wasn't funny because of the many plot twists, or the brilliant solution at the end, but because of the three-ring circus style of action.

The play was used by Heelan as a device to get the funniest talents of each individual actor/actress to surface. As a result, most of the funniest scenes took place while in the background while plot development was on center stage. The fast-paced, seemingly chaotic movement meshed to form a single tirade of action that attacked the audience and moved us to hysterics.

Robin Hessman's portrayed a Philaminte, the mother of a philosophic household, so dictatorial that the theme from "Jaws" would play every time she approached to scare off anyone nearby. Robin was dynamic, forceful, and, well, LOUD. Her voice sent us cringing in our seats, along with forcing anyone on stage to cringe in her dominating presence.

That someone was, more often than not, Chrysale (Anthony Byrnes). Playing Philaminte's wimpy, whiny, and shifty husband, Anthony's idiosyncrasies were reminiscent of the cowardly lion in *The Wizard of Oz*. Some of the fun-

niest scenes in the show were Chrysale's attempts to assert himself, only to fail miserably.

Philaminte's sister, the eccentric Belise, was played beautifully by Cindy Hopkins. Dancing around the stage, and prancing up and down the set's magnificent staircase, Cindy's Belise captured and perfected the oddness of the entire production. The audience roared at Belise's animated recounts of how everybody in the world - and beyond - was in love with her. Fluctuation of character, spontaneity, and just a bit of the bizarre were all a part of Moliere's Belise, and thanks to a wonderful performance, they were all apart of Cindy's Belise.

Remarkably, the union of Chrysale and Philaminte produced two offspring, Henriette (Sarah Rafferty) and Armande (Emily Gordon). If we are to follow the irrelevant plot, then Henriette is at the center, as the main conflict of the play is between two groups, led by Chrysale and Philaminte - naturally, vying to provide Henriette with a husband. Sarah provided the audience with a performance of a playful yet seductive woman just come of age, and trying to figure out the problems of love.

Her sister, Armande, has figured life and love out already - or so she would have liked to. Mixing something close to a modern day executive - uncommunicative, isolated, and reserved - in her navy blazer and office attire, with just that amount of emotion and vulnerability, Emily presented an Armande that earned the respect and admiration of the audience.

Enter the two young men competing for Henriette's love. Chrysale offered Henriette her true love, Clitandre (Jon Luon-

go). Meanwhile, with all the expected intimidation, Philaminte pushed for the poet-turned-rock star Trissotin (Josh Gass), who repulsed the somewhat prim Henriette.

Both Jon and Josh delivered memorable performances. As Clitandre, Jon juggled, kissed, spoke, and, literally, rolled his way into the audience's heart. Clitandre was a sincere and thoughtful, yet playful character worthy of Henriette and her love. Coming from quite another dimension was the intense Trissotin, whose character is best described by actions, such as his entrance.

Although he didn't appear on stage until the second act, Trissotin's entrance was one of the most memorable moments in the play: a platform rose to expose the "poet", a black, leather-clad rock star. Flashing red and green strobe lights and blaring music combined (to which Josh provided us with some interesting gyrations) to make the scene complete.

Of course every good action play needs a hero, and this one was no exception with Jay Jamison as Chrysale's brother, the valiant Ariste. Probably the most "normal" of the whole crew, Ariste encouraged his meek brother to find his latent masculinity and fight for Clitandre, who did finally come through. Jay gave a strong performance, providing the audience with a solid character to hold onto among the many peculiar ones.

Rounding out the cast were Sam Levy as the quiet but present Hunchback, shouting each time he re-discovered gravity; Cliff Weiss as the Cherub, the maid Martine (Callin Anderson), Nathan Lamkin as Vadius, and the subtle but amusing attendant slayed by Ethan Ayer, Craig Peters, and

Anujest Sareen (the entire play was worth seeing just to catch a glimpse of his hair).

The play was perfect - well, almost. With a running time of just under two hours, the plot was slow to develop, as the characters fit the plot into the rather loose structure of the play. To create a more cohesive plot, the actors and actresses could have tightened the plot development by moving away from the circus-like scenes. This would have resulted in a shorter play as well. The strongest parts of the play came in the action-filled scenes. More often than not, this aspect of the play overshadowed the traditional plot development, producing a more entertaining show.



ARIZONA  
HIGHWAY

...if you do, you start missing everybody - JD Salinger



# Libby Palomeque: Dancing Her Life Away

By JOSH ALLEN

"Dance and theatre are the best forms of stress release. I really enjoy them," said Andover actor-dancer Libby Palomeque. She came to PA as an Upper and has flourished in those two areas of art.

At her old school she had taken most of the lead roles, but here she was up-against "amazing actors." "My first several auditions failed miserably just because I was so nervous and couldn't get the words out, but," Libby insisted, "I encourage any new student or anyone who's even slightly interested, to audition. The directors want to get someone new. Their dream is to discover someone."

Her first introduction to the Andover stage was in Noah Gardner's *Waiting for Godot*: "a really tight cast." Since then she has performed in many productions including Carol King's *The Line of Least Existence* ("an embarrassment because the writing could have been better, but very good acting"), and *Encounters*, where she played a neurotic Harvard student. She was cast in last Spring's *Sexual Perversity* in Chicago, but her last performance, *Hair*, ended in disappointment because she

devoted her Spring to it, but when it was bagged she had "nothing to show for anything I had done; it was a big let-down." She was lifted up last term, though, when she was cast as Audrey in Mike Brown's play *As You Like It*.

This Spring had found her playing the lead in *Antigone*. "I had always wanted to be [Antigone]. So you can imagine my excitement when I was asked to take the part, even though there were only three weeks 'till the opening." When asked how she learned all of her lines, she replied, "a lot of walking. I can concentrate best when I'm moving around so most of my lines are memorized from my dorm to Commons." (she lives in Abbot)

She began to dance in tenth grade, and, according to Libby, "I was always flexible so it was easy to begin." She has taken both Advanced Ballet and Modern dance at PA, and at this year's successful Dance Concert she choreographed two of the dances.

"The reason dance is such a great way to relieve stress is that before you go to dance everyday you think 'I don't want to go,' but as soon as you start stretching and begin to dance you stop thinking. Everything is concentrated on the pain and

how the body is moving. There is no mental activity so you don't have to think about tomorrow's Physics test, or the History paper due Friday."

"Acting works well because you become someone else, like hiding in make-believe when you were young. And just to be on stage creates this energy, euphoria, to do well, to do the best you can do. It's a great feeling." "Another advantage to acting," she added, "is that you can remember what you want and learn for the next play."

Next year Libby will be attending Berkeley majoring in Russian and minoring in Theatre and Japan. We wish her luck for we have enjoyed her entertainment.

Libby Palomeque



Photo/MacNeale

# Joel Kalodner talks on Joel Kalodner

By SEAN SULLIVAN

The steps of SamPhI. Sunset.

Two ducks are sitting.

Joel, what would you like to say about your Drama career at Phillips?

I had a lot of fun with it. My first term here, as a Lower, I entered and I got a part in Rebecca Rebinowitz's play, and as an entering Lower I was like, "Wow, it's so amazing," and I tried to do a part that was way beyond my (or anybody else's who I know) capability, and I did absolutely miserably, but I loved it. And it's been uphill from there, it's been good since then. And of course to work with Kevin [Heelan] in *Richard III* was one of the great experiences ever. When he directs, it's incredible because he directs with his whole body and it's like he's expressing the whole play. I've never seen anything like it before.

What were your other Lower year shows?

There was Rebecca's show, the Beckett and Chekov plays, which was a lot of fun, and I got to work with Greg Hayes, which was a mixed experience. I remember in his Senior interview he said, "I hope some people saw more in *Amadeus* [which Greg directed and Joel reviewed] than Joel Kalodner did," so now I get to talk about him in my Senior interview; it's all poetic justice, in the end.

Any shows stick out in your mind?

I suppose my favorite show that I acted in here had to be *Richard*, just because I got to get up on stage and just

wrecked everything. When Kevin planned the scene, I asked "can I break some bottles?" and he said "sure, we'll get some bottles." "And throw over a table? How about breaking an IV bottle." And he said "sure, we'll get an IV bottle," because that's the kind of director Kevin is.

I'm glad to have been able to direct the shows I have, with the casts I have. In the fall, directing *Encounters* was one of the great experiences of my life. I worked with four people who were amazingly talented, and we just had a lot of fun together. And with *Antigone*, even though we have had some problems, I hope that by the time people are reading this, they will have seen an *Antigone* that did go up, and taught the audience about themselves, because a lot of what is in the play is present at Andover.

We all have all these ideals, but at the same time, we also have a rational place, we are in a place which requires of us

that we be intellectuals. People at the same time want to be noble and powerful and dedicated, but people can't believe in something passionately because this place breaks down passions.

People have accused you of being arrogant and self-righteous, how do you respond to that?

Oh, absolutely. But I think this year the accusations of arrogance have gone down. Last summer I had a very interesting experience over the summer which showed me that arrogance, especially intellectual arrogance, which is the most prevalent kind at Andover, is not the way to go. I was working at a camp in upstate New York, and I realized that the people I was working with people who would never get into Andover, but they accepted me. I didn't have to prove my intellectuality to them, it was just a fun thing. I got the point that people can judge you not on your intellect but on how much they value your relationship.

And your writing?

Well, of course there was *Chrysalis*, which we created after reading the *Mirror* and seeing that the writing passed from the hands of friends to the hands of friends, and we said this was wrong. So we went to the English department and asked them for help, and we got it put together, and I think we succeeded.

Any hopes for the future?

I'm hoping to make a career of writing. Writing is what makes everything worthwhile for me. Winning the fiction prize capped it off for me. People can say "you're a good writer" forever, but when they give you something tangible, you really feel it. When an English teacher came up to me and said "you are the best writer I have taught in fifteen years, and I really hope you can become a writer, because it's important that we have more writers," it meant so much to me. And I've always said to myself maybe. Can I pull this off? And I'm still saying maybe.

# A Different Perspective: Rachel Kisker

By EMILY GORDON

Rachael Kisker is a female postgraduate. She isn't here for sports. That's pretty unusual but then again, she's an unusual person. When she got into PA she immediately threw herself into it in many respects; two of these are art and dance. She hasn't danced since eighth grade she says she was "a basic jock," not a dancer, in her old high school in Scituate, Massachusetts but she took first Beginning, then Advanced Ballet and Modern at PA, and was in the majority of the dances in this year's Dance Concert. Art is something she's always loved and done well, and the focus of the interview. Did you always want to be an artist?

My parents are really artistic, so they always encouraged me. Even when I was little, I was picky about my art for instance, when I got a box of crayons, I'd throw out all of the white and yellow ones because I thought you couldn't see them well enough. I used to break them in half and throw them in the trash... in grade school, they basically make you draw, but I spent all my time doing it. At recess my friend and I used to create these little characters. I was always an artsy person, because my parents really supported it. They never said it was stupid; they always thought art was just wonderful.

What made you decide to come here?

I was confused. A lot of people from Scituate High go to the Massachusetts School of Design; some go to the Rhode Island Art Institute. I wasn't really happy with the schools I had gotten into; my parents said an art school was fine if I wanted that, but my guidance counselor didn't want me to limit myself. He told me to apply to Andover.

What do you think of PA?

It's a nice school. The art department is great, the equip-

ment, the teachers. Both the older teachers and the teaching fellows are really funky. They have the money for all of the great stuff here, so the department's better than some colleges. I took Visual Studies which I didn't want to take but it was really good for me. You get into all of this fancy equipment and stuff, but you forget the basics. You have to get back to the root of everything. I have stuff from my Art 10 class that's really good, because I learned how to observe again. That's why I like Photography, which I'm taking now, too. I look a things and say, "Oh, that'd be a great picture," which is something I didn't do as often before. Art 10 retaught me everything I'd forgotten... you use things to the point where you forget what they are.

Have you had chances to show your art to people?

I entered a vase I'd made in the Boston Globe art show. I got an Honorable Mention. It was great just to be mentioned by them. In Scituate, I had art in a lot of local shows, in neighboring towns. Their main purpose was to sell things; I never sell my stuff, just because I don't have enough of it yet... I won an award for achievement at art my Senior year, and I was sort of the official calligrapher of the school. I did certificates and stuff. I made a mural for my school, and designed another one. Here, I did the Dance Concert poster, and have silkscreened T-shirts of one of my designs for people in my dorm.

What about the future?

I'm going to Smith and definitely majoring in art. I'd love to own an art gallery when I know so much about art that I can pick the good form the bad. I'd love to do all of the subtle things of a gallery, as well as working on my own stuff and having a family or whatever. In that way it would be an ideal career for a woman of the 80's

or 90's... I'd like to mix business with art, and of course make a living. I don't want to be an artist locked up in some shack in New Hampshire, painting mountains and starving to death... Art is something I've been exposed to, but who knows, maybe I'll be good at something else. I'm considering Business or Law as careers, too.

No matter what, I'll still do art with art, I have that feeling of control, of the picture in my mind working out. When you have the knowledge to do something, you can execute it properly; it comes out the way you want it. I can sit for hours and do art, not noticing the time passing, where with a lot of other things I'm just watching the clock. I'm realistic, though. Being an art teacher wouldn't be that bad. I sort of have experience with that I was an arts and crafts teacher at camp, but I did way more arts than crafts. I kept asking them, "But how do you feel?" I'm talking to seven-year olds who want to build a tepee, and I'm asking them what they feel.

What do you think you have gotten out of PA?

Maturity, the experience of living away from home, confidence, all of that. Here, if people have a talent, they express it, work at it, whether you're an athlete or an artist. Everyone performs, too, in their own way. I wouldn't have done this much in art and dance, learned this much at a regular high school. If I'd gone straight from high school to college, I wouldn't have been so eager to show people what I've done. Just to be in a dance concert was incredible... at PA, they encourage you to do what you're good at. The kids are really used to that atmosphere; everyone's really mature and intelligent. Everyone has something to express, and everyone listens. That's incredible.

...I wanna go home - "The Sloop John B"

Joel Kalodner

Photo/File

# Congratulations

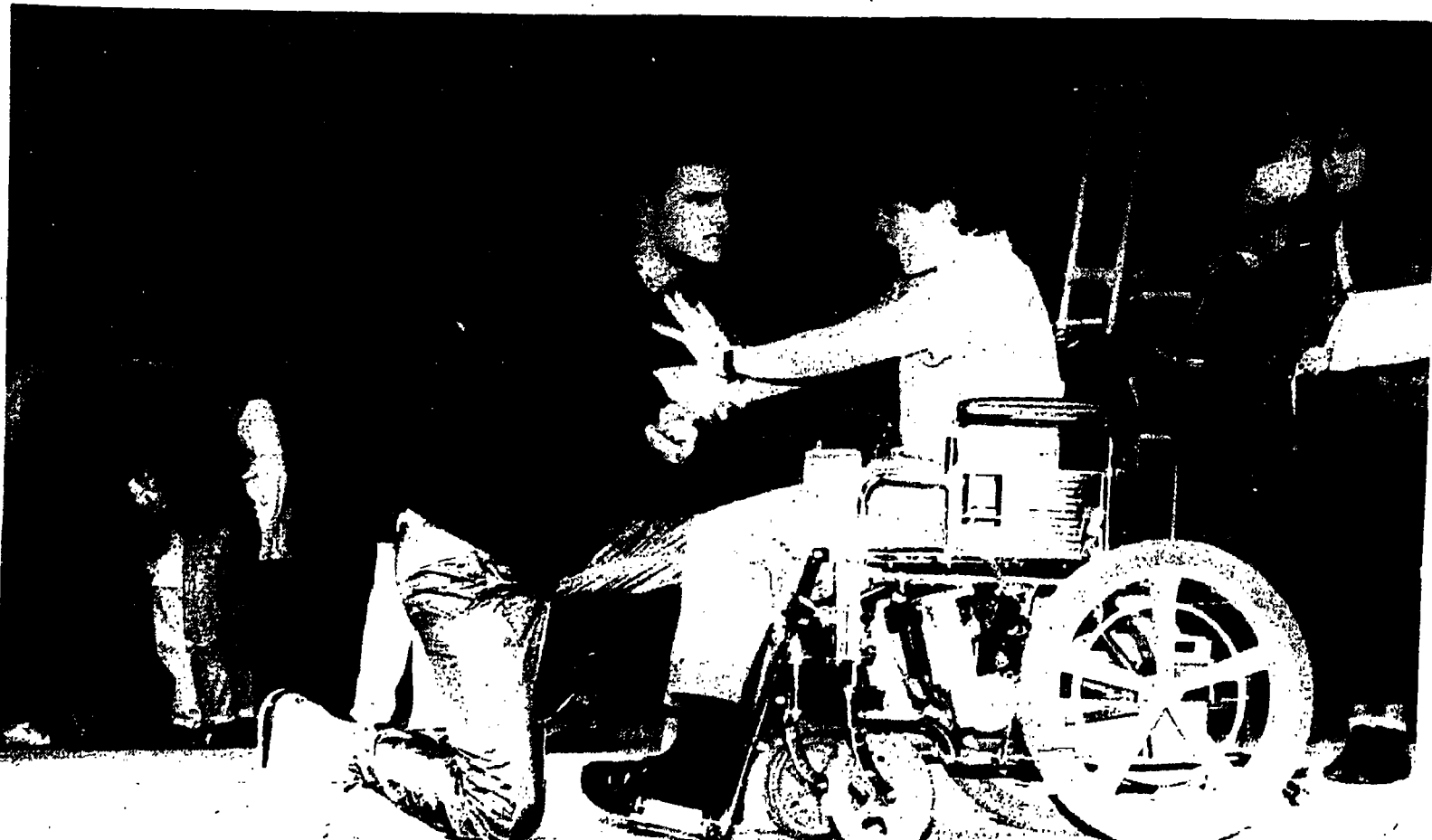
# "MOOSE"

Proudly,

Mom, Dad  
and Mark



Photo/File



Photo/File



*Therefore, since the world has so  
 Much good, yet much less good than ill,  
 And as the sun and moon endure  
 Luck's a chance, but trouble's sure,  
 I'd play it as a wise man would  
 And train for ill but not for good.*

-- A. E. Houseman



# Commentary and Opinions 1988-89

## The Year in Review

September 9-11

Senior student leaders meet at the 34th annual Student Leadership Conference to discuss their goals for the school year.

Sept. 14

Ten students and two faculty arrive from Novosibirsk School of Physics and Math to start the third annual Soviet exchange.

Sept. 17

Classes begin for the 1988-89 school year.

September

National Merit Scholarship Corporation announces 31 PA students as 1989 scholarship semifinalists.

National Achievement Scholarship Program for Outstanding Negro Students names two PA students as semifinalists for its 1988-89 awards.

Sept. 23

Junior Jenny Jordan becomes the first female football player ever at Phillips Academy when she joins the Junior Varsity football team.

Sept. 26

Mainframe computer is heisted from a locked room in the basement of Morse.

October 3

The first entirely student run all-school meeting at PA heightens school spirit and features the Soviet students singing a Russian folk song.

Oct. 7

Lower Class elects Roy Bautista and Sasha Alcott as its 1988-89 representatives.

Oct. 10

PA College Counseling Office sponsors the 1988 college fair, attended by 108 colleges from the US and Canada.

Oct. 14

Friday Forum sponsors former Massachusetts Congressman Michael Harrington speaking on the 1988 presidential election.

Oct. 17-22

Freedom From Chemical Dependency visits the Phillips Academy campus, working to educate the community about drugs, alcohol and addictions.

Oct. 18

Dr. Heinz-Otto Peitgen lectures both students and teachers on the mathematical field of Dynamical Systems, specifically geometric fractals.

An Office of the Physical Plant worker, repairing a floor in Bartlett South, falls through, jamming himself in a hole approximately 13 inches square.

Oct. 19

The Junior Class elects Molly Wagon and Andrew Zurcher as its representatives for the 1988-89 school year.

Oct. 21-22

The Trustees of Phillips Academy

Nov. 12

Andover defeats Exeter, 21-12, in the 108th meeting of the two rivals on the football field.

Nov. 14

The 25th annual blood drive at PA accepts blood from 135 donors.

Nov. 14-19

PA sponsors Oxfam America Week, during which activities focus on educating the committee about world hunger.

Nov. 15

PA participates in a simulation of

releases the early action college admissions results. 65 out of 136 Seniors were accepted, five percent more than applied early last year.

Jan. 14

An intruder breaks into the Phillips Academy mailroom. Authorities believe he was looking for a specific package. In the afternoon of the same day, a student found dried pools of blood on the floor and in the sink of a Stearns bathroom.

Jan. 15

The "Elements of Style" fashion

Advancement of Colored People. In addition, Heelan's play was named "Best Play of the year 1988" by the Drama-Logue magazine.

Feb. 6

The National Merit Scholarship Program announces its 1989 finalists, 26 of whom are PA students.

Feb. 8

The Andover-Abbot Association of New York holds its annual dinner at the New York Athletic Club to mark the twentieth anniversary of the AAANY and to pay tribute to acting

atomic bomb in world politics.

April

Uppers Zenzi Gadson and Jon Malkiel are named co-editors for the 1989-90 Pot Pourri yearbook.

The 1989-90 WPA board is selected with Eric Older as new General Manager.

Three-year Senior Sarah Davis is awarded the John M. Morehead Scholarship for the University of North Carolina at Chapel Hill.

Senior Cadir Lee is named one of the 500 semifinalists of the 1989 Presidential Scholars Program.

April 5

Ronald J. Young speaks on the prospect for peace in the Middle East.

April 10

President of the University of Chicago, Hannah Gray, as the Alfred E. Stearns lecturer speaks on "The University in an Urban Environment."

April 14

The membership of AF-LAT-AM elected a new ten-person board for 1989-90 with Roshanda Clemens as president.

A dinner is held in Commons to honor Seniors and faculty who have participated in the Community Service Program at PA.

April 17

As part of AIDS Education Month, PA conducts a series of AIDS Education seminars designed to inform students about AIDS prevention and to serve as a forum for open discussions about the topic.

The faculty pass a new seven period schedule for 1989-90 which will allow for double science and art periods.

April 18

Three-year Upper John Hong is elected School President for the 1989-90 school year.

Dan Berrigan, S.J., a monk whose order sent him to South Africa to work on the screenplay of *The Mission*, discussed his experiences and recited several poems he had written in Argentina.

April 19

Cynthia Hopkins, Andrew Case, Anujee Sareen, and Shaun Hennessey are named winners of the Draper Prize for Declamation.

April 22-23

Handsprings is held for the sixth year over long weekend.

April 25

The College Counseling office releases admissions statistics that show a substantial increase in applicants placed on waiting lists.

April 30-May 6

Compassion for Animals Week, organized by the Society for Creative Consciousness, heightens awareness about the violation of animal rights.

May

All six clusters elect their presidents,



Students protest PA's lack of recognition for Martin Luther King Jr.

the oppressive conditions imposed under the Apartheid regime in South Africa. Sponsored by the South Africa Committee, this Apartheid day will be the first significant school-wide effort to promote Apartheid awareness.

Nov. 16

The Oxfam auction raises money to eradicate world hunger, with such choice items as a ride on Mr. Cobb's motorcycle.

Nov. 17

The history department names 15 students to spend spring term as Washington Interns.

November

Thieves steal over 5,000 dollars worth of goods from students on campus, including bicycles from Foxcroft. These thefts range from small bills, to backpacks, to thousands of dollars in bicycles.

show culminates in a two hour presentation that raises over a thousand dollars for the Dakar Project.

Jan. 16

While much of the nation stops to honor Dr. Martin Luther King Jr., Senior Brian Gittens leads a sit-in to protest PA's policy of holding classes on this national holiday.

An all-school meeting honoring the sixtieth birthday of assassinated civil rights leader Martin Luther King Jr. is held in the Cochran Chapel. The program includes a campus procession with speakers and singing, the chapel assembly that features Paula Waters of the Andover-Newton Theological Seminary and a birthday party in the Underwood Room.

Jan. 19

President George Bush '42 answers questions posed by instructor in English and Editor of the Andover Bulletin Meredith Price. The telephone interview lasts approximately 12 minutes.

Jan. 21

The Kenan Grant Committee awards 14 summer grants totalling \$26,750 - each grant ranging from 1 to 3 thousand dollars. The 14 faculty were Gordon Bensley, Carole Braverman, Katherine Henderson, Lynn Kelly, Susan Lloyd, Thylas Moss, Thomas Lyons, Peter Gilbert, Mary McCarthy, Tony Rotundo, John Strudwick, Craig Thorn and Peter Watt.

Jan. 22

Dr. Cathleen Morawetz, this year's Roger Fellow, encourages female students now taking upper level math and sciences to continue in those fields.

Jan. 27

Friday Forum sponsors 1988 Massachusetts Republican Nominee Joe Malone speaking on "Reflections on a Race for the United States Senate."

Seniors Kent Strong and Michelle Young receive recognition from the National Achievement Program for Outstanding Negro Students as finalists for the 1989 competition for Achievement Scholarships.

Jan. 27-28

The Phillips Academy Trustees convene for their Winter term meetings to discuss tuition, PA's budget, renovation of George Washington Hall, Athletic Programs and the South African Colloquium. They also announce the election of David M. Underwood '54 to succeed Melville Chapin '36 as President of the Board of Trustees.

Jan. 29

Flagstaff Cluster President Tyler Merson, disgusted with the treatment of Commons and the Ryley Room, proposes that the Ryley Room be temporarily closed down.

January

English Department Faculty Bruce Smith and Thylas Moss receive major grants from the National Endowment for the Arts for their outstanding work with poetry.

*Distant Fires*, the 1987 play written by theatre department head Kevin Heelan receives tremendous acclaim from the National Association for the

Photo/Rogers

headmaster Peter Q. McKee who will be retiring next year.

Feb. 11

Three minutes lost in a January SAT glitch results in the retest offered on this day.

Feb. 14

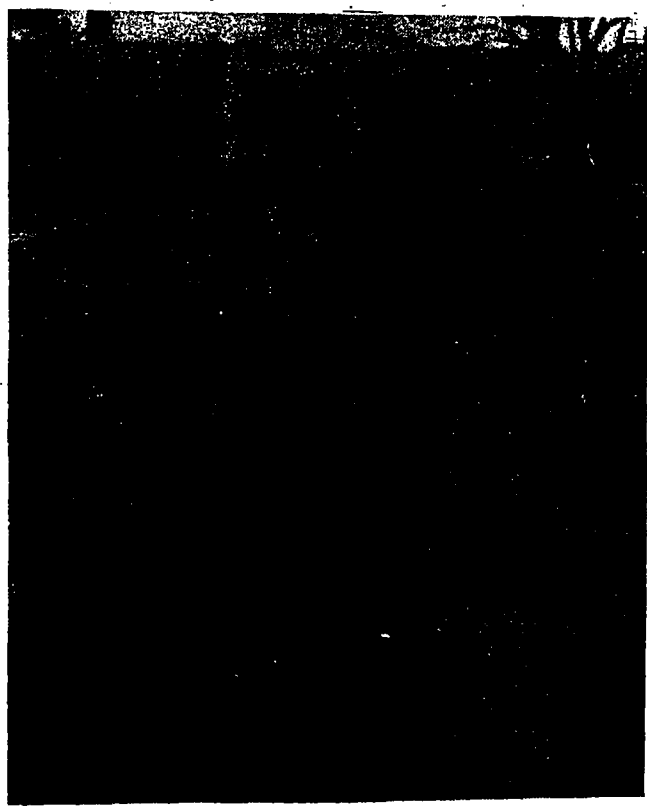
The Cum Laude Society elects 41 Phillips Academy Seniors to the 1989 membership; the other half to be selected in the Spring.

Feb. 17-18

The eighth annual Black Arts Weekend, made up of speeches, plays, and other cultural events, attempts to educate the Phillips Academy community about Black American heritage and culture.

Feb. 20

Exeter Principal Kendra Sterns O'Donnell addresses students and faculty on the "idealism" inherent in



Photo/Courtesy Lawrence Eagle Tribune

convene to discuss South African policies, the admissions program, the renovation of George Washington Hall and the Abbot campus buildings, fundraising, and faculty retirement plans.

Oct. 21

The Student Colloquium for South Africa and the South African Committee host a lecture series concerning apartheid and the destabilization of Southern Africa.

October

Improper ventilation threatens to destroy the Oliver Wendell Holmes Library collection, which includes many rare books.

November 4-5

The Afro-Latino American society, in conjunction with the Office of Minority Counseling, successfully executed the Latin Arts Weekend program.

Nov. 11

School President Alex Walley breaks a tie in the Student Council, resulting in the demise of the Light Week proposal.

December 14-24

12 PA students and faculty and 8 Exeter students and faculty travel to Dakar, Senegal on the Dakar Project to continue a restoration of an elementary school.

January 3-4

The Office of Minority Counseling at Phillips Academy, headed by Cathy Royal, holds its first racism training workshop for students. 37 student leaders returned early to participate.

Jan. 4

Headmaster Don McNemar releases the names of 8 faculty who will assume administrative responsibilities at the beginning of the 1989-90 school year. The positions that will receive new leadership include the Dean of Studies, Susan McCaslin; the Dean of West Quad South, Marc Koolen; the Athletic Director, Leon Modeste; the Chairs of History (Ed Quattlebaum), Chinese (Yuan Han), and Psychology (Max Alovissetti), and Executive Assistant to the Headmaster, John Bachman.

Jan. 7

The College Counseling Office



John Karlen and Weezie Parsons Blue Key Co-heads 1989-90

Exeter and Andover.

At the 111th Annual Banquet, the Phillipian announces the 1989-90 board.

Feb. 24

1988 Presidential candidate Dr. Leonora Fulani speaks about "Race Relations in Politics" as the chairperson of the Independent New Alliance Party.

March 8

The seventeen 1989 Dakar Project participants and four alternates are selected and notified of their selection.

March 17

Five PA students fly to the USSR to initiate the fourth Andover/Novosibirsk School exchange program in three years. It lasts four weeks, the shortest ever, and has no touring.

March 31

PA History instructor Susan Lloyd delivers a Women's Forum lecture entitled "Women on the Hill: Then and Now."

Pulitzer Prize winner Richard Rhodes speaks on the evolution of the

WQD-John Berman, WQS-Jon Phillips, ABB-Phil Lisis, RPD-Katherine Marshall, FLG-Jen Taylor, and PKN-Valerie Moon.

Upper Lilja Solnes is named the 1989-90 head of the International Club.

May 1

The PA Chinese Speech Team sweeps the 1989 New England High School Chinese Contest.

continued on page 2E

## Inside Undercurrents

# Undercurrents Senior Reflections

## Joel Kalodner: "I slowed down. It was Andover again."

I tried it again last night. To make sure it still worked.

There's a swingset outside Commons that reminds me of woodbeam toys in the playground of third grade, of softball fields and firehouses, of Berkshire afternoons after little league in the warmth of an autumn sun. I can't remember a time when I wasn't in the swing or pushing one, it's like a theme, a point of reference. A swing isn't a slide, a teeter-totter; when you're in the air, feeling your body posed precarious as a dying leaf, the world changes, and everything becomes new.

A new Lower came here and became friends, in the Spring when he most needed it, with a pretty girl. They became friends on that swingset.

*"Of course I'm being romantic. I was. It was almost like love."*

The world was just warming, becoming sympathetic, and after dinner the two of them, this awkward boy and this childlike woman, would go out to the swingset, and side by side, move through the air and their lives together, not touching, trading hopes and loves as easily as they pumped their legs, and the krathunk of the metal poles striking earth provided accompaniment to the back-and-forth music of their voices. It was like a small bit of home, like the Spring itself, that was the sound of this sharing, Spring, kathunk, Spring.

Of course I'm being romantic. I was. It was almost like love.

Upper year I didn't do much swinging. Late at night, alone, I might go out there to be lonely, to luxuriate in the loathing that the solitude of night air and stars allowed me. I wrote a poem about it, rhyming, and the Mirror published it. Those nights it was like gliding above the body of an alien landscape, harsh, threatening. I could fall off the swingset, fragile rusted metal could snap. I would be hurt.

By that time the girl was gone, and no one took her place, and so the darkness suited me. I thought about death, the cold embrace of it swallowing up my family, and for the first time I really began to think ahead. I began to think about my own life, even as the wind worked its way into my clothing and tickled my flesh. This was my year of poetry. This was my language.

At the end of exams in the Fall of this year, this school year, my last at Andover, I went back there and got on the short rubber seat. Fall again. When I was in third grade, a friend, Dominique Sterlin, was swinging and the rotted wood beam we trusted our lives to daily betrayed him. It fell on him like a wrestler making the pin. It broke his arm. He was the quickest runner at our school, always picked first in tag or jailbreak, and I think that was what scared me most, the idea that someone so good could be so fragile.

His sister, Alexandra Sterlin, graduated from

## Ulysses S-T

### Hui: "PA was taking a chance."

Much like a SYA student's year abroad, my two years at Andover felt kind of experimental at first; I was a newcomer, and I had to get acclimated.

But PA was used to newcomers, after all it is a school, you are supposed to change, for better or for worse is not for me to judge, nor anyone, but you do learn. Also, like SYA, PA is based on an ideal, an ideal of education. PA is not on-

*"...you are supposed to change, for better or for worse is not for me to judge, nor for anyone, but you do learn."*

ly a step into the future for its students, but for the whole process of education. For a few of us coming to PA was as expected as going to your hometown public school, for the rest of us, coming to PA was taking a chance and an opportunity... and none of us will forget being a part of it.

Ulysses S-T. Hui '89

PA last year. She was a cellist. She did wonderful things with her arms, her hands.

And here I was, back and through the air which chilled like a just-opened freezer door; mocking the dying sun, and I looked at the new library and didn't recognize it. I thought for a moment I was at college. I looked at the not-Paul Revere, a college dorm. I realized that the girl was getting older, getting real breasts. My arms hurt on the chain. My age became like a moment in my life, at the very top of the swing, and; I swear to God, that was the moment I knew my life to be rushing past me like the ground, unstoppable, and at the end of the upswing was college, life, old age, aching muscles, and no catch and backswing, but rather a jump off into nothing, the ride over, terminated, freefall through air, no ground, forever. I knew fear and thought of people who reached the end. Maybe I wanted to cry. There was water in my eyes from the speed and strength of the swing's perfect arc. I slowed down. It was Andover again.

I'm not going to tell you about last night.

Joel Kalodner '89

## Marla Milkowski: "...I realize how fortunate I was..."

Now that I look back on my Andover experience, I realize how fortunate I was to be able to attend Phillips Academy. The friends I made and the memories will be forever etched in my mind. There are many changes occurring at PA and I am saddened to report that I think that

Andover on the premise that they will automatically have a better chance of gaining admittance to an Ivy League college. If that is their sole reason for coming to Andover, then they have prematurely closed themselves off from the great things about this school. The way to truly dis-

*"The way to truly learn from the many programs and people who inhabit the 'Hill' is to want to be involved for yourself, not for your transcript."*

some important aspects of this academy are being lost due to them. The openness between the faculty and the students is being jeopardized. Some of my good friends are former teachers and/or coaches and I see this relationship as a rarity. I wish that students and faculty alike will again be able to share the wealth of knowledge and understanding found in each other.

Another point I think that needs to be emphasized is the importance of getting the most out of your education. Too many students come to

cover and learn from the many programs and people who inhabit the "Hill" is to want to be involved for yourself, not for your transcripts.

I will never again be fortunate enough to be assembled with such an interesting and talented group of people. I go now into the future to try to uphold the standards I set for myself at Andover and to capitalize on the education I have gained in and out of the classroom.

Marla Milkowski '89

## Ricardo Lima: "Maybe now I'm pretty happy - I'm in a low-PA mood.."

First, for those Seniors who are planning to visit PA before their limbs begin rusting up with arthritis, I have a few suggestions for some pretty neat places to visit:

1. The roof of GW (access through staircase in main stage)
2. The little tower on top of Pearson (access

through trap door in faculty lounge and h/poles in the attic)

3. Log cabin
4. Clock tower on Sam Phil
5. Archaeology museum
6. Commons kitchen

Hmm... Actually, I better stop, especially since

## Cadir Lee: "I think of Andover as home."

Andover has been many things to me during my three year stay. At times, I have thought of the school as hell, but most often, I think of Andover as home. After every day, I go to sleep in a bed that is my own. I make my own decisions and accept the consequences. Andover has given me the opportunity to grow into independence and has provided me with a foundation upon which to build my future.

In a community with 1200 students, relationships, friendships, and interactions become mag-

able to come back together, to remember this prank or remember that party. I know that I will lose the present, but never the memory of the past.

When I first came to Andover, I came to work, to slave and study hard to learn all dates and names. To read all the books and learn all things, that is why I came, but somewhere between there and here, I think I changed. Papers, problems, and projects took a back seat to sunshine, sports, and sleep. My nightly homework, I never did

*"I know that I will lose the present, but never the memory of the past."*

nified. As I look back on my three years, I realize that my peers were my deepest worry or greatest joy. Andover was my family, friends, enemies, teachers, and my dreams. Three years ago in Santa Fe, I left behind my lifelong friends, but here at Phillips I have found new ones. I imagine the graduates of PA going through life with invisible bonds connecting us all. We will always be

neglect, but my priorities were elsewhere. I learned to love to talk, converse, and discourse with fellow PA students. I learned to treasure every moment of sunshine and of sleep. I think that I could summarize with a metaphorical analogy or is it an analogical anecdote or maybe a similar metaphorically.

Cadir Lee '89

## Chad Rockwell: "So why am I sad about leaving?"

Three years, a summer in France on AFS, and 44 courses, 43 course grades, 10 standardized tests, 28 teachers, 31 final exams, and 8 college applications later I am both relieved and sad about leaving Andover. Why sad? Read on.

*"I realized at a Senior Class meeting in the Chapel that once we had broken the chain of hands at Commencement most of us would never be together again."*

Up until about the first week of May this year all I could think of was "Get me out of here!" I remembered how all the Seniors who graduated before had told me "Senior year is such a blast! You'll have a great time!" What a myth. For me, Fall term and Winter term of my Senior year will always be remembered as the most trying (both physically thanks to track, and emotionally/intellectually - thanks to my teachers) 6 months of my life. I think that a large portion of the class of '89 would agree with me on this. But then, the week before my 18th birthday in early May of this year, with college decisions

hands at Commencement most of us would never be together again (I know this sounds like a cliché - but it is an honest cliché). Since that September day in 1986 when I arrived at Andover, 3000 miles from my home in California, without knowing a single person, I have really grown to realize the ultimate importance of friendships we make at Andover. The best friends I have ever had have been at PA. So why am I sad about leaving Andover? Because next year I'll be back in California in college - and I'll miss you all!

Chad Rockwell '89

## ...Year in Review

continued from page 1E

May 3

A group consisting of 1988-89 Blue Key seniors and dormitory proctors voted Uppers Louise Parsons and Jon Karlen to head the Blue Key Society in 1989-90.

May 6

The International Conference on Education meets to discuss the differences between educational systems in six countries.

May 7

Uppers Deb Blanchard and Tom Seeley are elected 1989-90 heads of the Andover Drug and Alcohol Awareness Committee.

May 8

The 1989 recipient of the Claude Moore Fuess Award for Distinguished Contribution to the Public Service, Robert Conover Macaulay '41, addresses the school.

May 22

The PA Blood Drive is held in the Ryley Room.



# Undercurrents Senior Reflections

## Rob Oh: "Our time.. has been by no means easy."

To the Class of 1989:

During our time at Andover we've been drown-proofed in PE and color coordinated in Vis Stud. We've learned how to differentiate, integrate, calculate, and conjugate. But by no means has it been easy.

Beyond the hours we have spent studying and beyond the days we have spent worrying, we have been through a much greater hardship. As a community and as individuals we have grown. New friends have been made, but at the same time, friends have been forgotten and friends have died. The innocence that we once held as 13 and 14 years olds is to a certain extent gone. We have all felt the pain of the realizations we've made.

Our time at Andover has been by no means easy. When one looks back over the hardship that we have faced, all the energies that have been spent at Andover, all the resources that have been allocated to Andover, a question that has to be answered is, "Why have we worked so hard and why have so many others spent so much time and so many resources on Andover?"

**"We at Andover are a very special group of people, yet, we are nothing special."**

Although the faculty, the alumni, our parents, and the students have different reasons for contributing to Andover, I believe it is safe to say that we all have one underlying goal, to achieve "happiness." The mundane nature of this statement might be overwhelming; however, it is a statement that we will be dealing with for the rest of our lives.

Hidden within the invaluable knowledge we have learned within the curriculum, and hidden within the advice we have received from faculty and friends, and hidden within the whole Andover experience, Andover has also taught us how to independently approach answering the question of "Where will we find our own happiness as a community and as individuals?"

Perhaps this is why we've worked so hard.

As we proceed away from Andover and into the fabled "real world" we begin to answer this "question of happiness" for ourselves.

However, in order to answer this question, the question itself must be put into perspective with a few facts. The world we step into is on the verge of a new era. Its future is uncertain. As we look to our left and our right and see the community that we call Andover, we see faces and experiences that testify to the fact that the world community is in turmoil. On all fronts, in our neighborhoods, on our national borders, there is known and unknown danger. Environmentally our own future is hazardous. Injustice based upon racial misconceptions, ideological zeal, and a host of other causes still exists. The threat of famine and epidemic are still very real dangers. The very stability and existence of our societies and cultures is unsure.

The world is no longer a place where war and famine and oppression are an acceptable alternative - we know too much to let this happen. If you look around you, you see that these problems all affect people in profoundly different ways. When Dan Rather tells you about the death of some nameless face in a foreign land,

remember that as human beings we are all related - that face is real.

We have all heard of these problems before on the 6 o'clock news and on paper. And the repetition of these problems at a time of graduation may seem either boring or inappropriate. Yet as we leave Andover and turn to answer the question of where we will find happiness, these issues should be considered.

Although the problems we face are formidable, there is hope. Across this nation and around the globe there are literally hundreds of thousands of graduating classes all intent on answering this question.

We, at Andover, are a very special group of people; yet, we are nothing special. The talent that we possess and the opportunities open to us are overwhelming. However, we must remember that around the world there are graduating classes that are equally special in that they and we are all human beings worthy of equality and respect. The question we face is not in our hands alone, yet we can play an important part in its answer if we all approach this question with independent-thinking bent upon cooperation.

Our time at Andover has been by no means easy.

As we leave Andover and as we enter the real world, we must remember one thing. The world is on the verge of a new uncertain era.

How will we as individuals and as a world community find our own happiness?

Rob Oh 89

# Elizabeth A. Baker: "I find it extremely rewarding."

I come from a public school background, so teaching at PA has given me some new perspectives both on public schools and private institutions. It is a rare privilege to study at a school such as this one, and the teachers have as many privileges as the students - access to superb facilities such as the library, the language lab, the art gallery, the gym complex; a chance to interact with people of many ages; the opportunity to be among teachers who put education of youth before their own aspirations in the areas

Doctorate's in their own field of study. I have enjoyed my year as a Teaching Fellow in the Chinese Department, house counselor in Day Hall, and volunteer for the Community Service program. Being involved in academic, residential, and extra-curricular aspects of life at Andover, has definitely kept me busy, and for the most part I find it extremely rewarding. I will be staying here one more year, teaching part time in the Chinese Department, part time in the Russian Department, after which I intend to pursue

## "I am not sure students here give much thought to who their teachers are..."

research and publishing. I am not sure students here give much thought to who their teachers really are: in public school, they would be taught mostly by people with Master's and

an MA in Chinese Literature.

Elizabeth A. Baker  
Teaching Fellow

# Jennifer M. Lynch: "Teaching is a wonderful career."

This year has been wonderful. Not only do I feel I connected with the majority of my students, but I learned so much about teaching. From the dormitory friendship/counseling to the art classroom to the sports court; each was educational and rewarding in its own right. The most enjoyable aspect of my year at Phillips was, though, my drawing course. My talented, hard working students inspired me at times to go back to my apartment and create. During the year I have had time for my own work, which was recognized as I was preparing for my one woman show on July 14, 1989 in Salzburg, Austria.

I just last week finished the last image for the show.

Teaching is a wonderful career, that I will continue. Next year I will teach, and be a dorm supervisor at Salzburg International Preparatory School, in Salzburg, Austria. My year at Phillips has reinforced my desire to teach, and has given me a positive experience which I will use in the future. Andover is a special place, the students, and the faculty. I shall miss it.

Jennifer M. Lynch  
Teaching Fellow

# Susan Berner, Teaching Fellow: "I have learned a lot.."

First of all, I must say that I have enjoyed being here this school year. I have learned a lot about teaching and coaching mainly by testing out different methods and ideas and seeing how the students respond. That's one of the great luxuries one has here as a teacher; the student body is not out there to give you trouble but actually wants to learn. My favorite aspect of being a teaching fellow has been in the classroom. My colleagues in the Biology Department are always supportive and willing to give helpful suggestions on ways to approach a topic. And they are fun people. My coaching experience has been mixed in terms of personal satisfaction, as has been my dormitory experience. Most of my positive or negative impressions are directly

related to the type of students involved. When a student is appreciative or eager to learn, the activity has been worthwhile. When a student is selfish, obnoxious, or unappreciative, I have felt like I am wasting my time. By far, my single most serious complaint about this school is the lack of consideration that some students have for one another and adults. This is most evident in the

24-hour life in the dorm. When other faculty comment that this school needs to adopt an underlying moral code of conduct, I completely agree. I think that if students looked out for others as much as themselves, they would find their lives a lot more fulfilling. Hopefully, this will become enough of an issue in the future that

changes will occur. As for future plans, I will be getting married in August and moving to Colorado Springs. I'm not sure what I'll do for the next year, but I plan on entering graduate school in 1990.

Susan Berner  
Teaching Fellow

**"I think that if students looked out for others as much as themselves they would find their lives a lot more fulfilling."**

# James McLain: "I'm just fulfilling my role."

I hope that my comments under the name "Senior Reflections" will be specific and useful, rather than the sentimental brooding which I am tempted to engage in.

I have been here for three years. I have read thousands of pages here, and I have spent a fair amount of time in the Ryley Room. Let me say right off the bat that I love Andover, and I would do it all a hundred times again, because Andover is an outstanding place to conduct a life for three years.

Let me start by telling you what I was like when I came here. Like many others at PA, I was -I in my class, valedictorian, and I had to rent a U-Haul to carry away all my graduation awards. I was also kind of an idiot. At the time, I felt so giddy and perversely wise that I made up my own yearbook quote. I didn't feel that any song lyric I heard could express exactly what I wanted to say:

"The first step on the road to success is to possess the audacity to be exactly who you are. However, if who you are is not congruent with your personal standards, then the second step is to possess the self-love to contend with your shortcomings."

Today, as most would agree, I think that that was merely contrived, self-impressed drivel. Even though I am somewhat embarrassed of this and my graduation speech (at the end of which I said "I love you all"), I was appropriately acting like a junior high school kid. I was exceedingly melodramatic, I didn't really know much about anything outside my town and circle of friends, and I was determined to figure out the meaning of my life at fourteen. Now that I am seventeen, I don't claim to be any wiser, but I think I have a better perspective on what I was going through.

I attribute most of it to hormones, which were dumping into my bloodstream at an alarming rate. My accelerated glandular activity caused me to be superemotional and socially paranoid. I was too sarcastic and insecure to be a good friend, and too goofy and idealistic to be taken seriously by adults. I defined the "awkward age".

I suppose you expect that I'm going to explain how I am different, and how Andover has changed me. The problem is that I don't quite know how I am, because at this moment I am living my life rather than examining it. Instead, I am going to show you a little bit of me through a discussion of a PA campus issue. Years later I will probably be better able to define my PA

career, and I'll get back to you. Before I begin, I'll say I suspect that again I am fulfilling my appropriate role, that of a cynical and melodramatic high school senior. Even though I will appear very bitter, I'm not. PA hasn't made me bitter, and I stress that PA has been the best place imaginable to be a teenager. I'm sure I'll look back on this article and cringe as I do now on my junior high speech, but at least this will be another documentation of a very small but important stage of my life.

I've noticed that there are certain students on this campus who hold positions of respect. If you hold one of these positions, you get invited to certain Trustee functions, the school president puts you on certain exclusive committees, you get to speak at certain all-school meetings, and the faculty love you. In other words, student leadership positions at PA are the keys to the school. With them, you get lots of fringe benefits like *Phillipian* coverage, getting to be a Commons Duty supervisor, and getting nominated for faculty prizes. If I have any advice to underclassmen, it is to be aware that there exists a strong hierarchy of power here, one of "student leadership". This is a distinct form of elitism, whereby the students in power become the focus of the community. I can't necessarily claim that this form of elitism is wrong, because every school needs leaders. However, I think it is important for all underclassmen to know that in terms of rising to the top at PA, you're in or out.

In this respect, PA becomes a rat race for many students, to see who can get into this exclusive leadership club (i.e. a membership card being an invitation to the Student Leadership Conference). It starts in the Spring Term of Upper year when all the boards and positions turn over. By the end of the year, it is readily apparent which Uppers are going to be getting all the attention from faculty and *The Phillipian* the following year. What we are seeing here is an oligarchy that is very similar to how things are in the REAL WORLD.

The issue I want to get at is PA students' perception of the "real world", which is frequently discussed here. Many students here refer to destitution and misery and unemployment (i.e. stuff that's sung in Tracy Chapman songs) as signs of the real world, but I disagree. These atrocities exist, but poverty is usually not an issue for PA grads. For those who are going to follow the professional, high-earning track (which consti-

continued on page E5

"A Classy Little Restaurant



in A Classy Little Town"

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## Undercurrents Senior Reflections

### Emily Gordon:

*"Overall I loved it."*

I'm lucky. I've had an experience few share; I was a one-year Senior at Phillips Academy. I'm not a PG (which does, in fact, make a tremendous amount of difference), and my reasons for coming for one short year weren't exactly those of getting into a better college, furthering my

a very comfortable train with Senior privileges, taking fewer classes... Convocation, a joyous occasion for most, was confusing and strange for me. It dawned on me, as it did on the other new Seniors, that most of the power in the school is distributed at the end of Upper year. Of course,

*"I really did broaden my horizons and all of that. I met the best people I've ever met. I learned more about myself and people in general than I ever would anywhere else."*

horizons, or having the general prep-school experience. No, I applied as a last-ditch effort not to go to a new public school for my Senior year, as my parents were insisting at the time. I didn't see the campus before I got here; I came having memorized the catalogue page by page and with very few preconceptions. I fell in love with the school the first day, but I hated going through Orientation when my new friends were being Blue Keys and coming back to old familiar dorms and rooms. The more I got used to basic things (which took - oh, say, Fall term) like the personal attention of teachers, small classes, the weekends, the way people interact in a dorm, etc., the more realizations I began to have about the subtler facets of being a new Senior in the world of two, three, four-year Seniors: I felt often that I hadn't earned the pride/respect/confidence status of Seniorhood, that I was just getting a free ride on

new Seniors can't be expected to run something when they don't know the school. But the attitude of old PA students is often, "Well, it's your own fault for not coming here before." Perhaps. But it's a frustrating position, especially when one wants to get as much of PA as possible in the short time before leaving it. Certainly, after the college admission process was done (another difficulty: can your college counselor possibly know you?), I took advantage of some of the incredible things here. And overall, I loved it. In fact, I really did broaden my horizons and all of that. I met the best people I've ever met. I learned more about myself and people in general than I ever would anywhere else. And I thank PA, despite its shortcomings, for being the best decision I ever made.

Emily A. Gordon '89

### Zel Saccani: *"I leave Andover much changed from when I entered."*

I leave Andover with mixed emotions. I think we all experience Andover on an emotional rollercoaster, with times of ecstatic happiness and fun coupled with grim depression and a yearning desire to return home once and for all.

I leave Andover much changed from when I entered. More self-confident and worldly, I have met people from all over the world, have learned to speak a foreign language, and have spent a year in Spain.

Andover's faculty speaks of instilling a "love of learning" in its students, and despite all the frustrations, I feel I have gained this "love of learning."

I love to read now, something I shunned before Andover. I have become aware that the world is a very diverse place, and to contend with that diversity is not always easy. Overall, I've liked Andover, and feel that the experience has been positive. I will leave with many fine memories.

Zel Saccani '89

### Kristin Damour:

*"We will be missing."*

In these last couple of weeks at Andover, the fact that we are leaving becomes more and more enunciated. As I pass people, see the chapel in a certain sunlight, read the social functions bulletin, I slowly realize that this is one of the last times I will get to do some of these things while still a student. Since I arrived my Lower year, Andover has been my entire life. My brother is still here so I know I will return to visit, but it will not be the same. Maybe some more grass will have grown in places where kids have finally learned not to walk. Maybe there will be a new hole in a Bartlet window. The teachers will be a little older, a couple more dogs will be running around campus. But we will be missing. The people I have been with for the past three years - classmates, teammates, roommates, friends. These people were an essential part of making my time at Andover into the wonderful experience that it was. Classroom discussions, dorm munches, campus runs. All the valuable memories that I will take away from here would not exist if it weren't for the people I was with at the time. The hardest thing for me to accept

is not so much leaving my close friends, because I know that we will keep in touch, but the realization that people I am used to passing in the path and nodding hello to will no longer be there. While they weren't the first people I'd turn to with a problem, I knew that they were around. Now they will have disappeared. But, like the

*"As I pass people, see the chapel in a certain sunlight, read the social functions bulletin, I slowly realize that this is one of the last times I will get to do some of these things while still a student."*

Andover experience I have loved so much, they will not be forgotten. I know it is time to move on, but I will always carry with me what I have learned, shared, cried about, and laughed at. Remembering these things is what this place is all about. Good-bye, Andover. I'll miss you.

Kristin Damour '89

### Rosalind Virr: *"It may be hell, but it's worth it."*

Phillips Academy Andover. When I first heard the name my sister had just decided to apply for a post graduate year there. I was in the ninth grade. The second time I heard the name she had just been accepted and was jumping up and down. So, off she went. I didn't mind, now I had the bathroom all to myself.

I visited her in mid-February. She seemed very different from when she had left home. She was pale, her face had broken out, and she had deep grey bags under her eyes. As we trudged around the slushy, muddy, gloomy campus and as I stepped through the inch high layer of books and tapes strewn on her dorm room floor in Stevens, she complained of papers, tests, college, DBQ's and other such horrors. But, instead of telling me to remain as far away from "the hell" as possible, she implored me to come to Andover. I flatly refused. I liked public school. I didn't have to do any work.

Three years from that very same day in the depths of Winter term, I was plodding down the same slushy paths and dodging a similar number of piles of books and papers on my own dorm floor, while lamenting my stupidity at having taken a postgraduate year, and especially for taking five courses Winter term. But, if I had had

a younger sister to come and visit me then, I would have told her the very same thing my sister had told me. It may be hell, but it's worth it.

I do not regret coming to Andover. I only regret that I didn't come before. It was an amazing experience. I still think that I learned more here in one term than I learned in a whole year of public school. I learned to work hard, to live with other people, to be a true friend, to understand rules, and to persevere. I also learned how to live without sleep, to study while listening to loud music, to make a great salad, to be more preppy than I ever thought possible, and to basically hangout and be mellow.

*"I do not regret coming to Andover. I only regret that I didn't come before... I still think that I learned more here in a term than in a whole year of public school."*

I feel confident that the friendships that I have made here will keep with me long after I have forgotten all about Novel and Drama Seminar - a.k.a. Grovel and Trauma. Each and every person on Andover's campus has something special to offer. I only wish I had more time to go out and meet some of them.

My year at Andover has been thoroughly worthwhile and I can't thank my sister enough for finally persuading me to come here. Just remember, it may be hell, but it's worth it; in the end.

Rosalind Virr '89

# Kirsti,

# We hope you enjoy Princeton as much as you have enjoyed Andover.

# Love, Mom & Dad

### Gabe Wardell: *"I chose my own path."*

Andover, with all of its freedoms, allowed me the independence to grow into an individual. I chose my own path without social or institutional pressures telling me who I should be. Over the past four years, however, I have noticed a difference in attitudes due to a deterioration of many social functions (once Andover's strong point). It is unfortunate that many students are indifferent to these changes. Even though I promised myself I'd never say it, due to the shift in Andover's focus and change in attitude, I am glad to be graduating.

Gabe Wardell '89

### Congratulations

Joe

We are very proud  
of you!

Love,

Mom, Dad, Jim  
and John

Grandma

Grampy and Nana



# Undercurrents Senior Reflections

## Michael I. Yoon: "Edison Sebastian Penhall had to lose six more pounds."

Cradling his chin between his knees, he saw the flash. He squeezed his eyes shut, hoping to block out the nightmare, if only for a moment. Still, the apparition silently surfaced. When he raised his leaded eyelids, the number danced, orange

Edison pictured a scale. On the left, he saw the bad stuff. On the right lay all the good stuff. On the left, Edison saw his family background, his half-assed homework assignments and tests, and his inability to motivate himself off his sorry ass.

## "He thought of giving up. Then he thought some more."

and green in his peripheral vision. Darkness tugged at him.

Edison had been running since six. Through a night of steady and intent ceiling examination, he knew exactly what he had to do. Before 9 am, Edison Sebastian Penhall had to lose six more pounds.

His stomach was a shrinking lead ball. That morning, the fourth day of his fast, a thought occurred to Edison.

"Ex-Lax or no?"

"No."

So, with two sets of sweats, seven pounds worth, Edison trundled out across the field to the Cage.

The clock read 7:19 - one hour and nineteen minutes into his regimen. The clock flipped to 7:20. His legs collapsed. While the rest of his body sailed one-hundred yards, his feet anchored themselves. Edison felt his right shoulder hit, then his left. Skidding from hip to hip, he fought futilely to keep his pants up.

Edison quickly sat up, enjoying the few seconds before the pain. Hugging his knees to his chest, he felt the bitterest tear race from his right eye, steal down his cheek, and slip into his mouth.

All the bitterness of the inevitable breakdown had escaped in that one tear. It had to. Edison's body refused to give up any more water. He thought of giving up. Then he thought some more.

## Rich Leonard: "I have always felt a certain aura surrounding this place."

I have been sitting in front of my computer for the past twenty minutes trying to think of something to say that would sum up what my Andover experience has meant to me. Nothing comes to mind. My "Andover experience" sounds like something applicants read about in the PA catalog. I can remember reading that catalog when I was applying to Andover, it said something about the fact that Andover didn't believe in making people turn their lights out at night. So much for that.

What else can I remember? Oh yeah, drinking blue milk out of a coconut shell while wandering around the hockey rink wearing a blindfold during Orientation. Or how about Math-20 at 8:00 with Mr. Hoitsma? I hate to break it to you Mr. Hoitsma, but my name is not Rick. It was a great class, but he has called me Rick for four years. Math-20 was fun - you remember what the AAS theorem said? I can't either. That was the last time I got a 5 in math. It took Mr. Owen almost a year to figure out that my name wasn't Dick. I guess Rick is better than Dick.

What about Commons - I can remember being so intimidated by the place that I would skip a meal if I couldn't find some one to go with. My Blue Key took me to dinner my first night here and I dropped a glass right in the middle of Upper Right. The glass shattered and everyone in the room stopped talking and stared at me. Boy did that suck! Matt Boersma came over and said, "Don't wet your pants, you're allowed to break a few glasses." He turned his eyelids inside-out and walked away. Matt Boersma was one of the stranger people I met; they say *The Phillipian* did it to him.

I've been trying to think what this place has meant to me, and I am getting nowhere. For the first month I wandered around thinking, "What am I doing here? This place is for smart people." I still wander around, but now I just think, "What am I doing here?"

What am I doing here? When people talk about Andover I think of the students, the campus, and of course, the faculty. We may think that Andover is a terrible place now and then, but I think buried somewhere beneath the memories of that one jerk teacher and the time we got busted are the memories that count: the ones we will always remember. In a few years, chances are that all the bad memories of the rules and what a pain it was to have all that work will be gone. We won't remember that we thought the faculty was out to get us, we won't remember the kid down the hall we felt like bludgeoning, and we won't remember having two tests, three papers, and the flu all in one day. These things are not the real

Then on the right, Edison saw it all. He saw his two best friends in the entire world, the way they made him so happy, his community service Little Brother, and his house counselor, who had in fact become his true father. Edison thought to himself how the bad so often outnumbered the good, but it never had, nor would it ever, outweigh it.

Edison smiled and swallowed the tear. Starved and weary, Edison began to run. Edison ran free.

Michael Insu Yoon '89

## Sam Doak: "Indubitably, self-examination is the main goal of this place."

CRASH! BAM! BOOM! Like the villain in a classic Batman edition: I'm History. Now, what the hell does Andover mean to me? I must walk away from this vacuum of childish innocence and ambition, from this surrogate mother of many a lad and lass, to truly ask myself what this place has done to me and what, if anything I have done for it.

Cogito ergo sum. I think, therefore I am. I think; certainly, I did not need Andover to show me that. However, I and, I dare to speculate, the rest of my classmates, truly needed Andover to show me WHO I am.

Andover, the real Andover is intangible, unaffected by the tenure of one teacher or the career of one student.

So what are we going to remember? Try our friends, or how much fun it was when we finished all our work (or more likely just blew it off) and hung out all day. How about the mixture of sadness and relief that we felt when we graduated. I have always felt a certain aura surrounding this place. It is impossible to define; I guess it's a combination of many things - the academics, the independence, the administrative stuffiness (pettiness?), the wealth of opportunities, the wide range of people, and the personal challenges all mixed in with the quiet dignity of 200-odd years of history. This aura is what we will remember - it is Andover.

Most of us have essentially grown up here, and our personalities cannot help but be a reflection of what we have learned here. Like it or not; this place is a part of all of us. Goodbye, see you in the real world.

Rich Leonard '89

## Kyla McFarland: "I don't regret leaving Ft. Benton."

My two short years at Andover have been exactly that: short. Looking back, I am happy that I came here, and I don't regret leaving Fort Benton, Montana in the least. Lately, with graduation so close, I've been reflecting on my experience here and have come to the realization that it's going to be harder than I thought to leave. I'm going to miss my friends, the lazy afternoons on the steps of Sam Phil, and Senior Tea, but most of all I'm going to miss a very special group of people at Andover who have made these past two years worth enduring - the faculty.

The harshness of being a new Upper was softened by a house counselor who took me into her care when I was ill. I'll never forget that stormy morning, sipping tea and sharing my thoughts with her. My Competence teacher showed me so much enthusiasm for a paper I wrote about my great-aunt that even now he asks, "How is Gunhild, Kyla?" I've even been

*"It is impossible for me to reflect on my experience here without feeling an immense gratitude towards the music department."*

invited to a faculty home with other students for a night of Italian cuisine, candlelight, and conversation.

The group that I feel I can call friends, however, resides in Graves Hall. It is impossible for me to reflect on my experience here without feeling an immense gratitude towards the music department.

Thank you... Mr. William Thomas for pushing and understanding, Mr. Monaco for making me smile every Thursday evening, Mrs. Lloyd for the Fidelio experience and being my heroine, Sandy Consiglio for helping me to improve my playing and musicianship, Eric Thomas for special conversations and sharing your eye for fashion, Miss Warner for imparting your knowledge, Mrs. Skelton for beautiful accompanying and brunch, Dr. Peter Warsaw for teaching me about much more than just music theory, and Peter Lorencio for Dunkin' Donuts (the rest is understood). You have all created a special part of my heart in which you will remain. For treating me as an adult and as an equal, I am forever grateful.

Without these people, my time in Graves Hall would have been very empty, without Graves Hall my time at Andover would have been empty, and without my time at Andover, these past two years would have been empty. I'll miss you - friends and faculty alike. Peace and love to all of you.

Thus, I'd like to take this opportunity and offer my thanks.

Kyla McFarland '89

## "Indubitably, self-examination is the main goal of this place."

Andover asks its students to live the "examined life" and to question every action with regards to a community. However difficult, this task is the primary aim of this academy to the goal towards which the rest of the "Andover experience" should strive. The most meaningful and significant "Andover experience" occurs in the student who, upon introspection, is willing to ac-

*"The problems I have encountered and witness at Andover become meaningless when applied to a larger picture of life."*

knowledge and live by that doctrine. Indubitably, self-examination is the main goal of this academy and, unfortunately, the one most easily overlooked.

I have watched this attribute crucified as the bane of this academy in its lack of "real life" applicability. I have seen individuals who value grades or social status above the true experience they will inevitably walk away with. I have witnessed the general lack of regard that the average PA student displays and I wonder how a faculty like Andover's can produce such students. Then I reflect further and realize that it is an institutional problem, for I have also seen the disillusionment that accompanies all Seniors out of this place. How can a place that is meant to rear us and help lead us towards a higher state of consciousness leave us so utterly exhausted and ready, not only to leave, but to run from this place as quickly as possible? How can an Academy, let alone Phillips Academy, develop students who become as turned off to the prospects of learning as I and many friends are at this moment?

I'm afraid that I don't have any of the answers. I can, however, acknowledge the trend that I see

this school caught in. The modern Andover student is representative of the decline of the American empire. Like every great society in history, America is now in a state of decline during which its populace has become entirely too comfortable with its position. The ambitious drive, typical of past ages, is now uncommon at Andover and in the United States. I claim no exemption

from this trend. I do however wonder how, or whether, this trend is reversible.

In an attempt to make this some sort of prescriptive inquiry, I ask that anyone who has made it this far seriously consider the problems that I have presented. Although they don't represent even a fraction of the problems faced by an Andover student, I feel that they are larger problems which must be addressed on an individual basis. I ask all to examine their lives, deciding where one is and where one wants to go. I find the average person far too lacking in a deliberate element that seems to me so fundamental a base.

The problems I have encountered and witness at Andover become very meaningless when applied to a larger picture of life. I ask everyone to realize that in their own experience. I ask that everyone consider the bonds they hold with the people who will have the most significant and meaningful impression on the individual: the good teacher and friends. Then take that experience and run with it; for that surely is the only retrievable aspect of this damn place.

Sam Doak '89

## ...James McLain

continued from page E3

tutes a large percentage of the PA student body), there are other injustices. What stinks in the real world for these people is not getting the promotion you deserve because your competitor plays tennis with the boss's son, having your spouse leave you for someone with more money or social prestige, snotty country clubs, being spurned by your neighbors for racist or sexist reasons, and being constantly blocked by some oligarchy of elitist power.

What I'm saying is that PA is very much like the real world, although we constantly deny it. When we leave here, most will go on to environments like PA throughout their lives, environments of privilege and prestige. Although I constantly hear that we live in an ivory tower, most of us will live in ivory towers forever. For most PA kids, therefore, ivory towers are the real world.

In my view, there are problems in the ivory tower, just different ones. What stinks about PA, like that the dining halls are divided and that the Trustees are almost all white and that the faculty sometimes pick favorites, will be what stinks for us out there. My advice is that we get used to what we hate about PA, like being ruled by some leadership oligarchy, because many of us will see it later on. Sometimes it will depend on who you know and not what you know. Sometimes you

will be limited in your profession or social life for sexist or racist reasons. Sometimes your talents will be ignored while some goofball gets all the recognition. Sexism, racism, classism, and elitism are pervasive in the real world. We think that PA is an ivory tower, but it isn't. PA can be a petty rat race, and that is precisely what many of us will face. For most PA grads, the issues of Tracy Chapman songs will bear little or no relevance. Phillips Academy is more of a realistic picture than we think.

Admittedly, this is an overwhelmingly depressing outlook for a teenager to have. Let me make it clear, however, that I am not bitter at all. I just realize that I have two choices in dealing with my conclusion. The first is to be indignant, and to fight injustice in the world. Or, I can go with the flow, trying to use my connections and to get to the top in the existing system any way I can. I applaud those who choose the former for their courage and conviction. If you want to take this path, you can. The fact is, however, that most coming from PA won't (I refuse to reveal which I am going to do).

Pretty irrelevant, eh? What I'm doing is giving you a slice of a PA senior through my thoughts on an issue. You can make your own judgements, but I think I'm emerging with another complex, the Andover Cynical Ar-

rogance Complex. I don't necessarily blame Andover because I think it has more to do with my age. I think I'm just continuing to fulfill my role, and today it is that of a pseudo-intellectual teenager. I'm sure I'll get over it. Like pretty much everything else, "it's just a phase".

To finish, I'd like to thank my parents and teachers for helping me through this stage of my life. Let it be known that as I leave here, I am happy. Thank goodness I am leaving feeling like I am seventeen and not seventy. Graduation will be a beautiful day and I look forward to seeing you all there. In the words of my hero and mentor Tito Puente, "¡Vamos a la fiesta!". Let's go to the party! Ol-ay!!

James McLain '89

Senior  
Reflections

# Congratulations To The Class Of '89!

Matthew Abernathy	Michelle Drysdale	Caleb Jacobson-Sive	Brendan McGrail	Benjamin Shin
Nancy Abramson	Simphiwe Duma	John James	James McLain	Jenny Siler
Paula Adderley	Seth Dunn	Jeremiah Jamison	Frank McPhillips	Erica Sills
Hasan Ahari	John Eagleton	Edward Jasaitis	Michael Megalli	Tammie Simon
Jose Ahedo	Curtis Eames	David Jaye	Edward Melvin	Sarah Sisco
Benjamin Aldrich-Moodie	Thomas Eaton	Justin Jefferies	Tyler Merson	Sharon Slater
Martha Alexander	John Egan	Karina Jeronimides	Marla Milkowski	Brian Smith
David Ammer	Anastasia Enos	Andrew Joel	Benjamin Minard	Jennifer Smith
Costas Anastassiadis	Brent Erickson	Christine Joseph	Robert Mockler	Russell Smith
Amy Anderson	Michael Faraci	Peter Juhas	Satish Moorthy	Robert Snodgrass
Ariel Anderson	Kristina Faul	Farhana Kagalwala	John Morgan	Katharine Spencer
Thomas Anderson	Matthew Ferrara	Anne Kahn	Katherine Morgan	Miranda Spieler
Jacob Appleton	Frederique Ferrie	Joel Kalodner	Maria Morodo	Taweesuk Srisumrid
Kate Archibald	Jeffery Ferris	Johanna Karp	Amy Morse	Jennifer Stableford
Julie Aronovitz	Mari-Jun Fetzer	Peter Katz	Lisa Mosca	Angel Stanislaus
Alia Atlas	Michael Finkelstein	George Kaye	Pablo Mozo	Martina Stefanon
Peter Austin-Trapero	Leila Finucane	Donald Keamy	Emily Muldoon	Evan Stone
Ethan Ayer	Keith Flaherty	Anshula Kedar	Jennifer Murray	Kent Strong
Tarek Azar	Serena Fong	Charles Kemp	Marisa Murtagh	Brian Sullivan
Marianna Baer	Emma Forbes-Jones	Ezra Kenigsberg	Don Nakornthab	Robert Sullivan
Nikolai Bailey	Alexandra Fort	Emmeline Kim	Eugenia Naro	Sean Sullivan
Noah Bate	Stacie Forte	Geoffrey King	Mark Nasoni	Xiao-Guang Sun
Laura Bauschard	Margaret Foster	Robert Kinney	Robert Neal	Liberty Swift
Neil Baverstock	Keith Franklin	Mirabelle Kirkland	Britt Neubohn	Elizabeth Symchych
Ann Benares	David Frechette	Catherine Kirtland	Beatrice Newbury	David Tabors
Michael Bennedeto	Alex Friedman	Rachel Kisker	Andrea Newell	Tomas Taliaferrow
Edwin Bernardez	Michael Froeschl	Cheryl Kluck	Kit Nichols	William Taylor
Joshua Bienfang	Hollis Fuller	Alberto Knapp-Bjeren	Osman Noras	Michael Teruel
Jane Blanchflower	Jennifer Futrell	Craig Knight	Adam Ogilvie	Philippe Tesson
Phillip Block	Robert Garcia	Pauline Koh	Robert Oh	Denise Teves
Curtis Bragdon	Noah Gardiner	Malte Kreutzfeldt	Erin O'Reilly	James Thomforde
Fiona Brandon	James Garmey	Andrew Kunian	Malcolm Palmer	Craig Thompson
Julie Brennan	Heather Garretson	Stephanie Kuo	Elizabeth Palomeque	Karine Thual
Kristina Brown	Joshua Gass	Andrea Kushner	Rachel Parady	Alexandra Tibbetts
Melissa Brown	Derek Geary	Barbara Labrecque	Eugene Park	James Tilghman
Sarah Burgess	Sabine Gebser	Erik Laenen	Christian Parker	Aileen Torres
Janet Buttenwieser	Paul Gibb	Hannah Lai	Cassandra Pascarella	Melanie Truman
Anthony Byrnes	Robert Gibbons	Marlene Larough	Matthew Patrick	Jenny Tsai
Rebecca Caperton	Anne Gilheany	Michael Lawlor	David Pazmino	Eric Van De Water
Bradford Carmody	Nils Gilman	Marianne Le Berre	Adam Pechter	Justin Van Wart
David Carnes	Anne Gimm	Andrew Lee	Reuben Perin	Ilich Vargas
Jennifer Carr	Brian Gittens	Cadir Lee	Edward Perrin	Shian Velie
Ettine Carroll	Nikolai Gonzales	Grace Lee	Craig Peters	Alexandra Vinocur
Joseph Caruso	Leo Gonzalez	Nicholas Lehman	Daniel Phelan	Danielle Vinocur
Peter Caruso	Emily Gordon	Richard Leonard	Suzanne Pinto	Rosalind Virr
Josephine Cashman	Sean Gottlieb	Joshua Levine	Heather Pomeroy	Alexander Walley
Cristin Chafe	Henry Gordeau	Tyrrell Levine	Heather Pottle	Jennifer Wang
Charmaine Chan	Sally Grabowski	Elizabeth Lewis	Claire Priest	Gabriel Wardell
Lawrence Chan	Shawn Grady	Jennifer Lewis	Sarah Rafferty	Henry Watkins
Leslie Chang	Sarah Gray	Hui-Ying Li	Dominic Rambaran	Priya Watson
Maya Charney	Annika Green	Stephen Liaw	Nomith Ramdev	Timothy Watt
Jeffrey Chen	Eric Gregg	Cynthia Lie	Maria Rantanen	Christina Weaver
JoAn Cho	Kathleen Grimes	Lynn Lim	Katrinka Reinhardt	Emily Webb
Nathan Clark	Neal Hampton	Ricardo Lima	Peter Reiss	Lee Webster
Torrey Clark	Xiao Han	Jason Lind	Marcus Rhineland	Benedict Webster
William Clark	Katherine Hanify	William Lind	Anne Rhodes	Li Ann Wee
Brian Clifford	Brennen Harbin	Atticus Lish	Carlos Ridruejo	Nell Weinberg
Jonathan Clough	Brittain Harbin	Jason Littlefield	Karyn Rimas	Carrie Weiner
Peter Condakes	Howard Harvin	Di Fei Liu	Mary Margaret Roberts	Seth White
Lara Constantine	Jennifer Hastings	Carolos Livadas	Chad Rockwell	Elizabeth Wiedenmayer
Kirsti Copeland	Lauren Hatfield	Jessica Livingston	John Roesler	Ulrike Wiehr
Joseph Corcoran	Eric Hawn	Angela Lombardi	Elisa Roller	Jeffrey Williams
Pierpaolo Corticelli	Michael Hearle	Edward Lovett	Susan Rousseau	Timothy Winn
Jon Cosco	Stacey Hee	Nicole Lowery	Samuel Royal	Roberto Woldenberg
Catherine Costanzo	Theodore Helprin	Jonathan Luongo	Sheldon Royal	Adam Wolfe
Brendan Creagh	Shellee Hendricks	Amanda Lydon	Tanya Rulon-Miller	Paul Woods
Florence Crisp	Christina Henry deTessan	Melanie Lynch	Mark Russell	Kathryn Wright
Bradford Crook	Philip Herrey	Joseph Lyons	Peter Ryan	Alessandra Wutholen
Kristin Damour	Patrick Herron	Chase Madar	Erik Sabot	Catherine Wynaendts
Amy Davis	Orin Herskowitz	Mark Maguire	Zel Saccani	Ye Xia
Kenneth Davis	Jessica Hill	Susan Mahoney	Mia Sakata	Richard Yanes
Sarah Davis	Courtney Hillegas	Maggie Mailer	Basem Salfiti	Grace Yeh
Joshua Delaney	Becca Hitchcock	David Mainen	Chandana Salgaocar	Michael Yoon
Oriol De Los Santos	Jessica Holden	Miriam Maltagliati	Courtney Sanford	Michael Yoon
Sanjiv Desai	Regina Hoods	Allison Marino	Anujeet Sareen	Melissa Yost
Caitlin DeSilvey	Paul Howe	Kimberly Markert	Edenn Sarino	Michelle Young
Martin deVrieze	Laura Hsieh	Derek Martin	David Satterthwaithe	Eric Zinterhofer
Marjorie Dial	Charlotte Huang	Sherry Martin	Shawn Saunders	
Jill DiMaggio	Caroline Huck	Lauren Maxim	Robert Schick	
Seynabou Diop	Ulysses Hui	Fundisile Mbangi	James Schoeb	
Khoa Do	Kristin Humphries	Carl McCarthy	Oliver Schwaner	
Samuel Doak	Elisa Istueta	Brandon McCue	Troy Selvaratnam	
William Dolan	Alexander Jaccaci	Jonathan McDougall	Andrew Shea	
Christina Doykos	Judson Jacobs	Kyla McFarland	Robert Shields	

from  
The  
Phillipian