

Vivian's Speech Highlights MLK Day Celebration

By MELISSA FANNON

For the first time, Phillips Academy officially recognized and celebrated Dr. Martin Luther King Jr.'s birthday, replacing classes last Monday with workshops, discussion groups, and two all-school Chapel meetings.

Afternoon Assembly

Dean of Community Affairs Cathy Royal introduced the assembly after a musical prelude by Assistant Minister of Music of the Ebenezer Baptist Church James Early. Royal recognized the "outpouring of enthusiasm and cooperation from this community."

She noted that over 1100 students signed up for the workshops, adding, "This is a record we can be proud of." Royal concluded, "Nothing is greater than the ideal of peace... Peace and prosperity in the 1990's."

A dramatic reading of "For My People" by Margaret Walker was read by Upper Kirsten Saunders. "Let a new earth rise... Let a people loving freedom come to growth... Let a new generation rise and take control," Saunders proclaimed with exuberance.

Rabbi Everett Gendler introduced the keynote speaker, Reverend C.T. Vivian, citing an incident in which

Vivian "refused to say 'yes,' with blood flowing from his head," illustrating the Reverend's determination and faith through his beliefs and actions. Gendler closed in saying, "Vivian is a man of great central purge."

Vivian opened his address to the Phillips Academy community calling racism "not an issue of black and white, but an issue of oppression and who is oppressed."

He touched open his own personal experiences of racism, illustrating what it meant for him to be black in the late 1950's and 1960's. "You had to act as though you liked being hated... We lived in a time when black people [couldn't think of what they] could be, might have been, or could have become," he recalled.

"Martin King is the greatest social strategist the nation has ever produced," Vivian continued. "Martin understood early what we are only beginning to understand now. The tools of violence will destroy the very nature of life itself."

Vivian made references to historical events and people, commenting that the Emancipation Proclamation was "done to keep the states together, done to keep from losing the war. See the movie *Glory*....

Racism is everywhere and is still here as a reality of life. We killed the violence, now it's up to your generation to bury it."

"We are an oral people. We were finding a strategy to be free, Frederick Douglas was the one who was our inspiration. No sooner were we out of slavery, when we were creating institutions for learning. Our thirst for education has never been better."

"You are not fit to live until you are ready to die," Vivian added. "Martin was the central figure of the millions of people who moved. Every movement in America followed the black movement because we had the means, we had the method, and we had the men."

Vivian concluded his speech with a powerful statement: "Martin didn't have to do anything for us. He didn't have to die for us. He didn't do it because of us, but in spite of us." Vivian's dynamic and impassioned speech was followed by a standing ovation that lasted nearly two minutes.

Associate Dean of Admissions Bobby Edwards then sang a moving performance of "This Day" by Edwin Hawkins: "Be free, like me... 'Cause love, we need your love, we need your peace."

The Andover community met at designated locations to discuss the morning workshops and the assembly and to express feelings about the day's events. Morning workshops ranged from "Witness to Apartheid" with Temba Maquebela to "Klan Watch." Other workshops



Gendler and Vivian, a moment of triumph focused on issues concerning homophobia, Nicaragua, and the origins of racism. Photo/Schriebl

Evening Celebration

The evening assembly began with songs by James Early and the Gospel Choir. Headmaster Donald McNemar introduced the celebration, remarking, "We have looked beyond ourselves, but have looked at ourselves."

McNemar commented that the Andover community endeavors to "understand and respect the differences in a multi-cultural setting. We still have a ways to go. On this day, we strive together as a group to make that real."

Instructor in English Ada Fan gave a faculty reading, stating, "Man becomes smaller as industry becomes larger. When culture is degraded and vulgarity enthroned, this process produces alienation. No individual or nation can stand out alone. We are interdependent."

President of the Afro-Latino American Society Roshanda Clemons gave the evening address. She remarked that the day was a time of "reflection, listening, and learning," adding, "Dr. King's leg-

acy of humanity has survived."

Clemons's speech personalized her views on racism today: "Why is this community constantly justifying our [students of color] presence here on campus? We have a long way to go. Prejudice still haunts us." She then asked, "Have we actually progressed or regressed?"

Clemons closed her speech by remarking, "The world is not as simplistic or just as we all want to believe. Race or gender inequalities still exist. Let's look within ourselves and examine ourselves with different lenses." Her speech also rendered a standing ovation from the Phillips community.

The Academy Gospel Choir, along with a spine-chilling solo by Instructor in English Thylas Moss, then sang "I Love the Lord" by Jimmy Dowell.

Reverend Philip Zaeder recited the Benediction towards the end of the evening celebration, and the assembly closed with the singing of "We Shall Overcome."

A birthday cake gathering in honor of Martin Luther King, Jr. in the Underwood Room followed the evening celebration.

Smith Expounds Upon 'A World in Revolution'

By CHARLIE GOODYEAR

Last Friday night, January 12, Congressman Peter P. Smith, Republican from Vermont, who spoke on "A World in Revolution: One Congressman's Perspective." Smith, who graduated from Phillips Academy in 1964, opened the talk by saying he was "thrilled" to be back at Andover and able to share what he called his "freeze frame" of some of the political and social issues that he, as an educator, has grappled with for a good part of his life.

"A Force of History"

Smith eschewed pointing out the various changes that have taken place in the geo-political landscape in the last few months and decided "not to look at the consequences of the changes but to try and look at the causes." He attributed many of the recent changes that have swept Eastern Europe and China to what he called a "force of history," a force Smith claimed to be more significant than the industrial revolution. It is a force "larger than any individual person or leader, larger than any known ideologies..." He likened this force to a "hunger for self determination."

One of the driving engines of this force is the availability of information, according to Smith. "Information, as I see it, is the enemy of hierarchy." Among several examples of this "information revolution" in the US, Smith cited the health craze that has swept America, a trend that he claims has been largely sparked by the mass of information about good health.

Smith then shifted gears and stated that the US has not responded quickly enough to the changes that have taken place both in other nations and in this one. He cited the Housing and Urban Development and Savings and Loans scandals, likening them to similar scandals in China and Rumania. Smith went on to say that it is not enough for the United States to sit back and take note of the changes taking place around without recognizing the changes that are occurring right now in this country.

Hope

Referring to the domestic agenda of the United States, Smith said, "I

would tell you that the grease that makes the gears of this country work, and makes the dreams that are in the Constitution and the separation of powers work, is hope. And when there is no hope for people in this country, and there is no hope for too many people in this country today, then, in fact, the dream of democracy dies."

Smith called on the United States to play a greater role worldwide, to engage the ongoing changes in order to better preserve the promise of democracy. The Congressman was quick to point out that he was not singling out any particular political ideology or group in relation to many of the domestic problems that face America today. He said that both Democrats and Republicans "suffer from a confusion of purpose." Several issues that should fit into the "new design envelope" for America's domestic agenda are human resource investment, capital investment, competitiveness, the environment, and understanding "how powerful community is," said Smith.

Social and Educational Programs

There was a sense of urgency in Smith's voice, especially when he talked about the red tape that tied up many of the social and educational programs he would like to see move forward on Capital Hill. As an example, Smith cited the inefficiency in the Welfare Program in America.

"When you sit in a small poor rural town in Vermont or in an inner city or any place else and you see the need and when you understand that the way we deliver the service simply doesn't get there, it breaks your heart. It's a waste," Smith said. The Congressman also spoke vehemently about the forty to fifty billion dollars he claims are skimmed off the overall defense budget, citing large scale rip-offs taking place between defense contractors and the Pentagon.

Smith has taken measures in Washington to try to end the waste so typical of the Defense Department. Stating that the majority of the poor in this country are women and children, he outlined a proposal he called the "living wage", another form of welfare which would help support those working families who earn minimum wage but are still below the poverty line.

Global Agenda

Smith then moved to the global agenda, China and Poland in particular. He called on the United States to keep itself open to all nations, saying that it was the openness between China and other nations which fostered the student-

Preliminary Proposal Seeks to Improve Student/Faculty Relations

By MARK MEGALLI

Amidst growing complaints of the current Academic Advising system and the lack of solid relationships between students and faculty, a committee made up of five students and one faculty member has drawn up a preliminary proposal to rectify the situation. According to committee founder John Berman '90, the proposal will undergo the scrutiny of Cluster Deans, Headmaster Donald McNemar, the House Counselor Committee, students, and others this term, while a final version will not be submitted before the faculty for a vote until Spring term at the earliest.

"Burn-Out"

The proposal suggests that many problems experienced by students,

including "excessive loneliness, low self-esteem, burn-out, and lack of motivation," could be diminished substantially under a system of improved relations with a "Faculty Adviser." This adviser would be chosen by the student and would maintain a maximum of six to ten student advisees at any given period. He or she would plausibly assume some Academic Advising responsibilities for each advisee.

Furthermore, the Faculty Adviser would serve as a liaison between the teachers and parents of each student advisee; would frequently meet with the student advisees; and would write a report at the end of Fall and Spring terms in place of a House Counselor report. House Counselors would fill out quick-answer charts in

lieu of writing letters to complement Faculty Adviser reports.

To implement the program, the committee has suggested that each new student be assigned a Faculty Adviser for one term. In the Winter term, each student would be able to choose a new adviser if desired or could simply stay with the same adviser. Advisers would be limited to ten students in the spirit of the proposal, which is to keep the relationships personal and therefore more effective, according to Berman.

The proposal predicts minimal changes in faculty workload, stressing a decrease in work for most house counselors, whose burden would be greatly relieved under the new system. Out-of-dorm faculty would take on increased responsibilities, but the report submits that "non-dorm faculty will understand the plight of current house counselors and... will feel moved to take on a significant part in the work that needs to be done in order to support and enhance the lives of those in residence."

PA Ripe for Change

The committee, made up of Berman, Instructor in English John Lin, Senior Sonya Chung, Upper Lex Carroll, Lower Andrew Zurcher, and Junior Danny Levine, was formed last September.

"I took a lot of these ideas to the Student Council as Lower Rep and then again as Upper Rep, but nothing was getting accomplished," commented Berman. "I talked to Sonya about it and we formed a committee of students who had expressed interest and concern. We then went to John Lin, who was also greatly interested in devising a new system."

"What we've come up with so far is only a very preliminary proposal. This term we will concentrate on getting feedback from a lot of people before making a final version. I'd like to think that its chances of getting passed by the faculty are excellent, because this school is ripe for changes of this nature."

The proposal alleges, "Outsiders who visit our campus often notice a certain coldness and aloneness in each one of our students... The community is splintered and impersonal... The willing ear of a respected and trusted adult person would be a tremendous relief to the frustrated student who needs perspective."



Photo/Thompson

Trustees to Make Final Decision on GW Hall Renovation

By STEPHEN LEE

This weekend, the Board of Trustees will convene for its Winter term meeting to examine and discuss Andover's Summer Session program, to make a final decision on the renovation of George Washington Hall, and to approve the outline for next year's budget.

Summer Session

"We don't have a big decision that has to be made, but it's a look at how it's evolving as a program," Headmaster Donald McNemar stated about the Summer Session examination. The Education Committee will be discussing Phillips Academy's summer programs with newly appointed Director of the Summer Session Elwin Sykes. "This is a chance for [Sykes] to talk with the Trustees about the program's direction and how the summer session can further the mission of the school," McNemar ex-

plained. He then cited the various summer programs that Phillips Academy offers, such as the MS2 (Mathematics and Science for Minority Students) program, and the programs for teachers in math, writing, and visual studies.

"Andover's really an integrated school, with one set of students in the summer and another set of students in the Fall, Winter, and Spring, and we want to be using the physical plant, the teachers, and the resources to pursue our school's purpose, not only Fall, Winter, and Spring but in the Summer," McNemar stated. The program also cooperates with public schools throughout the entire year to complement the various students' education.

GW Hall

The Board of Trustees will be

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Commentary and Letters

Reinstate Needs Blind Policy

This year 124 students at Phillips Academy are on full scholarship. 455 students receive financial aid. These figures certainly reflect a sincere commitment to diversity. As impressive as our current financial aid efforts may be, this year Phillips Academy failed to conduct admissions on a needs blind basis.

"Needs blind" means reviewing each candidate for admission without knowledge of his or her financial aid status. This process is vital in maintaining a varied student body in terms of class, race, and geography. When budgeting for the current academic year, 4.4 million dollars was allocated for financial aid. However, this figure did not cover all the aid required to conduct a needs blind admissions process. Even after dipping into the endowment fund, the Admissions Office could not accept ten of its first choice candidates.

Faculty salaries and renewal of the physical plant both contend with financial aid for the available funds. Modern and efficient facilities and a well-paid staff are both high priorities in guaranteeing the academic excellence of the school. Andover also offers the unique and important dimension of education from a diverse student body; losing ten potentially enriching students this year may not seem to undermine this dimension, but each year that number will rise. This will saddle Phillips Academy with a limited and obsolete a student body as its physical plant may presently seem.

Therefore, every effort must be made to restore needs blind status as soon as possible. Cutting back or limiting recruitment of potentially needy students is not a solution. An intensified and expanded commitment to fund raising both in the annual fund and in terms of endowed scholarships would be an important response to this problem. In addition, reinforcing innovative and long-term financing programs, such as the Andover Plan, would offer more opportunities to families otherwise ineligible for financial aid. This year's slip from needs blind admissions status is a serious problem. We cannot sit back placidly and let one of the most unique aspects of a Phillips Academy education, the student body, stagnate.

Faculty Advisors Generate Open Relationships

In a residential school with such high expectations, academic, athletic, and personal, an effective support system is essential in preserving the mental well-being of the students. The absence of parental guidance creates a special need for healthy faculty/student relationships outside of the classroom or sports field. This safety net of adult friendship would make the difference for those students overwhelmed by the independence and pressure at Andover.

The system at Phillips Academy now provides dubious and conditional room for adult/student relationships. Academic inhibitions prevent less aggressive students from connecting with their teacher in a meaningful way. For those students who do not play a sport, this opportunity for informal camaraderie with an adult, a coach, is eliminated. The role of the House Counselor as a disciplinarian often prevents unconditional and candid friendships with their students. Repeated complaints from students about ineffective and sometimes misleading academic advising from teachers who hurriedly examine the schedules of thirty students make a healthy relationship improbable.

The suggestions of the NEASC visiting committee as well as avid student support make the prospect of a new Faculty Adviser system essential to produce student/faculty relationships. Under this system each student would be able to choose a faculty adviser with his or her consent. This relationship would include both academic and disciplinary advising and a mutually beneficial, personal friendship. Each faculty adviser would handle 6-10 students. This increase in workload would be insubstantial to most house counselors who would no longer need to write term end progress letters for their dorm. Faculty outside of the dorms might feel an increased responsibility in taking on 6-10 advisees; hopefully these voluntarily chosen relationships under a conducive structure of Faculty Advisers would outweigh the additional work in terms of learning from and enjoying the company of students. The Faculty Adviser system would provide the otherwise unavailable adult support for students who need it. For others and for faculty, these new relationships would foster a more open and personal atmosphere within the self-absorbed, pressure-filled nature of the school.

Gittens Reflects on MLK Day

To The Editor:

For me, Martin Luther King Day was a very positive and emotional day. I was happy that Phillips Academy did not force me to belittle the celebration of not only one man, but of an entire movement by attending classes.

The workshop I attended, Ethnic Notions, showed me the more subtle forms of racism in products like Aunt Jemima Pancakes, and Uncle Ben's Rice which promote negative images for African-Americans.

The chapel service was also a positive experience for me with the exception of the people sitting directly in front of me who insisted on talking throughout the program, and ignoring the gravity of the situation.

My discussion group was also quite good, in that we discussed many racial issues on the campus. I was the token black of the class, a fact which I truly resented. It made me ask myself if it was impossible for whites to discuss racism without an African-American present to ensure that no racial slurs flow forth from their mouths.

The evening chapel service had good intentions. However, the enormous inclusion of Christianity was offensive to me because, in a school which constantly preaches diversity we are blatantly excluding all other religions, and alienating many students. The purpose of the day was not, in my opinion, to celebrate his religion, but to celebrate his progress, and hopes for further progress, as the leader of a movement.

Ultimately, I found the day to be a positive experience. My discussions were good, and thorough. The day had its shortcomings, but on the whole I was quite pleased, and optimistic until the following day. I was in the library formulating ideas for an Art 11 commercial for tascented deodorant with some of my classmates when a fellow classmate made the suggestion that we name it "Spic Stick or Old Spic." I then told him that both myself and another member of the group were half Hispanic only to receive the question, "Are you trying to call me a racist," repeatedly, and a lack of an apology for deeply offending me. This enforced within me a belief

of my aforesaid opinion that some whites kept their racist feelings toward various ethnic groups at bay only when they felt that a member of that group was not present. It bothered me to see that he had no regard for the pain one must endure in order to abolish the supremacist mode for thinking.

Later that day, I was present as the President of Af-Lat-Am discussed her views on the *Phillippian* article pertaining to segregated housing on campus with a *Phillippian* writer. The discussion showed me that all the speeches I heard on the day prior (Martin Luther King Day) were a cruel mockery to reality. When the President stated that the reasons so few influential people in Af-Lat-Am would be quoted by the *Phillippian* was because their words were purposely taken out of context and altered, I could only remember how Malcolm X described the way the media altered his words so that

he could be branded a black supremacist, and so that the institution of racism could remain forever.

I returned to my dorm, looked at my African-American roommate and thought, for the first time, that we never would have been roomed together if it weren't for the instituted segregated housing.

I picked up a copy of the autobiography of Malcolm X, a few books about the Black Panthers, and some of Martin Luther King's speeches. Malcolm's teachings have become more real to me than King's ever were. I thought of the indiscriminate slaughter of African-American youth taking place in this country now, and I realized that though King's strategies were ultimately progressive, they have become somewhat invalid now because we have become caught up in a circle of dreams. Love is no longer enough to stop a bullet, I doubt if it ever was.

Ramona Gittens '93

Opening Up to Combat Racism

To The Editor:

"We must understand that racism is not a black problem. It is not a white problem. It is everybody's problem. I saw many students of color participating in the discussion while whites fell silent at the mention of the word."

The last words of the discussion group - Racism 101 - that lingered in my mind as I walked off to lunch. What, as a white male could I say?

I could join the chorus and scream "appalling" as each new act was described.

I could join the newly-fashionable, extremely left in the proclamation "that I was not appalled. I expected it. I'm not naive."

Instead, I fell silent. Our group did not have a discussion that day. It was touted as such but it was not.

Racism has become a taboo subject. Like masturbation. Almost everybody practices it but nobody preaches it.

We did not have a discussion that day because no one was willing to voice unpopular opinions. No one was willing to get up and proclaim, "Why should Andover admit minority students with lesser entrance scores than whites? Andover is a premiere institution. It should take only premiere students," or similar viewpoints.

Instead, those that believe this rhetoric closed others out and locked themselves in. They fell silent. They kept their beliefs to themselves. Their own private truths. And no one, at least in any of the activities in which I participated, did anything to change these private truths.

Elocution was abundant but facts were scarce. Martin Luther King Jr. Day was an opportune time to teach, to learn. Nobody at Phillips Andover is stupid, not even racists. Misinformed or naive, maybe, but not stupid. Phillips Andover, an institution which values reason, values intelligence, values knowledge, to the extent that it does, seems to be the ideal location to bring racism out into the open, to destroy it with reason, with intelligence, with knowledge.

There was a time and a place for clenched fists. There was a time and a place for non-violent protest. Here and now is the time and place for discussions. Phillips Andover seems to be the most feasible institution for this method of dealing with racism; an institution in which facts reign over fallacy.

Here, we have the chance to destroy racism by telling the stories of minorities who have risen out of the ghettos. By dispelling the myth that all minorities live in the ghettos. By telling people that there are minorities here at Andover who achieve phenomenal success, despite entrance exams, and in accordance with them as well. By telling people that the social acceptance of institutionalized racism has been a cause of such havoc in minorities' lives. By telling people the facts and allowing their private truths to crumble into so much dust.

Until all viewpoints are exposed to that harsh light of facts, racism will continue to thrive unchecked and unchallenged. Racists will continue to send bombs to black lawyers. They will continue to discriminate against minorities under the anonymous shield of bureaucracy. They will continue to fall silent, closing others out and locking themselves in.

Bruce Anderson '90

Students Emphasize Gravity of Stuart Case

To The Editor:

On October 23, 1989, Charles Stuart is said to have brutally murdered his pregnant wife, Carol Stuart; this was a horrible and despicable crime. In the days that followed, the Boston police blatantly violated the civil and human rights of many members of the African-American communities of Boston in a frantic search for a black man suspected of that murder; this too was a terrible crime. Both as African-Americans and human beings we were deeply offended by the callous way in which Jen K. Brown treated this horrifying case in her last column.

In fact, it was just recently announced that this case is going to be used in Boston public schools to teach students about civil and human rights as well as the unfair stereotyping of racial groups. By comparing the Stuart case to a New York lottery scam we believe Jen K. Brown demonstrated a general insensitivity to the feelings of African-Americans. We do not condemn her article but ask that in the future she attempt to be more careful in how she deals with issues such as this one.

John King '92
Paki Taylor '92
Cardell Jackson '92

Perspectives

By JULIA CUMES

What was it like growing up in South Africa... white?

Well, I remember the first day of third grade when my new friend, Kelli, took me to her house and I watched her order the black maid, Grace, to make us lunch. Kelli also made me a chocolate milk shake and after spilling the milk all over the kitchen floor, she screamed at Grace to wipe it up, threatening to ask her mother to fire her if she didn't. I watched in horror as Grace knelt on the dirty linoleum floor and scrubbed until tiny beads of sweat pooled on her dark forehead. I asked Kelli whether we shouldn't perhaps help Grace and Kelli responded in the self-assured tone of an eight year old that I shouldn't worry because it was "the Kaffir girl's job." Kelli is an average white South African girl.

I have no brave story to tell. I was never shot at by South African police; I was never tear-gassed or arrested for protesting; I just saw through child eyes: I saw Dion and Graham throw "itchy balls" at the gardener; I saw a policeman throw

two men into a van because they did not have their "pass books;" I heard my friends laugh at "coon" jokes; I watched edited snippets of "our wonderful South African police force" enter the townships to "curb the violent uprisings," and I think I cried when Andronika almost had her baby on the sidewalk because the ambulance that drove by had a large sign on it that read "Whites Only/Net Blankes."

I also remember when I went to "Veldskool," which was a mandatory program for all seventh graders attending public school. During this week in the bushveld we were taught survival techniques, awareness of the environment, how to identify poisonous snakes, and what to do if a black terrorist attacked us. Before I went, my parents sat me down and told me that "Veldskool" was known for its indoctrination of nationalist values on the young students and that I must listen carefully to what the "ooms" had to say and question everything they told me. The first thing they did with us at

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What's Cooking

1. Watch for the appearance of each day's main lunch and dinner entries listed in the Daily Bulletin.
2. Are Cesar Vargas' Rice and Beans recipes hot enough for you? If not, try some tabasco sauce. (If they're too hot, try eating or mixing them with some rice or bread.)
3. Want an alternative to sour cream or butter on baked potatoes? Try spreading some hummus over them; very tasty, nutritious, less fat, and fewer calories.
4. Have you tried the new low calories, oil-less dressings on the salad bar? Try mixing them with rice, salad, and put them in a pita pocket for a quick, healthy (albeit potentially messy) lunch.
5. Got any ideas for improving Commons dining? Please share them with Aggie Giglio, Peter Warsaw, or members of the Student Commons Committee led by Josh Davis and Dylan Seff.

Friends in a Strange Land: Dakar Project Succeeds

By JULIET SORENSEN

On December thirteenth, twenty-two Phillips Academy students embarked on a unique experience that, in the words of John Berman '90, "will certainly be remembered in years to come." Led by Cathy Royal as well as Elwin Sykes, Pamela Brown, and Mary Jean McCarthy, the Dakar Project experienced Senegal until December twenty-third. Not only did the participants repair a dilapidated school in eight days, they also visited various villages around Dakar. Overflowing with impressions to share, the students were struck by many aspects of Senegalese culture. Though touched by the warmth and acceptance of the Senegalese people, the students were also struck by the ever-present destitution.

While staying in a pleasant hotel in Dakar,

"My sad impressions of poverty made me realize how privileged we are to live in the US."

- Bo Tan

Andover students were conscious of the surrounding poverty. The school the Project had traditionally helped has recently been aided by the government, so the Project shifted to a secondary school in Dakar. The Dakar Project washed down and reconstructed a wall of the school and donated desperately needed school supplies. As a result of a PA clothes drive, they delivered four bags of clothing to a Catholic mission in Dakar.

From Dakar they spent two days in the resort area of Savana Koumba. However, the beautiful resort was far from perfect and the PA students realized that they were experiencing the lasting, elitist effects of colonization. Flying home for the holidays, the sojourners were inspired and moved by the eternally hopeful spirit of the Senegalese people.

The trip was replete with enjoyable experiences and positive impressions. Bo Tan '90 was affected by the "community and brotherhood of it all. Someone said, 'without our brothers and sisters, we are lost.' There was a huge acceptance, and appreciation of everyone." Debbie Sydnor '90 agrees, citing the trip to Goree Island, the site of the school they had planned to fix, as a similarly amazing experience. "The little kids on the island sang to us - they were so grateful and appreciative towards the Dakar Project, yet we ourselves hadn't done anything - we had just arrived." That same day, John Berman met an eleven-year old boy named Cheikh. In showing John the island and his home, Cheikh became good friends with John. John actually visited him a second time, and hopes to stay in touch. Befriending the Senegalese was easy, and Kirsten Saunders '91 asserts that "meeting the people, especially the children, was the best part of the whole trip."

The trip definitely abolished any stereotypes of foreigners yearning to escape his or her oppressed nation and emigrate to America. The national pride of the Senegalese was evident. Says Victor Mejia '91, "The last day, we went to the marketplace. Kip Jordan ('91) and I met an eighteen-year old guy. We were talking, and we asked him if he would want to come and live in the United States? He said no, he was sure he liked Dakar better. The people were proud of living in Africa despite its many problems." Chi Egwuekwue '92 was faced with the issue of nationalism when a man in the street mistook him for a Senegalese who had Americanized. "He walked up to me and pushed me, and started yelling, 'What's the matter? You don't like us anymore?' He was angry because it seemed like I had abandoned all Senegalese customs, and completely westernized. The Senegalese are very proud of their heritage. They love it here, and don't want to come to the United States. They don't need technology to be happy."

Struck by the friendliness of the Senegalese people, PA students never encountered hostility on behalf of the people. However, the voyagers were shocked by the harshness of their surroundings. "You definitely get a perspective in things," states John Berman. "We were greeted by a slew of beggars as we stepped off the plane in Dakar. They were mostly deformed because of polio, which is nonexistent in the US." According to Bo Tan, "my sad impressions of poverty, starvation, and disease made me realize how privileged we are to live in the United States." Kirsten Saunders asked herself, "How come everything I have they don't have? Good health, education... it made me feel fortunate, but angry. It's a look on the other side of life." Debbie Sydnor emphasized that "the amount of poverty, malnutrition, and polio could be gotten rid of. I didn't realize that I am a very blessed per-

son, for they are not feeling sorry for themselves." According to Gant Asbury, "the contrast between the poverty level of the Senegalese people and the living conditions of the average American made me realize that something has to be done to help. People in America say they're doing bad, but there's always worse."

There were many cultural differences surprising to the Phillips Academy students. Gant Asbury '91 was initially taken aback by the custom of eating all food without utensils. "They don't feel that there should be anything unnatural coming between them and their food. Also, bargaining in the street! I was really cheated the first couple of days, just because I would pay the price they asked for." Another difference was the major religion of Islam, and its effects on daily life. "The whole city went to the mosque every Friday," claims Victor. Chi was startled at the law allowing Muslims to have up to four wives. However, "one man said to me, 'one wife equals one problem. Four wives equals four problems. I think a lot of them don't have that many.'" A difference in attitude between the Senegalese and Americans is, says Debbie, "the state of genuine friendliness. They welcome you no matter who you are. In Senegal, you can always come over because you are always welcome." Kirsten finds the security of the extended family lacking in America. "The whole big family lives together. The United States doesn't have those households, where the whole big family lives together." The struggle between tradition and

Dakar Project participants

modernization was evident on the streets of Dakar, where "you would see one Senegalese in traditional dress, and one in western dress walking down the street side by side."

When asked what the most memorable event of the trip was, all the participants insist that it was, in the words of Gant, a "mutual learning experience." Victor recalls two incidents "when little kids followed us with their hands held out, not asking for money, but for pencils." Bo speaks of "the effect on all of us. There is such egoism involved in the United States, but there is none in Africa. They are merely proud to be Senegalese." Debbie and Kirsten will never forget the trip to Goree Island, and the slave house they visited there. "Those were my ancestors, part of myself," Debbie quietly states. The upstairs was for the white traders, while the downstairs was for the slaves. "When I saw the dirt floor downstairs, then the wood

floor upstairs, and the balcony with the beautiful view, I was really affected." There were two doors in the slave house - one at the front

Photo/File

"You would see one Senegalese in traditional dress, and one in western dress walking... side by side."

- Kirsten Saunders

that faced the city, and one at the back that faced the sea. Kirsten earnestly describes, "a feeling washes over me thinking about the millions of men, women, and children that passed out not knowing where they were going." States Debbie, "unlike those slaves, for me that was not a door of no return. Because I had the choice, and the power to turn back."

Will the Dakar Project continue, despite the cancellation of future fashion shows that have so successfully raised money for the trip? "Definitely," Bobby Edwards, former fashion show coordinator, assures us. "Whether it be bake sales, t-shirts, or something else, the Dakar Project will continue."

Cows and Mountains: PA Students Spend Term in Vershire

By JONATHAN TOWER

Imagine six am Monday. You awaken to the friendly "cock-a-doodle-doo" of their favorite rooster. Rather than going to Commons, you promptly nurse the calves and feed the pigs. During the days when George Washington's nephews attended PA this lifestyle may not have seemed so unusual. But today, the Mountain School provides the flavor and demands the physical labor that modern technology has removed from modern, urban culture.

Located on a farm in Vershire, Vermont, the Mountain School is far from paved roads and stores. It teaches students to value their environment and encourages them to cooperate in completing such tasks as raising their own meats and vegetables, building a barn, and orienteering through the Green mountains.

Five years ago, David and Nancy Grant founded the Mountain School. The Lucie Flather, Diana Zipeto, and Tina Mosca school was established to serve as "a vital way to check depths of concerns for the natural world," said John Gould, the Andover faculty adviser this year to the Mountain School. The couple had previously taught at Milton and found their interest in ordinary teaching in a steady decline. The Grants persuaded the trustees of Milton to partially fund the project, and later received grants from PA and a number of other private schools.

Says Tina Mosca '91, a 1989 Mt. School participant, "A lot of people are scared to leave campus because they think that they will miss something. They don't miss out on anything. It's definitely worth it."

On Saturday, this writer attended a Mountain School reunion. Everyone seemed to have been brought together by the warm spirit of the program. Whether they reminisced of listening to a guitar under a full moon on Garden Hill, or taking long, mellow weekend walks down country roads, they shared the same enthusiasm to once again form a group.

The memories continued to pour out. After the first snow, all of the boys ran naked to the girls' dorms. Tina Mosca '91 recalled the occurrences on one night of her solo hike. "All of a sudden, there were lights flashing above me. I thought a UFO was coming to get me." Talking to the others, I learned that the cowhands rotate the pastures once every three days, one must be careful where one steps.

Lucie Flather '91 describes one of her chores. "I killed six turkeys during the pro-

gram. I just stuck their heads down into the funnel, and the machine did the rest." The Mountain School alumnus laughed after one recalled that she had not changed her bedsheets during her entire stay there. Also, I heard of a melon fight which had broken out Friday the thirteenth during melon carving duty and one night, all of the students hiked by candlelight to the top of a hill. At about midnight, they built a ceremonial bonfire in celebration of their achievement. All of the students seemed to vividly remember the picturesque scenery. I heard of the colorful sunrises and sunsets more than anything else.

"One of the hardest and most important lessons," said Kate Macneale '90, "is that you are all there for each other, yet you are not all best friends." The program creates a very close environment and consequently, "people gain a greater self-confidence. And they become more conscious of their role in the community and their effects on the environment."

Photo/Rogers Gould claims "the school fosters independence and serves as a real world component." He wishes that his children will "one day share in the positive and honest experience."

A common school day at the Mountain School begins with a half-hour of chores. The students eat food produced on the farm for breakfast, and help in cleaning up. Next, the school holds a morning meeting including announcements and discussion.

The Mountain School is not about milking

and attends five classes a day. The teachers go by their first names and live on the farm. The teaching style attempts to establish curricula along environmentally conscious lines.

The English class works to explain how authors such as Hemingway, Thoreau, and McPhee interpret humans' reaction with the environment. Gould, an Andover English teacher, explains that "the philosophy behind the issues gets explored, as well as the fact."

For example, one day, the environmental science teacher led the class to a nearby aspen grove where he tested the students to determine the history of the land. From the similarity in size of the trees along straight lines they guessed correctly that a road had once laid there.

Another lesson in environmental science involved climbing a tall mountain to actually view acid rain falling from the clouds and permeating the environment. "This," says Gould, "is a laboratory that can't be beat."

When the class was studying the effects of erosion on the environment, the teacher guided the students to a copper mine. There, the damage to the ground actually served as an example of the problem. Macneale said the teacher "has inspired her to work in the field of environmental studies. He respected his students, and they respected him. Everyone in the program looked up to him."

Students at the Mountain School do not play sports after school. Rather, they complete afternoon chores, such as chopping wood, tapping maple syrup, or harvesting the crops for the Winter term. Students work in shifts either as waiters or on the dish crew. After dinner, students return to their dormitories to do homework.

Andover students who are interested in applying to the Mountain School for the 1990 Fall semester may attend a slide show presentation on St. Valentine's Day, February 14 at 6:30 in the Underwood Room. Catalogs and admissions material will be available.



Photo/Rogers

Gould claims "the school fosters independence and serves as a real world component." He wishes that his children will "one day share in the positive and honest experience."

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The Mountain School is not about milking

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SPORTS

A Roaring Victory for Boys' Track, 81-26-13



Whitney Rogers pokes one in

Photo/Hitchcock

Drought for Girls' Hockey Ends Against Lawrence, 4-2

By MATT REID

After its first four games it only sported a 0-2-2 record, but on Wednesday, the Girls' Hockey Team attained its first victory. The team, coached by Jon Stableford, has shown great promise and desire in its first five games. As one avid fan exclaimed, "I wouldn't be surprised if they won the rest of their games."

It has been a rough start for the PA puckwomen. Beginning with a 7-3 home loss against a stronger Tabor team, Andover has had a tough time with its offense-to-defense transition. They seemed to have the strong individual talent on the ice, but the teamwork was a little lacking.

The next time the girls took to the ice, they were stifled into a 3-3 tie at St. Georges in Newport, Rhode Island. Another road trip found the girls in Andover, New Hampshire, as they did battle with Proctor. Unfortunately, they were faced with another tie, this time 1-1.

This past Saturday night, the frustrated girls did meet a much touted and praised St. Paul's squad. Although the outcome was

not good, the team showed impressive improvement in its playing. The offense has shown signs of clicking before, and on Saturday night the girls proved that they could take the puck to the net. Losing 7-2, it was a tough night for the girls' morale, but they anticipate better luck in the future.

Andover's two goals were scored by Lisa Mancke and Whitney Rogers, two of the team's top offensive leaders. However, with forces like co-captain Weezie Parsons and powerhouse Steph Gosk, the offense has a much greater potential to score more than just two goals. When queried about their problems, a consensus has developed that the girls just haven't gotten it together yet. Their defense-to-offense transition is shaky, and their game is based on individual, rather than team-oriented, play. Lately the confidence level has dropped drastically, as the depth and ability of the team somehow doesn't produce victories.

However, most fans have great confidence that the girls' attitudes and playing will improve, and that wins will start to come. In

the words of one confident fan, "They'll do it."

Lawrence Spells Victory

Andover broke out of the rut Wednesday night against Lawrence Academy with an uplifting 4-2 win. Goaltender Roberta Ritvo continued her fine play, holding Lawrence to a scant two goals. The defense, although undermanned because of the flu, adjusted to unfamiliar pairings to provide strong support for Ritvo.

Fronting the defense, the offense also overcame the flu to control the offensive zone throughout the game. Whitney Rogers scored twice, and Steph Gosk added one in first-line debut. Weezie Parsons iced the cake with her first goal of the season. Rounding out the strong performance was the persistence of Margie Block, Deb Blanchard, and Hilary Stern.

This Saturday brings Groton to the home ice. Andover will counter with Liza Baxter in the cage and the hopeful return of Lisa Mancke and Cathy Jones. With the momentum of Wednesday's victory, co-captain Parsons anticipates a continuation of the winning streak.

By KEVIN O'BRIEN

In reply to the team's performance, Coach Dr. Strudwick exulted, "We simply crushed them." There was little else to say after the Blue soundly won Wednesday's tri-meet. PA's winning score of 81 points was un-touchable as second place Andover High only totaled 26, while the Alvirne High School scraped up a slim 13 points.

Right from the start, PA took control, and raced to the first three places in the mile. In first place, Upper Jinwoo Joo finished with a time of 4:48.3, closely followed by Phelps Jackson three tenths of a second later, with Lex Carroll taking third. The Blue continued to dominate, sweeping all four places in the long jump. Leading the pack with a jump of 21'1" was Frank Kardonski, while Rob Bohorad, Walker Teele, and Willie Tate followed in order, all jumping in the ninetens.

Jason Thomas contributed to the blowout with his first place shot-put throw soaring 44'5". In the 50-yard hurdles, the only event PA did not take first in, Anthony Kim's strong 7.9 second performance was good enough for third. The Blue then returned to its normal fashion of taking first with Captain Jared Jackson's 5.8 second, first place 50-yard dash time, just beating teammate Kardonski by a tenth of a second. PA also took first and second in the 600 with Brian Mendonca racing to a 1:21.3 time, followed by Yohance Gregory.

In the high jump, another strong point of the team, Bohorad placed first, jumping five feet and eight inches, while Teele and Tom Bean tied for third at 5'6". In the next event, the two mile run, Phelps Jackson and Chris Schulten placed first and second with Jackson winning in 10:35.5. Sprinters Jared Jack-

son, Kardonski, and Bohorad raced to a first, second, and fourth finish for the Blue. The long distance runners, Mendonca and Carroll, also earned first and third places in the 1000. Mendonca won in a time of 2:36. The Blue's mile relay team of Yohance Gregory, Karl Bell, Rob Vermeylen, and Jared Jackson then put the icing on the cake by blowing away Alvirne and Andover High once more.

Coach Strudwick commented, "It was a great team effort. We have a very strong team. In particular [there were] outstanding performances today by Frank Kardonski (1st in long jump, 2nd in the 50 and 300) and Rob Bohorad (1st in high jump, 2nd in long jump, and 4th in the 300)." The Andover Boys team does indeed look very strong, and the winter hopes to see them have an excellent season, as I'm sure they will.

Boys' Basketball Rolls to Two Straight Wins

By JOHN McGRATH

Although it has already started as a disappointing season, the Boys' basketball team is bouncing back. After the first three games resulted in close defeats, the season looked dismal at best. But the losing streak ended against Tabor last Saturday, and with the 83-50 Andover slaughter against St. John's on Wednesday, the players have demonstrated improvement and have distinguished themselves as a team.

Poor Start

According to both the coach and the players, the overlapping Football season was one of the main reasons why Andover began so poorly. With Coach Modeste still occupied with the Head Coaching position of the Football team, it is no wonder that the team began so unorganized. Add that to the fact that a good percentage of the basketball team was also in the same position, and it is easy to understand why the team began the way it did.

After only one organized scrimmage, the Blue played its first game against Cushing before the Christmas break. But the lack of experience, along with a slow Andover offense hurt the team, and they fell by only seven points. Because of their football injuries, key players Tony Pittman and Rocky Gochella were unable to play in this defeat.

A teeth-clenching Choate game followed the first Saturday after vacation. With little practice, the team was edged out in a 70-74 disappointment. Choate smoked the Blue's defense, scoring 12 points before the Andover had put points on the board. With the help of point guard Todd Isaac, who had 24 points, Andover rallied before halftime. The team wore out in the third and fourth periods, and the Blue have to settle for another loss.

Although Andover lost, the team played well in its next game against the Harvard JV. But Harvard pulled ahead within a span of under two minutes when a Crimson sharpshooter sank four three-pointers in a row, while the entire starting lineup took a short break on the bench. Coach Modeste blames this particular defeat on himself and admits to "poor coaching decisions."

The Tabor win, however, was near flawless. With the support of a home crowd on Saturday night, the team picked away at Tabor's defense. According to Coach Modeste, "It was the first time the team really came together." More importantly, it was the first of a series of overdue victories.

Crushing St. John's

With the starting lineup of guard Tony Pittman, point guard and Captain Todd Isaac, forwards Chris White and Jim Gosselin, and center Sam Levy, Cushing was no match. According to Leon Modeste, the 83-50 win "was by far our best game of the year. Everything went well. We were more prepared and reloaded quickly." Modeste also highlighted that the success of the



Rocky Gochella goes up for a one-hander

Photo/Hitchcock

Blue's double zone defense, which allowed the team 18 steals.

In terms of score and control, Andover and Cushing remained close throughout the first quarter. However, the Blue spread the lead by twelve in the second half, and by 22 by the end of the third period. With a comfortable lead, the Blue sailed through the fourth period, to finish 33 points ahead of Tabor. Todd Isaac and guard Danny Raedle led the scoring fest with 16 and 17 points respectively.

Unlike last year's team, Coach Modeste explains that, "This year's team is very young, and very well balanced." Modeste

later went on to say, "If Isaac and Raedle continue to have big games, we will have a strong season." But probably the biggest strength of the team comes from the depth in the bench. Because of the skill of the second stringers, the starting lineup isn't dragged through the whole game. The performances of these non-starters will be especially important against a large Deerfield squad this Saturday night. "If we play like we did Wednesday, Deerfield will be an easy win," Todd Isaac assured. "Just because we lost a few games, don't count us out for an awesome season. We're ready."

Andover High Again Fends Off Girls' Track

By ROB BOHORAD

A few inches here and a fraction of a second there again marked the difference in the Girls' Track team second loss to Andover High School. Andover High finished first in the tri-meet with a scored of 53.5. Phillips Academy finished a close second, combining 49.5 points, and Alvirne High School placed a distant third with a score of 15 points. To keep the score close, Andover dominated the distance events in an effort to make up for its losses in the sprints, especially the 50-yard hurdles and the 50-yard dash.

Amie Wilmer finished the day with wins in both the mile and two mile, while Jenn Mitchell went on to win the 1000 meter and finish second behind Wilmer in the mile. PA's Mandy Johnson pulled ahead of Alvirne's J. Burke to win the 600 so that she and Jen Brown took first and second places respectively. Captain Aurora Flores, a little disappointed with her performance, still threw for 28'3" in the shot put to finish the meet in a close second place.

The team remains a very formidable opponent to anyone in the league, and with the return of its sprinters as well as with continuation of its impressive distance squad, a very successful and exciting season is sure to be in store.

Phillips Academy vs. Alvirne vs. Andover High

1 Mile	1	Amie Wilmer	6:33
High Jump	2	Jen Brown	4.6
50 yard Hurdles	3	Jen Eby	6.7
600 yards	1	Mandela Johnson	1:38.8
Shot Put	2	Aurora Flores	28' 2"
	3	Asimina Georges	26' 4"
Two Mile	1	Amie Wilmer	12:31.5
	4	Elisabeth Martin	
Long Jump	2	Cathy Thomas	
	3	Jamie Sun	4' 7.25"
300 yards	4	Hilary Potkewitz	43.7
	1	Cathy Thomas	43.7
1000 yards	4	Jen Mitchell	3:07
	3	Hilary Cloos	3:12
Mile Relay	1	PA	4:39

Results

Team	Opponent	Score
Basketball	BV St. John's	83-50 W
Hockey	BV St. Sebastian's	4-1 W
Hockey	GV Lawrence Academy	4-2 W
Squash	BV Choate Invitational	1-1-3
Swimming	GV Loomis-Chafee	95-77 L
Track	BV Andover High/Alvirne High	81 - 26 - 13 (1st)
	GV Andover High/Alvirne High	53.5 - 49.5 - 15 (2nd)
Wrestling	BV Cushing/Hyde	2nd
Skiing	BV at Gunstock	3rd
	BV at Pat's Peak	3rd
Skiing	GV at Gunstock	1st
	GV at Pat's Peak	1st

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Back-to-Back Victories for Girls' Skiing, Boys not Far Behind

By TAMARA MCKINNEY
Displaying winning form in its two opening races, the Alpine Ski Team has already established itself as a dominating force on the prep school ski circuit. Strong in both slalom and giant slalom races, the team's early results indicate that a successful season lies ahead.

Race at Gunstock
When the Andover racers arrived late at Gunstock Mountain last Wednesday, some of their opponents had already skied their first runs. Without even having seen the giant slalom course, the Andover girls relied on instinct to attack their first race of the season. Andover's top female skier, Erica Danielson, overcame a small fall in her first run to post two fast times. With 78.866 seconds as her combined time for two runs, Danielson took fifth place overall among twenty-five racers from Tilton, White Mountain School, and Gould.

present in this year's team. Andover's next two skiers, Jen Dawson and Heather Anderson, finished right behind Danielson. With times of 80.925 and 81.511 respectively, Dawson and Anderson placed sixth and seventh overall. The performances of Berit Campion and Jess Miner also contributed to the girls strong showing, and with four finishers in the top ten, the Andover girls took first place in the team standings. The boys' team, led by Upper Tyler Newton's fifth place finish, skied to a third place team finish among fierce competition from the other five schools. With an especially smooth and fast first run, Newton's combined time of 73.373 was Andover's best finish of the day. Lower Roger Kimball, skiing number three for Andover, finished in 74.625 seconds to capture tenth place overall. Captain Erik Moody and Upper James Schriehl followed with impressive results on a challenging course. These four top finishers won enough

points to secure Andover third place right behind White Mountain School and Vermont Academy.
Success at Pats Peak
This past Wednesday at Pats Peak, the team faced its first slalom race under slow snow conditions. The girls' team again skied to a first place victory on a long course. Erica Danielson, just barely edged out of first place among the female racers, stayed on her feet and skied solidly where others were thrown by the course's deep runs. After numbers two and three, Jen Dawson and Kristen Carpenter, were disqualified by missing gates, Andover's results relied on its later skiers. On an increasingly challenging course, the steady runs of Heather Anderson, Berit Campion, and Steph Oesch were the determining factors in Andover's first place finish. Skiing number one for the Andover boys, Tyler Newton skied on the edge of disaster in two consecutively aggressive and fast runs to place second overall. With

newfound determination and confidence, James Schriehl skied two incredible runs. Starting fourth for Andover, Schriehl moved through the ranks to post Andover's second best time and place tenth among the boys. Justin Metz and Adam Galaburda skied hard to finish among the top twenty, and give Andover third place overall. Erik Moody, Roger Kimball, Danny Levine and Charlie Glass met unfortunate ends as unfortunate victims of the treacherous course. Junior Dan Smith, another of Andover's new and extremely talented skiers, worked as a star gatekeeper and cheered on the team. The Alpine Ski Team's early success can be directly attributed to several factors including its new inspiring coach, Kris Norblum. In addition, its depth and talent combines to make the team a formidable force among its opponents. Alpine Skiing Captain Erik Moody, "looks forward to an ever-improving season to result in annihilating our competition at Interschols."

The Slate

Saturday, January 20

- | | | |
|------|--------------------|-----------|
| 3:00 | Basketball (G V) | Deerfield |
| 1:00 | Basketball (G JVI) | Deerfield |
| 2:00 | Hockey (G V) | Groton |
| 3:30 | Squash (B V) | Middlesex |
| 2:30 | Squash (G V) | Exeter |
| 2:30 | Squash (G JVI) | Exeter |

Monday, January 22

- | | | |
|------|--------------|----------------|
| 4:30 | Hockey (B V) | Brookline High |
|------|--------------|----------------|

Wednesday, January 24

- | | | |
|------|---------------------|----------------------------|
| 3:30 | Basketball (G JVII) | Andover Freshman |
| 3:30 | Gymnastics (G V) | Nashua High School |
| 6:30 | Hockey (B JV) | North Shore Riders |
| 2:30 | Hockey (G V) | St. Mark's |
| 2:15 | Skiing Alpine | Holderness |
| 2:30 | Squash (B JVII) | Groton |
| 2:30 | Squash (G V) | Groton |
| 2:30 | Squash (G JVI) | Groton |
| 6:00 | Swimming (B JV) | Boys and Girls Clubs |
| 6:00 | Swimming (G JV) | Boys and Girls Clubs |
| 4:00 | Track (B V) | Weston High |
| 4:00 | Track (G V) | Weston |
| 3:30 | Wrestling (B V) | Wilbraham and Monson/Tabor |
| 3:30 | Wrestling (B JV) | Wilbraham and Monson/Tabor |

Boys' Hockey Gets First Win, Five Losses

By BEN STOUT and MAX CAULKINS
Most people know what it's like to give it your all and come up short almost every time. This year's Boys' Hockey team has experienced this frustration throughout its early season games. In nearly every game this year, the team has put in three periods of effort, to be beaten by teams who, quite simply, have had more talent and experience.
Surrender Shutout to Cushing
Last Wednesday, the team took on Cushing, who has been a perennially unstoppable force. This year was no exception, as Cushing brought its extremely physical and pass-oriented game into Summer Smith Rink to skate away with a 8-0 win. A few cheap shots in both sides slightly marred the game which was otherwise well-regulated by the referees. Unfortunately, PA was not able to contain the give-and-go tactics of Cushing. Only 2:29 into the game Cushing jumped out to a 2-lead. First, Cushing's Silvorio pounded the puck into an open net after PA Goalie Eric Robertsen had let a rebound off his chest. Fifteen seconds later, a scramble behind the net led to the second goal as the puck was trapped around low to Robertsen's glove side. PA settled down, and Robertsen didn't let in another goal until 5:55 was left in the first period, and one more about three minutes later. Robertsen made some stunning saves, though, constantly smothering any rebound that happened to let out, and working his way out of trouble several

times at the beginning of the first period. In the second period, the Andover offense simply could not capitalize on its chances, and failed to find the net. In the other end, Robertsen remained strong, through 12 shots on net. He let in one goal off a slapshot from the left point which trickled in off his blocker. An unassisted breakaway at 10:19 resulted in another. A minute later a beautiful shot right after the face-off just beat Robertsen's low, glove side. The third period saw Andover fail to get on the scoreboard, despite 6 powerplay opportunities. Bruce Goguen (5 goals and one assist this season) had several opportunities including a lost rebound in front on a powerplay. Robertsen let in only one goal, a tip off a slapshot from the top of the right face-off circle. He left the game with 3:55 remaining, feeling sick. Overall, he played a strong game, turning aside 21 saves. Andover's main problems was the offense's inability to penetrate deep enough into the offensive zone without getting forechecked into oblivion. When they did get a shot off, the sharp Cushing goalie kept Andover scoreless.
Team Gets First Win over St. Sebastian's
Eric Robertsen came up with 32 unbelievable saves when Andover scooped up its first win of the season over St. Sebastian's two Wednesdays ago. Bruce Goguen scored the opener when he drove into the slot on the power play to lift a beautiful shot high off the goalie's glove and into the corner.

After St. Sebastian's tied it up, Senior Max Caulkins slid a low wrist shot across his body and the goal mouth, and into the far corner to make it 2-1 and to get the eventual game-winner. Andover's Richard Correnti put the team up by two by taking an outlet pass from Dave King and going in by himself. Mickey Kelly scored the final goal after a mix-up in front of the goal saw him with the puck on his stick and he drove it by the helpless goalie. Although Andover did not play the most aggressive game on defense, it did get the job done, with a great deal of help by Robertsen. Lack of backchecking led to many wide open shots, but luckily Robertsen met the call making many key saves.
Losses Mount
Other losses to St. Paul's, St. Mark's, Choate and Deerfield have led to a somewhat disappointing 1-5-0 record: Robertsen remained hot, though amassing twenty to thirty saves in each game. Stars like Captain John Malkiel '90, Dave King '90, Max Caulkins '90, and Bruce Goguen '91 have been high points in the season. Unfortunately, the powerplay has been somewhat ineffective, and the team has trouble carrying momentum for more than a few minutes. But overall, the team has moment when it looks like it could compete with the best, all they need to do is maintain that intensity level. Otherwise, they will continue to work, hustle, and drive, only to come up on the losing end.



Bruce Goguen skates to meet the puck for a shot

Photo/Hitchcock

Girls' Swimming Falters

By DANIELLE GRAHAM
Although Andover's Girls' Swimming started its season off with a splash, beating Choate by twenty points in its first meet, the team was not able to carry this momentum over to last Saturday's competition against Loomis-Chaffee, Andover fell to Loomis 95-77.
The Blue lost to Loomis, last year's New England champions by only eighteen points. While the team's strength lies in its depth, the squad only succeeded in placing more than one swimmer in the top three in only one event.

Nevertheless, Loomis Coach Kathy Follansbee commented on the strength of this year's team, "It is the best she has seen at Andover for quite a few years."

Event	Swimmer	Place
200 Medley Relay	Andover 'A'	1
200 Freestyle	Claudia Fiore	3
200 IM	Libby Marshall	1
	Anne Austin	3
50 Freestyle	Gretchen Sirk	2
100 Fly	Libby Marshall	1
100 Freestyle	Jenny Jordan	3
500 Freestyle	Claudia Fiore	2
100 Backstroke	Jan Mallette	1
100 Breaststroke	Anne Austin	1
400 Free Relay	Andover 'A'	2

Wrestling Places Second in Tri-Meet

By MATT REID
With the team's mixed bag of experience and potential, this season looks to be successful although challenging for Andover's grapplers. Coming off an average performance in the 1989 Interschols [where even the best from placed no higher than fourth]; the 1990 wrestling team is hosting Interschols this year in February, giving Andover, with its stronger team, a significant advantage. As if in response and excitement to this new challenge, Andover's wrestlers have started the year on the right foot with respectable victories against Proctor, Brewster, and Hyde. Although it lost to NMH, Deerfield, and Cushing, the team's 3-3 record shows a strong start, as Deerfield is probably headed for league championship this year. In the team's tri-meet Wednesday against Cushing and Hyde, grapplers showed poise with prising and exceptional performances from Fred Tausch (140) and Peter Lee (145 lb.), both whom are newcomers and both whom posted first-round pins, Tausch's in under 30 seconds. The not-so-surprising victories



Fred Tausch en route to a quick pin
came from team powerhouses Nate Frazier (189 lb.) and John Floto (171 lb.), both of whom scored first-round pins as well. In its failed effort against Cushing, Andover suffered some disappointing losses against the well-known hockey/PG school. However, Larry Shin was impressive in his full length 7-7 tie against an undefeated 112 pounder from Cushing. Heavyweight Bo Wilmer suffered two disappointing losses on the day, includ-

ing one in a controversial disagreement between the coaches concerning the scoring of the match. Overall, it was a good day for the heavier weight classes, and a learning experience for the lighter members of the team. Adding to the positive feelings was Jeff Kaban who did not wrestle as part of the meet. He showed his potential in an exhibition match against a lightweight from Cushing, pinning the unfortunate op-

ponent early in the first period. There were also many reasons to be optimistic about the JV team Wednesday, which increases hopes for an Interschols Competition for JV teams in February. With a meet at Worcester tomorrow, Andover expects to do well, provided that its levels of concentration and intensity are as high as they were against Worcester last year, when Andover thrashed the weaker squad.

Boys' Squash

By BECCA NORDHAUS
As the term begins, Boys' Varsity Squash opens their season with motivation and high hopes. With five strong returning Seniors and one PG, the Blue is spirited and high-powered, setting a winning record at 1-0.
Last Saturday, the team went to the Choate Invitational Tournament, trouncing their New England prep school opponents, but creating mediocre results against challenging Pennsylvania teams. Each of the five teammates played 3 games against the corresponding players from Haverford, Hill, Choate, and Hotchkiss. Jon Karlen (1st seed) took all four of his games easily, defeating his two most challenging competitors from Hill and Haverford. Earning a record of 4-0, Karlen won the championships. Rob Milton (2nd seed), Thomas Reifenhiser (3), and Terry White (4) all finished 2-2, losing to players from Haverford and Hill. Chi Wai Lam (5) was hindered by unexpectedly challenging matches, and was defeated 3-1. All four played well, exhibiting their depth and consistency which will benefit them, as well as the team throughout the season. Wednesday, the Blue took Tabor Academy by surprise, capturing a 4-1 victory. Confident with their successful results of the

Choate tournament behind them, the Blue were able to dominate. Karlen played a tough match, the length and difficulty of which was unforeseen. He won by a narrow margin beating Ben Pierce, 3-2. Surprised at Karlen's playing, teammate Chris Weber says, "Karlen had a stunning victory at Choate, but was not up to his usual high standards today." Milton (2) had a strong game, overcoming his pre-game nerves, as Captain Karlen observed. Milton soundly defeated his opponent 3-0. Reifenhiser (2) who played his first competitive squash match ever, impressed the team with a 3-1 victory. Lam (4) had an unfortunate loss. Karlen added, "Chi Wai had a tough day. He never quite found his rhythm." Chris Weber (5) played a magnificent game. He came in for White, who was out due to a sickness. Captain Karlen believes this team has potential for greatness. "We're going all the way... we should be undefeated and win Interschols." Until then, Weber, and Karlen enjoy away games on the bus. They commented, "Away games are great... It allows us to soak up the philosophical minds of Rob Milton and Tom Cone. We hear it all, from Zorba to squash."

PA Police Becomes PA Public Safety; Ferris To Head Department

By WOO'S LEE

Last November, the eleven-person PA Police became "Phillips Academy Public Safety" under the leadership of newly appointed Director of Public Safety Christopher C. Ferris '73 in order to give that department a better defined and more appropriate title.

"Positive Connotations"

Ferris stated that the title of "Phillips Academy Public Safety" encompasses the entire spectrum of what it means for PA to be a safe place to be educated and to live. It's a broader term than [PA] Security. Moreover, "Public Safety has positive connotations... while 'Security' on the other hand carries with it some negative connotations. It sends out a message of authority, bureaucratic control, and underpaid and underqualified contract workers with a lack of commitment."

Ferris also cited the fact that because of the substantial non-American community at PA, the names PA Police or PA Security bring out even more negative feelings. "In the international arena, the terms 'security' is often associated with the security forces of a country... forces whose dealings with the public may be unpleasant," commented Ferris.

An additional reason for changing the name from PA Police to PA Public Safety is that "it is not our job to be the police. We are not here as a law enforcement authority. Our primary concern is public safety... I want it so that everyone from the newest arrival to an OPP custodian to a faculty member will feel comfortable in contacting the Public Safety Department for help," explained Ferris.

"Phillips Academy has many characteristics of a college or university... Many of the public safety

factors are the same," Ferris pointed out. Ferris cited the large population of the community, the five-hundred acre campus, and the one hundred fifty buildings on campus to be the equivalent of a small college. "The main difference is that students are four years younger."

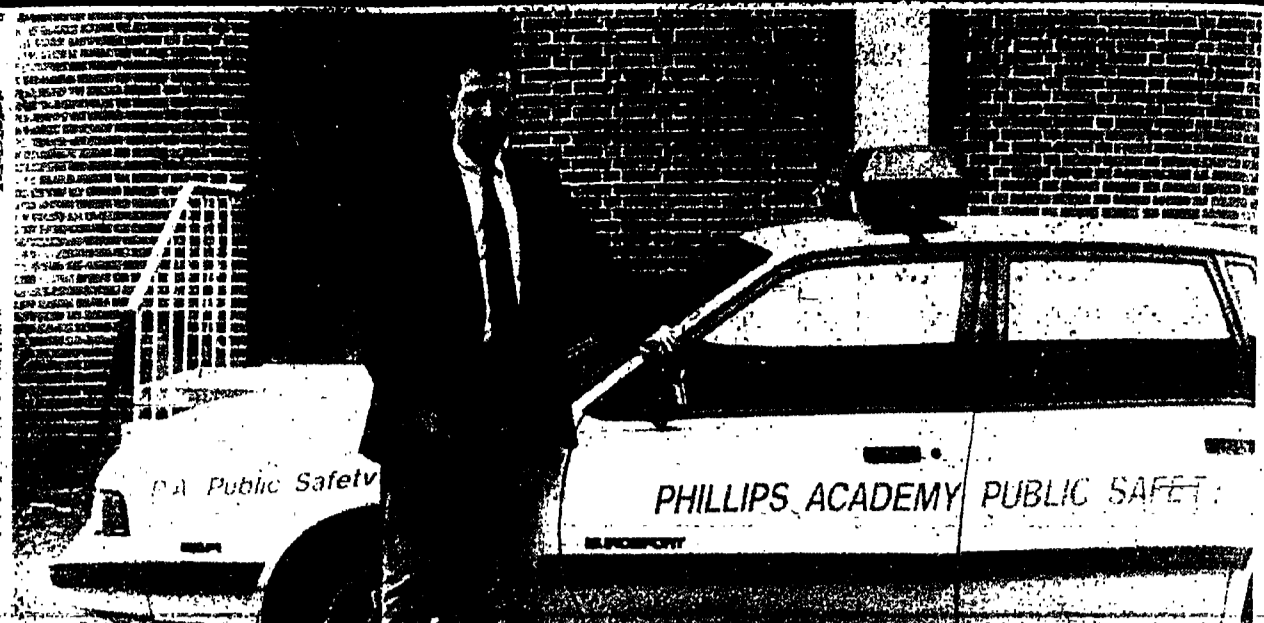
Ferris explained that he hopes to insure "public safety by deterring crime and using external symbols such as the patrol cars, badges, and uniforms marked Public Safety that let the community know we are here to help." Held back because of financial concerns, officers still wear badges and patches labeled "PA Police." Ferris stated that "the transition will be a gradual one."

Educating the Community

Ferris asserted that, "My major concern is educating the PA community to protect themselves." Ferris cited that "verbal and written communication with all members of the community" through attending cluster meetings and printing a series of publications on public safety will educate the PA community. "The sharing of information is the lifeblood of public safety. Accuracy and the quality of communication is a key element."

Ferris added that an important long term goal for the Public Safety Department is to diversify the cultural backgrounds of its officers. Diversification "enhances the services that we deliver to the PA community and will allow me, as director, to gain a better understanding of specific public safety issues which might more directly impact female students and students of color."

Despite this particular goal, Ferris stressed, "I do not want this to be taken as a reflection on the loyalty or the dedication of the current [Public Safety] officers." Currently, the Public Safety Department is



Ferris and his wheels - two new celebrities

Photo/Rogers

composed of only white males.

Unplanned Theft a Problem

Ferris commented that the main problem that the PA community faces is "random, unplanned theft." "I see random, unplanned theft as a major concern... much of that activity can be controlled if members of the community are educated about preventive measures... while theft may be viewed as a minor issue, it tends to be a traumatic crime for the people victimized," verbalized Ferris.

Ferris added that, "I'm really pleased about the welcome from the community, I would like to praise the professionalism and the loyalty and dedication of the officers on my staff who have made an invaluable contribution to this community and my transition a pleasant one."

Ferris graduated from PA in 1973 and continued on to Bowdoin College on a ROTC Scholarship. In 1977 until 1983, Ferris served in the United States Army as a commissioned officer. Following his discharge from the Army, Ferris worked at the Wang Laboratories Corporate Security Department until he accepted his position as Director of Public Safety at Phillips Academy.

NEASC Recommends Improved Multi-Cultural Education

By BRIAN SENA

A recent evaluation by the New England Association of Schools and Colleges (NEASC) suggested that PA continue to improve multicultural education as well as the faculty-student advising system.

During the NEASC's visit to PA on October 10-13, thirteen evaluators went over all aspects of the school, including academics, athletics, residence, and extra-curricular activities. In the report received by the Headmaster, the NEASC recommended nine points of revision, including some requested viewpoints on how to become a more multiculturally educated community.

To this request the school was given the suggestions "that Andover arrange for all of its faculty and students to participate in the workshops that encourage sensitivity to issues of race." With the workshops and assemblies on the celebration of Martin Luther King's birthday, PA has taken the first step in this direction.

Advising

A second issue raised was the problems with the current faculty-student advising system. The NEASC suggested "that the school

examine the effectiveness of its faculty-student advising system and establish a more extensive training program for all House Counselors [thereby giving] increased attention to a process by which all students may enjoy and benefit from close association with adults in the Andover community."

Other points involving the faculty are those of faculty workload, the development of more effective orientation for new faculty, and the continued "servicing of faculty evaluation process for consistency through departments."

Nearly all recommendations of the NEASC had already been identified as points that need improvement before the visit by the association. The school was commended for its leadership in multicultural education, and programs such as anti-racism workshops and programs aimed toward educating us in gender and racial issues are in the works to further extend this multicultural community.

The next scheduled visit of the NEASC is 1999, but a detailed report of what has been done about the association's suggestions is due on October 1, 1991.

Trustees to Convene on Campus

continued from page 1

making a final decision on the state of the George Washington Hall renovation plan. McNemar said of the current state of the plan, "We're in the midst of the fundraising for it; we've done very well and passed the halfway mark in raising the funds for the building. [The architects] are finishing the working drawings and we've looked at plans for moving the administrators and the theater department and art program out of George Washington Hall for the next year so construction could be undertaken."

The design for the renovation has been approved, and the Trustees will be examining the current state of the finances. If they feel that the fundraising and finances are at a point where work can begin with confidence, construction will begin this June and continue through the Summer and the next school year, hopefully to finish by the Fall of 1991. Otherwise, a new proposal for beginning work must be made, most likely delaying construction for another year, the summer being vital for the work to be accomplished.

Budget Outline

The Board must approve the outline for next year's budget, including the setting of tuition and the level of scholarships and salaries. McNemar commented on the state of needs-blind admissions: "We found last year, and it looks like it will be similar this year, that we will be able to give large amounts of aid but probably won't have enough scholarship money that we can be out ahead of whatever need comes in... as our pool gets larger with more people applying who are qualified."

He cited the various pressures that help to limit the scholarship level, such as faculty salaries, the current financial aid, and the physical plant costs in maintaining the school.

The four committees of the Board of Trustees will meet today and tomorrow. The Finance Committee, headed by Rick Beinecke '62, is responsible for the budget and endowment of the school. Academy Resources, headed by Tim Ireland '62, is concerned with raising money for the school. Carol Kimball, Abbot graduate of '53, heads the

Building Committee, responsible for the physical plant, the GW Hall renovation and the campus plan for landscape and architecture. The Education Committee is headed by Steve Burbank '64. This committee changes focus each term, concentrating last term on Admissions and currently concerned with the Summer Session. Its focus next term has not been decided, but may be on the academic curriculum, according to McNemar. The Board of Trustees is led by David Underwood '54, who assumed the presidency of the Board at this year's Fall meeting, when Mel Chapin, the previous president, retired.

Tomorrow the various committees and the director of the Addison Art Gallery will make reports on their decisions and concerns to the general Board.

The Board of Trustees will have an open meeting with the student body in the Underwood Room tonight from 5 to 6 PM. Students can bring up any issues or thoughts they might have or just talk with the Trustees.

Moss Nominated for National Book Award



Moss - on the road to national recognition

Photo/Stein

By BRIAN MENDONCA

Pyramid of Bone, a collection of poems by Instructor in English Thylis Moss, was recently nominated for the National Book Critics Circle award in the poetry category. The awards, which reward the best American books of 1989, are divided into five categories, with five nominees per category. The five categories are: biography, criticism, fiction, non-fiction, and poetry. These awards are the second part of the three-part American literary award system. The National Book Awards were announced in December, 1989.

the NBCC winners will be announced February 12, and Pulitzer Prizes will be awarded on April 12.

This is not the first time Moss has been rewarded for her writing. In 1987, Moss was given an Artists' Fellowship by the Massachusetts Arts Council. In 1989, she won a Puschart prize and she has another poem up for a best American poem of 1989 award. Moss said that she has enjoyed the widespread community reaction to her NBCC nomination, and was overjoyed to have been nominated for such a prestigious reward.

Moss has had one other book published, a collection of poems entitled, *Hosiery Seams on a Bowlegged Woman*, and another book of poetry, called *At Redbone's*, is due to hit the bookstores soon. She is also working on two novels concurrently, and has two children's books currently under consideration for publication. She's also finishing up a fourth manuscript of poetry. Moss was born in Cleveland, Ohio and lived there until 1981, when she moved to New Hampshire. She taught at the University of New Hampshire for several years, then moved to Andover and began teaching at PA in 1984.

Friday Forum Presents Smith

led democratic movement in that country. Referring to the aid package to Poland, Smith told the audience that the United States need not always contribute more funds than other nations. He believes Japan, West Germany, and the other industrialized nations of the world ought to contribute just as much as this country does.

The Congressman introduced an idea he calls the "World Security Fund," an organization which would be free from many of the political and economic issues that plague akin organizations such as the United Nations and the World Bank. The United States ought to recognize, claimed Smith, that Third World Nations have many hurdles to cross before they reach prosperity, hurdles that rich nations have all but forgotten. He pointed out that significantly helping the Third World would also solve many environmental problems as well.

In closing, Smith speculated on Mikhail Gorbachev and what the future holds for the Soviet leader. He referred to Gorbachev as a product of the "force of history." The Congressman was encouraged by

Gorbachev's willingness to listen and remain open not only to his own people but to other nations as well.

Smith urged the United States to support not only Gorbachev and the Soviet Union but Eastern Europe too as that region undergoes a period of radical change. He also said that the United States, if it is to survive as a nation, must think constructively and progressively about the future.

"I think we will survive and I

have defined surviving as prospering as continually redefining and updating what it means to have an American dream," Smith stated. "That's what we have been about. I think that will only happen if we begin to ask the dangerous questions, if we begin to think about the 1990's as a decade of reform and the 21st century as a century of the unknown. And I think we will prosper and survive only if we don't just witness but help lead this global revolution."

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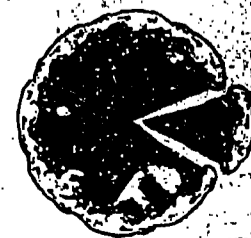
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It is always difficult to be born...

The Seventh Page

Great Dane! Hamlet in the Lab

Herman Hesse, *Demian*



Hopkins in *Hamlet*

Photo/Mettler

O For News of Fire- All Men are Whores in the Lab

By GRACE KANG
The Drama Lab again opens to the public this weekend with the play *All Men are Whores*, written by David Mamet and directed by Dan Frazier. Dan, a Senior, has been involved with theatre both onstage and off since his Lower year. The small cast, made up of Seniors Zayde Antrim, John Berman, and Andy Case, represents much prior acting experience and talent to that stage as well.

The title, *All Men are Whores*, was enough to spark my curiosity, so I managed to steal a peek at one of their rehearsals. The play is about a bizarre love triangle, or perhaps more appropriately, a bizarre sex triangle; Frazier says it has nothing to do with that "love stuff" (whew). The play deals with the politics of relationships; all three are lonely people, insecure about themselves and afraid what that what they have is going to snap at any moment. The characters do not understand themselves, each other, or their situation. Instead, they grasp desperately at whatever superficial relationship they can get hold.

The play, although only about twenty minutes long, is forceful and bold in both script and acting. Honestly, it's lewd, crude, and offensive - so don't go see it if you're in a self-righteous mood. But if you're not, why not come? You're bound to get a few satirical laughs and this play will certainly put all of your problems with relationships into perspective. *All Men are Whores* presents relationships at their basest and crudest level," says Berman. In other words, it gets down to nitty-gritty - it's a refreshing experience.

All Men are Whores is the first part of a double feature show. It opens at the Drama Lab Friday night at 7:00 PM and again on Saturday at 7:00 PM, and on Sunday at 2:00 PM. The second show *The Lunch Box*, starring Vanessa Hill, Deneb Meketa, and written by Dan Frazier will follow the main presentation. The total show time will still be under a half hour, so come along if you've a mind to.

The set, costumes and staging were nearly flawless and attributed to one of the best plays shown in the Drama Lab this year.



Do these guys look like whores?

Photo/Blanchard

The Weekend Scoop

Ah, woe. This weekend's presentation was initially to be written by our publication's news editor, who besmirched this column's writer by downplaying the time and dedication needed to compose it. Yet, it seems, as the hour approached when our newsman was to write the wondrous "scoop," he found the task too grueling and gave up. So it seems that, for another week at least, you're stuck with little old me. But before we go through our savory list of delectable weekend activities, one piece of world economic news that surely is of relevance to us all. Dunkin' Donuts—the nation's largest "made fresh daily" donut chain, is buying out its largest competitor, Mr. Donut. That pertinent and interesting piece of "insider info" aside, we'll move on to this weekend.

FRIDAY
5:00-7:00 pm, *The Addison Gallery*
You may have noticed, if you've been in the Addison this term, (or even upstairs, from Kemper, where there are still some fantastic pieces from last term's advanced painting course on display) you may have noticed that some rooms have been sealed off in order to prepare for new exhibits. These exhibits officially go on display tonight at five, and believe you me, there are some wonderful pieces here. The opening includes new and permanent selections in honor of Black History Month, an exhibit entitled "Issues of Projection," and a thirteen piece exhibit by Stephen Davis on "Jacob and his Twelve Sons." Mr. Davis will be at the opening, as well as some artists with other works on display, so it will definitely be worth seeing.

7:00 PM, The Drama Lab
Some people can't get enough. If you saw *All Men are Whores* Friday and weren't sufficiently disgusted, come by again, maybe you missed something. If you just didn't have time Friday, you may as well drop in tonight too.

SATURDAY
6:45 PM, *Kemper*
So I went to the Social Function Committee's "Movie Meeting" to show that I was willing to help upgrade the level of quality in this term's programming, and, in all fairness, they were very helpful. This week's movie is one that I selected (the committee's choice was CHUD—Carnivorous Humanoid Underground Dwellers, but I talked them out of it), none other than that Paul Newman classic, *The Hustler*. If any of you have seen the newer, rotten, awful, cheesy, too-much-pool-and-not-enough-acting pool movie whose name will not blemish this article, you must come see this to find out how good a movie about pool can be. By the way, one other movie that will be shown this term was selected by yours truly, and the first person to guess it (just tell me or drop a note by the Phillipian) gets their name in *The Weekend Scoop*. (Hint—it's by the same person that wrote this weekend's trashy play.)

7:00 PM, The Drama Lab
Some people can't get enough. If you saw *All Men are Whores* Friday and weren't sufficiently disgusted, come by again, maybe you missed something. If you just didn't have time Friday, you may as well drop in tonight too.

8:30 PM, The Borden Casino
Did anyone else out there notice that this year they changed the name of Casino night to "Monte Carlo Night?" I think it's a real sign of our culture. Las Vegas and Atlantic City are condemned, for they are casinos, houses of sin for compulsive gamblers to lose their (usually) well-earned paychecks. But mention Monte Carlo and any youngster's face lights up—for it is European, exotic, and they drive fast cars there once a year (or is that Monaco?) Anyway, I'm moralizing too much, and the whole point of Monte Carlo Night (I'll call it that, but I won't be happy) is to just have fun. Come pay your \$1 (cheap!) admission, and risk all you can to get nifty prizes. Lotsa Fun!

2:00 PM, The Drama Lab
That's right. The sick play again.

NEXT WEEKEND
The first music concert of the term is next weekend's celebration of Mozart's birthday. From what I've seen and read, it seems to be a stellar schedule. Read more next week.



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International Insights

By RICHARD EDWARD NIELUB

The biggest, and perhaps only, barrier separating different cultures is language. This is a fact so basic that until last week it was something that I had totally overlooked. I arrived here newly at the start of the term, having been born in and lived all my life around Liverpool, England, and having come with a set of expectations about the USA which since then have almost all been confirmed, just at PA alone. Not much has surprised me about the country. Certainly, for a stranger, the school itself is indeed astonishing; certainly, the shock of being suddenly moved into a new environment is present. However, settling down here has been a surprisingly straightforward affair for me, a fact which in retrospect is hardly surprising considering the similarities between the two countries.

Essentially these all come down to the fact that Britain and the USA have a common language. Go to France, and the fact that nobody speaks English (or at least the fact that everybody who does speak it pretends not to) will make you feel a stranger for quite a while - something that quite overshadows the fact that you may read French literature and know a lot about the French way of life. Go to a country with the same language as your own and it is only a matter of time before you become quite at home there.

Similarly (and partially as a result of the first fact) the mother tongue allows a very large amount of cultural exchange between the two countries; thus Americans often find themselves learning (and teaching) more English than American literature; thus there are more Monty Python fans here than in the Pythons' homeland; thus the Beatles have their lyrics quietly mouthed by people in the street here just as much as in Liverpool. And similarly, thus Arthur Miller's plays are still frequently performed across Britain; thus "Dallas" is probably more closely followed in Britain than here; thus the music charts are

usually made up of American offerings. One might go so far as to suggest that what we see here is essentially a common intellectual and popular culture.

Similarly (again partially as a result of this last fact) much is known in each country about each other. Think of a British stereotype. Afternoon tea; the still upper lip; the double-decker bus; "The Times"; the "cor blimey" would you Adam-and-Eve it! cockney; the most popular (and occasionally most infuriating) royal family in the world; the confrontational parliamentary system of government; the constant rain. These things are accepted norms in British life - and you are already familiar with many of them. Each country has an awareness of the other's lifestyle which is much greater than many people think ("Do they still play cricket in England?" someone asked me the other day, hardly daring to believe that such a stereotype could actually be true).

J.G. Ballard (an author whom I believe the Americans have not yet discovered) suggests that we live in a two-tier reality. On one level is the everyday physical world in which we live; on the other is the fast-paced communication and information world in which one spends most of one's thinking and free time, the world in which everything non-physical exists under the guardianship of our mass communication system. So, I speak your language (albeit a somewhat more refined version, he said hesitantly); this is fundamentally important. But on top of this, despite my being 4,000 miles from home, my second level of reality remains essentially the same here as it was there (my classes teach me much of what I could try to learn there, if from a somewhat different angle; my free time is spent doing much what I would be doing there - reading the same books, even watching some of the same television programmes). My first level of reality has indeed changed, but partly as a result of this common culture, it is all quite familiar. I arrived at Boston expecting a crystal jungle.

McDonald's restaurants, eight lane interstates dotted with advancing walls of gas guzzlers - that is what I found. Then, I expected to find a small-town America straight out of "True Stories" or "The Trouble with Harry" and that too did I find. I'm sure that when I reach New York or Los Angeles - as I am determined to this year - I'll find this much-hyped fast-forward, fast-good, instant gratification capitalist extreme very exciting and totally fascinating. But rather than any surprises I am more prepared for most of my ideas about these places to be verified and somewhat amended. That is all.

So of course, there are real differences between the two countries, but they are much more trivial than the similarities. The similarities come on the second level of reality - the really important one, on which country's non-physical products, indeed entire spirits, exist. The differences come on the first level of reality (e.g. the cars here are bigger, the weather is colder, the people are more exuberant) and are of little consequence, despite being of considerable incidental interest (I could talk about America's and Americans' peculiarities for days on end). Thus, when I came here the common language was fundamental in making me feel at home - when I went last year to Germany then did I know what it was like to be a stranger in a strange land, despite the country's proximity to Britain, despite the fact that it is the EC and may soon have the same currency and indeed most of the same laws as Britain. The fact that I feel so at home in the USA is because the two countries are so incredibly similar and have so much in common. This similarity is not due to any historical links, or any professed "special relationship." It is due primarily to language and secondarily to the common culture and each country's considerable knowledge of the other. If they like it or not, even if some day in the future they start pointing missiles at each other, the two countries are and will remain much more similar than many care to believe.

Ferris on PA Public Safety

To The Editor:

I would like to respond to Mike Day's question posed in his "Chickenscratches" column of your 01/12/90 edition regarding the uses of our new Public Safety Patrol vehicles on weekends. I initially appreciated Mike's attempt to poke fun at our new vehicles. Yet, when I reflected carefully on the text of his humorous comment, I asked myself whether or not the verbiage might be regarded as demeaning or derogatory by female members of the PA community? I am sure you will agree that the seemingly innocent expression "cruising for chicks" has negative connotations. Having just attended a three day faculty/staff seminar on anti-racism, I am highly sensitive to the impact of language and how words chosen in innocence can sometimes cause pain to other members of the community. Keep the humor coming, but perhaps this is an opportunity for all of us to reflect on the underlying meaning of some of our "zingers" before we let fly.

Since Mike asked about our new patrol vehicles, I would also like to pass on the following information to the PA community.

Our new patrol vehicles, 1988 Chevrolet Celebrity four-door sedans, were selected, equipped and marked according to the following rationale:

The cars are white to dramatically increase their visibility, which both deters wrongdoers from coming onto the campus and projects a "presence" which may afford the PA community peace of mind.

The choice of mid-size sedans was also deliberate, with fuel economy (4-cylinder engines) and maneuverability on narrow PA campus streets being major concerns.

The green overhead emergency lights are necessary for use during response to selected emergency situations on campus. They are valuable in signalling and guiding Town Police or Fire units to the exact location of an emergency.

The bright blue "PA Public Safety" decals on the doors, fenders and trunk lids are intended to send a clear message that our officers are NOT "The Police," but members of OUR community who have a primary responsibility to protect all of us from harm.

Thanks for this opportunity to comment on public safety issues of concern to all of us.

Charles Ferris '73
Director
PA Public Safety

An Open Letter

To: The Phillips Academy Community

On November 7th and 8th, forty-one Phillips Academy students took part in a multi-cultural anti-racism workshop. Coordinated by Cathy Royal, Dean of Community Affairs, the workshop sought to enhance the racial consciousness and awareness of its participants. We had come to the Underwood Room to learn about the racism of others. Instead we found latent racism within ourselves.

The workshop clarified the fact that modern American culture is loaded with inherent racial prejudices and misconceptions. Phillips Academy, an institution that has grown within the nation, has proven itself unable to completely divorce itself from the racism of American society. SARC, Students for an Anti-Racist Community, is an action group dedicated to working against the subconscious, not-so-subconscious, and institutional racism and bias of the Phillips Academy community. The community has taken significant steps. Anti-racism workshops for a select few, Martin Luther King Day activities, and programs such as Black and Latin Arts Weekend are bringing our community further down the road of racial harmony.

However, we aren't there yet. We are living in a community in which a student in a Martin Luther King Day discussion group said, "What we need is the betterment of the black race." Anti-racism workshops must be established for the entire student body - and not to learn about the civil rights movement of the 1960's or the racial strife in our country's ghettos. Students at PA must learn about the racism on the path between Commons and GW, the racism in the dormitories, the racism in the classroom, and the racism on the playing fields.

We need your support to bring this goal to fruition. During the coming weeks and months, SARC will be working with the administration in order to achieve our goals. We welcome the input and energy of all. The contributions of concerned members of our community will enable us to reach where we want to be: a school marked by racial concern, sensitivity, and understanding.

SARC Organization
Committee
Cynthia Bing '91
Casey Greenfield '91
Yohance Gregory '91
Valerie Moon '91
Seth Schiesel '91

Perspectives Cont.

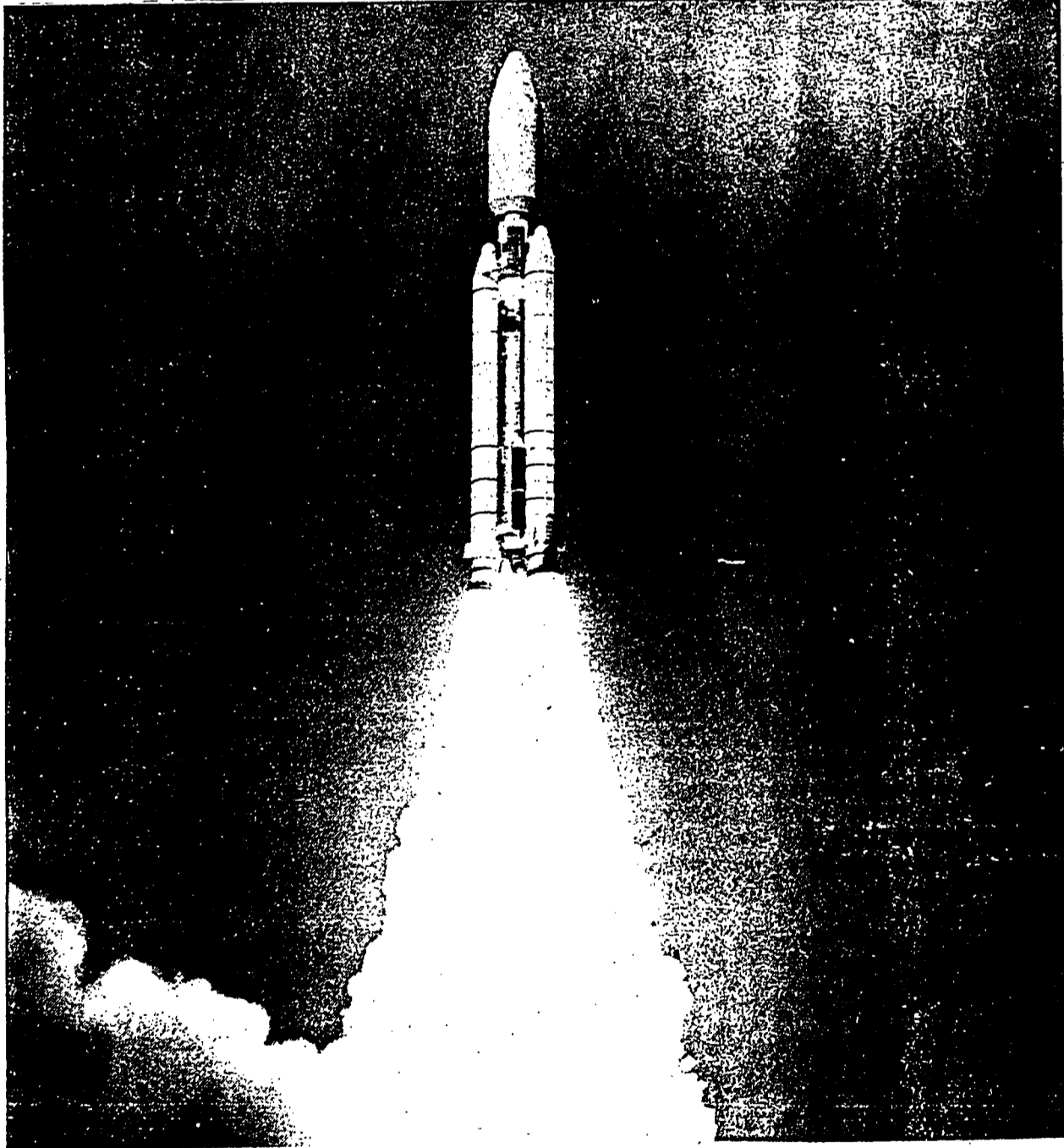
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"Veldskool" was held a large group discussion and then put us into groups with leaders that they chose after listening to the kinds of response we gave. The students that were given authority were those children whose values seemed to represent those of the nationalist party. On the first night we sat around the fire and Oom Gary told us that we had to be very careful at night because we were near the Swaziland border and terrorists might come into the camp area. We were put into groups of two and given night duty shifts of one hour each during which we must watch the camp and scream if we saw a black terrorist. One girl pulled a black sweater over her head and jumped up and down and all the seventh grade girls screamed and then laughed hysterically. This is what I saw.

I remember too the day we were told to write a love story for English and I decided to write one about a love relationship between a black boy and a white girl. My teacher (who was probably one of the only radical teachers I had) made me read it out to the class and I remember standing there and feeling forty pairs of eyes bore into me as I read. Afterwards, they all just sat and said absolutely nothing when the teacher asked if they had any response.

On the tenth anniversary of the Soweto riots, many black people stayed away from their jobs in silent

protest of the terrible killings of thousands of black school children that occurred on June 16, 1976. A discussion arose in my history class and it soon occurred to me that my peers were going to stay at home. Their reason: It was dangerous to be outside because the blacks were going to be protesting and didn't I know?... didn't I know it was "kill-a-white day?????" On June 16 I went to a mass meeting at the university where my father taught. I heard "Nikosi Sikelele" sung by 3000 strong and angry, but beautiful voices and I think it was probably the most moving hour of my life. I knew that my parents were thinking of leaving South Africa and I felt so angry that there was this great beast, "Apartheid," that hung like Goya's monster, over the country in which I was born. I felt cowardly too because I felt there was nothing I could do and even worse, I blamed my friends for their ignorance because their parents hadn't told them what mine had.

I left South Africa in August of 1987. I walked through the airport doors and had my bags checked by an armed policeman. I stared at the poster on the wall of black faces and looked at the print above that read "Have you seen one of these TERRORISTS?" I went into the "Whites only" bathroom and saw a girl pull up her sweater to show her friend the tan lines she'd got in Durban. This is what I saw.



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