

Andover Trustees Meet First Time This Year To Discuss 1991-92 Schedule

By MARK JAKLOVSKY

Over the past five days, Phillips Academy's Trustees have arrived on campus and met as a group in form of various committees to discuss topics ranging from the school budget to homosexual partners as house counselors. The first of the meetings occurred at 2pm on Wednesday. The trustees will continue their business with a lunch. Parent Fund volunteers at Addison Art Gallery later in the day.

The Educational Committee, according to the Andover Bulletin, discussed the school's athletic program, receiving reports from Modeste, Athletic Director, the Alumni Committee on athletics. Headmaster Donald W. McNemar explained, "The Educational Committee reviewed athletic at Andover and made a recommendation to the headmaster. It will report on its findings to the trustees."

The Finance Committee discussed the preparation and implementation of plans to balance the budget, particularly for this school year of '91-'92. Also discussed was the budget, particularly for '92-'93. "Of course, in January, the specifics will be addressed. This meeting will be the topic in broader terms," McNemar explained.

In order to renovate the campus's general infrastructure and appearance as well as the more notable examples of Foxcroft and George Washington Hall, the school borrowed \$12 million from a tax free fund called MIFA (the Massachusetts Industrial Finance Agency). The funding was absorbed over a three year period. However, the \$12 million has been either designated to a project or used up, which leaves standard budget funds to deal with other less serious but existing problems.

The Building committee focused on these issues as well as completed projects such as Foxcroft, ongoing ones such as GW, and other planned or future projects.

Based on a decision made by the Trustees in 1987, the school divested its holdings in companies that operated in South Africa. The conditions whose fulfillment would give a green light to reinvestment were "those created by Congress," said McNemar. In light of reform in South Africa, the Trustees considered and discussed various aspects of reinvestment.

The Housing and Benefits Committee convened to discuss whether or not homosexual couples should be able to reside in dorms as house counselors. McNemar explained, "the policy was that two adults living together need to be married, in order to

FCD Week - PA Education on Drug and Alcohol Abuse

by CHRISTINA KUO and CHRISTOPHER CLAY

During the first day of classes, ADAAC met with the two heads of program development from FCD, said Cilla Bonney-Smith, faculty advisor to ADAAC and Associate Dean of Residence. During the week, "different members of ADAAC [were] present at all forty one classes, keeping their ears open and collecting feedback," explained Cilla. "That's why there's this change every year."

The purpose of FCD week is to "educate kids in this community while they hear about the basic language for talking about drug and alcohol problems," stated Bonney-Smith. She continued, "It's to promote understanding and to encourage communication," stressing that "It's better to be prepared than not to be." Bonney-Smith explained that the program was based on the observation that "some people come from places where alcohol has not even entered their lives... and chances are that they're going to bump into it."

This year, the FCD team created several new workshops, and revived former ones. Bonney-Smith notes, "The spread of AIDS is so devastating in this country. It is a major health issue in the United States today, and we have to address it."

"Alcohol and Sex" was added to



photo/Park

FCD Leader Scoop Crawford

the broad range of workshops offered this year. Elaborated Bonney-Smith, "We're really aware of the problems of date rape and the fact that relationships between men and women when there is alcohol involved is really a powder keg."

The FCD week organized also introduced two workshops addressing eating disorders, covering topics from self-image to helping friends with eating disorders. "Some of the same things that get us hooked on alcohol get us hooked on eating or not eating. It's a way that some people cope," maintains Bonney-Smith.

This year, an increased number of workshops became "participational," Bonney-Smith points out. "Rather than being talked to, kids [had] a chance to participate, doing role plays, etc..." Bonney-Smith hopes that students will gain more knowledge and understanding through the "active" learning process as opposed to lectures.

"There will be a lot of kids who will remain untouched by [FCD week], but there will be other kids who have seeds planted," predicted Bonney-Smith about the impact of the week on PA students. "Of course, we're in

the business of saving lives, and if it helps one person, that's enough."

FCD week at Andover is mainly "preventative work," but if a student has a problem, ADAAC sponsors a support group headed by Pam Brown, Director of Academic Counseling. "We have a sub-group in ADAAC for those who have a problem, want to stop, and need support." ADAAC also sponsors social functions, "where you don't have to have a buzz to have fun," concluded Bonney-Smith.

David R. Brower Presents : 'It's Healing Time on Earth'

By TED GESING

On Friday night at 8pm in the Chapel, a nearly full house listened to renowned environmentalist David Brower give a speech entitled "It's Healing Time on Earth." Brower's visit was a combined effort of both Friday Forum and Andover Friends.

Faculty Advisor of Friday Forum Thomas Lyons made an introduction. He then introduced the podium to Ai-jen Poo, head of Earth Friends. Poo ended the audience with a word of Brower's speaking talents, saying that a speech she heard give at Yale was enough to move mountains. Following introduction, Brower continued his play on words, saying he hoped the students would move any mountains, as he did them very much where they

Brower began his discussion by citing two Republican conservatives. He then made his first point, namely that those interested in the environment shouldn't ignore the work politicians have done to further



photo/Guryan

David R. Brower

their cause. Rather than ignoring the political scene and focusing only on grass roots action, he said, environmentalists should "thank environmental legislators" and politicians who help the environmental movement. He cited Richard Nixon for once having given the finest speech on population control Brower has ever heard. He then noted that neither the public nor

environmental groups offered Nixon much praise for it. Brower considers this to be a mistake, adding that Carter's helpful work also deserved more praise.

Brower next discussed a philosophy which he feels forms an integral part of an environmentally aware mindset. He praised the use of intuition rather than reason, encouraging his listeners to not "always wait for further study;

do what needs doing now," offering a WWII story as evidence of the axiom's soundness.

"Intuition is far senior to our ability to reason," he continued, explaining that we have a "well-trained instant reaction" which we should not ignore.

Using a powerful analogy, Brower's next effort was to show just how delicate the balance of life is. He compared the Earth

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Student Council Addresses Lack of Communication

By JEFF SIMMONS

The Student Council met last Thursday to discuss several pending issues, among them the problem of communication on campus. The Council considered two new ways the Student Council could gain more input and feedback from the general student body on school matters and discussed concerns over recent developments involving the lack of a student voice in the School Congress.

Lack of communication between faculty and students became the main focus of the discussion. After a brief introduction of the two new Lower reps, Kevin Moran and Leah Henderson, the Student Council discussed issues concerning student input to the Student Council. A plan to put a Student Council suggestion box in Commons or Evans received criticism from Adam Roll, Senior Rep of Rabbit Pond. Roll explained that many students often do not take the suggestion boxes seriously, often ignoring them altogether. Roll then suggested a newsletter which

would summarize the minutes and other important issues discussed in Student Council meetings. However, the Student Council is currently in debt and cannot afford to publish an elaborate weekly journal for each student. Upper Rep Ore Owodunni then suggested that the Student Council print a bi-weekly newsletter that they could post in prominent locations around campus, such as Evans, Commons, and the Gymnasium. The Student Council members would post the newsletters in dorms, should Student Council funds prove sufficient in the future. So far, the most promising idea for fund-raising is the sale of PA crew shirts. The vote for the newsletter was unanimous, and a small committee will begin the task of writing the newsletter.

Student Council spent the rest of the meeting discussing, in greater detail, the problem of communication at Andover. Student Council members expressed concern about the lack of student representatives in the School Congress. Several members voiced problems over the poorly distributed

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The Gay Straight Alliance and National Coming Out Day at PA

By BHARATH NATH

GSA, or Gay-Straight Alliance, posted signs proclaiming "Be Who You Are" early last week to mark National Coming Out Day. National Coming Out Day is designed to encourage people to "come out of the closet," and un-

derstand and declare their homosexuality. National Coming Out Day has existed for approximately four years.

The GSA, led by Stephen Sultan '92, supports PA students and faculty who are homosexual, bisexual, heterosexual, and those who

are confused about their sexuality. They also try to educate the PA community about homosexuality. "It is the goal of the GSA to create a climate where people feel safe to come out," stated Sultan.

"Statistically, ten percent of the American population is homosexual. That is, entirely homosexual," commented Sultan. "If we look at our population of about 1,200 students and 300 faculty members, there should obviously be more than two students and two faculty members who are [openly] homosexual."

"Where are all these people?" asked Sultan. "Coming out means a great deal of pressure from friends, family, and teachers. But it is also a great relief in itself. People need to un-

derstand that there are gays in all ethnic groups, in all economic groups, in all professions."

Sultan felt openness about sexuality does not sit well with the administration. He commented, "Whenever I try to do anything related to coming out, I get flak from superiors."

The GSA encourages all students, both gay and straight, to attend their meetings. They meet on Thursdays of five-day weeks at 6:45 in Graham House, and on Tuesdays of six-day weeks at the same time.

When asked if any other activities were planned, Sultan '92 said, "Originally, we were thinking about a dance, a guest speaker, etc. But the problem on this campus is that to write [sponsored by] GSA means no attendance."



GSA's Pam Brown and Stephen Sultan

The Inside Box

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Shakespearean Scoop: "Cry havoc! and let slip the dogs of war!" - Julius Caesar

Four Axioms on life - Don't drink, don't smoke, don't curse, don't bag

Apologies to Head Ball Benedetto for the lack of photo credits.

Commentary and Letters

Heavy Week - FCD Means More Work in Less Time

Each year towards the end of October, we learn how to be free from chemical dependency. Every returning student must attend at least two one-hour seminars over the course of the week. In return for our time we are bestowed a six-day week, without Saturday classes, and one unprepared class per week in each course.

Ideally, this week would be extremely important and successful, both educationally and emotionally. However, most teachers do not follow these guidelines. Few students can name a teacher who has offered them an unprepared class. Many teachers give extra homework because of the extra "free time" created by the lack of classes. Students do more work during FCD week than during most others.

Many teachers seem to believe that the students taking his/her course are only taking that course. When assigning work, they do not take into consideration the other commitments students have at this school.

Rules do exist, but they are not enforced. Why is it that rules regarding students are enforced, but those restricting teachers for the benefit of the students are not?

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Kern Responds to de Balmann's October 4th Undercurrents Article

DOUG KERN

[Editor's Note: The following article was scheduled to appear in last week's issue, but due to a lack of space it is being printed in this week's edition.]

Never in my wildest dreams did I imagine that I would stand up for sensitivity against a fellow right-winger. Considering myself the most stalwart opponent of political correctness at Phillips Academy, I and bogus definitions of racism. I expected that every other libertarian on campus would be my ally in this crusade. Yet upon reading Raphael de Balmann's essay in the October 4 issue of the Phillipian, I am compelled to reconsider. Raphael's libertarianism would sacrifice the well-being of decent people on the altar of a grim and absolute freedom. Against that false libertarianism, I raise my pen in protest.

Free speech is good: on that, Raphael and I agree. I am proud to live in a country that errs on the side of freedom. In a just, moral society, people should be able to think, say, and write what they please. But this freedom does not give us license to coerce other in public.

If some street lunatic screams obscenities on the corner of the building where I work, I must listen to his ravings; I cannot be expected to ignore his loud and offensive exhortations. By what right may he offend me without my consent? The actions we take in public affect others — without their consent. At the heart of libertarianism lies the conviction that innocent men should not be coerced. If this street lunatic wishes to write a book full of obscenities, fine: I may choose to read it or leave it alone. If he wants to hold a public assembly in which he curses vehemently,

fine: I may choose to attend or not attend. But on the street I must endure the lunatic's officiousness, whether I like it or not. Yes, the lunatic should have freedom of speech; but that freedom does not give him the right to abuse my freedom to be left alone.

Raphael disagrees, asserting that words do not hurt. "No one, to my knowledge, has been physically hurt by a word." True enough. But there are kinds of hurt that go deeper than the flesh. As a white Anglo-Saxon male, the names I have been called have been rather innocuous: "nerd, egghead," etc. Those names still sting, hurting more than any physical blow. And some names strike much more painfully. I recoil in disgust at their names. Nigger. Faggot. Other colorful expressions, unfit to be written here. If "nerd" and "egghead" caused me pain, I cannot guess at the agony which "nigger" must bring to its targets. I do not presume to understand the humiliation that must accompany such a mean and dispirited categorization; I cannot begin to understand the damage such a name does to one's self-esteem — to one's soul. But Raphael does presume to understand. And he doesn't think it is all that big a deal.

There is no law, or for that matter, tradition, that says one has to be sensitive. This phrase begs for some Joe Isuzu subtleties. I can think of several laws enforcing sensitivity. You can be arrested for sexual harassment, general harassment, libel, slander, treason, conspiracy, inciting riot, disturbing the peace, indecent exposure, and contempt of court — just to name a few examples of enforced sensitivity. And I can think of dozens of traditions which enforce sensitivity, most

prominently Christianity. Christ would have us do unto others as we would have done unto us — which is as sensitive a manifesto as man has ever created. Most parents endeavor to teach their children a tradition of courtesy and respect to those around them. Most civilizations have had some sort of tradition mandating a simple level of civility. Politeness lubricates the wheels of public life; most cultures have figured this out, and have created traditions accordingly. How is that wrong?

Later in his essay, Raphael writes, "All of us have been intentionally rude at some point in our lives." True, but few of us have used racial, ethnic, or sexual slurs intentionally and with malice. We should have the right to thoughtless rudeness, but the use of racial and ethnic slurs is not just thoughtless; it is spiteful, unconstructive, and unnecessary for meaningful discussion of important issues. To say that such actions are so detrimental that they ought to be banned is ridiculous. Why? Names like "nigger" and "faggot" harm innocent people and reduce the quality of discourse and inquiry at Phillips Academy. Any school that would turn the blind eye to such outrages, as Raphael suggests, would be a school full of moral midgets.

I fear that Raphael has confused commendable sensitivity with reprehensible hypersensitivity. The extremes of political correctness prove that communities can become overzealous in the pursuit of fairness. Certainly, many schools have abandoned all common sense in defining "hurtful actions." But Phillips Academy should not strike against the sensitive fascism that is political correctness by removing all

standards of civility. Unnames like "nigger" and "faggot" constrict open dialogue surely as a fear of offensive permit the use of such vile words albeit not in public — but Phillips Academy, if it wishes to forum in which all students all backgrounds may study peace, should not tolerate slurs.

Much wisdom greases the of Raphael's essay. "SP UP!" he exhorts, and we should "The only way to defeat trend towards oversensitivity state your views." Also true those who cannot express views without employing ugly thets do not deserve to be h (And witty Phillipian article nouncing the use of such ep do not count.)

"So what we're doing is re ing something that serious jures no one, and is though many people as a fundam human right." And so Ra would permit all manner of language — after all, who hurt? But a "nigger" here. "faggot" there, and Phillips Academy becomes a ful, intolerant school — all name of a gross, caricar needless individualism. I want no part of such a sc and I respect the rules that ent us from descending into anrchie madness. The Blue writes that "Sensitivity, ness, and candor are importa and atmosphere in which students can grow." The au of the Blue Book recognize sensitivity, openness, and ca are indivisible — a fact that politically correct and the po ally incorrect would do we remember.

Whiteman '93 On Illegal Substances

To The Editor:

Each summer, amid the plethora of documents we all get from Phillips Academy, there is a letter from the headmaster outlining our duties and responsibilities as Andover students. Accompanying this rather lengthy letter is a document which outlines the major rules of the school and its community in great detail. This piece of paper, once signed by us and our parents, essentially constitutes a legal contract, an agreement that we will follow the rules of the community in which we live.

Most people sign this letter without even a second thought, let alone a careful readthrough and thorough comprehension of what it is telling them. There is a good possibility, however, that if the students spent the time to understand the letter, they would find it quite hypocritical. If those students still signed the document after deciding that they thought it was hypocritical, then they behaved irresponsibly. Choosing not to sign is perfectly feasible, and while a rather silent statement, is still a statement.

"Honest communication is expected... between the students and the faculty." (from the second paragraph of the "contract," a paragraph which carefully discusses honesty.) Notwithstanding the labeling of the paragraphs, the main thrust of the entire letter is the issue of student-faculty trust. When all the rules are brought down to the lowest common denominator, they all deal with the principle of the students supporting and living up to the faculty's faith in them. This is quite obvious in rules such as those forbidding plagiarism or lying to a member of the faculty, which are very clear cut cases of attempted deception on the part of the student. It is also true, however, in policies prohibiting the use of alcohol and rugs. The

faculty is trusting the student's best interest. These particular examples are reasonable requests: students should be expected to be honest with the teachers, and as for the issue of drugs and alcohol, regardless of what Andover says, use of these substances is a violation of federal law. On the other hand, it is unreasonable for the faculty to put the full brunt of the student-teacher trust issue on the student's shoulders. If the administration wants students to act in a trustworthy manner, it is only fair that they should return that trust, a venture in which they seem to frequently fall short.

The dorm search of Adams Hall is a very good example of the faculty's violation of the students' trust. According to Mr. Wilmer, the Dean of Residence, the faculty began to discuss a search of the dormitory because they had received, from several sources, information suggesting that a large shipment of marijuana was being brought into the dorm by one or more students. Acting on this information, they decided that a search was in order. By protecting the students from the police in cases of illicit drug use, the school takes on the responsibility of enforcing the laws in its own ways. In and of itself, this decision was well grounded and completely appropriate. The fact that the deans made no pretenses about the fact that they initiated the consideration of a search on the basis of marijuana possession, and despite this then decided to expand the scope of the search to include alcohol was not. While the entire affair was completely within the school's rights, the inclusion of alcohol was a serious violation of the students' trust. The search never would have occurred for liquor alone; the students' fear that the administration might start blanket searching dorms was entirely justified, and while a

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de Balmann's The Taunte

By RAPHAEL de BALMANN

"I don't know."
"I don't care."
"Huh?"

What, you may ask, are these people responding to? Well, let me tell you, and then you can ask yourself if the three responses shown above are the same as your response. Should Clarence Thomas be confirmed to the United States Supreme Court? Most you answered "huh," right? Well, for all those of you who used any of the top three responses as your own, please read on. You need to know this (it shows up on History 30 pop quizzes). For those of you who already know who Clarence Thomas is and already have an opinion as to his suitability for the nation's highest court, please, please read on. I need readers.

The reason that Clarence Thomas is in the news (and therefore unknown on this campus) is that a law professor in Oklahoma named Anita Hill has accused him of sexually harassing her. The reason that these accusations have come to light is that the FBI report including Ms. Hill's story was leaked to National Public Radio, where it was broadcast just before the Senate was about to confirm Thomas to the court (fifty-three Senators had announced their support for Thomas).

So what do we think now? Do we give Clarence Thomas the benefit of the doubt and assume that his description of Long Dong Silver was more in keeping with a clumsy joke than with sexual harassment? Do we believe Anita Hill and think that Clarence Thomas did everything in his power to make her life miserable? Does this whole sexual harassment fiasco really matter in deciding Thomas's suitability for the court?

What kind of journalist would I be if I didn't tell you the right way to think? (a pretty good one, which is why I do tell you the right way to think) The first argu-

ment, that we give Clarence Thomas the benefit of the doubt and confirm him is tempting, but wrong. For one, it is, according to *USA Today*, the McDonalds of journalism (the august institution that makes *The Phillipian* look like in-depth coverage of world events), the view of 55% of the United States' population. This is the same population that overwhelmingly supported losing American lives for the inalienable right to cheap oil. I'm personally a bit scared of this population.

Secondly, the argument ignores the rest of Thomas's inadequacies. He has no experience. He is forty-three, and has served as a judge for only eighteen months. He has never presided over a jury trial, and was a most undistinguished litigator in his brief days as a trial lawyer. He even claims, although no one believes him, to have never had opinion about *Roe v. Wade*, the landmark 1973 case that legalized abortion, even though he was in law school at the time. Even at this bastion of apathy, such a belief would be so unusual as to provoke question. At Yale Law School in the same year that the case occurred? That's a bit hard to believe. If it is true, on the other hand, that Thomas is so apathetic that he didn't care to talk about one of the Court's biggest cases at the time that it was released, how

interested could he be in protecting the rights of citizens as a justice? So, for the question of the day, is Anita Hill lying? Probably not, but that's not the big issue. Anita Hill claims she was sexually harassed by Clarence Thomas in 1981 and 1982, while sexual harassment in the workplace wasn't specifically outlawed until 1986. In the moral sense, Clarence Thomas's big crime was being incredibly disgusting. Talking about the sexual exploits of Long Dong Silver as captured on film to co-workers is not exactly a tactful thing to do, but is it harassment? How about exclaiming that your Coke contains a

public hair? Once again, not very pretty or suave (one might even be so bold as to classify it as one of *Saturday Night Live's* "Comedy Killers"), but not exactly sexual harassment, either. Where does this leave us? Not very far. Anita Hill isn't lying when she recounts these stories, her conclusion that Thomas's vulgarity was harassment was just off-base.

This brings us to our final question of the day. Does this whole sexual harassment issue matter in whether or not Thomas should be confirmed? No, not really. The key issue is whether or not the court has gone too far to the right already. You see, if Thomas gets the nod, the court will be a conservative club with Harry Blackmun and John Paul Stevens, the only two remaining liberals, powerless to influence American society. This would destroy many of the gains made by America in the twentieth century. The court recently decided that a man on a Greyhound bus would, when asked by a police officer to turn over a bag for inspection, politely inform the officer, that according to the Fourth Amendment to the Constitution, the officer had no right to search the bag. Therefore, anyone who obeyed the cop was "voluntarily" offering his bag for inspection. You don't have to be Rodney King to know that sometimes the Constitution

doesn't stop cops from doing they please. Do we really think this decision to be unchallengeable? Another example: Supreme Court recently allow Georgia man to be killed though two jurors announced evidence revealed years after case would have changed minds. If Thomas is appointed this sort of injustice will continue at our expense.

Well, that's about it. By time you've read this article which is being written on a Monday night, the Senate scheduled for 6 p.m. Tuesday night will be old news and you know whether or not Thomas Justice. Actually, given the thy of this campus, you probably will know the result, but on odd chance that you do know refrain from any *Chicago Tribune*-inspired "Dewey W headlines (I'm not going to the result). It's just as we suppose, to state simply the hope Clarence Thomas gets back to being a Court of App Judge and far from Supreme Court. Oh, before I forget, like to tell the Wheels 'n' Persion bunch that my favorite is my good friend Stefan Cega spinach and small child seasoned with gaseous hydro and nitroglycerin. I hope I clear up any confusion. See ya.

Work, Write, Type, and Take Pictures for The Phillipian

F E A T U R E S

You Can't Always Get What You Want: Personal Days

By KATY SUMBURG and
KENLEY SMITH

The other day, while waiting in the eternal lunch line in Commons, a bite-sized Junior asked me what my article for the week was about. When I answered that it concerned the Personal Day policy, the Junior looked at me, completely befuddled. "You're doing an article on 'Personal Days'? What's a 'Personal



photo/File

Day?" he whined. I chuckled smugly at his ignorance as I received my helping of delicious and nutritious Commons cuisine. All through the meal, however, I thought, "What is the point of Personal Days? What is considered a valid reason for taking one? And how many do we get each term? What about proctor days?" and other such probing questions. I came to the conclusion that in order to inform the masses about this strange and curious policy, we needed to talk to an authority on the subject - a respected and knowledgeable member of the faculty who could answer the many question which plague the student body about Personal Days. We needed Henry Wilmer. After sitting in the Dean of Residence's office for what seemed like days, we cornered the elusive dean, and let him enlighten us with his vast knowledge, and entertain with his colorful surf posters.

When asked to explain how and why Personal Days were invented, Mr. Wilmer told us about Honor Roll Days. Apparently, in the golden days of Phillips Academy, industrious students who made the Honor Roll got a free day the next term. So, if you made the Roll during the winter term, you got to take an Honor Roll Day during the Spring Term. However, the deans felt a "little funny about rewarding students by giving them a day off from the central mission of the school." They thought that it was unfair to reward only the better students because frequently it is the

students who don't make the Honor Roll who are working the hardest. They thought it was elitist and unfair. To combat this, they came up with the Personal Day concept and set some ground rules:

1. Personal days are free days during which a student is excused from all scheduled classes or meetings. They have to be approved - in the form of a signature on a little, white form - by the teachers of all the classes that are missed. Sometimes certain teachers have been known to refuse to give a student permission to take a Personal Day due to the fact that the student is not doing well in the class or the teacher does not feel that the student deserves a Personal Day. Teachers are allowed to make this judgement. The Blue Book says that free days are to be used for "purposes approved by the Cluster Deans," but basically you can do whatever your little heart desires. However, you are not excused from an announced test or lab, which is one of the reasons for the rule about having to have that form signed by all of your teachers.

2. Juniors are allowed one Personal Day per term, as are Lower. Uppers get two, and Seniors get three. Normally, no more than one Personal Day can be taken per term.

3. On a Personal Day, "a student may leave campus from six AM to eight PM for purposes approved by the Cluster Dean." But, take note: if you decide to leave campus for whatever reason, you need to get a Day Excuse. Just taking a Personal Day does not count as off-campus permission. We have heard of many a student who were not aware of this and got into trouble.

Now, the rules as to when you are allowed to use a Personal Day: Personal Days can be taken any day during the term EXCEPT during the last two weeks of the term (during the Dean's Schedule), and on a day preceding or following a long weekend or vacation. In other words, although a Personal Day can be used on a Monday or a Friday to extend a normal weekend, they can't be used to extend a long weekend or a vacation. Another interesting little tidbit that I learned from the Blue Book was that if you have four or more cuts in one term, you are ineligible for Personal Days in the next term. So, if you sleep through that nasty eight o'clock class four times Fall Term, you don't get to use your Personal Day(s) during Winter Term.

Okay, know that we all understand what a Personal Day is and how to go about getting one, no one has any excuses for being confused. Enjoy!

Andover's Hitchhiking Policy Reformed in 1991

by DAVID DONESON

News Flash...News Flash...stop all of your weekend plans. *Phillipian* investigators have detected that the Blue Book's view on hitchhiking underwent a tremendous philosophical turn. Last year, the administration simply discouraged us from hitchhiking. This year, however, the book reads "for reasons of safety, the school disapproves of hitchhiking." Sorry guys, we are going to have to use the bus now. What caused this change of heart? Was it pressure by the busing

company? They couldn't take the competition? Or was it the number of students hospitalized for accidents that occurred while trying to stop cars? Regardless, one thing is certain, the number of students (and faculty) walking down Main Street, thumbs extended, will be greatly reduced. I must also warn you that there has been a rumor circulating that the PAPS are using unmarked squad cars to catch unsuspecting hitchhikers in the act, so beware!

Roommate Suicide: An Automatic 4.0?

By KATHERINE WROBEL and
MADELINE STORK

One of the many rumors that sometimes circulates the Phillips Academy campus is that if a student's roommate commits suicide, the living student will automatically receive a 4.0 grade point average for that term. Logically, the emotional pain that the roommate would suffer in this situation would affect his ability to maintain his grade average. Ms. McCaslin, Dean of Studies, dispelled the rumor, saying, "grades are earned, not given... [we have] never encountered a situation where we manufactured grades." When a student undergoes severe psychological trauma, such as having a loved one die, the school immediately notifies the person's teachers. The school requests that in this case, a teacher grade "compassionately". Teachers do not, however, collaborate on the student's overall grade point average.

Often the school credits those students who complete the course requirements despite debilitating stress. While some people agree with this policy, others feel that granting a 4.0 av-

erage to such students is too generous. This faction believes that under the circumstances, simply passing the students should compensate adequately. "I can see how [losing your roommate] can be disturbing, but I think that [giving automatic fours] is going kind of far... [the rule] should be to allow them to pass," comments Kathleen Mulcahy '94.

The question as to the origin of the rumor is at the center of much dispute. "I doubt it has come from the faculty," Dean McCaslin stated. It was probably just the "fertile imagination of the Phillips Academy community at work."

Jason Dennis '92 joked, "I heard it [the rumor] from my roommate last year... I told him I might kill him." He also suggested that instead of receiving a certain average, the school should permit the grieving student to pass and to have a note put on his transcript explaining the circumstances.

In justification of a 4.0 average policy, Hafsat Abiola explains that, "It's your roommate [who has died]. It's traumatic for you and you can't think to study at that time. It's

not your fault that your roommate committed suicide, so you should get some sort of compensation." Although a minority of the student body feels that having a policy which automatically grants a 4.0 average to any student whose roommate dies would be fair. Public opinion notwithstanding, that fact remains that the 4.0 story is simply a rumor.



photo/File

Susan McCaslin

Wilmer Discuss the New Parietal Policy

by JAMES MOK and
JOSHUA ROSENFELD

After all the excitement over the new Junior parietal policy, the parietal issue in dorms of the other three classes has been ignored. No one remembers that fact that while the Junior parietal policy is set in stone, the policies in older dorms are left up to the whim of the house counselor. No standard parietal policy is set throughout the entire school, and Dean Wilmer expressed the opinion that there shouldn't be a unilateral school-wide or cluster-wide parietal policy. Setting specific hours, he believes, would be very restrictive, tying down house counselors and students alike. House counselors would have to be present at exact times, and this, he feels, might hamper the personal lives of the house counselors. Obviously, this is something the administration would want to avoid. Dean Wilmer also feels that very rigid, specific parietal times would also tie down the students. Students might have to miss extracurricular activities, meetings, and other commitments because they could only have parietals at specific times. Dean Wilmer feels that this system is far more flexible and therefore preferable. A range of times is given (2:30-8:00) and parietals can fall any time therein.

When asked about a standard sign-in/sign-out policy for parietals, Dean Wilmer expressed his feeling that students should have to see the house counselor face-to-face for sign-in. However, he also feels that a simple sign-in is acceptable. As for sign-out, the dean feels that if the house counselor was seen face-to-face for sign in, the house counselor should also be seen for sign-out. However,

if the happy couple signed in, they should sign out as well.

Dean Wilmer feels that spouses should not be allowed to give parietals. Liability is the main issue when deciding who should be allowed to give parietals. For example, if an acquaintance rape takes place during a parietal for which a faculty spouse has given permission, the liability of the incident is a hairy issue because the spouse may not necessarily be employed by the school. Dean Wilmer also believes that proctors should not be able to give parietals. The issue at hand is not maturity; proctors are usually very mature and have good judgement. However, Dean Wilmer feels that an adult ought to be involved with something as private and personal as room visiting. In a recent book written about prep schools, the point was raised that there is seldom an adult around, and the experience finally ends up with kids educating kids. The aforementioned example illustrates this point, and Dean Wilmer feels this should be avoided.

Dean Wilmer feels there shouldn't be a difference in parietal policies between girls and boys dorms. He feels that the only difference in parietal policies would be individual policies for different ages or classes. However, his feeling is that such a system can raise some sticky issues. If the people requesting a parietal are of different classes themselves, the policy can become quite complicated. So, his idea is that there probably won't be a class or age difference in the parietal policies within the same dorm.

Do Graham House Days Exist? Responses to Common Myths

By AMOS BARCLAY and
PETER RADOCCHIA

Graham House, Phillips Academy's center for personal counseling, is open for all students Monday through Friday. Located directly behind the chapel, its main hours are 8:00 AM through 5:00 PM on weekdays, though counselors can be reached for help at all times. Any student is welcome to come for personal help, and will be taken as soon as the staff can manage. The personal counseling is always confidential, except when the student has become dangerous to himself or others (the latter of which has yet to occur). While standard counseling is kept fully confidential, situations involving personal harm, such as a homicidal or suicidal, the counselors at Graham House may feel the need to contact other people. Counselors, however, will always make sure that the student in question is informed before higher authorities are brought in. Also, though Graham House can give full excuses for classes or sports missed during actual counseling, Graham House days do not exist.

The Graham House personal counseling department also organizes various educational programs in the dorms, supplying information on such subjects as eating disorders and prevention of date rape. Other departments include the training of proctors and new faculty, in order to prepare them for students in need of help. One can find Dr. Max Aloviseiti, director of psychological affairs at Graham House during normal daily hours.

Finally, not all people that go to Graham House go in for personal help. On the second floor, students can find academic help, and

often people just come to relax on the couches, and drink various heated beverages. Graham House also hosts classes and group meetings.



photo/File

Max Aloviseiti

S P O R T S

Boys' Soccer Shines Over Cushing Academy 2-0 but Even Up With Harvard Junior Varsity Squad 3-3

by LEILA JONES

Illuminated by the lights on Brothers' Field, the talented Boys Varsity soccer team shone on Saturday night, defeating Cushing

man Duncan Harris '92 seized the rebound and smashed the ball into the net. Blue blood was pumping fast, and Andover was hungry for another goal. Mike Sul-

ivan '94, dubbed the "white flash," amazed the spectators as they watched him sprint down the field toward the opposing goal. Cushing's defense was passing the ball to their goalie when Sullivan

WOW!!!! Boys' Varsity Water Polo Sneaks Away with Two Big Wins Over Suffield and Deerfield

By JASON HEIM

This past Saturday, the Andover Boys' Varsity Water Polo team again saw their hard work come to fruition as they improved their record to 7-2. The two tightly fought victories against Suffield and Deerfield leave Andover in excellent position to enter Interschols as the first or second ranked team in New England. Although the victories did not come without a few repercussions, the team looks forward to a two week lull before their next formidable opponent.

Suffield

In the first game, a lackadaisical Andover squad found themselves facing a surprisingly aggressive Suffield team. Having played a game prior to the Andover-Suffield match, Suffield proved to be sufficiently warmed up as they went on a scoring spree. In a game in which Andover hoped to score first and score often, it was evident that it had underestimated its opponent. Within the first four minutes of play, Suffield jumped to the lead with four goals. After calling a timeout to get reorganized, Andover finally got on the board on a man-up goal by Jason Heim '92. Noah Caruso '92 scored two more goals yet the Blue ended the first quarter trailing 6-3.

After a few kind words of "advice" from coaches and players, Andover went into the second quarter a little more alert. The Blue obtained control of the game by scoring an astounding nine goals in the next seven minutes of play. Justin Piasecki '92 led the scoring with three, followed by captain Chad Stern '92 and Kirk Lehneis '92 with two a piece, and Dana Piasecki '92 and Caruso each with one. At the end of the second quarter, Andover seemed in control with a solid 12-8 lead.

Early in the third quarter, Suffield caught a second wind and challenged Andover's seemingly comfortable lead. Scoring in the third quarter was led by John Dwight '93, Heim, Justin Piasecki, and Stern each with one apiece. The Blue were outscored, however, 6-4, and at the end of the quarter were up by only two, 16-14.

The beginning of the fourth quarter began without Andover's starting hole guard, Dana Piasecki, who was ejected from

the game after obtaining his third major foul late in the third period. An amazing individual effort by Stern, who led the fourth quarter by scoring three and leading the game with six total, and an astonishing play from goalie Paul Lisiak '92, kept Suffield's hopes of an upset at bay. The final score of the game was 22-16. An ugly but much needed win to say the least.

Deerfield

Andover's second game, against Deerfield, was a game of revenge for the Blue. Memories of last year's Parents' Weekend at Deerfield, in which Deerfield came back from a 9-3 deficit to win 12-9. Andover was determined not to allow a repeat and to send the boys of Deerfield, along with their obnoxious, considerably large crowd, to dinner with their parents a little upset.

It was evident early in the first quarter that Andover was in for a long game as Deerfield scored first. It was the only goal Andover allowed in the quarter, however, as Lisiak again made his presence felt early, saving five out of six shots in the opening seven minutes of play. The Blue's offense, led by goals from Stern and Dana Piasecki, coupled with stalwart defense, enabled Andover to end the first quarter up 2-1. Nonetheless, it was obvious that it was going to be another physical game. After several verbal exchanges, and Lehneis receiving an elbow to the jaw in the first two minutes of play, it was clear there was no love lost between the two teams.

The second quarter was a toss up between the two teams, as both team's defenses played well. While Lisiak, Lehneis, and Heim controlled Deerfield's fast breaks by accumulating two steals each, another goal by Stern, and two more goals for Dana Piasecki made up Andover's offense. The Blue ended the second quarter, tied 5-5.

In the third quarter, Andover saw the momentum turn as Deerfield began to outswim the exhausted Blue, and their filled stands began to come alive. Lisiak kept the Blue in the game by amassing six more saves. Andover's defense played well, as they managed to obtain six more steals, but their offense proved impotent. Andover's one of nine

shooting, with Caruso scoring the sole goal, showed the team's figure. As the third quarter of the Blue had reason to be optimistic, as they were down seven minutes of play remaining.

Andover played well in the fourth quarter, as the teams exchanged goals. A little over two minutes remaining, Deerfield scored again, ahead 11-8. Coach Paul called a final timeout to give the team a chance to rest, and his words of wisdom: "Just concentrate on defense. If you stop them from scoring, they have the ball, everything will just click." In the last and a half minutes, Andover's defense was flawless. Andover's bench goal from the Justin Piasecki, who came in spite a broken finger, and from Caruso and Dana Piasecki, gave the Blue the three goals needed. As Deerfield missed their final scoring opportunity in regulation, the game went overtime, tied 11-11.

As the first overtime began, it was clear that Andover was playing on sheer will for their bodies had nothing to offer. The Blue concentrated on tough defense, and Caruso's man-up goal, in the second overtime period, 12-12. Gut-wrenching penalties from each of the star players, and four more minutes of saves from Lisiak, Andover's dreams of a repeat came from behind victory. Dana Piasecki's seventh goal solidified it. The Blue returned the favor of a comeback victory and had done it in the face of astonished parents and a cheering crowd.

The two close victories were without consequence. As Andover's starters were exhausted, the Blue's next game is on Saturday, against a less-than-stellar NMH team, which should allow Andover to recuperate. A few more weeks of hard work on the team's goal of winning interschols should be well within reach. As coach Murphy said in his victory speech, "This is just a win for the starters. Hard work on everyone's part made these victories possible."



Mike Sullivan Lays in the Shot

2-0. Blue retained the intensity and concentration on Wednesday against an exceptionally strong Harvard's Junior Varsity team, tying 3-3.

The stands were packed with screaming Andoverites as the determined Blue soccer team took to the field. Intensity was high on and off the field, Andover would not lose tonight. The Blue had prepared a specific game plan prior to Cushing's game to accommodate for the small size of Brother's field. This plan was "executed perfectly," and was, as Eben Dorros said, "the reason why we won."

Andover scored both of its goals in the second half of the game. Early on in the second half, Travis Coley shot on goal off a direct kick from forty yards out. Cushing's goalie tipped the ball off the crossbar, and Andover

rebound and smashed the ball into the net. Blue blood was pumping fast, and Andover was hungry for another goal. Mike Sullivan '94, dubbed the "white flash," amazed the spectators as they watched him sprint down the field toward the opposing goal. Cushing's defense was passing the ball to their goalie when Sullivan used his blazing speed to pick the ball off the pass, dribble the ball around the goalie, and straight into the net. Andover now dominated with a score of 2-0. The entire team contributed to Andover's outstanding win on Saturday.

Harvard

"It was an intense battle from start to finish. Our team showed character," commented Travis Coley, referring to Andover's spectacular game against Harvard JV on Wednesday.

Harris scored Andover's first goal early in the first half when he intercepted a pass from a Harvard defenseman to the

not give up. Gus Quattlebaum '93 soon scored off Carlos Gros' '92 corner kick in the waning minutes of regulation time.

In overtime, once again, Sullivan's speed created another scoring opportunity for Andover. Splitting two defenders and once inside the penalty box, Sullivan was taken down while shooting. Taking the penalty kick, Matt Cahan '92 blasted a shot to the lower right corner of the net. Harvard's goalie made an astounding save. However, to Andover's fortune, the referee called a re-kick because Howard's goalie left his line early. Cahan drilled a second shot at the goalie which rebounded back to him. Cahan chest trapped the ball and half volleyed it into the goal.

Unfortunately for the Blue, now leading 3-2 Harvard scored again, and the game ended in a tie. Before the game ended offensive threats Dorros and Harris almost broke the tie with many shots on goal - but luck was not with them.

Andover's defense was "awesome," anchored by Chris Olivero, Carlos Gros, Mike Famiglietti, and Travis Coley's solid play. Stew Williamson '92 made an incredible save in the waning moments of the last overtime period - preserving the tie.

Dorros noted, "Harvard was the strongest team we've seen all year, and everyone on the team played well."

Andover looks to continue their recent success this Saturday on parents' weekend versus NMH.



Gus Quattlebaum Goes for the Head Ball

Close but No Cigar - Girls' Water Polo Edged by Choate

By BROOKS ROSS and DANIELLE DEBRULE

Last Saturday, Andover's Girls' Water Polo team met the only other girls' team in the New England league. It was an opportunity for Andover to settle their 13-7 upset loss to Choate. Unfortunately, Andover lost 10-6. This game evinced the new strengths and significant improvements in the PA squad. Mary Louise Eagleton '93 opened up the game for Andover with a goal in the first few minutes. Andover's quick setup made for a strong passing game. The team was also able to take higher quality shots. Quick drives

helped free Andover's offense, leaving players open to score. Claudia Fiore '92 set holes on offense, allowing for many scoring opportunities. Among the scoring crew were Fiore with two, Anne Austin '92 with one, Stephanie Cornick '93 with one, Eagleton with one, and Pristine Johannessen '92 with one.

Fiore ruled on defense, helping goalies Danielle Debrule '94 and Nicole Quinlan '92 save a total of eight shots. According to Fiore, "Our defense was really tight. Unfortunately, Choate capitalized on our few mistakes. Next time they won't be so lucky." Coach Esta Spalding agreed, "The problem was that Choate took advantage of the few mistakes we made. They made a lot of mistakes, however we were not experienced enough to take advantage of them. Until the very end of the fourth quarter, it was a one or two point game. We matched the goal for goal."

Even with the loss, girls' water polo has made remarkable progress. With hard work in practice, the results are improved all-around playing skills. The team is able to quickly setup and create a good offense and defense. The team has a lot to look forward to in the next three weeks.

Smokin' - Boys' Cross Country Miles Ahead

by WENDY JOHNSTON

The boys cross-country team added two more victories to their record. Defeating Andover High last Friday, 24-31, and Belmont Hill on Wednesday, 29-30.

The team was well warmed up, from their run to Andover High for the race and they were very confident they would win. The team did not even feel the need to go through the unfamiliar course

only 2.6 miles long, which enabled the runners to speed up their pace. As planned, Bayliss, Thompson and Trainor finished together in 13:38. Securing the win for PA. The next PA runner was Roger Kimball '92 who finished 8th overall in 14:39, followed by Bill Dederer '95 and Tim Gallagher '94, 14:45 and 14:46 respectively. Bayliss commented, "We ran just hard

warm but not cold." Bayliss, Trainor, and Thompson decided to finish together, time of 16:57 was a bit slow for them but they secured the win with the first three places. The next eight runners were from Belmont Hill. Greg Whitmore, injured, was the Andover runner, followed by Roger Kimball '92 and Freeman '93 who also



before they raced. Before the race started, the top three runners, Trevor Bayliss '94, Nick Thompson '93, and Creaghan Trainor '92 decided to finish at the exact same time if no Andover High runner posed a threat to them. The course was very narrow with dangerous roots as well as boardwalks, a meadow, and construction during points. It was also

enough to stay in front of the Andover High guy. It was great actually, one of the only times I've ever had fun in a race." After the victory, the team ran all the way back to PA.

On Wednesday, the team took on Belmont Hill on their home course. Steve Corbett '92 commented on the weather, "Today was okay because it was not too

recovered from an injury of the Andover runners' personal bests, and all of the great effort to defeat the Belmont Hill team, which Exeter by only one point."

The team will have to do for their NMH race on Saturday, but with their energy from past two races may be able to gain yet another win.

The JV Roundup

by DARREN HOPKINS and WOODY SANKAR

Saturday

JV Field Hockey - beat an undefeated Holderness team 1-0. Abi slips in a spectacular goal in the waning minutes of the final quarter.

JV Volleyball - a two game to zero win over Stoneham. With this win, the attendance is sure to rise.

Wednesday

JV Soccer - A 6-1 rally over

Belmont Hill with Ollie Babson getting a hat trick; Dan Wyand scored two, and Colm Gallagher nutmegged the goalie for a crucial, heart stopping fifth goal.

JV II - 4-1 over Chelmsford. Jeff Cannan managed a goal while Dan Cheel, Chris McEvoy, and Carl Maas each chipped in with one apiece.

JV III - We care that Andover High Freshies beat our Juniors 4-2 with some J.B. guy scoring both losing goals.

GJV Soccer - Kara Chessmann and Elizabeth Ames combined for a 2-0 shutout of the Bears in soccer.

JV Field Hockey - Beat a tough Pingree team 1-0. Abi Ross slipped in a spectacular goal in the waning minutes of the final quarter.... Deja vu?

JV II Field Hockey - Rachel Goldberg slapped in the only goal for a 1-0 Andover win over Methuen High.

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The Athlete of the Week - Soccer's Hilary Potkewitz

By LEIF DORMSJO and CHRIS GEORGE

In the past three years, Hilary Potkewitz has had to prove to numerous people that she is a contender on the soccer field. Even her teammates, as captain Nicole Poisson '92 will attest, "Last year, we nicknamed her Jerry, as in Jarring Shots. That's not fitting anymore. She has settled down and now plays more of a thinking game." Her performances this week, as well as her play throughout the season, have distinguished her as an Athlete of the Week.

Hilary was born and raised in Stamford, Connecticut, where she started playing soccer in the local town league. As a seven year old, her first team was Union Trucking and Hauling. From there she played organized soccer until coming to Andover as a new Lower.

Her Lower year, she played on the junior varsity team. She used it as an opportunity to amass playing time and master her skills. Her Upper year, she moved up to the varsity level and quickly found herself amidst the nearly undefeated team. They travelled to the New England Championship Tournament, only to be stymied in the semifinals by Brooks. This season, she has developed into the role as the team's goal scorer.

On Saturday, she had two goals



photo/Park

in a 3-2 victory over Harvard JV. The win was especially gratifying because Harvard brought down several varsity players just to play Andover. On Wednesday, she tallied another two goals as the Blue beat Exeter, 3-1. With these goals, her season total moves up to a team-leading seven.

"We've had to overcome a lot of obstacles, specifically in the injury department," comments Hilary. "We're realizing that if we want it bad enough and put our hearts into it, we can equal if not better last year's season. Right now we want to go all the way."

In the Winter and Spring athletic seasons, Hilary runs for the track team. Last year, she won the Sorota Track Award as the team's Most Valuable Runner. Her events include the 400 meters, 800 meters, and the 4x400

Soccer Star Hilary Potkewitz, in her spare time, she enjoys photography and music. She'd like to continue both soccer and track in college.

Hilary emphasizes the influence of coach Karen Kennedy on the entire team. She has been an outstanding strategist on the field and a great friend off. She sets up team dinners and even journeyed to North Carolina with the team to attend a soccer camp. Coach Kennedy had this to say about Hilary, "Pako is a tremendous leader and a very fierce competitor. She always does her best and has done a great job holding things together with five important players injured. Her supporting crew has been great and with all of the hardships, the team still dominates. Her speed, intensity, and determination make Pako, Pako."

Stoneham Stoned, Lynnfield Loses, Volleyball Winning Week

by MIKE KOEHLER

The 1991 Girls' Varsity Volleyball team is in the midst of a great season, continuing their winning ways with the recent victories over Stoneham and Lynnfield. In both matches, Andover crushed their opponents, sweeping the games 3-0.

On Saturday, Andover played the highly regarded Stoneham High Team. Before the game, coach Kim Hagin attempted a few warm-up routine of diving and rolling to psych Stoneham out. The new strategy worked, as what was supposed to be a challenging game became an easy win for the high spirited Blue.

Recovering from her ankle injury, Captain Megan Mahoney '92 led the team to victory, along

with stellar performances from Margie Block '92, Yuka Kashio '92, and Jen Charat '93. Marianne Salter '92 also contributed greatly with an incredible serve. "It blew Stoneham off their feet," Laurie Galaburda '94 continued with her thoughts about the game, "I think one of the reasons we won was that we went in on our toes expecting a tough game and we had the right mental attitude!"

Lynnfield

On Monday, Andover shut down a strong Lynnfield team for the second time, beating them three games to none. In order to beat Lynnfield, Andover had to overcome both a strict ref and a "red-haired giant" with a vicious spike.

As the match was going Andover's way, new players were put into the second game to hold their own in fending off the Lynnfield attack. The harsh serve of Salter provided point after point as did the spikes of Block, Kashio, and Charat. Upper Alex Pommiez did a tremendous job of stuffing Lynnfield's best player's spikes, eventually shutting her down permanently.

"Because we beat them before, we went into the game thinking we would win again. They tried to prove us wrong, but we played aggressively and won it back!" exclaimed Salter.

Look for the Blue to continue their winning ways this Saturday as they play NMH.

Second Loss for Football at the Hands of Cushing Academy 21-14

By TIM GALLAGHER

Last Saturday, the Boys' Varsity Football team travelled to Cushing in an attempt to rebound after a disheartening loss to Choate. Unfortunately, the Cushing team proved to be an able opponent and beat the Blue, 21-14.

Once again the team played hard, smart football against a large team, who in the end was too much for an Andover team that at times lacked their usual drive to win. The team did have several strong performances, notably quarterback Matt Wright '92 who ran for 127 yards, including a thirty-yard scramble for a touchdown. Also, Andy Bedell '92 continued to play solidly at middle linebacker on defense.

Andover came out strong early, keeping the Cushing defense unbalanced by the mixture of passing and running plays. Andover opened the scoring in the first quarter when Wright hit wide receiver Ryan Westerdorf '92 for a twenty-five yard touchdown. Ted Walentas '92 came through on the ensuing point after.

After being stymied by the Andover defense for the first quarter and a half, Cushing responded with a thirty-five yard touchdown pass, converted the point after, and ended the half tied with Andover at seven points a piece.

Cushing took advantage of a faltering Andover team in the third quarter, scoring back to back touchdowns. They opened the half with a long drive that culminated with a one-yard scamper by their quarterback to score but failed to knock in the point after. Their second and final score of the quarter came on a thirty-five yard bomb and was followed up by a two-point conversion to give Cushing a 21-7 lead.

Andover struggled to get back into the game, but could not muster the will or the intensity, letting Cushing control the ball and dominate the game. The Blue did manage to score another touchdown at the end of the third quarter, when Wright broke through the Cushing defense to score from thirty yards out.

Walentas made the kick and the game ended 21-14.

A very disappointed Andover team returned and prepared for a week of hard practices to prepare for the upcoming game against Northfield Mt. Hermon under the lights on Saturday. The team held a meeting on Monday to voice any concerns and to regroup, knowing that in order to win after the loss of running back Doug Steele '92, they must reestablish a running game to compliment the excellent passing attack. The team hopes to do this by utilizing sweeps and developing Lloyd Childress '92 into a fearsome back.

The loss left a bad taste in the players' mouth and coach Leon Modeste summed up the team's feelings on the game saying, "We bottomed out... There is a saying, 'Sometimes the hunter gets the bear, and sometimes the bear gets the hunter.' Well, we got mauled." Look for the Blue to unleash their fury against NMH on Parents' Weekend.

Girls' Soccer Keeps Winning and Winning and Winning . . . Seven Wins in Seven Games for the Blue

By ZAIN FANCY and ALEX HOLSENBECK

The girl's varsity soccer team is having so far an almost unbelievable season. This week they extended their record to 7 wins in 7 matches. Andover edged out Harvard 3-1 and went on to beat Exeter 3-1 to end yet another perfect week.

Saturday saw Harvard getting

knocked out after a close encounter. Athlete of the Week Hilary Potkewitz '92 opened the account for Andover assisted by a square pass in the penalty box from Nicole Rhodes '94, and then added to her streak of goals further with a shot off a cross anchored in by Jill Casey. The half time score was 2-1 in favor of the Blue. The second half saw a goal

from either side with Jenny Bradway '95 overpowering the opponents unassisted and scored the decider. Player of the game honors went to Sarah Robbins who played an almost infallible game as stopper.

Wednesday Andover took on arch rivals (need I say it) Exeter, and we romped home 3-1. Players called the first half of the game

The Athletic Slate

Friday, October 18

Soccer	(GV)	NMH	7:00
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Saturday, October 19

Cross Country	(BV)	NMH	1:30
	(BJV)	NMH	1:30
Cross Country	(GV)	NMH	1:30
Field Hockey	(GV)	NMH	1:00
	(GJV)	NMH	2:30
	(GJV2)	No. Andover High	1:00
Football	(BV)	NMH	7:00
	(BJV)	NMH	2:00
Soccer	(BV)	NMH	1:45
	(BJV)	NMH	1:30
	(BJV2)	Groton	1:30
Soccer	(BJV3)	No. Andover High	1:00
Volleyball	(GJV)	NMH	1:00
	(GV)	NMH	1:30
Water Polo	(GJV)	NMH	1:30
Water Polo	(BV)	NMH	1:30
	(GV)	NMH (JV)	1:30

Wednesday, October 23

Cross Country	(BV)	St. Paul's	3:00
	(BJV)	St. Paul's	3:15
Cross Country	(GV)	St. Paul's	3:30
Field Hockey	(GJV2)	Chelmsford	3:15
Soccer	(BJV2)	Masconomet	3:30
Soccer	(GV)	St. Paul's	2:45
	(GJV)	St. Paul's	2:45
Volleyball	(GV)	Cushing	3:00
	(GJV)	Cushing	3:00
Water Polo	(BV)	Hebron	3:30
Water Polo	(GV)	Hebron (JV)	5:00

Field Hockey Strikes Two Wins Against Holderness and Pingree

by LAUREN COHEN and ROBIN McLELLAN

This past Saturday, the girls Varsity field hockey team tackled the undefeated team of Holderness. The game was intense from the first whistle as the two teams battled the entire first half at midfield. It was not until the second half that Andover penetrated into Holderness's zone and slapped two past the goalie to give Holderness their first loss 2-0. The field hockey team continued to roll on Wednesday as Andover rolled over Pingree with relative ease 3-0.

The first ten minutes of the second half were purely intense, as Amy Carr '93 put it. After a scoreless first half that was played almost entirely at midfield, the energy of the girls finally sparked as Leila Jones '93 completed the circuit by scoring an excellent

goal. With their electric cheers, the bench continued to psych the players up. As a result, Andrea Paradis '92 was able to display her powers as she shocked the Holderness goalie with another goal. The final score was 2-0, as Andover dealt Holderness its first loss.

On Wednesday, the girls traveled to Pingree, expecting to win. The grass at Pingree was thick and long, not to mention wet from the morning rain. However, the obstacles were nothing for the vigorous Blue. Kristen Asquith '93 explained that "the defense barely touched the fluorescent pink ball. It was basically an offensive game." Paradis and Eli Milner '93 played excellent energetic offense. Once again, Leila Jones '93 proved to be a valuable member of the team as she dominated on the right wing. Danielle

Sadler '94 was able to demonstrate her talents as she scored two galvanized goals. She later commented, "We're a really good team when we put it all together. We can't let ourselves play down to the level of less experienced teams. We have to take advantage of the opportunities to win." Anna Estes '92 took advantage of one opportunity and was able to put another plug in the socket for the rolling Andover girls.

The defense and goal tenders in both games clearly displayed outstanding capabilities, for both games were shut-outs. The final score against Pingree was 3-0. Captain Ali McLane '92 looked ahead as she commented, "It was a really good game, but we really have to focus on our next four games and get ourselves into the playoffs."

Siberian Stories : Tales from the Outback, Where the Cluster Kids Play

by JAMIE GOODYEAR and ROB BRENDEL

Two weeks into the official season, the enthusiasm, excitement, and intensity of a game in the cluster soccer league stands unrivaled by any other sport on campus. The athletes have generally taken well to the newly implemented rotating system. "It allows us to keep on top of our other commitments between games," said one player. The young season has been chocked full of breathtaking plays, dazzling saves, and superfluous energy.

The warriors from the South continue to lead the pack with a veritable slew of quality players. Though tied with PKN in the standings, one need only glance at the "goals for" and "goals against" columns to erase any doubts as to which team is in fact the best. PG sensation Greg Arata has shined for the south club, providing leadership and motivation by example. Said "Aratika" of his winning club, "There's no doubt about it, this team is here to stay."

Our cluster spotlight this week

falls on WQS phenom Chris Langone '92. The legend of Gone grew this week as he tallied another four goal gem against a struggling WQN team. This combined with Gone's other four goal game a week ago and several other one and two goal performances making an unprecedented thirteen goals for the season. Far surpassing any other single player's total, Gone has singlehandedly netted more goals than four of the six teams in the league! Said Langone of his achievements, "I... I... I just don't know." Rumor has it that a WQS conspiracy is in effect to earn Langone the Cluster Athlete of the Year award come spring. In any event, our hats come off to this fine athlete.

Close on south's heels nip the boys from the grassy circle (sometimes called the knoll). The nasty four and teammates march on, even in the points column with WQS for first place, in search of the title. Among others, super-athlete Sherry Shaftman '92 sparked this week for PKN, providing emotional as well as physical leadership for the team.

After a rocky start, Flagstaff came on strong the second week to amass only one of three winning records in the league. The scrub team, meanwhile, continued to turn heads, finishing the week at 2-3 with 1 tie. Once again, WQN and Rabbit Pond brought up the rear with 1-5 and 0-5-1 respectively.

This week we the writers see fit to hand out a special award. The Outstanding Referee of the Week goes to Mr. David Penner for his tight and in control style of arbitrating, as displayed in Monday's confrontation between WQN and WQS. Mr. Penner kept a tight handle on what promised to be an explosive match between two old rivals. Without hesitation, he decreed the dreaded yellow card on more than one occasion, keeping the game a fun and enjoyable experience for all.

Well, there lies for your perusal the entire vast and exciting cluster soccer world in a nutshell. However the outcome, the season promises to be an action-packed and ever-changing one. Watch next and every week throughout the season for updated reports.



photo/Appleton

"amazing" and "incredible". Coach Kennedy commented "this was the best half I have seen in 13 years!" Rhodes (1

Girls' Soccer Fights for the Ball goal) and Potkewitz '92 (2nd and 3rd goals) were the scorers for Andover. Potkewitz has proved to be the strongarm of the team with

her impressive array of goals. The half time score was 3-1. In the second half the Andover girls just "hung in there" as Becky Dowling '94 said, and this proved fruitful in the end as the second half remained scoreless. Players of the game went to Amanda Adams '93, Nicole Rhodes '94, and captain Nicole Poisson '92.

As an afterthought the girls said, "We proved what we are capable of doing. We are very excited about playing under lights on Friday although we need to work for that match, and hope to continue our winning streak!"

David R. Brower Lecture Continued . . .

continued from page one

with an egg, and stated that soil, water, and atmosphere, "all we have that makes us any different from anything in the universe," would be just a small drop of water on the egg. He also refuted the plausibility of interstellar space travel, concluding that "We're stuck with this [planet]." To show what he described as "man's hubris, thinking we're the important ones," Brower created a second convincing analogy. He compared time on Earth to the "creation in a week" theory from the Christian Book of Genesis. If the clock now reads midnight of the last day, he explained, "the Industrial Revolution began 1/40 of a second till midnight. It was 1/200 of a second before midnight when we learned how to split the atom." This analogy also served to show how much has occurred in recent history. In Brower's own lifetime, besides the technological achievements made, the world population has tripled.

According to Brower, perhaps the start of all this rapid change was the first use of agriculture. "That made a major ecological change," he stated, in that man then first began to significantly change his environment. "Discouraging this rapid growth and change, Brower warned that we are 'surrounded by institutions... that think this can go on and on, faster and faster.'"

Governments commit most of this environmentally damaging expansion, Brower feels, in the name of economics. "Growth is causing almost every problem we've got," he emphasized. In recent years, the USSR and Can-

ada have been trying to recreate our free market economic system, but Brower feels this damaging system should be avoided at all costs. The people of these nations need to ask two questions: "How much growth must we have?" and "How much growth can we no longer afford?" Brower is particularly frustrated by those economists who ignore how much their actions will cost both the Earth and the future.

Brower took a moment to discuss the environmental problems that we now face, such as our harming of the air, ozone, and oceans. He also fears acid rain, global warming, energy loss, and unsafe nuclear power. In terms of energy, Brower stresses conservation, and the development of other sources with our existing technology. Because plants and disposal methods are still unsafe, he does not feel that turning to nuclear power is the solution.

Brower also talked about the damage being done to the rainforests. Citing a variety of sources, he explained by destroying the rainforest, we may be losing an entire species every few minutes. In particular he mentioned the Cedars of Lebanon.

Then, telling the touching story of a young girl who was expected to live only four days from birth were it not for her treatment with an extract from a then rare, and now extinct type of periwinkle, Brower showed the audience how the species being destroyed in these areas can be crucial in developing medicine. The girl is now a full-grown woman. he finished this point by quoting a fel-

low environmentalist who said "We may have already destroyed the cure for AIDS."

Brower stressed unified force against these problems, through conferences and organizations. He addressed the audience, speaking of the great accomplishments which could be made "if people of your age group pitched in with the brilliance you've got." His hopes lie mostly in the Shevardnadze Plan, the result of multiple meetings with Edward Shevardnadze, former Soviet Foreign Minister. This plan calls for a group called the International Green Circle, which would start its environmental work by accepting the title of Brower's speech, "It's healing time on Earth," and begin the healing process.

After explaining this program, Brower asked the audience of about three hundred people who would be willing to spend one year out of the next ten devoted to such a plan. Most raised their hands. Amazingly, when Brower conversely asked who would not be willing to devote this time, only two members of the audience raised their hands. Following this demonstration, Brower concluded his speech. The night ended with a statement and question session which involved members of the audience. During this conclusion, a handful of audience members expressed their concerns, and Earth Friends encouraged those who raised their hands to stick to this conviction and contact them for more information as well as to become involved with the effort at Phillips Academy.

Junior Celebration Day Sets Community Service Precedents

By JESSICA GLASSER and
KATE KENNEDY

On Saturday, October 5th, over one hundred Juniors gathered at the Log Cabin with members of various community service programs to take part in the Junior Celebration Day.

Junior Celebration Day is an extension of the annual Bread and Roses picnic. The celebration gives participants in different community service programs an opportunity to meet one another and have an afternoon of fun, food, and games. This year, Juniors were included to "give the class a common task to work at together" and to introduce them to various community service programs, according to Mary Minard, the faculty head of the Community Service program at PA.

Numerous activities led to a successful day. Some participants played football, volleyball, and kickball while others painted faces and listened to music. Todd Fletcher, a teaching fellow in English and PA alumnus, played the piano and sang. A man from Bread and Roses also sang, played guitar, and talked to people. He was, according to Minard,

"worth the whole picnic."

Chris Hanson, a student from the PALS program, commented, "I had a great time playing games and meeting people." Another child added, "I really loved playing volleyball with my friends. I had never played before."

Senior Katie Porter, student co-director of PALS, commented, "Junior Celebration Day was a really nice opportunity for members of our Junior class to interact with different types of people in the Lawrence and surrounding communities. I think that the Juniors had an excellent time. It was really nice for them to bond and connect with some people unlike themselves." Porter went on to describe one Junior girl who cried when it was time for the Cambodian children from the Setaon Asian Society to leave. The other student co-director of PALS, Mike Marino '92, said, "I think that it was successful in uniting the Junior class as one," and stated that, "All the people in Community Service had a good time."

From the point of view of the attending Juniors, the picnic was a great experience. Rick Johanson

'95 commented on how he "painted a kid's face... I think it made him happy." Another girl, who wished to remain anonymous, said "I thought it was really fun and a good thing for Juniors to be able to know about Community Service. I think it made a lot of Juniors want to do Community Service."

Minard believes that the day was a tremendous success. Over three hundred and fifty people attended the event. Plans for continuing the Junior Celebration Day as an annual event remain uncertain, but all agreed that this year's set a good precedent.

Many members of the Community Service programs in the Merrimack Valley area attended the event. Children from the Leonard School in Lawrence, which participates with PA and Andover High in the PALS tutoring program attended the special event as did Cambodian children from the Setaon Asian Society and children from the Association of Retarded Children. People from Bread and Roses, a Lawrence soup kitchen, also came to enjoy the day.

What's Cooking?

By JESSICA ROCHA

Since the beginning of school, the new frozen yogurt machines have been the biggest attraction at Commons. Students walk from one dining hall to another, searching for their favorite flavor. Colombo frozen yogurt contains no fat, but how many calories are in one cone? The sign beside each machine claims that a four-ounce serving contains just 100 calories. The sign is misleading, however - an average-sized cone contains more than four ounces of frozen yogurt. If you have become a compulsive frozen yogurt eater (at least one cone a day), think again. Although the frozen yogurt isn't fattening, it still contains a considerable amount of calories. Upcoming frozen yogurt flavors include Pina Colada, Dutch Apple, New York Cheesecake, and Peanut Butter.

Wondering why there isn't much pasta at Commons this year? According to Jill

Peckingham, the Dining Hall Manager, "sometime soon," pasta will be on the menu at lunch and dinner every day. Peckingham says that currently, pasta is on the menu at dinner every night. She hopes to have pasta on the menu for lunch every day as well.

Aggie Giglio, the school nutritionist, reports that many people have been wondering about the fat content of the cottage cheese and the yogurt at the salad bar. (Who eats that pink stuff anyway?) The cottage cheese is fat-free, and the yogurt is 0.5% fat.

Hate the long lines at Commons this year? Peckingham is planning to set up a special new tray station next to the deli bar. This way, if you only want a sandwich, you won't have to wait in line with people who want the main course.

One of the biggest complaints about the dining service is the

new portion control system at Commons. Many students have wondered why they can't get as much food as they'd like the first time they wait in line so they don't have to wait in line again for seconds. If we could have as much food as we wanted, however, the amount of food wasted at Commons would be even greater. One day, while I was waiting in line, the person ahead of me asked for four fried eggs - if the woman had given him four, would he really eat them all? Probably not.

The new portion control system forces us to eat our first helping before we ask for more food. Even so, most people take food they're not going to eat. If we all try to take only the food that we know we're going to eat, the amount of food wasted at Commons would be greatly reduced. And next time, maybe you don't need 20 napkins...

Overcrowded Classrooms Present Potential Hazards

by MICHAEL W. CORKERY

At their meeting on Monday, September 30th, the PA Advisory Committee discussed the problem of overcrowding in science and art classes. At present, various art and science classes contain up to nineteen students while the studios and laboratory rooms can only accommodate sixteen. The increased class size and lack of sufficient facility has created concern, especially within the Chemistry and Biology departments, about safety and adequate supervision over these overcrowded classes.

In the chemistry lab the use of open flame and volatile substances requires the cautious lab procedures on the part of the student and also the constant supervision of the instructor. According to Mimi Cogliano, the head of the Chemistry department, "there have been no reported incidents of danger in the lab this year but the large class size and decreased supervision increases the risk of accident."

The number of potential lab accidents is great. Hair and clothing can easily catch fire if they

touches the open flame of the Bunsen burners, frequently burning on lab benches. Various volatile substances are extremely flammable and can explode if exposed to flame. And, although students do not work with materials labeled clearly as carcinogens, many organic chemicals can cause damage to the skin.

Cogliano noted that "we want to avoid the need for students to sit behind the instructor, which would reduce the ability of the teacher to closely supervise the on-going lab procedures. Also within the lab there are only a limited number of hoods that vent the fumes." She emphasized that the problem is not a "lack of faculty but a lack of space."

Peter Joel, the Dean of Faculty said that to his understanding, "classes with more students than desirable have created some groups of three at the laboratories." Both Cogliano and Joel feel that the larger class sizes this year reveal the growing trend toward the sciences at Andover and around the nation. Cogliano attributes the increased enrollment to "a greater number of

students interested in science" and "their need to fulfill the minimum science requirement that most colleges now want."

According to Joel, "the school determines its staff according to past course enrollment and projections for the future and adjustments will have to be made in order to meet the growing demand for science."

The Art department also suffers from overcrowding in certain classes. One instructor, Diz Bensley assures, however, that there is no concern about safety. Rather, he notes the basic inability to accommodate all of the students. Like in the chemistry wing, the art classrooms are designed to seat fifteen or sixteen students and many classes now have enrollments of nineteen. According to Bensley, the overcrowding is due to the Art 10 requirement that every student needs to fulfill. The combining of Art 14 and 304 has also provided a problem in class size.

Currently, a committee is discussing tentative plans to expand the Biology wing.

1991-92 Math Club Profile

by TED STERLING

Approximately 400,000 students from 4,000 schools participated in the National Math Contest last year. Led by students like Mike Robinson, Eric Tentarelli and Dan Roehl and Faculty Advisor Donald Barry, last year the PA Math Team placed eighth; two years ago the team placed fifth - the highest the PA math team has ever placed.

During this nation-wide competition, each team's score is the sum of the top three scores of their school's participants. Last year, approximately forty PA students took the test. Among the notable participants were Jason Strautman, Yoonhee Ahn, Chris Powers, Su Kim, Natalie Altshuler, Erin Long and Liz Han. Two students placed in the third round of the contest, putting them in the top one hundred and fifty math students in the country.

The math club also participates in the Atlantic-Pacific Math Contest and the New England Math League. Andover students placed first and third in last year's Massachusetts Math Olympiad.

The club tackles mostly "non-routine problems" that require a combination of skills, cleverness and creativity. All the problems are from pre-calculus level or below. In addition to individual work, the club engages in group work and interlocking-answer relay race problems as well.

Student Council ...

continued from page one

uted *Andover Gazette* which keeps many students and faculty informed about current issues within the school.

Owodunni spoke about the lack of student interest in the social functions bulletin. Student Council President Dylan Seff then stated that Student Council could make a brief statement against the use of alcohol and other illegal drugs in the near future. Seff also pursued the possibility of conducting a School Congress/Board of Trustees breakfast meeting.

The Student Council is well aware that communication between members of the Phillips Academy community remains a pressing problem. Flagstaff Senior Rep Darianne Elliott commented, "Communication is a problem at all levels at this school. Students only want to find out things that directly affect them."

... Trustess to Hold the First Meeting of 1991

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exemplify commitment and act as role-models." He added, "Just as it is inappropriate to have boy or girlfriends move in with house counselors, it is inappropriate for a [homosexual] couple to move in together." McNemar stressed that "the school does not discriminate according to sexual orientation in its hiring... we think it's important that we talk about these issues."

The final theme was that of Academy Resources. The Academy Resources Committee met to evaluate the past period's success.

"The committee worked with a professional consultant," on the issue of fund raising, informed McNemar.

The trustee's typical week-long schedule consists of a primary core of full board meetings, which all board members as well as trustees emeriti attend, and individual committee meetings, which only current trustees attend. In addition to the regular range of business, various diversions such as the inspection of the completed Foxcroft renovations and assorted luncheons dotted the

trustees' schedule.

The board is comprised of chartered trustees, the headmaster, and six members. Members serve two year terms and represent, among other groups, the Alumni Council and the Parent Fund.

What distinguished this week's meeting from other trustee meetings is the following parents' weekend which gives those trustees who will remain at campus Saturday and Sunday an opportunity to meet and see parents.

Modern Puerto Rican Author to Visit Phillips Academy

By JOHN MACNEIL

On Tuesday, October 22nd, Emilio Diaz-Valcárcel, a renowned novelist from Puerto Rico, will visit PA. At the invitation of the Spanish community, Diaz-Valcárcel will meet with students and speak to the Andover community about Spanish literature. the purpose of the visit, says Spanish Department Head George Dix, is "to give students a direct experience with Spanish culture and go beyond the limits of the classroom."

In addition to meeting with students during the school day, Diaz-Valcárcel will also attend dinner in the Blue Room with the Spanish teachers and certain students. That night, he will speak in the Freeman Room of the Oliver Wendell Holmes Library about his and other Spanish literature, as well as respond to questions and comments from the

audience.

Diaz-Valcárcel has written and edited short stories and novels and is very active in Puerto Rican literature and culture. He is a well-known writer in the Spanish-speaking world and has received numerous international literary awards. Diaz-Valcárcel's visit is co-sponsored by a local Spanish language newspaper, *El Carillon*.

He plans to visit Brown and Harvard before coming to PA.

"Diaz-Valcárcel's visit is particularly relevant, given the fact that the status of Puerto Rico is a current issue," said Dix. Dix also said that the visit of a current Spanish writer gives student a chance to have contact with the real Spanish-speaking cultural and intellectual world.

"His visit is also important in breaking down stereotypes about the Hispanic culture," added Dix.

Diaz-Valcárcel's most widely known works are *Harlem todos los días* (Harlem everyday), which earned him second place in an international novel contest, and *Figuraciones en el mes de marzo* (Schemes in the Month of March). He received the John Simon Guggenheim Foundation Fellowship in 1965 and the Institute of Puerto Rican Culture Fellowship in 1969.

The SEVENTH PAGE

Wheels 'N' Percussion Tasty! Four Stars! Yum!

By KEN BRISBOIS

The pencil rested on the top of my right ear, creating the aura of a renowned and distinguished writer around me. The feeble crowd gathering about witnessed the Chaucer that was fighting to come out of me. Then I remembered, people are laid back at Andover, I needed to restrain myself. Sliding the pencil into my back pocket, I grabbed my

Davis '92. "We think that it is a vile and disgusting habit." Everyone began to laugh. They also, finally, began to speak. "Wheels 'N' Percussion" is a club what Rob Feldstein calls "a geared, towards street performances, spiritual quest for Roch Bobois (The club was started in the Spring, world's most exciting furniture) and of 1989 by Roy, Bautista, Russ Bur, really, big cheese, balls." The club gess, and Brandon Stafford, all would also like to express the importance of realizing that "hags are not graduates of last year. Upon entrance to the club, every member is had people, and neither are blind



photo/Appleton

commons tray garnished with chick and headed into Cafe Phillips. I was meeting with the group *Wheels 'N' Percussion*.

When I arrived the table was swarming with people. No one was paying attention to me anyway, so I slid over a table. Not only did this grab their attention, but it displayed my myriad table moving talents. As soon as I felt the warmth of a welcoming chair, I was flogged by a mass of what I thought were stupid questions. Yes, I think that I was being made fun of.

Finally, I decided to ask some of my own questions. "Who are you, and what does *Wheels 'N' Percussion* do?" Not a serious answer was offered. Rather than responding to my question, the group members hid behind witty repartee. With this in mind, I restructured my opening sentence.

"How do you stand on the issue of abortion?" I asked.

"We do not stand on any abortions," replied group member Josh

asked to equip himself or herself with a title. Several of these titles included "Hillbilly Rabbit," "Key-duck, duck, goose and musical Grip," and "Grand Poppa." The club boasts of a \$2.83 endowment, which they earned selling Eggers, or even a little tickled, they can once a famous circus attraction. If you are interested in purchasing one, contact Rob Feldstein, Taylor, West, generally meets in Sam Plin rooms Room #18. After their recent and successful sale of the Oliver Wendell Holmes Library, the club plans, continuing to raffle off other prominent campus buildings.

This organization is also responsible for all of those dais which have tied to students several weeks ago (which, by the way, were very ANOYING!). Contrary to a popular misconception, the cans were not for the enhancement of the movement for alumni. They were, in fact, in lockwood, Mary Oliver, Elliot X, commemoration of Ethan Allen, Day. As it turns out, Ethan Allen, the famous American revolutionary, was quite fond of tying metallic objects to the tails of unsuspecting people.

Andover's Own Rolling Stone - Backtracks

By AMOS BARCLAY

For those of you with too much style to read the *Phillipian* during your spare time, *Backtracks*, Phillips Academy's own unique and alternative answer to *Rolling Stone* is available.

The brainchild of English teacher Craig Thorn (currently on sabbatical) *Backtracks* was begun four years ago by students who wanted more than what the *Phillipian* has to offer. The articles in the magazine range from political feedback, to reviews of new music and stereo equipment, movies and books. It is also an excellent source for those of you that re interested in art, theater, or the environment. "It covers many different forms of entertainment," says contributor Atissa Dorroh '92. "If you don't like one article, there are about nineteen others to choose from. Also, the cynical and witty style of the articles makes them fun to read."

With all that it has to offer, one might think that the sale of subscriptions of the magazine *Backtracks* would be substantial. According to Alex Lippard '92, who is a co-editor of the publication along with Bill Macomber '92, *Backtracks* is usually the last item on everyone's list. With so many students pressed for time between studying, classes, sports, and other priorities, it is often difficult to schedule time to read student publications. Also, the magazine is not very notorious, as a result of its recent founding.

Backtracks, which is published about three or four times during a single term, is available through subscription. If you're looking for loose, cynical viewpoints on our world (or anything else for that matter,) check out *Backtracks*. It's all that you need.

Lippard on College and The Weekend Scoop

By ALEX LIPPARD

COLLEGE is dominating a hefty chunk of most seniors' lives these days. The thought fades and I proceed to BS through the worst interview of my life. But it is 2am that evening, while watching *The Godfather* on my dorm VCR, that my Cheetos buzz kicks in and my true epiphany hits me...

I notice something peculiar about the star above Mrs. Kinsky's desk as I rush into the College Counseling Office for an appointment with my counselor. "Mrs. Kinsky," it reads, "Secretary to Mrs. Purington and," - and this is where it gets weird - "Mr. Corleone." What happened to Mrs. Schönderr, I'm wondering. I tap on her office door and a raspy, almost inaudible voice beckons me to enter. I turn the knob, push, and WHOOOAA! Clearly the decor has changed. The walls are papered with red velvet. The overhead lights are gone, replaced with a few dim lamps, the kind with the tassels and pom-poms on the lampshades. In front of me is a black leather swivel chair, its back turned. It creaks around and I face him: breath of garlic, gaze of stone.

"I hear you are interested in applying to Harvard," Don Corleone whispers. At least, it sounds like a whisper, but I soon realize it's his normal voice.

"Yes," I reply, "Yes, I-"

"I have a few friends there. But they were not to happy with your 3 in Calculus last term. I've spoken to the computer people over at the Dean of Studies office, to try and make a few changes..." He hands me a cup of espresso.

"Can you do that? I mean..."

"I'll make them an offer they can't refuse."

"But, sir, I need to -"

"Alessandro, enh, enh... What have I done to make you treat me so disrespectfully?" He cracks a couple of walnuts between his enormous knuckles. "If you had come to me before you signed up for Calculus, this whole mess never would have happened."

"But I wanted to do the right thing."

"So accept what you have received. Back then you had a 4.5, you had the so-called 'justice' of the Dean of Residence office, and you didn't need a friend like me. But now you come to me and you say, Don Corleone, I want to go to Harvard."

I pause and breathe in my own fear. Again I notice his fat hands (which are probably capable of breaking not just walnuts, but my entire jaw, with the slightest twist) and spy the monstrous ring on his finger, its chintzy blue stone winking at me in the dim light. Swallowing my pride, I bend down, touch my lips to the ring, and seal my honor with a kiss.

"Be my friend - Godfather?" I say, squirming.

"Good. You'll find a nice fat envelope from Cambridge in your mailbox sometime next week. Of course, some day - and that day may never come - you'll be called upon to do a service for me in return. But, until then, accept this

"justice" as a gift from your personal friend, Don Corleone."

"Grazie," I somehow manage to utter through my tears of joy and shock. "Grazie..."

I think the only reason that the guy doesn't actually work at PA is that he'd run all the other counselors out of business. That's an offer, however, that few students would try to refuse.

FRIDAY

5pm-7pm - ADDISON GALLERY - Salon Premiere of "June Leaf: A Survey of Painting, Sculpture and Works on Paper, 1948-1991," and Edward Muybridge's photo exhibit entitled "Motion and Document, Sequence and Time."

6pm - GRAVES HALL - Student Solo and Chamber Recital in the Timken Room. All alcoholic beverages, video recording equipment, firearms and livestock will be confiscated at the doors.

8pm - COCHRAN CHAPEL - U.S. Ambassador to the United Nations, Thomas R. Pickering, will speak in Cochran Chapel (we couldn't afford Pee-Wee).

SATURDAY

11:30pm-5am - ALL SCHOOL TEA: \$50 cover charge.

6:45pm - KEMPER - MOVIE - Unless your parents are here, don't go see "Parenthood," a great Steve Martin flick, though not nearly up to the level of his earlier classics. It's such a heartwarming movie that you'll only feel more bitter that your folks sent you away to boarding school and then forgot to visit.

7:00pm - COCHRAN CHAPEL - ORCHESTRA CONCERT - BEETHOVEN'S 5TH LIVE IN CONCERT - YOUR EARS WILL SCREAM IN PLEASURE.

9:00pm - BORDEN GYM - The JAZZ BAND will pay tribute to the late great Miles Davis...wear black.

10pm-11pm - BORDEN GYM - They decided to do a jazz DANCE so Mom wouldn't complain about the loud music.

SUNDAY

3pm - COCHRAN CHAPEL - Julio Iglesias joins the Academy Chorus, Cantata Choir, and Fidelio Society for a tribute to all the girl's he's loved before.

6:45pm - KEMPER AUDITORIUM - "Cocoon," a movie about senior citizens who go swimming in pools with giant eggs.

9pm - KEMPER AUDITORIUM - "Sorry, honey, but the plumber's coming." "We don't want to embarrass you in front of your friends." "Your father lost the plane tickets." "We hate you, you runt." Heard any of these lately? Then you'll probably end up with the rest of those neglected waifs, watching "The Abyss," a movie where water turns into snakes.

Feedback on the Demise of the Hourlong Dramatic Series

By JENS OHLIN

Television just hasn't been the same since *China Beach* left the air. Not just because *China Beach* was a good show, but because since it was cancelled as well. Where have all the good drama shows gone, I ask? The answer is that most of them have been cancelled, often despite critical praise.

The main culprit of this fiasco and travesty of quality television is our friend, the president of ABC, Bob Iger. He personally cancelled *China Beach*, *Twin Peaks* and *Equal Justice*. Of course it wasn't entirely his fault because the ratings for these shows were pretty pathetic, but all three of them had several things going for them. *Twin Peaks*, the most revolutionary and experimental of the three shows, began with incredible ratings, which even broke viewing records in some foreign countries, but eventually the ratings slowed down to the crawl of a snail. *China Beach* suffered the same decline in viewership although it was not as dramatic a downfall as *Twin Peaks* suffered. The ratings almost died for the show when in its last season the writers skipped to a post-Vietnam framework with the characters trying to get on with their lives after the conclusion of the war. *Equal Justice* was also a critically acclaimed drama series because it provided a more serious alternative to *LA Law*, but it too died a premature death due to small viewing audience.

All three shows had very devoted cult followings, especially *Twin Peaks*, which spawned a whole variety of books, newsletters, sitcoms and other forms of (televi-

memorabilia, and a soon-to-be-released feature film. And yet these cult followings were not enough to convince the networks to continue these high-quality dramas. Thousands of letters poured into ABC without avail. Some of the most evasive articles sent to Bob Iger protesting the cancellation of *Twin Peaks* were a log, sixty-five cents in change (I won't bother explaining), a carton of doughnuts, and a host of other odd items. Loyal fans of both *Twin Peaks* and *China Beach* complained that scheduling problems were preventing their favorite shows from obtaining decent ratings. *Twin Peaks* fans didn't like the Saturday night slot, and *China Beach* fans complained about having their show moved around so often.

Unfortunately, the television networks often have to consider the foreign market. If a network must depend on revenue from selling its own shows overseas, then it must also conform to the tastes of foreigners. The problem is that only a certain kinds of shows work in a different language and in a different country. The big name sitcoms like *The Cosby Show* and *Cheers* will do okay, but many other comedies simply won't work in another language. Something gets lost in the translation. Similarly, serious dramas also tend not to fare well overseas. The best bet to win in a foreign market is an action show like *MacGyver* or something like the *A-Team*. (Oh, I'm watching *Married... With Children*.)

It is truly sad that our airwaves must be polluted by third-rate sitcoms and other forms of (televi-

sign pollution. How can *China Beach* and *Twin Peaks* be cancelled while *Married... With Children* is still on the air. Now if you're thinking to yourself right now, "Hey, I love *Married... With Children*," then don't even bother finishing this article for my breath will be wasted. Nevertheless, I call for a rebellion against the mindless trash that is pollution our common rooms all across campus. Support television worth watching. (My God, I sound like I'm doing a pledge break for the *Generation Jeopardy* and *Wheel of Fortune* are getting extremely good ratings, and they can't be cancelled by Bob Iger or any other network president.)

It is the sad truth that television is in a sad state right now and there is little hope for recovery in the near future. With the economy taking the scenic route out of the recession, networks are even more conscious about ratings, and less conscious about overall quality. With the success of syndication, maybe there is hope for conservative progress, but I hope the land of syndication produces something more than *Jeopardy* and *Yankee White*. If not, may be condemned to an eternity of watching *Married... With Children*, a fate worse than death or his-

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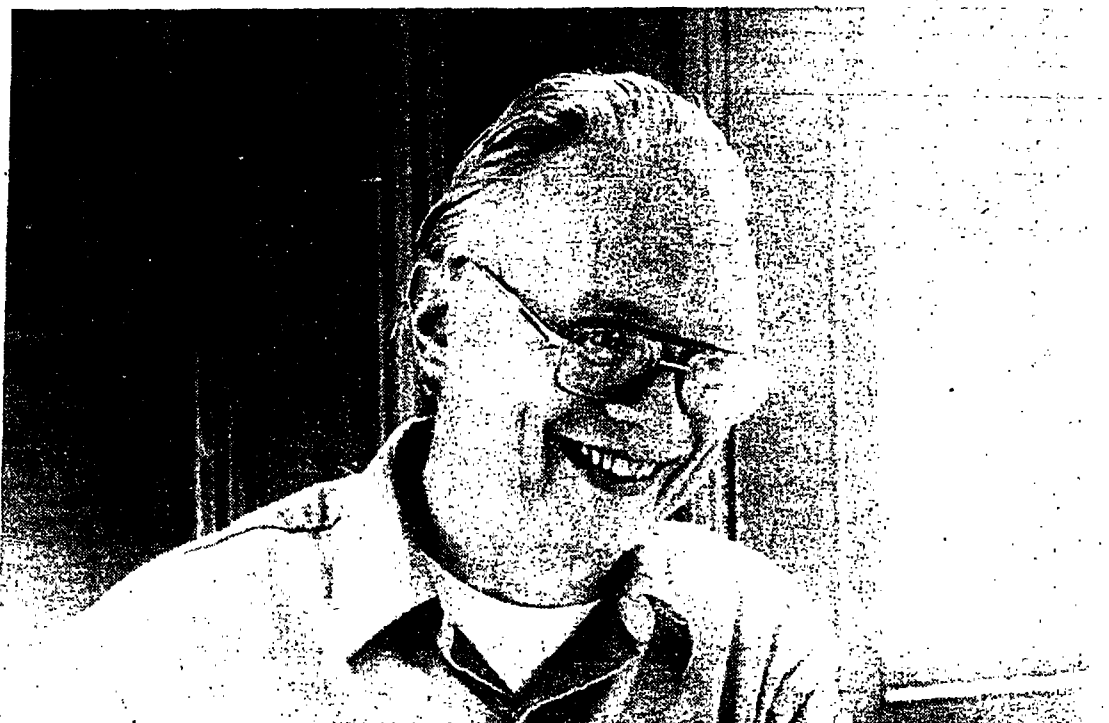
UNDERCURRENTS

Phillips Academy Teachers Comment on Multiculturalism in the Current Andover Curriculum

BY ABIGAIL ROSS

Today's Phillips Academy teachers are faced with the difficult task of choosing a curriculum that represents the diversity of both the student body and the world. Students and faculty both expect their courses of study to cover all cultures, races, and religions equally, but choosing the material can often be an impossible decision. PA teachers acknowledge and respect the necessity of a curriculum representative of diversity, and along with students, hope that establishing such a curriculum becomes easier in the future.

"The level of awareness [of diversity] in this generation is steadily increasing," stated Mr. Bensley, an art and art history teacher, "[the students] can travel and experience other cultures first hand, living in them, rather than [learning them] in the classroom.



photo/File

We are one world and it is important to point out the similarities, as well as the differences in it. We cannot be a whole world without respect for one another."

"Art is influenced by all cultures," continues Bensley, "elements of art are universal, there is no need to translate them." The study of art and art history are therefore pure examples of how cultures affect each other, he commented. In the art history course, teachers attempt to show students how other cultures have shaped Western art, the common thread between all art, along with the differences. The multiculturalism in the classroom and in the material are, literally, always on view, says Bensley.

History teacher Thomas Lyons also dis-

cussed the presence of issues of race, religion, gender, class, and ethnicity in certain courses. The students of "history" constantly struggle with them. "It is difficult to teach courses in history, social studies, or literature and avoid these issues," said Lyons, "two thirds of our classtime is spent in direct relation to them." Students read such books as James Baldwin's *The Fire Next Time*, which deals with racism. Lyons also stated that, "multiculturalism was a vague definition of diversity," and that is has become a buzzword of political correctness.

Paul Kalkstein, an English teacher, said that the diversity in his classroom "is there, but students do not purposely focus on it." His students, he says, "are and always have been extremely sensitive and caring, which is one of the things that sets PA apart from other

schools."

Both Lyons and Bensley also commented on the school's effort to create, nurture, and respect diversity. Sensitivity is an important factor at a school like Andover; students of every ethnicity and background compose our classrooms. Lyons said that sometimes there was so much sensitivity in the classroom that it impeded students' ability to express themselves, and that they were afraid of offending one another with comments or questions. Bensley also said that while multiculturalism in the classroom is much improved, it was not yet fully developed. As Mr. Lyons said, "If we are going to confront the reality of our experience, we are unable to ignore the realities of race, religion, gender, and ethnicity."

Thomas Lyons

Raphael de Balmann Against Diversity in the Classroom

By RAPHAEL de BALMANN

Diversity, multiculturalism, political correctness. Ah, the buzzwords of the 90s. The three terms mentioned above all mean basically the same thing: the devaluation of standards of worth with the ultimate goal of creating a curriculum (indeed, a nation) that statistically represents every sexual, racial, ethnic, religious, and any-other-category-you-want group. What's going on in American education? Stick around, we're going to find out (and I'll try not to use any more ridiculously convoluted sentences like the second one).

Let's start off with some of the charges made by the proponents of multiculturalism in education. The First Law of multiculturalism (Thermodynamics has a First Law, I suppose multiculturalism is entitled to its own) is that all men (feel free to substitute "women" for "men" at any point in this article - I use "men" because it's shorter, and at the lethargic rate that I type, every letter counts) created equal, therefore all cultures (groups of men) are created equal. From this premise comes the Second Law: if all cultures are equal, all cultures should be represented equally in the curriculum. Both of these "laws" are dead wrong.

All men are not created equal. No matter what Thomas Jefferson said in the *Declaration of Independence* (a great political treatise but a pretty weak study of genetics), a piece of paper (actually a piece of hemp) cannot erase biological differences. As a matter of fact, no two men are created exactly equal. This is not to say that all men do not have rights, but rather to point out that some are smarter than others, some are faster than others, some are taller than others, and so on. Therefore, the effect of each man upon society will vary due to his abilities. Since the effects of individuals upon the world varies, it follows that the effect cultures have had upon the world varies as well. The Second Law is about as accurate as the First. If not all cultures have had equal effects upon the world, it is fairly self-evident that not all cultures should be represented proportionally to their numbers in the curriculum.

Most proponents of multiculturalism will grudgingly concede these points. However, they counter by stating that there is a social good in representing cultures evenly, even if it requires making some specious intellectual claims (Toni Morrison is as good as Charles Dickens or Mark Twain? Bull). They talk about the need for positive self-esteem and the need for role models by members of groups that have traditionally not been represented in the curriculum. They seem to overlook the key elements of self-esteem: self. It doesn't

matter what happens outside of you, self-esteem has to come from the self. As for the need for role models, I've got to ask the simple question "Why?" Who wants to follow in someone else's footsteps. I don't know about you, but I sure don't want to spend my limited time (which is getting more and more limited with every one of these articles) on the planet doing something that's been done before. Therefore, I must conclude that the role model argument is nothing more than, as the Knights Who Say Nyccht so aptly said in *Monty Python and the Search for the Holy Grail*, "a red herring."

Enough about the arguments for multicultural education. They're so weak that I'd be hard pressed not to be able to defeat them. It's time for me to make the case against multicultural education. The basic premise of my viewpoint is that the truth, even when it hurts, is valuable. And the simple truth of the matter is that the United States was founded by white males, which, in politically correct thinking, is the devil race (actually, Dr. Leonard Jefferies uses "Ice People", but why mince words...). These white males committed horrendous atrocities in their dealings with the Native Americans; one would have to be a fool to deny that. The fact remains, however, that the U.S. was founded by white males. Teaching, as the New York State Board of Regents recently suggested, that all cultures played an equally important role in America's founding is a lie and should be shunned at all costs.

The same holds true for English, the other subject that the has been visited by the multicultural plague. Chaucer, Dickens, Shakespeare, and Milton are some of the best writers to have used the English language. Toni Morrison and Richard Wright are not, and the fact that Toni Morrison's skin color is darker than Charles Dickens' doesn't alter her weak writing.

The bottom line of this article is that all cultures are not equal. All cultures do not have equal worth to humanity as a whole. All cultures have not had an equal impact on humanity. Therefore, we should not pretend that this is the case and allot equal time to each culture, sect, and group in our school curricula. Rather, let us judge what we teach based on merit and historical accuracy, *not by group mentioned*. The only hope for multiculturalism to be eradicated is to place our collective faith in the allure of the truth over the allure of self-serving lie. I don't know about you, but I don't have a hell of a lot of faith that the truth will win this fight. The only way it can hope to win is if you make it win.

Is the SAT Biased Towards White Males?

By MARK JAKLOVSKY

American universities have always been among the finest educational institutions on the planet. They furnished their wards with the finest backgrounds in every conceivable area of study. Yet there was a catch to this relative panacea: the best of the universities accepted only the most privileged and well connected.

In the early second quarter of this century, a solution was found and it is called the SAT. According to George R. Anrig, president of the Educational Testing Service, the removal of the SAT would bring us "back to 'the good old days' in American higher education... when admission to many colleges and universities depended on the prestige of your private or public high school, who your parents were, whether a relative was an alumnus/a (and a donating one at that), and whether you would 'fit in' with a student body much like its predecessors over the years. Standardized admissions testing was begun by leaders in higher education in large part, to overcome such traditional barriers."

During the early years of educational reform, it was this premise that led to the development of a standard test, capable of objectively providing an evaluation of students' reasoning and logic ability, as well as their handling of basic but necessary knowledge of math and language.

However, recent events threaten the reputation of the old SAT's ability to objectively judge the abilities of varying students from diverse backgrounds. According to "FairTest," a center "committed to promoting fair testing in America," as read in its various recent newsletters, "Women and poor or foreign students score lower," claims FairTest, whose argument is that the SAT is abysmally unstratified.



photo/Guryan

Chad Stern Taking the SAT

Experts claim that though the original purpose of the SAT was to help the disadvantaged in college acceptances, they point out that with fewer percentages of black students scoring above university cut-offs than white students, the disadvantaged are in fact not helped. This problem is compounded by criticism that the SAT is sexually biased (toward males) and racially biased (toward whites with English as a first language).

One example is the administration of the PSAT, the introductory SAT which determines whether or not students are eligible for the Merit Scholarship. According to FairTest, in 1990 63% of the Merit Scholarship semifinalists were Boys; 32 % were Girls, with 5% unknown.

Other critics even assault the nature of the test relative to all takers. Many claim that the multiple choice limits and trivializes knowledge, and "assume that test-takers have been exposed to a white, middle-class background." The critics claim that the SAT and PSAT is "unfair to blacks and hispanics who

tend to score lower than white students.

The Educational Testing Service (ETS), however, approaches the problem from a different angle. They claim that the unfortunate gap in test scores is the result of gaps in education because many black students often come from more disadvantaged and thus less well endowed school districts.

ETS, in its 1984 report on public accountability, affirmed that "...minority group members serve on our test development committees." Among the "ETS standards for quality and fairness" are to "conduct studies to determine the causes of significant differential performance between ethnic groups," and to "devote R&D efforts to the identification of the needs of the educational community."

ETS will establish a new test, now consisting of two parts. SAT I will be a "more complex" version of the old test, which will test the old routine of math, language, and reasoning. SAT II, the second part, will test students achievement in various subjects. Incidentally, ETS will consequently rename the Scholastic Aptitude Test the Scholastic

Achievement Test. The focus of the new test will be slightly shifted toward knowledge acquired.

No test will ever be perfectly fair, as virtually every student will affirm. While inconsistencies must be minimized by the ETS, the cretinous reason that continues to pull minority test scores below white test scores is that a significant and unfair educational gap exists.

The key to solving this is not constant, unrelenting criticism of the tests, but the system which prepares students for the tests. An overhaul of the education system is needed.

The new SAT may hopefully solve part of the problem of bias. Because students of various backgrounds assume differing patterns of thought, behavior, and language at early ages, it is a better thing to focus the test on what a student has actually learned in science or history or other such subjects measured by "achievement," as opposed to the heavy orientation on language, which differs with background.



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Multiculturalism in the Classroom

Litvin For a More Diverse Curriculum

By MARGARET LITVIN

It's hard, when you've been out of country, to keep up with the changing issues and attitudes back home. You ask people, for example, just out of curiosity, what they mean by multiculturalism, and they say, "Where have you been, Mars?"

Nobody I've spoken with really wants to talk about multiculturalism anymore. People see it as a euphemism for political correctness, a left-wing threat to the integrity of western civilization, a tired and meaningless liberal catchphrase, an administrative attempt to look good, a way of renaming but maintaining the status quo, all kinds of things. But nobody wants to hear about it.

This is one of the sad things about a community where all the discussions are so rapid and intense that everybody has "become aware" of an issue, listened to the controversy, formed an opinion, discussed it ad nauseam, become thoroughly bored with it, and moved on to something else before anybody has time to actually get anything done.

Obviously I am exaggerating slightly and the talk of multiculturalism has been around for much longer than a year. I hope its ramifications will outlast the current trendiness of the subject, because this issue here transcends political correctness and touches on something far more important: the purpose of education.

The only real purpose of an education is to give people hope. The kind of hope varies. While some people hope to survive their chemistry quiz, others hope to get into their chosen college; still others hope for the improvement of international environmental policy or the betterment of the human condition. All are valid and necessary.

So, it seems obvious that the curriculum of a school should be designed to give maximum hope for the future to its graduates. Hope does not come from blind optimism. Hope comes from a working knowledge of the world around you and the conviction that you are prepared to play an active role in it.

Multiculturalism right now is not a utopia, it is a reality both at Andover and in the United States of America. Clearly we want to be prepared to deal with that reality if we are to approach it constructively, with hope. So we must train ourselves to see as many sides of every situation as possible; we must learn respect, critical thinking, and the intelligent boundary between the two. We must learn as much as we can about the different systems of

human thought to work out in our own minds the personal philosophy that best suits each of us.

The question that remains is, where should we start? Our possibilities as students are limited by the number of courses we can take in our time at Andover. We must choose one course over another, because we cannot do everything. As a school Andover is limited in the number of courses it can offer in any given department. Giving more emphasis to one subject requires us to short-change another. We must set priorities. On which reality do we put emphasis? On whose systems of thought?

Ideally, ours. But "we" are incredibly diverse people from different backgrounds, with different languages and different systems of understanding the universe. Which ideas should we study? Whose history should we be taught?

Again, this is a question of perspectives. The more points of view we can understand and support intelligently, the more prepared we are to listen to others with an open mind. The more stories we combine, the closer we will be to truth. So, it makes sense in American History to study not just the adult white male population, but also the Native American peoples, the African-Americans, the women, and the children who were present, too. To hear not only the point of view of the group in power, but also that of other groups. Subjective truth is a function of where one is standing; if we are to reach some kind of comprehensive understanding, we must hear what a variety of people said and examine the reasons why they said it.

An open mind is more important than any kind of specialized focus in the curriculum. Multiculturalism should be a permanent and omnipresent way of learning, not a political or social attitude limited to a few radical humanities taught by liberal faculty members.

The curriculum changes will come later, of their own accord. Multiculturalism will come into the curriculum more effectively through the interests of Andover students than through the regulations of a Curriculum Committee. We must begin by changing how we learn, not what we study.

Wherever we, in our personal ideals, want society to go, our understanding of people and events must be unconstrained by any single, limiting point of view. Multiculturalism is vital, otherwise our hope for the future is one-dimensional and will get us nowhere.

Chionuma and Egwuekwe on Needed Changes in Curricula

by SAMSON PASAROW

Grace Chionuma and Chijoke Egwuekwe, president and vice-president of Af-Lat-Am, would both like to see changes in the existing school curriculum. Says Chionuma, "A major way the school can make a commitment to multiculturalism is by making the required courses

more inclusive of races, cultures and both genders." Both Chionuma and Egwuekwe commented on the History 30-31 sequence as being problematic in terms of diversity of course material. As Chionuma says, "What they teach is white, male, American history." Egwuekwe adds, "They should teach American History, but be inclusive of all races, cultures and genders."



photo/File

Grace Chionuma and Chi Egwuekwe

In the near future, the Cultural Leaders Alliance, made up of the Asian Society, Af-Lat-Am, the Jewish Student Union, and SARC (Students for an Anti-Racist Community), will draft a new curriculum proposal. This proposal will be a revised edition of the one that was drawn up last year by the CLA. The CLA's plan outlines suggestions to the Curriculum Committee on how to diversify the curriculum. In the rough draft of the proposal, Af-Lat-Am gives input on English, History, Music, and Philosophy/Religion courses.

In the plan, Af-Lat-Am suggests that History 30 should be taught out of a different text, because the Norton version that teachers use now is biased. Af-Lat-Am also raises the

Af-Lat-Am writes in the proposal, in terms of English courses, "English 100 does not touch other myths of creation. We would like more African American writers other than Toni Morrison. Also, we would like an inclusion of Latino American books since there are hardly any Latino American authors included in the curriculum. Revisions should be essential, thus not entirely dependent on each teacher."

Af-Lat-Am also brings up the fact that the Music 20 is extremely European based and that it, "does not provide a complete picture of the origin of music."

Dean McCaslin Outlines Course of Study Policies

By ATISSA DORROH and CHRISTY LYNCH

Although no formal school policy on multiculturalism in the classroom exists, Dean of Studies Susan McCaslin expressed that much is being done in the way of making classes more equally representative of different cultures, races, social classes, and gender. "There are no hard and fast policies that say you have to do X," she says, but teachers, students, and different student organizations have, in recent years, been working together

to pay more attention to gender, race, social classes, in both the classroom and residential programs.

Ms. McCaslin and Cathy Royal have recently been meeting with the groups from the Cultural Leaders Alliance (Af-Lat-Am, Asian Society, Jewish Student Union, and SARC) to open communication on the subject. "There is no one form or guideline for all the departments; history teachers will obviously treat it differently than physics teachers," says McCaslin.

In the fall of 1989, when Andover was accredited, each teacher and department completed an extensive critique of multiculturalism in the classroom, and the areas in which it needed improvement, as far as content and pedagogy. The school is currently filing an interim report for The New England Association of Schools and Colleges, and the progress of multiculturalism is again being reviewed.

One recent addition to the course of studies is a new required history course for next year's incoming juniors. It will cover world history, not only on an international level, but on an intercultural level as well. In English and History courses, although there are certain books that every section must read, teachers are allowed much latitude. "Different teachers emphasize different aspects [of his or her course]. We obviously want women and people of color represented at all levels, but how many [and which] authors a particular teacher includes is up to him or her," says McCaslin, "there are no particular guidelines. Our approach is to keep asking questions, to get a sense of what the issues are."



photo/File

Dean Susan McCaslin

toward achieving a common goal.

The Statement of Purpose, published in the Spring of 1988 tackles the issue of multiculturalism in the classroom, stating that Andover does want to achieve a more multicultural community, in terms of curriculum. Both students and faculty have expressed that want

Joe Hong and Maki Hsieh on the Role of Asians in Courses at Phillips Academy

By DAVE PERRAULT

The curriculum question basically focuses on the argument that many Andover courses, especially those in the humanities, are taught primarily from white, European perspective. More specifically, the question focuses on required courses in this area, including the History 30-31 sequence, the English 100, 200, and 300 sequences, and Music 20. It asks what, if anything, should be done to change the largely European approach to these courses. Although departmental guidelines as to what these required courses must cover exist, individual teachers decide what these supplementary materials and texts to use, as well as which aspects of the course receive the most emphasis.

In exploring the curriculum issue, Maki Hsieh and Joe Hong Asian Society Co-heads had much to say on the matter. Beginning with the English 300 sequence, in which individual teachers choose from a department list to decide which books their classes will read, Hong said, "We respect Andover's choice of freedom, but believe Asian writers like Maxine Hong Kingston, Ronald Takaki, and Amy Tan should be added to the list." These writers are currently not on the list from which English 300 teachers choose their texts.

Hong and Hsieh also believe that much of the material taught in History 30 is biased. While classes discuss slavery and its issues, the subject of much political debate in the nineteenth century, there lacks any mention of the thousands of Chinese immigrants who worked on American railroads in the nineteenth century. As Hong put it, "People should know what America was really like." But unfortunately, as Hsieh adds, "The argument is, 'If you're interested in it, research it yourself.'" Hsieh and Hong believe further use of films, documentaries, texts, and other

supplementary materials should be incorporated into required courses. Responding to the idea that such information might be better sought elsewhere, such as an Asian History course, Hong says, "The problem is that Asian History tries to incorporate all Asian cultures into one term, so [the material] is generalized."

Music 20 is another course taught primarily from a white, European perspective. It follows the progression of music through the various different periods in Europe. However, as Hong points out, "They do not have anything on the progression of Asian music. It's all European." Hsieh adds, "When the violin was coming out in Europe, important new instruments were also coming out in Asia...Asian music and African music is different than European music, and that should be dealt with." Citing one specific example, Hsieh believes that the music department could invite more guests and speakers like the African drummer who came to campus last week. Music 20 students were required to attend the performance.

Hsieh, in summing up the curriculum issue, says, "It comes back to the basic question, 'Why do we need to know about history or english, or anything else?' Asia, Africa, and the world is getting smaller, and people need to understand other cultures. People always talk about Japan doing so well... Asians are becoming more successful because they're learning more about us (Americans). If Andover is supposed to produce the future leaders of America [and the world], then we should learn about these other cultures in order to establish better relations with them in the future." Hong adds, "If Andover really wants to strive to be a multicultural community, as stated in the Blue Book and elsewhere, then we should strive to integrate these [new] ideas."

Judaism in the Classroom?

By EDEN DONIGER

David Stazer, co-head of the Jewish Student Union, expressed his view that, "the curriculum does not need to make as many changes in terms of Judaism as it does to diversify in other areas." He feels that several changes could be centered in a few specific arenas such as History, English and Religion/Philosophy, though.

Stazer expressed his wish for an in-depth History of Judaism course, although he said that the wish was "idealistic." He feels that this course could exist under the heading of either History or Religion/Philosophy.

Stazer voiced his concern that many English

courses' focused analysis of text on Christian concepts. "Perhaps we could use an English course that focuses on the reading of religious texts; texts from all religions, not just Jewish."

The only problem that Stazer has with the Religion/Philosophy department, is the fact that there is such a huge demand for courses focusing in Judaism. "Since Rabbi Gendler is the only teacher for courses like the one on the Holocaust, there are three or four times too many people signed up for it every term it is offered." Overall though, Stazer feels that there is an adequate focus on Judaism in the current curriculum.

Whiteman continued

continued from page two

policy of randomly searching dorms for all "illegal" possessions would certainly serve to enforce the rules, it is hardly a very good way of doing so if one is trying to build a trusting relationship. Through the procedures that were followed, the credibility of the search and student faith in the faculty were severely damaged.

When and if certain faculty members chose to do things which are violations of student rules, something which they are certainly allowed to do, then it is to be expected, I think, that they should do so in a discreet manner. What are students supposed to think if one of their teachers shows up for class under the influence of alcohol, or if their house counselor rages around the dorm drunk? Teachers do not have to create the illusion that they do not drink, they only need to appear that they drink responsibly. I have experienced both of these situations, and would not consider them pieces of behavior.

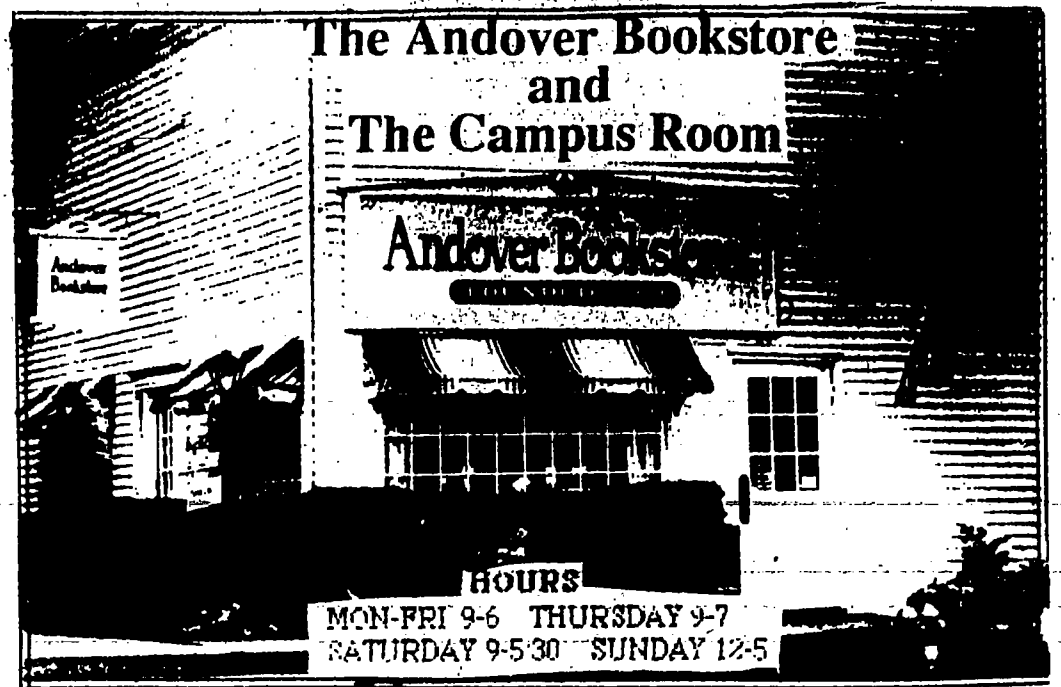
If the faculty wants the students to display reasonable behavior, then they too should behave in an appropriate manner. If the faculty wants to be able to trust the students, then they must understand that they must act in a way that merits the student's trust. It is hypocritical of the administration to demand certain standards of behavior from its students body and not uphold those same standards, within reason, itself. This by no means excuses violations of the rules by students. When one joins the Andover community, it is on the basis of an agreement made in good faith that one will follow the rules that the faculty has laid down, on the assumption that those rules were made with the student's best interests in mind. This does not imply that if the faculty were to suddenly change their actions for the better that all drinking, lying, cheating, and drug use would stop. It would not. Despite this, the teachers must lead by example. I, for one, refrained from signing the letter not because I intend to break the rules that it outlined, but because it represents a mutual agreement, and I do not feel the faculty, at least not every member of the faculty, is keeping up their end of the deal. Life, and the rules governing it, is a two way street.

Stephen Whiteman '93

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Hours

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8:30-3

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