

The PHILLIPPIAN

March 10, 1992

Seven Students Join Race for President

By YAZAD DALAL

You may have noticed the appeals in the Blue Bulletin to all motivated uppers to run for student body president. The small assortment of proposals and platforms posted in commons and GW may have also caught your eye. Although formal platforms were not due from prospective candidates until today, a few ambitious uppers have decided to start early in their campaigning. In accordance with the school constitution, their schedule goes as follows: All platforms are due today, and the first preliminary election will take place on the 15th. If there are more than ten candidates, a second preliminary election will occur on the 21st and if the top three contenders garner a majority in the first preliminary they will automatically move on to the final election which will take place on Tuesday, April 28 at 8 p.m.

The six students who have thus far announced their candidacy are Joshua Pechter, Elizabeth Roberts, Hilary Koob-Sassen, Daniel Levine, Christopher Keady, Claudia Dreszer, and Ore Owodunni, but more are expected to join the race, according to School President Dylan Seff. A few of the candidates have already submitted platforms and the rest must be turned in by today.

Pechter's platform advocates an escort system for students, a variety of walking home alone at night, retaining the needs-blind admissions policy, and a class schedule that begins with conference period, thus allowing students to sleep later.

Koob-Sassen suggests a dutch system of bicycles for public use, a discount bookstore in the old mailroom of Evans, and a year of environmental soundness.

Levine supports the idea of weekly all-school meetings based on the sharing of information and ideas between students and faculty to create a better community atmosphere.

Keady vows to "figure out the 'arietals mess' and increase the role Student Council plays in big decisions usually made by the faculty.

Owodunni wants to emphasize wholeness within the community and address the implementation of the Student-Faculty Administrative Communications proposals.

According to School President Seff, the speeches given before the final election will have the greatest impact on the decisions students make on their ballots. To get to that decisive round, he says candidates "need responsible ideas and appealing platforms." He also made an appeal to the community at large:

"It is stupid to mock the position of the President and the Student Council and call them slackers if you are not willing to do something about it yourself."

The following are responses by the seven students who announced their candidacy this week on their view of the race ahead of them.

"Each of us must ask ourselves what it is we could do to fulfill a mandatory service to the community. Could you teach someone to lift weights? Could you give a presentation on your childhood in France? Could you in anyway enrich my learning process by tying the flat people in my textbook to the reality of your experience? Shall we structure our curriculum to utilize the vast store of knowledge and experience in each of us, or waste it like a... like a torn condom...?"
- Hilary Koob-Sassen '93

"Other than the demagogic tactics some candidates are relying upon by making unrealistic promises, I believe the race so far has been interesting and promises to be even more so. In general, I respect the other candidates and look forward to seeing their platforms."
- Ore Owodunni '93

"Though I don't enjoy the concept of using a political infrastructure to accomplish student goals, I see the position of school president as a means for change. The election promises to be a battle royale of contenders who want exactly that."
- Dan Levine '93

"I'm laid back. I love this school. I love the people here and I wouldn't want to screw them."
- Chris Keady '93

"It's going to be a tough race. There will be a lot of good candidates with interesting ideas, but they don't have the Student Council experience, they don't know the current issues. They should do more research before making false promises."
- Liz Roberts '93

"Next year is going to be a crucial year for leadership. We need someone who can represent the student body to the maximum without any ties to past administrations. I'll put the potency back in student government. I'll regain the confidence of the student body, while demanding that Don and Henry recognize us for who we are: The people paying for the product offered by this institution."
- Josh Pechter '93

Judith Magyar Isaacson Presents "Adolescence in Auschwitz"

By TED GESING

This Wednesday the Jewish Student Union, with the assistance of an Abbot Academy Association Grant, presented the third annual Holocaust Memorial at PA. The somber memorial was somewhat unique in its combination of religious worship and straightforward lecture. As Isaacson immediately pointed out, "I didn't come to give you a lecture, I came to share memories." The memorial managed to merge the functions of both informative lecture and religious workshop, through the use of interspersed song and poetry, and the unorthodox request that the audience not applaud after each stage of presentation and the lighting of eleven candles in memoria of the eleven million Jews killed during the Holocaust.

Rabbi Everett Gendler introduced the memorial, with the lines, "We confront this evening with a certain irony, an irony of the past... The past is perpetually in danger of perishing... We dedicate ourselves to remembering... We try to remember the past, and we even dare to hope that we can invoke the spirit of the past." He described the event as an "exercise in remembering."

The section of the program entitled Resistance and Remembering presented quotes by survivors of the Holocaust and citations from survivors' poetry. Interspersed among these excerpts, presented by members of the Jewish Student Union, was the lighting of the memorial candles.

The co-heads of Jewish Student Union, David Stazer and



Judith Isaacson

Kira Goldstein, introduced Isaacson, who is known for her account of her struggles in Auschwitz, entitled *Seed of Sarah*. She read a number of excerpts from the book, which recounted the horrors of leaving her home as she was packed into a cattle car. She also pointed out that Anne Frank encountered very similar circumstances.

Isaacson pointed out the inaccuracy of referring to the concentration camp as Auschwitz, as it was actually Auschwitz Birka. Auschwitz was a less destructive labor camp, while Auschwitz Birka was one of the worst concentration camps. One of the most amazing aspects of her stay, she pointed out in retrospect, was that she was in the suburbs of major German cities. She had assumed beforehand that such horrible centers would be isolated in remote rural areas, and was

shocked to learn that it could

occur so close to major centers of civilization.

Despite this disgust that the citizens of Germany would allow this to go on so close to their major cities, Isaacson does not refer to her captors as Germans, but rather as members of the S.S., realizing that the current nation of Germany is not guilty of the sins of past generations.

Isaacson overcame enormous odds to survive through the concentration camps. When first questioned about her age, her mother lied and told the S.S. that she was under forty, the cutoff age which would have separated Isaacson from her mother. "This was our first big victory. Had we been separated, I feel neither of us would have survived." Throughout her period at the camps, there were many times when Isaacson could have been separated from her family, but incredible luck and bravery pre-

vented this from happening. Little things helped them through this ordeal. "We maintained our sanity with mere trifles, even in hell," Isaacson pointed out, remembering buying a kerchief with a small piece of bread.

In one stirring instance, she was faced with three options. If ordered to go to the left of three columns, she would have been sent to the gas chambers, straight ahead was to the labor camp, and to the right was for females to be raped. Her mother was sent to the labor camp division, and the S.S. officer signalled for her to be sent to the right. But Isaacson and her aunt ran ahead to be with Isaacson's mother, fully expecting to be shot in the back. However, the shots did not come, and the ordeal ended with them still together. "How easy it is to face death," Isaacson concluded.

Photo/Kim

PA Students March on Washington

By NICOLE FRIEDLANDER and MELISSA SCHATZBERG

On April 5th eleven students from Phillips Academy travelled to the largest march in Washington, D.C. ever to voice their avid support for the pro-choice movement. The group, headed by Ai-Jen Poo '92, co-head of the Women's Forum, joined the Lowell chapter of the National Organization For Women and 750,000 peaceful demonstrators, whom Ai-Jen described as, "people of all colors and classes, women and men of all sexual orientations who really bonded together for a common cause."

In a year highlighted by the Clarence Thomas hearings and President Bush's "gag rule" policy forbidding federally funded clinics to discuss the option of abortion, many women's rights activists are calling for support from the women cur-

rently running for political positions. Robin Park '92, the only male PA student to attend the march, commented, "The history of our society has been male dominated, with men always holding positions of power. But now I feel like it's changing." Ai-Jen furthered this idea; "For the first time I felt like people in masses could really make a difference... there was so much en-



Citizens March on Washington

Courtesy Kristina Hult

ergy just from looking around and seeing people believing in what you believe in."

From early Sunday morning to early Sunday evening, pro-choice activists flooded the area, starting at the Washington Monument and eventually passing the White House. Influential figures, including Gloria Steinem, Reverend Jesse Jackson, and Geraldine Ferraro, delivered speeches to the

crowd. Peter, Paul, and Mary also performed a number of songs. However, many felt that the huge, diverse crowd had a greater effect than the speeches. "It was inspiring to see people from all over the country come together and show their support for freedom of choice," said Karina Wagle '93. Hazel Boyd '92, also commented, "Being there...talking to people who'd travelled from all states, even countries...how incredible!"

In lieu of the upcoming elections, Upper Hilary Williams commented, "I don't understand, when there was such an amazing turnout, how the government continues to ignore and avoid an issue as important as abortion." Boyd concluded, "The march just proved how completely fundamental the need for choice is."

Sixth Annual AIDS Awareness Program Educates PA Community

By RAJA JAGADEESAN

For people aged 25 to 44, AIDS is the fourth leading cause of death. More than 15% of teenagers have been treated for a sexually transmitted disease. One out of every 300 high school students is infected with the HIV virus. Given these statistics, Phillips Academy decided to continue sponsoring AIDS education workshops this term. This is the sixth year that the school has offered an AIDS awareness program.

All Phillips Academy students will be required to attend workshops of some sort throughout the term. New students already attended one of the sessions offered from the first day of Spring Term through last Tuesday. The workshops, conducted by School Physician Dr. Borland and Nurse Practitioner Mrs. Holbrook, explained basic facts about AIDS including what AIDS is and how it spreads. Old

students were required to sign up to attend at least one of the fifteen different workshops running from April 13 through May 18.

The AIDS Education Committee scheduled a variety of workshops entailing speakers, films, discussions and readings.

Two workshops will feature speakers that have AIDS. The first workshop brings to PA a woman from our local community and the second workshop presents a couple sponsored by the Boston AIDS Action Committee. All three will speak about their experiences with the disease.

Several workshops will present films and documentaries on AIDS. "AIDS and Women" is an ABC Quarterly segment on the specific impact AIDS has on women in America. "Born in Africa" is an AIDS Quarterly that traces the efforts of Philly Lutaaya, Uganda's most popular rock star, who used his last weeks of life to educate his country

about the reality of AIDS. "Common Threads" is an Academy Award winning documentary about the AIDS quilt made in remembrance of those who dies from the disease. "A Death in the Family" is part of an ABC documentary which follows a family through the illness, death, and burial of a son with AIDS.

Lastly, "In the Shadow of Love" a film featuring a multicultural cast, is a drama that describes how AIDS is contracted, how it can be prevented, and how to cope if tested HIV positive.

Some workshops will deal with the medical aspects of AIDS. Dr. Borland and Nurse Holbrook will present "STD's and AIDS", an illustrated talk on the relationship of some common sexually transmitted diseases and AIDS. Instructor in Biology Tom Cone, will present "What's Going on Inside?", an presentation on the nature of the AIDS virus. Dr. A. Feldman, Senior Associate Medi-

cal Director at Pfizer, will outline the research and regulation process used to approve drugs for patients who are HIV positive.

Other workshops will entail discussions and readings. "AIDS and People of Color" is a conversation with Gilbert White, HIV Street Outreach Coordinator for the Massachusetts Department of Public Health. In "Free to Be", Instructor in Art Stephen Wicks, will share an anecdotal monologue and excerpts from four photo-journals about the gay lesbian community.

Instructor in Theater Mike Brown will direct a reading of the play "As Is" which addresses the topic of relationships and AIDS. Lastly, Instructor in English John Gould will outline Randy Shilt's book *And the Band Played On* concerning the early days of the AIDS epidemic and the reluctance of government involvement.

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Thanks to Koko for the ride.

The Chewbacca Cycle

In the All School Meeting on Monday, April 6, school president Dylan Seff made a valid statement concerning the lack of student motivation to effect change in the P.A. community. Seff was correct: it is necessary for students to involve themselves in the decision-making processes which will eventually effect them. However, Seff was quick to judge a student body that has, in fact, attempted to evoke change of recent.

Although the Student Council is an elected body of representatives, if they do not act strongly, it is the duty of any and all responsible students to take action with or without this channel of representation. Actions can be as simple as voicing concerns to representatives. Actions can take the form of a letter to *The Phillipian*. Actions can be as basic as a conversation with an administrative authority.

Deliberations such as these have, indeed, been attempted in recent past. We need only to look as far back as Seff's election last spring term for evidence. Prior to the election, signs could be seen all over campus supporting the non-existent candidate "Chewbacca". The fact that Chewbacca received a substantial amount of votes can be looked upon as juvenile indifference, or as an important message relaying the frustrations of the voters. The latter of the two is more veritable. Many a student deemed the three candidates incapable of exceptional representation.

Although the means of this message were not preferable, the point was made.

As a discretionary measure, *The Phillipian* has chosen not to endorse any of the presidential candidates. This is not because of any possible incapacities they may have. However, students are urged to exercise their right to vote and shape the future of Phillips Academy.

Something Crazy

By ANDREW ZURCHER and CHRISTOPHER CLAY

This time of the year invariably sees the return of summer fauna, extended evenings, and excited seniors traipsing about campus brandishing college letters. As the letters arrive, it becomes more and more apparent that though the Academy prides itself on the strength of its community and its ability to inculcate in its students "a lifelong love of learning," the majority of students at Andover take their primary mission to be acceptance at one of the "good" universities. While we recognize the importance of being admitted to the

right college, we still question the Academy's role in fostering the belief that Andover is, in the true sense of the term, simply a preparatory school.

As Andover students prepare to return every fall, they receive the letter from the Headmaster. In this letter, the Headmaster centers his argument against the breaking of school rules on a very interesting observation. "Rule violations by individual students at Andover may have consequences beyond the confines of the Academy," it reads. "Colleges, too, have become increasingly concerned about community behavior and

quality of life on the campuses...students must be aware that their decision to break school rules may have serious consequences at Phillips Academy and beyond the school." While Andover should do no less than educate students that their actions will have ramifications beyond the confines of this school and for the rest of their lives, this threat represents something altogether different from that noble concept. This threat reads, "Obey us or you won't get into a good college." This, the first personal communication between Phillips Academy and the student, underlines for the student that at the very least a time to relax and kick back, if not a completely wasteful period. This misconception has pervaded our school to the extent that a group of student leaders are currently considering an appeal to faculty to abolish Seniors' spring term exams altogether. It is impossible to inculcate a lifelong love of learning when the faculty seems to indicate that the true learning process ends after fall term grades are sent to colleges. And though the faculty certainly does not intend this message, the "lifelong" component was somehow lost in the mailroom during conference period last Wednesday.

that the ultimate goal is not a lifelong love of learning, but rather a four-year stint at an institution. Even though McNemar may have intended this (and we are sure he didn't), the result launches a continuing campaign to convince students that college is the bottom line.

The faculty, too, has reinforced this mentality among students. By maintaining a policy whereby Seniors do not receive comments or house counsel letters after the fall term of the final year, the faculty has effectively (though perhaps unwittingly) convinced the Seniors that life after the college lead to "Senior slide" and perhaps even a complete reversal of all that Andover claims to inspire in its students over the period of their time here. Most of the damage, though, is caused by thousands of subtle, often even explicit, signals we send and receive from each other every day. We implore you to monitor what you say and hear in an effort to cut these elements from our community. Until we do so, we can only claim that Andover has instilled in us a lifelong love of getting into college and living else (except, of course, the cultivation of a discriminating taste for fine pizza).

These are concrete examples of ways in which our community launches the ideas that

Hult '94 Reflects on Pro-Choice March

To The Editor,

Today [4/5/92], I had the opportunity of participating in Pro-Choice Weekend in Washington D.C. It actually began last night when I attended a dinner with a delegation that my mother belongs to, Hollywood Women's Political Committee. There were a few speakers giving out the same information and yelling the same slogans that I have been hearing since my mom first inspired me to become interested in the women's movement and abortion rights about four years ago. Some celebrities spoke or sang songs on behalf of the delegation. Finally, a theatrical group called "Capitol Steps" performed political satire that was very charming and clever and everybody chuckled at the songs and skits that I found extremely depressing. They illustrated the downfall of our economy, the scandals in the government, the selling out of our parents' generation, and mocked every Presidential candidate, leaving me with little hope for the future and our next leader. I realize, however, that we need humor to express ourselves, protest, and get us through these hard times. That is something that the angry civil rights and anti-war movements of the Sixties lacked.

Anyway, that dinner and the people there were only a highlight of today's activities. We woke up early this morning and went to a breakfast-rally. It was with the same delegation, but it also included several politicians such as Barbara Boxer, Don Edwards, Dianne Feinstein, Geraldine Ferraro, and Paul Tsongas.

There was a lot of cheering, yelling, balloons, signs, stickers, and buttons. Great excitement seemed to fill the air and the voices and hearts of the people in that room this morning, yet I felt discontented. As I really, truly listened to the words of the speakers for the first time, I began to cry. I suddenly felt victimized when I realized that my freedom, as well as that of every other woman in America, is at stake. The Government thinks it can take away my fundamental rights, namely those pertaining to my body and my life. On April 22, the Supreme Court will begin to hear arguments on a Pennsylvania case that will overturn *Roe v. Wade*, taking away a woman's right to choose to control her own body and make her own family decisions. The Government wants to put restrictions on the right to an abortion, saying that a married woman must get permission from her husband in order to receive safe, clinical treatment, or that a pregnant teenager must get permission from her parents. Does a man need to have his wife's consent before receiving medical attention? Where does it end? What if she doesn't get permission? What if she is beaten and fears her husband or parents? These obstacles led to back-alley abortions and killed women before abortions became legal and are now killing women again as *Roe v. Wade* is being challenged.

But as horrible, frightening, and sad as these facts are, that is not the main reason I cried this morning. The truth is, I am privileged enough that should I be confronted with that choice, I

have the luxury of being able to fulfill and support any decision I make, something that I have nearly taken for granted. I felt sad, frustrated, and angry this morning because of the principle that this issue represents. Reproductive freedom is just a part of it. It is not only the freedom of women that is at stake, but also the freedom of everyone who cares about the rights given to us in the Constitution should feel a loss. We are losing our freedoms and it needs to end. The anti-choice attitude represents the crumbling of the Constitution, the government, democracy, and society.

But even more than that, I became frustrated and angry with my generation and specifically my direct community, Phillips Academy. I feel sheltered from the real world and the real issues that may not surround and affect us now, but certainly will in the future. We cannot sit still and wait for limited amounts of news to

be fed to us. We need to take action, to make ourselves aware of politics and government, so that we don't lose the freedom that our parents fought so hard to achieve. We shouldn't even be content with what their generation accomplished, and we certainly shouldn't settle for less. They started the fight and now we have to continue it. The future is in our hands, and we cannot allow the government to ruin the future for us. We can't stay silent. We need to show that we have a voice, and that we want that voice to be heard.

Considering each individual's view that the Supreme Court Justices have on the choice issue, there is no doubt that they will overturn *Roe v. Wade* later this month. Therefore, our last hope is Congress, who will vote on the Freedom of Choice Act. We need to make sure that pro-choice Congresspeople and a pro-choice President are voted into power. By November, if the Freedom of

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Even non-subscribers can buy the Phillipian! Look for them during Conference Period in the Mail Room.

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CORRECTIONS and ADDITIONS

Editor's Note:

In the last issue of the *The Phillipian*, Rebekah Lewis '92's letter, addressing the role of females at PA, particularly in major board positions of *The Phillipian* and WPA. The following is her concluding sentence with corrections included: These two organizations are just examples of the sexism at Andover that can be found around every corner.

The Taunter

By RAPHAEL de BALMANN

Ah, to be an Upper during Spring term. The Seniors have pretty much abdicated their roles as school leaders, preferring to spend their time on the hallowed verdant lawns of Cluster softball than in the bowels of Evans and SamPhil, leaving behind only giant walls of shame as a subtle hint of what Uppers have to look forward to next year. The *Phillipian* offices have been overrun by Juniors and Lower seeking board positions and columns. It has become apparent that someday I will not, unfortunately, be around to taunt. Therefore, I have created a new party game that doubles as an instructional manual for future taunters. Without any further ado, here is The Taunter home game.

1. The Introduction. Start with a quote if you can find any way at all to tie it in with your article. Even if you can't find an appropriate quote, use one. It saves you the trouble of thinking up a good first sentence of your own and helps avoid disasters like the first sentence of this column.

2. Find a Scapegoat. Everyone needs a scapegoat, someone or

something that is a constant source of gaffes. Saturday Night Live uses Dan Quayle and Queen Elizabeth, and throws in Saddam Hussein for the "pull my finger" jokes. We at Andover don't have quality scapegoats like Quayle to supply lines like "we're all happy campers here." We have to rely on home-grown talent like Af-Lat-Am for incisive questions like "Why did the U.S. declare war on Iraq and not South Africa?" Also at your disposal whenever times get tough and news starts to run dry is the constant erosion of student rights at PA. There are plenty of examples of this erosion, such as last year's one-night-only screening of "Cluster Deans and the Search for the Holy Kilo," and this year's Junior parietal rules, so finding a current example shouldn't be too difficult.

3. The Body. This a wasteland. Basically, the body of your article connects the intro with the conclusion and makes your articles long. Since no one reads the little letters buried underneath the masthead (the box with the names in it that no one reads), size is a must; bigger is better. If

you don't believe me, read one of Doug Kern's articles. He has great introductions and conclusions, but his body verges on three thousand words. All he does is say the same thing over and over using different big words that obfuscate readers. Of course, reading Kern would be more difficult if he didn't include little games like the Diverse-O-Meter in his articles to keep readers amused. Remember to include plenty of snazzy one-word sentences like "Bull" and "Not" and at least a few paranthetical statements in the body; it keeps the pace up and lets you pretend to be witty.

Warning: While it is easy to get all worked up about your scapegoat, don't go overboard. Please refrain from referring to any scapegoat as "fool" or "fools" (as of this printing, "fooling" and other forms of the verb "to fool" are permitted, although "fooled" might have derogatory connotations). Also, eschew accusing any speaker of spewing forth "yellow bile," or any other form of excrement, for that matter. The only exception is George Bush '42,

who booted on the lap of the Japanese Prime Minister in a gigantic faux-pas, and has thus become fair game. Any violation of this warning absolves Raphael de Balmann, Taunter Industries Incorporated, *The Phillipian*, and everyone else from any and all liability for your crucifixion.

4. The Conclusion (a.k.a. Da Kicka). This is the only part of your article where you should be brief. By now you'll have written between six hundred and eight hundred words, which is roughly five hundred to seven hundred more than your topic deserved. Try to gather up all your creativity (or pseudo-creativity) and come up with one last good one-liner that properly insults your scapegoat. Then stop and hope that whoever does layout doesn't cut you off halfway through your article.

If you follow these steps, you too can be Taunter. For more information, call 1-800-1AM-LAME for my free booklet "Wauna Be a Taunta." And tell them Art Linkletter sent you.

The Decline of Andover According to Kern

By DOUG KERN

Walls, like wise men, have purposes. Some walls are for decoration; others, for the support of ceilings. Some walls confine; others provide freedom. Some walls provide the security that they yield. Some walls unify at which they enclose; others divide their communities in twain. Andover has both kinds of walls. The wall stands even now, binding our school together with the vision it embodies - yet crumbling in disrepair, year after year. Another wall stands before our hearts, separating our school with two different dreams for the future of Andover. Unfortunately, this wall grows ever stronger, and its vision may rack our school asunder. The fate of Phillips Academy hangs on this question: which wall shall we fortify, and which wall shall we demolish?

The first wall is an old familiar obstacle to anyone living in the West Quads. Some seventy years ago, Alfred E. Stearns created the four-foot speed bump on our way to Commons. Yet this wall was built for a purpose more salient than the obstruction of students. Alfred Stearns called for a wall around the main academic buildings of Phillips Academy, so that these edifices might enjoy a ritual primacy. In his vision, Mr. Stearns saw an Andover in which academics held top priority. Important though extra-curricular activities might be, Stearns excluded them from the stone rectangle. The wall now eroding along the Great Quadrangle stands as the timeless symbol of one man's hopes and dreams for our school. Mr. Stearns' wall shaped us - directly and indirectly - over the decades, even as it has shaped the landscape. When Mr. Stearns defined the location of Andover's length, he paved the way for our current academic excellence. That wall is his indelible mark; its stone stability is his word incarnate.

But no wall can stand forever, and even now the wall disintegrates. Moss eats its sides; wind blows its dust; rain washes away its distinctive form. Without sustenance from our generation, it shall crumble to nothing. Yet the best efforts of this community are engaged in the construction of a different wall: a wall of disagreement.

On one side of the wall: those who would have Andover abandon its role as shaper of souls in favor

of a more Spartan role as shaper of minds. Those who rail against the tyranny of rules forbidding drinking, smoking, partying, or any other vice find themselves in this camp. At their Andover, students receive only the guidance they choose to pursue, bound only by the chains of their own scruples. Cuts shall not be tallied; discipline shall be enforced grudgingly if at all. Only academic standards shall be held constant. Those who can achieve good grades - one way or another - shall stay. The rest shall go. No longer shall Andover engage in moral, spiritual, and physical education; the Phillips Academy of this fantasy shall consume itself solely with obtaining the finest academic program possible, and damn the rest. The motto of this Andover is not Non Sibi, but Pro Sibi - for the self.

On the other side of the wall: those who envision Andover not merely as a school but as an experience; a place in which children can grow to adulthood. Morality, religion, and discipline all enjoy a place on this side. The Andover in this dream is an Andover active in the upbringing of its students. Unafraid to assume the title of in loco parentis, this Andover judges the worth of its students not by SAT scores or college acceptance, but rather by the potential for good in each graduating class. This is an Andover with the courage to say "No" - "no" to outrageous student demands, "no" to trendy educational fashions, "no" to the demands of every special interest group with a private agenda and a bone to pick.

The conflict between these two parties underlies many of the conflicts that occupy our attention at Andover. Andover cannot commit itself to the task of moral education, but it cannot ignore entirely the spiritual needs of its students. Thus, we endure workshops. Through a hodge-podge of random, arbitrary, and ill-conceived lectures, seminars, role-playing, and other such nonsense, Andover struggles to create moral students while shunning the laborious task of defining what that morality should be. In the absence of such a guiding definition, the compromise between moral instruction and moral freedom spawns a dysynergia; the whole is less than the sum of the parts. Half-assed popularizing is no substitute for sound moral judgment. Thus time is wasted, resources are squandered, energy is diminished, and the whole of

could not muster the will to pass genuine moral judgments.

In the absence of vision, Andover is like a ship at sea, adrift without an anchor, unable to resist the blowing of capricious winds. Political correctness? Why not? Multiculturalism? Why not? Gender studies? Deconstructionism? Interpretive basket-weaving? Why not? Without concrete goals and a firm grasp of Andover's destiny, we have no good answer to the question "Why not?" If we do not know what we are, we cannot know what we are not.

Andover needs a new statement of purpose. We must decide: are we to be a laissez-faire educational wilderness, leaving students to fend for themselves morally? Or shall Andover strive to build students whose spirits are as strong as their minds? Whichever route we choose, we must choose it wholeheartedly. The uncomfortable, half-hearted, compromised morality of our present state achieves nothing.

I support the moral option. I believe that the notion of an unguided, laissez-faire education requires more maturity and wisdom than most teenagers possess. Those mature enough to live without rules should be mature enough to live with rules - but I have found that even this is too much for most Andover students. I cannot believe that teenagers can prosper and thrive as thinkers and as human beings without some kind of guidance beyond the academic. Some might survive the experience, but few would be better for it. I doubt that our Admissions department, excellent though it is, could identify 300 thirteen-year-olds who have proven themselves capable of excelling at an Andover without study hours, without lights-out, without rules of any kind. Who would feel comfortable at a school that cared not a whit about the quality of its students as human beings, so long as the quality of their grades passed muster? Such a barren, soulless place would attract equally barren, soulless students.

Yet what of moral freedom? A government should be based on maximal freedom, but a school should be based on maximal love - love for learning, love for goodness, and love for greatness. It is not doublespeak to assert that only through order can we be free. Without structure, discipline, education, and ritual in our lives, we shall be fettered by

our own ignorance and lack of direction - prisoners in a jail without walls. A man abandoned in the wilderness is totally free - and totally helpless. Freedom acquires meaning only in the context of civilization, which draws its strength from tradition and morality. A school that eschews tradition and morality makes its students less free, not more.

So we must have rules and moral instruction. And we must not be ashamed of these things. If we define the kind of students we want to create and apply our massive mental energies towards that creation, Andover shall burn brightly with the strength of our convictions. So long as discipline and moral instruction - presented forthrightly and without apology - forward the stated mission of the school, few will harbor more than a token disdain towards them.

Energized by a common cause, Andover cannot be stopped. Some students would object to our efforts, and leave - but many more would be drawn here, like moths to light, lured by the glow of our resolution in a world dark with agnosticism.

Proximity cannot create a community. Only through shared goals, standards, rituals, sacrifices, and dreams can a group of people form a community. The absence of shared experiences generates fractured pseudo-communities such as the one we now possess. But united by a common purpose, Andover would coalesce as a campus, abandoning petty rivalries and turf wars to help the cause. We need only define the cause. We need only challenge the hearts and minds of Phillips Academy to rise to another kind of excellence - the excellence of spirit. We need only fortify a wall that has already been built.

Who shall take up the cause? The tools sit before us. We have at our disposal brilliant, energetic students; talented, experienced faculty; a huge endowment; a massive physical plant; a sterling reputation. What is missing? Leadership. We lack a visionary to lift Andover from its lazy doldrums and inspire it to new heights. We lack a moral force whose excitement shall spark our souls. So who shall assume this Herculean task? The headmaster? The cluster deans? The school president? Who of you has the guts? Who shall rebuild Stearns' wall?

Hult Continued

voice Act is not passed, or if President vetoes it, the people go to the polls to vote for choice representatives, to guarantee the passage of the Act for the future. It is an encouraging that the majority of Americans are pro-choice, and will vote that way. Most of us can't vote, we need to let our voices be heard anyway. And we need to turn our ears and eyes to what is going on. At my old school, we had all school meetings twice each week. We had open forums, discussions, and debates for everyone. I don't think that the same interest exists at Andover, and that is sad. All school meetings here are considered by the majority, boring. We have the resources to communicate and learn and make a difference, but we don't use them to their full potential. I suggested to someone on the old WPAA board that we have a current events talk show in which people could come to the station and discuss issues. People could call and leave notes as to what they wanted to hear discussed, such as racism, violence, foreign policy, etc. He laughed at me and said it would never work. He said nobody would be interested enough to do it. The sad truth is that he is probably right. How many people would actually participate? Not many.

I am certainly not saying that I do things perfectly, and I don't mean to sound so pessimistic and critical of my community, because I do have hope. I marched today with nearly one million other Americans who believe in freedom and a woman's right to choose. I saw people of both sexes, of all ages, of all colors, of all religions, and of all political parties walking down the streets of Washington D.C., in front of the White House, proud, enthusiastic, and strong. When we arrived at the location of the rally, I made my way to the front, climbed onto the stage, and looked out at the sea of protesters that stretched as far as I could see. It was beautiful. I saw endless youth, and I felt my previous frustration with our generation dissolve. I do believe that we have the right intentions, that we all want freedoms and choices and that we have the ability to make a difference. All we need is the inspiration to motivate us. We are still young. I do not expect us to organize marches like that or write new bills for Congress. But we begin the process by educating ourselves in politics and the environment and the status of this nation. It is our responsibility to make ourselves aware and let our voices be heard, so that when our time comes to be leaders, we are ready and able to understand the

To the Editor:

Douglas Kern's hesitation in publishing his article, "Diverse-o-meter," in last week's Phillipian, may have been a sound impulse, but not because of its satirical thrust or, as he perceives it, the political incorrectness of his ideas. Satire is an honorable and potent form of argument, and no ideas are too sacred for scrutiny. Moreover, Kern has a real Knack for satire, and some of his points made me laugh. (Despite propaganda to the contrary, Feminists do have a sense of humor.) Also, due to my gender, ethnic, and political affiliations, I got a pretty high score on the diverse-o-meter, and I really enjoy doing well on tests (a reflex reaction from my student days I guess.)

Mr. Kern, however, does undermine his credibility in several significant ways I felt it important to be pointed out. Firstly, while humor is an important weapon in exposing human folly and vice, Mr. Kern's humor is sometimes mean-spirited and pointless. He "determine(s) the point levels of each race," for example, "by quantifying the number of individuals in each race exterminated in some hideous holocaust (the concentration camps, the killing fields, the Middle Passage, Katyn Forest, etc.)" and multiplying "this number by the number

of years that have elapsed since diverse-o-meters similar to mine." Does he look around him and really think this holocaust?" Now to suggest that white males are not fairly represented in the financial, educational, and political institutions of our society? Does he feel that people of a fuss about past genocides is people who have been systematically excluded from these institutions to merit pretty high points on my should refrain from using the political process to redress these injustices? Twenty years ago, Phillips Academy, pretty much all male and less one's target is pretty big white, was not a very diverse place, and change did not come about game, morally speaking. Who or by waiting for those with privilege and power to be nice. I personally what is Mr. Kern exposing here? prefer the present arrangement and strongly suspect Affirmative Action. Some powerful and hypocritical had something to do with it.

opportunists, perhaps, who cash in on oppression? Who exploit to "make trouble" on behalf of their convictions. But satire, the tragic suffering of their own however clever, pointless without an intellectually rigorous examination of one's real argument.

Powerlessness, whatever else it deprives people of, does not exempt them from human weakness, and while this is not exactly press conference material, if the satirist has the goods on this particular form of exploitation - exploit it by all means. But what is Kern's point for raising so emotionally charged an accusation? "As P.J. O'Rourke observed," he tells us, "thirty years of Being Serious about the Holocaust did nothing to stop Pol Pot." the logic of this exposure eludes me. If we had treated past genocides more lightly - had we looked away more - had we stopped making a fuss and been able to see the humor in it more - the horror in Cambodia wouldn't have happened? Secondly, what is the real argument in this piece? What is Doug Kern waxing so indignant about here? "Many affirmative action and quota plans use di-

Carole Braverman
Instructor in English



am Phillips

by Mike Kodinsky and Willet F. rd



Be a Phillipian Columnist. Ore and Raphael Want you.

Duke: Two-time NCAA Champs

By RANDY PERRY and ERIC ARIAS

Duke proved that it is one of the truly great teams in college history by winning its second consecutive NCAA Championship, the first team to repeat since the great UCLA team of '74. The Michigan Wolverines, led by the fabulous five freshman were just too young and inexperienced to overcome the team play of Duke. Although Michigan jumped to an early 14-10 lead, the Wolverines got into early foul trouble when Chris Webber picked up two fouls in the first five minutes of the game.

However, Duke had problems of their own when, Chevrolet Player of the Year, Christian Laettner committed seven turnovers and only scored five points in the first half. Despite Laettner's lackadaisical play and the sloppiness of the Duke offense, Michigan could not capitalize as they only held a 31-30 lead at the half.

The Blue Devil's halftime chalk time must have been an inspiration as they came out charging in the second half, led by Grant Hill and a underrated Laettner. Hill, the most undervalued player of the game, kept Duke alive and eventually enabled them to take the lead. Once in the lead, point guard Bobby Hurley slowed down the pace using the forty-five second clock to their advantage. Duke's stalling forced Michigan into a fullcourt press with only a couple of minutes left while Duke held a seven point lead. The Blue Devil's backcourt had no problem dismantling Michigan's press which led to easy baskets on the other end including some nasty dunks by Hill and Jerome Lang.

The final score was a blowout, 71-51, but the game was closer than the score reflects. Expect both teams to be back in the race next year in a quest for the title considering that this was Duke's sixth straight trip to the final four.

Girls' Tennis Defeats Andover High

By ALEX HOLSENBECK

The girls tennis team pounded their way to a promising beginning as they defeated Andover High 8-2 in a scrimmage Wednesday. The strong play displayed should be a warning sign for future enemies. Andover is going to be heard!

Coach Novis believes that the team, lead by number one singles player Sharyn Lie looks particularly strong and the team had depth throughout the team. However no one can ignore the role the three juniors will play in PA tennis during the next four years. Kito Robinson '95, Tiffany Freitas '95, and Kirstyn Leuner '95, who play positions 3,4, and 5 respectively, have guaranteed that girls tennis at Andover will be among the elite for years to come.

All of the attention and praise received by the rookies has left the only senior on the team, Captain Jane Stubbs '92, the difficult task of providing experience and leadership to a young and talented team. However Jane has stepped up to the challenge and looks to anchor the team after the convincing victory on Wednesday.

Coach Novis explains that she "hopes to build a winning nucleus for the future" by putting juniors Robinson and Leuner at the first doubles spot. However Novis believes that the future is now and that the young team can do well against tough opponents like Milton, Thayer and Exeter. The team is ready for the challenge and look to dominate the hardcourt season.



Jane Stubbs '92 Smashes a Forehand

Boys' Lacrosse Topples PCD and Moses Brown

By MIKE SHIN

On Saturday, the Boys Varsity Lacrosse team started off their season in perfect form as they continued their fine play beating Moses Brown 15-6. Since both Moses Brown and Providence Country Day are in the same league as Andover, the two victories are key early season wins and will help build the team's confidence.

PCD

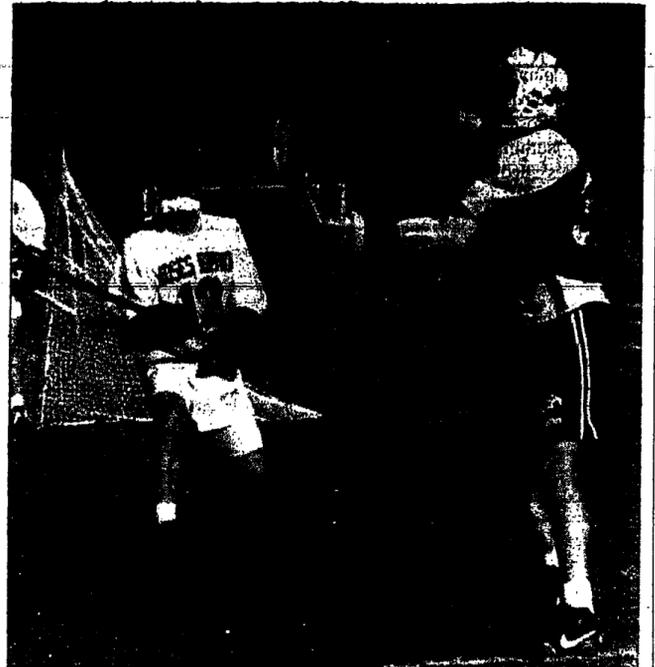
Against PCD, Andover's high-powered offense shown through. The team exploded in the first quarter, jumping out to an early 3-1 lead off goals by Henry Higdon '94, Captain Chaz Parsons, and Dave Wilhelm '94.

This momentum carried through the second quarter. Upper sensation Dave Jackson knocked in the two of his three goals, and Parsons notched another. The defense shut down the potent PCD offense, holding them scoreless in the period and securing a 6-1 halftime lead.

Parsons and Jackson each tallied again in the third quarter and Andover by knocking in two more goals. Junior Parker Sides scored the first goal of his Phillips Academy career and Leif Dormsjo '93, off an incredible Jeff Jollen '92 feed, blew a shot by the hapless PCD goalie.

Moses Brown

On Wednesday, Andover hosted preseason league favorite Moses Brown, who had crushed Exeter 15-10 the previous Saturday, and triumphed in the end 15-7.



Dave Wilhelm Confronts Moses Brown Defender Photo/Sahadevan

The team's combination of size and speed was evident as the Andover offense manipulated the Moses Brown defense, racking up six goals in the first half before exploding for nine more in the second. Incredible performances were turned out by Parsons (4 goals), Higdon (4 goals), Jollen (2 goals, 6 assists), and Dormsjo (2 goals). The key to both games was Andover's tenacious defensive play. "Our defense was impregnable," stated Coach Paul Kalkstein. Leading the defense were James Smith '92, who utilized his speed and quickness to clear the ball and John Dugan '92, who prowled the crease, stopping many offenses drives. Chris Hopkins '92 played impeccable defense as well, locking up Moses Brown's biggest offensive threat. The team is preparing for a game against Pomfret, while looking towards a very promising season.

JV Roundup

By JEFF CANNON and AARON SHARMA

Boys JV Baseball

The wooden bats made their debut when the boys JV ball club kicked off the season with a tremendous win at Belmont Hill on Wednesday, 10-1. Judd Brackett, the frosh wonder stud started the game and pitched the first four innings giving up one hit and no runs. As teammate Kevin Moran '94, who batted .500, said, "He pitched with the authority of a seasoned veteran." The entire team played solid in the field

without making an error. It was stated best by Oba Davis, "I think the reason we won was because we scored more runs than the other team."

Boys JV Lacrosse

The boy's JV lacrosse started off the season with a solid 8-5 victory over a dreaded Pinkerton squad. The team avenged two losses from last season, tasting the sweet nectar of victory and giving Coaches Richardson and McCleery their first victory. Larry Jollen's lightning moves enabled him to blow by the defense and sneak in a whopping

four goals. Midreider Alex Orbon '94 helped secure the win by firing two blistering shots past the goalie's stick. As Carter Glass '94 so eloquently put it, "I think I chipped a nail," symbolic of the intense display of brutality. Tucker Fort '91 netted a goal and played true "j.v." ball.

However, the true heroes of the game were the virtual iron wall of a defense, consisting of Pete Kaiser '93, Nick Kendrick '93, Darren Hopkins '94, and anchored by powerhouse goalie Dave Sahadevan '93. Ben Rymzo '94 summed the game up by saying, "It was a battle of two teams, one smart and one not-so-smart, and superior intelligence won out, as expected."

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SUBSCRIBE

Baseball Get Split Decision, Blows by Boston Latin; Beated by Beverly High School

By KEVIN MORAN and RYAN SPRING

Although they started off the week with a loss to Beverly High 12-9, the boys varsity baseball team capped a hot hitting week with an 11-9 win over Boston Latin on Wednesday. Luckily, their current stretch of shaky pitching did not hold them back from victory against Boston Latin.

Phillips began the contest impressively with four spectacularly pitched innings by newcomer Seth Knight '94, a phenomenon who resides in Nebraska. After striking out five batters in his stint, he began to tire and was replaced by Willet Bird '93. A four run lead vanished in 2/3 of an inning, and Bird was forced to hit the showers a little early, due to a vast amount of errors that allowed five Boston Latin players to score.

The home grown talent of Mike Famigletti '93 was called on to shut



Thrown out at First down the B.L. charge and he did. Tension began to build in the sixth inning as the two teams battled each other to a 7-7 stand still. Then, as if written from a Hollywood script, Gerry Ambrosch '92 belted a double, knocking in two crucial runs across the plate. The errors that followed

the Big Blue over the first couple games crept back once again to haunt them. However, the tremendous hitting of Matt Hyde '92 and Gus Quattlebaum '93, with three hits a piece, lead the Blue a final score of 11-9. The game was best characterized by Hyde, "It was a

tough victory, a victory that the team needed desperately".

Other notables in Wednesday's game were the slick fielding of center fielder Mike Sullivan '94, and a clutch double play turned in the fourth inning by second baseman Brian Flannigan '94.

Saturday's performance against Beverly High was not exactly how the Big Blue had hoped to start off the season. The team fielded more like Rabbit Pond's Cluster team than a Varsity baseball squad as they gave up ten unearned runs and the final score ended up 12-9 in favor of Beverly.

Gus Quattlebaum '93, the starting pitcher, gave up five unearned runs in three innings of work. He was followed by Creighton Trainor '92 who pitched two innings and gave up five runs, but only two of them were earned. Seth Knight '94 finished up the ballgame with two

strong innings of work, giving up two runs.

Despite their horrid fielding, PA swung the bat well and almost caught up with nine runs of their own. They started off well in the first when Mike Sullivan '94 got on base. Two batters later, Quattlebaum drove in Sullivan with a hit up the middle for an RBI single and moved to third on a John Coleman '93 blast. Anthony Aime '92 then drove both of them in with a long double, his first of two. The two teams battled for the lead but, the poor fielding was too much in the end. The final score was 12-9 and an embarrassed PA baseball squad headed for the showers.

The Big Blue stands even at 1-1 and are gaining steam for their next opponent, Wilberham Monson on Saturday.

Athlete of the Week: Lacrosse's Jeffrey Jollon

By BEN RYMZO

"Jeff is the consummate lacrosse player," proclaims boys varsity lacrosse coach Paul Kalkstein. For those of you who don't know, consummate means perfect and highly skilled. These words well describe Jeff's play in Andover's first two varsity lacrosse games this year. His excellent play against Moses Brown, in what most considered to be a season determining game has earned Jeff Jollon the Athlete of the Week Award.

Jeff was born in Brazil, and grew up in Garden City, New York, where he began his illustrious lacrosse career. In the summer after third grade, Jeff's mother signed him up for a youth lacrosse clinic against Jeff's will. Jeff had heard that

well, however. He was also extremely effective at deftly taking the ball away from larger defensemen and picking up every loose ball he got his stick on. Coach Kalkstein commented that "Jeff is in the right place at the right time all the time."

After the game on Wednesday, Kalkstein remarked that "Jeff is the smartest attackman I've ever coached." After his spectacular game, Jeff modestly pointed out, "The guys who put the ball in the back of the net deserve more credit than I do. They all made my job really easy."

During the fall and winter terms, Jeff played cluster soccer and JV Hockey. Though his athletic talents in these sports failed to attract col-



Attackman Jeff Jollon Scrambles for Loose Ball

lacrosse was a rough sport and was naturally apprehensive at first, but his mother's encouragement paid off, and Jeff ended up attending summer lacrosse camps every summer and playing in numerous local leagues.

Jeff made the varsity team as a new lower, and has "steadily improved over the three years he's been on the team," commented Coach Kalkstein. His influence on the rest of the team is huge. Kalkstein commented, "Jeff's play brings up the play of the rest of the team."

This Wednesday on Jeff's 18th birthday the team faced Moses Brown. The birthday boy pumped in two goals and dished out an incredible seven assists. Racking up points isn't the only things that Jeff did

leg scouts, his talent in lacrosse did. Jeff plans to attend Haverford College in Pennsylvania where he was recruited and is expected to start at attack for their lacrosse team.

Jeff currently lives in Thompson house and Kevin O'Brien takes full credit for Jeff's perfect roll dodges saying, "He gets to practice them all the time in the dorm because he's always being chased." Jeff serves WQS's Senior representative.

Jeff's expectations for the team's success this season are very high after the crucial win over Moses Brown. If he continues to play at his present level the team's chances of winning their division and beating Exeter are extremely high.

Cycling Rolls by Pre-Season Competition

By GREG WHITMORE

This past Sunday marked the onset of the '92 Andover Cycling season. With only a few days of training together, both boys and girls teams proved to be a powerful force in the Boston Road Club's Newton Citizens race. With virtually all members of the boys team placing in the top fifteen and three of the members, Greg Whitmore '94, Justin Spence '94, and Carter Smith '93 placing in the top five, Andover ground into the pavement both Milton and Landmark teams. The girls team, led by captain Liz Roberts also placed extremely well in another citizens race despite the fact that their opponents were compromised of college-aged men.

This recent victory came as no surprise to coaches Derek Williams and Henry Wilmer. Andover's cycling teams have, in the past, been quite a formidable challenge to other New England area prep school

teams. From the initiation of the girls team many years ago, Andover girls have been undefeated in every single Interschols Race. This fact, though often overlooked, says much about the girls determination, skill, and ability to come together as a team in such physically unrelenting sport. These characteristics apply most definitely to this year's girls team.

The Andover Cycling Team's, other half, the boys, look strong as well. Made up of nearly all underclassmen, aside from senior captain Brian Senna, this years boy's show an extremely promising future. A recent time trial plots the boys at an excellent position for this year. Riders like Doug Freeman '93, Chuck Arnsberg '95, and Dave Lai '93, along with Smith, Spence, and Whitmore are sure to provide the team with many victories throughout the season.

Golf Swings into Action

By MASON O'CONNOR

As the balls flew across the fairways and the greens of the finest Country Clubs in Massachusetts, the boys' varsity Golf team looked to dominate and thrash their meager opposition. Dressed in trendy plaids and sporting unbuttoned shirts to reveal hairy chests and gold necklaces, the Big Blue continues to strike fear in the staid heart of golf's old guard.

Led by senior captains Eugene Park and Justin Lattanzio, the team ran over Tabor like a runaway golf cart on Saturday, before humiliating Governor-Dummer and Exeter on Wednesday. "They bowed down to us like dogs," commented Jack "Disco" Cardwell '94.

The team loaded into the rally wagon on Saturday, a bit apprehensive about the Kittansett Club's course. The site of the Womens U.S. Open, the course is regarded as the hardest course in New England. The team cracked jokes and tried to relax but the tension was evident. Upon arrival, the golfers were buffeted by 40 miles per hour winds. However, Tabor fell apart when they spotted the team in matching turquoise bell bottoms and never recovered. Andover triumphed 6-1, the only loss coming from Chris Koulichov '93, who blamed glare blindness from his opponents day-glo Patagonia. The team returned victorious to the adoration of two or three fans.

Wednesday came and Wednesday went and the golf team left Exeter and Governor-Dummer in their wake. In the first of three meets in their running tournament, Andover walked away with an 120 stroke lead over Exeter and a ten stroke lead over GDA. These teams meet two more times and the total after the third match determines the winner. "If we keep this up, the victory is in the bag," commented a confident Andover duffer during the match.

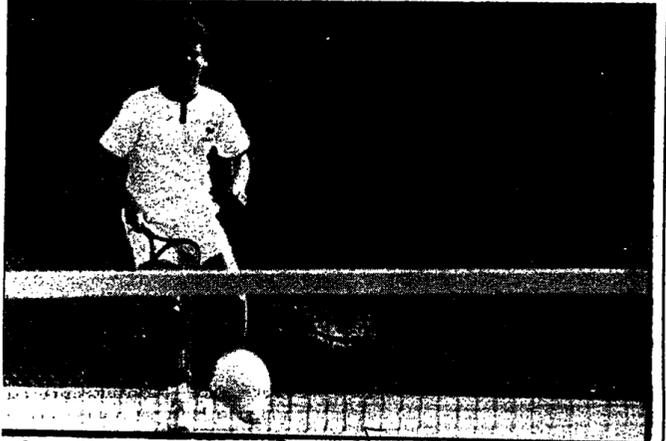
Currently, the team can be spotted at the nineteenth hole, lounging in lime-green polyester leisure suits and downing seltzer and discussing the latest round while looking towards the promising future of Andover Golf.

Boys Tennis Places Second in Tourney, Dropped by Tufts

By JOHN STUBBS and JED WALENTAS

Last weekend, the boys Varsity tennis team opened its season at the Kingswood-Oxford Invitational tennis tournament in Hartford, Conn. On Wednesday, Andover came up short when hosting Tufts University JV squad.

The team finished an impressive second place out of eight schools, being beaten by only Lawrenceville. This was a promising result after last year's fourth place finish. Andy Hsieh '92 led the Andover team by winning his division in an exciting tie breaker in the third set of the final. John Stubbs '94 finished third with a strong victory over a Deerfield foe. Carlos Gros '92 turned in a fourth place finish after losing a tough three-setter to Choate's number two player. Top seed, Mike Shin '94, contributed his share with an outstanding third place performance. Both of the doubles teams finished second and further helped Andover's cause. The team will be looking to win the tournament next year with its first and third ranked players returning.



Carlos Gros Returns a Winner

Photo/Sahadevan

Against Tufts the Blue suffered its first loss in a close match. Jed Walentas lost a heartbreaking match in a third set tie-breaker. Hsieh also was defeated in three close sets. This was a very exciting match for viewers and teammates alike. The fans were roaring and "doing the wave" throughout the stadium. Hsieh's explosive serve and volley game was disrupted by the blustery conditions at courtside. Stubbs had

an off day as he fell in two sets. Number two Gros turned in a strong performance, winning in three sets. Sophomore Mike Shin had a stellar victory over Tufts' number one player. Unfortunately, Andover lost both doubles matches in straight sets to lose the match. The team hopes to improve its record this Saturday at Northfield Mount Hermon.

Girls' Lax Shows Promise in Early Scrimmages

By KATE SILVA and DARREN HOPKINS

The Girls' Varsity Lacrosse team is learning to play together and to apply the fundamentals they have been practicing on in their games. On Saturday, Andover triumphed over Pingree 9-2 and Brooks 3-2, and, although the Blue outshot Middlesex, they were defeated, 7-4. On Wednesday, Andover was tied with St. Mark's 6-6 after 40 minutes of playing, but the two teams decided to play a third period during which a fatigued Blue defense sagged, and the game ended with a 12-7 St. Mark's victory.

On Saturday, the girls participated in a day scrimmage play-day, and they proved to be the better team by winning two out of the three games. Carter Marsh '93 scored a goal immediately after the face off. The Blue maintained their lightening quick pace for the remainder of the game as they rolled over Pingree in a 9-2 victory. Anna Estes '92, Christie Johnson '92, and Danielle Deprule '94, scored two goals apiece while Meghan Madera '94, and Ilean Lee '93 each added a goal of their own.

For the second game, the team came away from Brooks with a 3-2 victory. Carter Marsh led the scoring with two goals, while Christie Johnson connected for another. Both goalies, Ellie Miller '92 and Liz Ames '94, kept solid in the net, only letting in one goal apiece.

However, the final game of the day broke the streak ending in a disappointing 7-4 loss against a strong Middlesex team. Still Johnson and Marsh continued their scoring run

for the third in a row. Johnson scored her fourth and fifth of the season, while Marsh and Madera each added a goal.

After a strong start to the season, the team's record dropped to 2-2 today in a 7-12 loss to St. Marks. Nicole Rhodes '94, Allison Wheeler '93, and Johnson each hit two goals apiece. Marsh contributed with a goal of her own.



Girls' Lacrosse Battles Saint Mark's

Photo/Sahadevan

**Tim and Leif Want You To Write for Sports
(Cash Prizes)**

Around Campus

Novelist Gish Jen Presents Typical American

Gish Jen, Rodger's fellow and acclaimed novelist will present her novel Typical American Monday, April 13 at 7 pm in the GW theatre. Typical American portrays a Chinese immigrant family's struggle to adapt to their new world. Typical American marks the debut of "an important new voice in American fiction." Jen's work has appeared in numerous anthologies and magazines including The Atlantic Monthly and The New Yorker.

Athletic Intruders

The Athletic Department reports that numerous outsiders are using the PA athletic facilities. Athletic Director Leon Modeste states that "I constantly have to ask people to leave our facilities and warn them that this school is not insured for any accidents they may get into. Not only do outside individuals use our facilities but whole businesses play company games on our fields."

Andover occasionally allows injured parents of PA students to use our weight room for rehabilitation purposes and during spring break local little league teams can use the cage on rainy days. However, Modeste asserted that "PA's athletic buildings and fields are strictly meant for use by the student body and the faculty." Next year in order to curtail the use of the new athletic facilities by outsiders, students will be required to produce their school I.D. in order to gain access.

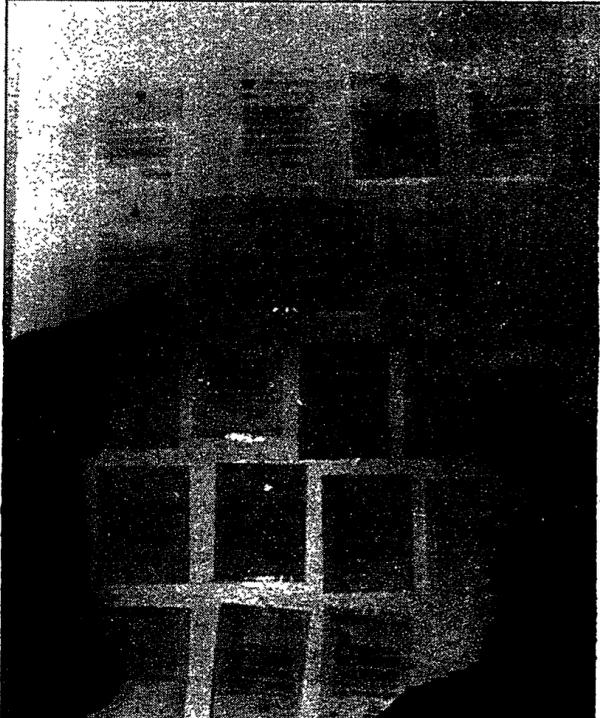
A Week of Fame and of Shame.

At conference period the mailroom is always a crowded and bustling place but this week it was especially busy. Seniors looking forward to their departure from PA, but anxious about where their next step would lead displayed a wide variety of emotions as they received their mail. Seniors receiving large envelopes beamed with delight, while those bearing smaller letters had been "negged." The results were then hung in the dorms on the "Wall of Fame" and the "Wall of Shame."

Dickie's Fortress

One of the wonderful new sights around campus awaiting students returning from their Spring Break was the addition of candy and soda machines in the basement of GW. Equally wondrous is Dickie's new desk: a fortress so large and magnificent that it entraps the woman's wonder.

Two Taylor Seniors Observe their Wall of Fame



Student Council Debates Problems with Deans' Schedule

By ALICE CATHCART

Responding to a barrage of complaints by both students and faculty, on Thursday April 2 the Student Council addressed problems with the Dean's Schedule.

The Deans' schedule was instituted as a means of alleviating the intense piles of assignments due within the last week, or day, of classes in each term. During the Dean's schedule teachers can only have major tests or papers due on specifically allotted class periods, a measure intended to reduce students' daily workload. Recently, however, students encountered many problems with the system. Some have found that teachers feel obligated to assign tests to every scheduled day, regardless of whether tests are a frequent occurrence in a particular class during the rest of the term. In classes where tests are expected, teachers find themselves bound by a rigid schedule to give the necessary tests before a class has reached an appropriate point in the material.

After discussing specific grievances with the Dean's

schedule, Student Council members concluded that the Deans' Schedule is basically a sound idea, and the restrictions it places on work are inherently good, despite certain specific problems. Most felt that when teachers adhered to the schedule, it was successful, yet students do not feel comfortable reporting violations to the Dean of Studies. The general consensus of students was that it definitely helped to have printed schedules distributed to students individually.

One noted problem with the Winter Term's schedule over past years was the lack of any days off between the last day of classes and the first day of exams. Although classes were not supposed to have work due that day, many had at least one night assignments. Certain faculty members expressed concern that students needed at least some time off from normal assignments in order to rest and to study in preparation for their exams.

Even non-subscribers can buy the Phillipian! Look for them during Conference Period in the Mail Room.

What are the Powers of Student Council? Seff and Presidential Candidates Respond

DYLAN SEFF

OK, look, student council does not have much in the way of unilateral executive power. Mainly what makes us different from other groups and just your average Joe is that we readily and regularly have audience with the Headmaster, Deans, and administrators. This does make a difference. Sometimes all it takes is to alert the administrative hierarchy to a problem. Other times it takes a little more determination and persuasiveness. A big chunk of our power rides in the hands of the school president, who is a permanent member of the Cluster Deans and Presidents Comm.,

and the School Congress Steering Comm. (which arranges the agenda for School), a non-voting member of the Andover Development Board, and a member of various ad-hoc subcommittees, such as Thanksgiving Planning Comm. Furthermore, the school president and Student Council are invited to share thoughts on many problems ranging from the drug and alcohol incident Fall Term, to problems with vandalism and walking on the grass. Pending next Tuesday's faculty meeting, where the faculty vote to allow students to sit as voting members of many committees, the school president and another

senior representative from Student Council will, as part of their duty on the School Congress Steering Comm., recommend which committees are to have students sit in on them. A larger group, including these two student council reps, will then suggest specific students for designated committees.

Student Council has the power, through the school president, to call school meetings (with the headmaster's consent). Obvious to many is also the privileges given to the school president to speak at these meetings.

Once per term, student council, along with other student leaders,

meet with the trustees for informal discussions about student-related concerns with the Academy.

All student council members of School Congress. Finally, student council gets to reserve really cool rooms around campus for their meetings.

Editors' Note: Each candidate who had made public by Wednesday evening their intentions to run for School President was given ten minutes to respond temporarily to the above question.

Liz Roberts PAGE TEN

Claudia Dreszer

CLAUDIA DRESZER

The Student Council is organized so that student's ideas and opinions can be voiced to the faculty. Through discussion, it corrects and aids the faculty's understanding of how students feel about a wide variety of issues. The Student Council's powers are limited, they can't make

miracles happen, but nothing is impossible unless it is tried out. Ambition and diplomacy, if used correctly, can help change people's views. If everyone works together, we've all heard the saying, "word cooperate at least a zillionally, the powers of this council times in kindergarten, changes for the better can be made."

Chris Keady

CHRIS KEADY

When one thinks of Student Council the thought is of diligent representatives of the student body at this school. Technician cooperate at least a zillionally, the powers of this council are almost limitless as long as they don't interfere with the safety and liberty of the students at this school. Of course, the reasons the students elected these particular representatives is because they trust that they will use their collective power to protect

WASTE their time on stupid, inane, dead-end things that are pretty damn worthless anyway. The faculty will only let us have so much freedom, so "One change a day every day!" or "Keep Tapping Classes!" just aren't going to cut the mustard. Obviously, I am exaggerating, but you know what I mean. The students need more representation on faculty committees so that they can be let in on upcoming decisions that affect us. The whole Junior Parietal mess was an example so don't be fooled.

Hilary Koob-Sassen

HILARY KOOB-SASSEN

Student Council is your bell cord - the pony tail you yank when you want someone to holler at the bald, benevolent ones. Good student councils respond to the slightest tug. Bad student councils are constantly yanking their own pony tails, ignoring their duty to represent. The Student Council works with the president to get the desires of the student body expressed to the Deans. Because the S.C. primarily represents its own members' views, the president is the true balancer of both what the S.C. tells him/her, and what the laymen/women tell him/her when they yank him/her to the side of the pathway. The Student Body is like a shy, young virgin who is too busy, bored, or scared to ex-

press him/herself. The Student Council is like a loud, experienced, demanding, lover who is so used to expressing his/her desires in the same haranguing manner that it doesn't tend to get done, or, rather, it doesn't tend to get things done very quickly or efficiently. The S.C. is doing a good job, but it is often complained that it is like a fish-monster who is hesitant to sell his rather small fish, but at the same time needs to sell them, despite their embarrassing size, to support his children. Perhaps if the Student Council was given there must be both desire for this sweeping issues to debate - it would feel better, getting more done for us, its whining, shining children.

This means that they will not

Dan Levine

DAN LEVINE

Right now, the student council finds itself in a difficult position. I feel that at the present time, the Student Council may be, to it lacks any significant influence on either faculty or students. For the Student Council was given there must be both desire for this change, and willingness to bring about this change shared by the student body and faculty. The student council alone can neither

harness sufficient desire or willingness to participate. The student council, therefore, is only as strong as the student body wants it to be. With a willing student body, the student council has the power to organize ideas and present them to the faculty. Simply stating a desire for change is not enough. For there to exist any power in the student council, there must be a willing student body.

Josh Pechter

JOSH PECHTER

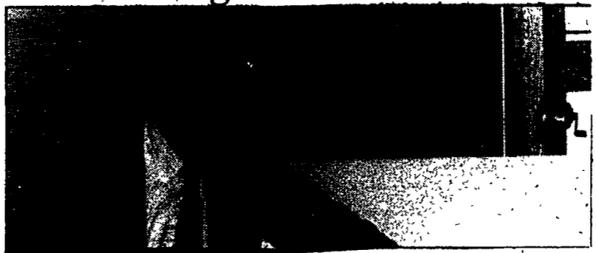
My platform is simple. I stand for an 8:45 opening of school, a school-wide escort policy, the saving of the needs-blind policy, and effective leadership. While student government may be ineffective at present, I'll change it. There are plenty of Andoverans who would make great presidents, I am the only one entered in the election. I am a leader; my opponents are followers. And in this

capacity only leaders can give the students what student government was intended to give a voice. Thus, it's time for a change. We have to get involved before decisions are made, not after. This is our school, and we have responsibility to each other, to the faculty, to the alumni, and to future generations of Andoverans to represent and protect our interests.

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Long Range Planning Committee Begins Discussions



John A. Bachman, Assistant to the Headmaster.

CHRISTINA KUO

On March 29 and 30 the fourteen trustees and faculty selected to constitute the Long Range Planning Committee embarked on their year-long process of identifying and evaluating internal and external issues that affect Phillips Academy. In future meetings the committee will discuss the directions in which P.A. should concentrate its efforts in the coming years.

During the 80s, Andover completed two long-range planning programs and this committee is designed to plan the Academy's future for the next five years. John Bachman, Executive Assistant to the Headmaster and Facilitator for the Long Range Planning Committee, explained the process as "a funnel" in which the members collect all their ideas. Soon, through discussion and deliberation, "the ideas funnel down and coalesce to help look at and gain charge of the future," continued Bachman.

At this point in the process, members only identified areas and issues that will become major focuses of the committee. The committee members, each in charge of a different area in question, will reconvene at the end of April and once again in June.

The nine primary issues, external and internal, concerning P.A., are diversity, curriculum, residential life, use of time, faculty, size of the school, finances, and the physical plant.

In April, each member will articulate specific issues and questions concerning their topic and define a strategy for developing suggestions for that topic. During the end of Spring Term and over the summer, members of the committee will begin researching and gathering information from trustees, faculty, and students on their topic. The process continues through next year, hopefully ending with final reports and recommendations in May 1993.

PET Embarks on Campaign to Educate Juniors on Substance Abuse

JASON CONS

The Peer Education Team (PET), a subcommittee of the Andover Drugs and Alcohol Committee (ADAAC), will perform educational skits dealing with problems and situations arising from drug and alcohol abuse.

PET, consisting of Tori Kataoka '93, Tina Ver '93, Alice Cathcart '93, Sasha Opatowsky '93, David Whileman and Blenda Yun '92, will visit Junior dorms and perform skits and monologues discussing alcohol abuse, marijuana, alcohol in the family, and drug related date rape.

Says Kataoka, "The Juniors are moving into dorms with older kids next year and they may encounter more pressure to drink."

"We're not trying to look down on them," continues Kataoka, "We're just trying to say, 'Look, this is what we're encountering. We hope that you don't encounter it, but chances are you will.'"

The discussions are meant to open a tete-a-tete with the Juniors and to give those seeking help a place in which to turn. The performances will take place away from House Counselors and proctors in situations where students feel completely comfortable and open. Following last year's skits, several Juniors spoke

independently to members of the PET. The Juniors raised questions dealing with personal alcohol experiences, exclusion by friends for abstaining from chemical experimentation, and alcohol on an individual and family level.

This year's presentation includes skits and monologues from last year as well as an additional monologue about drug abuse in the family and another skit about an alcoholic parent. Commented current Co-President of ADAAC Alex Lockwood '92, "The skits are powerful; they're good."

Kataoka concludes, "The goal of the program is to plant a seed in the Junior minds so when they make decisions about drinking they're aware of the consequences of their decisions. Experimenting with drugs on campus is illegal, so we want to discourage them from doing that. But, if they choose to drink, we want to know that they're educated enough to understand what they're doing when they drink and to assure that if they want to get help, they know who and where to go to."

The PET starts to visit Junior dorms next week. They will continue their open discussions with Juniors throughout the term.

What the Hell is a Cumquat, Man?

By NICK WADHAMS

It's about time, you would think. After hours of practice and many performances, Chester and the Cumquats still has not gotten an interview. Even after opening for O Positive, a quickly ascending pop band that has opened for Sinead O'Connor and R.E.M., the Cumquats have gotten little recognition. More than just a band, Chester and the Cumquats is a single personality that spreads its amoeba-like aura over all those it plays for.

The Cumquats have changed quite a lot from those early Graham House days. The "PG" football prospect reminds me of the Bride of Frankenstein with his afro-gone-wrong; or right, depending on your perspective. The Australian heart-throb now looks like a muscle beach bouncer who eternally air-guitars alternative and underground songs, artistic blasts from his mind. The euro-pop punker, the latest addition, hones his ivory ticklin' power, and the percussionist, once a timid upper, has matured to a confident, if slightly arrogant, senior deity.

practiced over-and-over-until-fingers-bleed. Sam shocked us all with his statement that he's "probably never heard one-third of the songs we play, but if someone knows them real well, I get the hang of it."

Their first gig was "P.A. Follies" where Andrew and Sam memorized three songs in under a half hour. Compatibility was apparent in these two, and would be more noticeable as the group played more and more together over time. The next act was at Graham House, then the Skirmish of the Bands in Borden, then Exeter, Abbott Bazaar, and their biggest gig, the opening for O Positive in the page.

At Graham House, the group had used their original drummer, Todd Lubin. After Todd injured himself playing football, he was no longer available. The group switched to Emmett Sykes who was a fill in until the band could find a more permanent drummer. Emmett played at the Skirmish, within an hour learning all of the songs that were to be played.

Jewish Cultural Weekend, Man

By TIMOTHY WEXLER

This week, from Wednesday April 8 until Sunday April 12, the Jewish Student Union presents its second Jewish Cultural Weekend. This year's Jewish Cultural Weekend is made possible by a grant from the Abbot Academy Association, which sponsored last year's highly successful weekend. All of the event's programs are free of charge and open to all members of the Andover community.

On Wednesday, the weekend started with Judith Magyar Isaacson, former Dean of Students at Bates College and author of the 1990 autobiography *Seed of Sarah: Memoirs of a Survivor*, who spoke about "Adolescents in Auschwitz". Miss Isaacson lectured specifically on her own adolescent experiences at the Auschwitz death camp, as well as the experiences of other young concentration victims like Anne Frank. In addition, Isaacson, Loló Hobausz, Allen Combs, Janice Yancy and Carolyn Skelton recited songs and poetry in Hungarian and Yiddish.

This evening, the activities will continue with Shabbat tables in the Ropes Room of

Commons at 5:30 pm. This will be followed by a Shabbat service at 7:30 pm in Kemper Chapel, located in the basement of Cochran Chapel. At 8:15 pm, Professor Julius Lester of the University of Massachusetts at Amherst, author of *Lovesong: Becoming A Jew*, will give a lecture in the GW theater on his conversion and journey to Judaism after growing up in a Baptist household. Refreshments will be served following the lecture.

On Saturday April 11, Woody Allen's movie *Annie Hall* will be shown in Kemper Auditorium at 6:30 pm. At 8:45 pm in the Underwood Room, "A Little Evening Music" will be performed by Wendy Bewig, Todd Fletcher, JSU co-head Kira Goldstein, David Sampliner, and many others. At 9:30 pm, *The Chosen* will be shown in Kemper following a brief intermission immediately after *Annie Hall*.

Finally, on Sunday April 12, Jewish Cultural Weekend will conclude with a special Sunday brunch in Commons featuring a veritable menagerie of tasty foods. Chow on blintzes and bagels while you're there.

Sex by a Lava Lamp, Man

By TINA VER

Sex, murder, and a blonde bombshell who wears skin-tight miniskirts without underwear. Sounds like perfect entertainment for a two hour sojourn at the Lawrence Showcase Cinema, but is anything but. Though *Basic Instinct* has its moments, this erotic thriller starring Michael Douglas and Sharon Stone is predictable in its plot, unbalanced in the quality of the actors' performances and too convenient to be credible in its sequence of events.

The passion and intrigue set in immediately as the camera focuses in on a man, his hands bound to the headboard of the bed by a white silk scarf, and an anonymous woman with a centerfold body coming to the climax of their sexual activity. From the reflection of the rectangular mirror strategically positioned above the king sized bed, we see the woman's hand reaching towards a glistening K-Mart ice pick - again strategically nestled between the covers. After thirty-one violent plunges, the man is completely dead. When Nick Curran (Michael Douglas) a San Francisco cop arrives at the scene of the crime, the mystery begins to unravel. The murder of retired rock star Jimmy Boz is the verbatim reenactment of a novel by the rich bisexual mystery writer, Catherine Tramell (Sharon Stone). Conveniently enough, Catherine is Boz's girlfriend and Curran, nicknamed "Shooter" for his accidental shooting of a couple of tourists while on duty and possibly on cocaine, is drafted to question the sexy Miss Tramell at her luxurious beach house. She knows all about Shooter's past and does not resist teasing his psyche. As is inevitable, Curran becomes involved with the shady and alluring Catherine in a much more than investigative

fashion. While falling in love with her, Curran discovers that Catherine's murderous plots have a suspicious tendency to materialize. Curran overlooks this trend and his presence as the main character of Catherine's next book as he step by step takes her bait, fating himself to destruction.

Follow: The classic whodunnit. Was it Catherine herself? Maybe it was Roxy, Catherine's jealous lesbian lover? Or it could have been Beth, Curran's girlfriend and police psychologist who coincidentally shared her first lesbian encounter with Catherine while at Berkeley and was known to be obsessed with her? At least this timeless cliché plot culminates in an unusual and ambiguous ending which I won't spoil for those of you who revel in mystery and provocative camera angles.

The performance of Sharon Stone is the saving grace of *Basic Instinct*. Her effective shuffling of emotions, her carnal instinct and her pervading mental brilliance provide the substance to support the movie's title. After a series of mediocre roles (she portrayed Arnie's wife in *Total Recall*), Sharon Stone took the gamble of a lifetime and won. Though Stone was not first offered the part of the bisexual sociopath, it was turned down by numerous "stars" because of the probability of controversy. Stone delivered a convincing and stunning portrayal which rather than being an affront to any group of sexual orientation, is a tribute to the woman's intelligence (even if it is employed in a twisted manner).

If you are up for some spice, seduction and violence without much of a plot or without any intellectual or emotional challenge *Basic Instinct* is the movie to see.



These are four Kumquats, man

Photo/Sahadevan

Some part of my brain told me to get this interview over with fast, or else mayhem would ensue. The last thing I wanted was to be hammered with Spinal Tap-esque remarks that would get me nowhere. After setting the ground rules, I dove into their respective "Seas of Cheese."

All of the guys had been in bands at one point or another, so no one had any problem with the circumstances they played under. Andrew had performed in the past with the most success, playing nightclubs and other Hong Kong hot-spots with his "Rubberband." Sam played for "Vicious Circle," and Johan, the keyboardist, played in a nameless band as did the drummer, Jon Kiedan.

The P.A. band started in the beginning of last year, after Sam Endicott, the bassist, confronted Todd Lubin in hopes that he would play drums for a brainchild-in-the-works. Sam was then introduced to Andrew Adamovich, who played guitar. Mike Liss, who graduated last year, also joined to give the group a classic rock flair with his acoustic, harmonic, and piano skills. Though Andrew was selected as lead vocalist, Liss occasionally helped in singing.

Their first idea was "to do a sleaze/religious band called Nuns n' Moses," but the name had to be dropped when the band found out that there was one Moses Nagel residing in Adams. "We didn't want to plagiarize, you know?" After briefly considering "Rednecks on Crack" (yeees!) they settled on "Chester and the Cumquats" because Sam thought Chester was a cool name and that the cumquat was a neat fruit.

From there, the band decided on their genre. "We play rockabilly punk, man," blurbs Andrew. "Our style has changed a lot. Last year it was predominantly alternative, but there was a little classic rock. Because we had such little time to practice, we played easy songs," adds Sam a.k.a. Captain Big Hair. The Cumquats' stuff ranges from "Brown Eyed Girl" to "Boys don't Cry." Currently they play more hard-core rock and still some alternative. They mentioned that one of their goals is to "introduce to Andover those high-quality underground groups that rarely get heard."

Before introducing their often obscure covers, the Cumquats need lots of practice. With less time constraints, (aside from Johan, they're all seniors) there is more time to grind out new tunes. With only one performance a term this year, the Cumquats have practiced at least once a week for six or more hours at a time.

Immediately before gigs, the group likes to practice all day. "Before we play we go through this period of nerve-racking anxiety and Andrew starts throwing stuff and screaming," says Johan. Songs are sometimes learned that day and

After that, the band was able to get a hold on Jon Kiedan, who had been playing in his own group.

Another unsteady feature of the band was their rhythm guitarist, Steve Kokinos. Just to dispel any rumors, Kokinos, who was a permanent addition to the band at the beginning of this year, left on his own free will as his listening and playing interests were not the same as the rest of the band's.

Though slightly weakened by the loss, the band found strength in their replacement for Mike Liss, Johan Aasbo. With ideas similar to those of Andrew, Jon, and Sam, Johan has provided a powerful kick with his electronic keyboards on songs that need more than just bass, drums, and guitar.

When asked about future plans, the group had varied responses. They hope to play new material like "99 Red Balloons," "Where Did You Go?" "Enter Sandman," and "Don't You Forget About Me," though nothing is permanent.

The group has at least two more gigs this year, one being The Battle of the Bands, another taking place at Abbott Bazaar.

There is also a possibility that the group will open for The Mighty Mighty Boss Tones, a well known group performing on Earth Day.

But after that comes graduation for three of the band members. Andrew and Jon hope to form serious college rock bands, while Sam will take a couple of years off to start a band in Los Angeles. He wants to "get the feel of the music scene, play some nightclubs, and gain experience before going to college." Johan hopes to start up another band here at P.A., carrying on the Cumquat spirit. But before you go pleading to play side by side with Jo, watch out - he's quite sensitive.

Overall, though playing in the band has not helped Sam's, Andy's, Johan's, or Jon's popularity that much, the effort has been well worth the time. "Ooh, you should see my callouses," brags Sam. Reverting to Spinal Tap, Andrew philosophized, "The more it stays the same, the less it changes. And that's the majesty of rock. The history of roll, the donning of the sock, the scoring of the goal, the farmer takes a wife, the barber takes a pole. We're in this together." Hmmm....

**Join the Phillipian
Come to Evans
Any time. We're always
there.**

Weekend Scoop, Man

By HILANOSE and MARALEGS

Aaaahh! Spring and many other smells are wafting. The scent of drained mothballs drifted drainedly as we pulled out none the less moth-eaten, hardened elastic tighty whities (off the shelf, not off the self). Boxers do not work for crew. After sweating their way through interviews, prospective students bring a barrage of new scents to our already over worked noses. For those of you whose feet have known no sock, exchange smells with the visitors, add an olfactory dimension to their P.A. adventure. Let them take the advice of D. Wilmaspot and "experience those nooks and crannies of Andover." On that note, take the time to discover the unexplored smells that surround you: Senior suntan lotion, and our sweat for another year. Oi vay! Our Sex, Rock and Roll, and Jewish Weekend keeps us going.

Friedegg-
5:30- Reception in Ropes for Julius Lester, a J.S.O.S.B.B.M. (Jewish son of a southern black baptist minister.)

Stay tuned for services with him at 7:30 in the Chapel dungeon. But wait there's more! The shepel continues with a Q&A session.

6.- AG-Agnes of God. Rape. Holy Incense, (Batman). Infanticide. P.A. Cosmopolitan issues of the week. Such are the goings on this weekend in the Trauma-Oops, DRAMA Lab. Directed by The Kid Baltimore. Boinging around the stage will

be Jenny Jordan, Camille Sze, and Vanessa Hill. Give a buck at the door.

Sataroundafterclassesday-

2. and 8.- Agnes is doing her thangf againff. OKffff?

3.-5.- All School Teafffff. Smokin', Soakin', and Readin' your tea leaves in Cooley House.

5-6:30- Lower Left Gafilta Fish Fight.

6:30- Underwood Room. WOODY Brother in nasal magnificence ALLEN's *Annie Hall*. Then, 8:45ish, there is kosher entertainment and foodfffff. The *Chosen* will follow. Will you?

8:30- G.I. Joe and the Jungle Woman will lay down cover fire at the DANCE in the Borden, with mind-boggling, pant-splitting music. Don the tight white ones again. Use them like a tool as you boogie.

2.- Like sands through the hourglass, Agnes continues to bug out on the rape and pillage tip.

funitheSunday-

Smell this!-Better get your butt to BRUCKI'mnotFASTing, for Mama's fantazmic blintzes, bagels, and brunching. In Ropes.

3.- Concert in the Chapel. The benevolent Brass Ensemble and Organ (droning-not doning) of P.A. and rgeter. Eat up!

PA Student's Personal Perspective on Feminism

By AI-JEN POO

There are stereotypes attached to the word feminism in this society. I have wrestled with my own definitions and the effects of societal stereotypes on my own definition for quite some time now. Because of my involvement in Women's Forum, I felt it important to figure it out. So often people associate feminism and Women's Forum with man-bashing, and my goal has been to show people the untruths in that assumption. I have been wary of calling myself a feminist because of the many stereotypes which have affected me. I'm ashamed to admit that, but it is time. Trips down to Washington and the many discussions I have had with Kathy Henderson, Barbara Livingston, Esta Spaulding, and other women on campus have helped me piece together this complicated puzzle for myself.

When I read a novel written by a female author, or listen to a female vocalist, I feel a certain comfort. It's so difficult to put into words the kind of strength I receive after hearing a powerful female speaker. I used to think that being a feminist and wanting a family or having relationships with men were contradictory. As I looked around me and saw women holding signs that said, "Mother of 5, grandmother of 12, and pro-choice," in Washington, I was blown away by the power of that statement. What it came down to was realizing that feminism has little to do with men or even less with man-bashing, but more to do with self-respect. This kind of feeling for me cannot be defined or analyzed. I keep coming back to the insignificance of labels. Why society feels the need to categorize and define people is still a mystery to me. One thing that everyone has in common is that they are either male or female. Issues of gender effect us all and we need each other to survive. The need for understanding among genders is crucial to the functioning of the world. In Washington this



Ai-Jen Poo Photo/Tanta Nanta
 past Sunday, one million people came together from all over the country to make a statement about the necessity of a woman's right to choose what happens to her body. We saw men and women of all ages, races, financial backgrounds, and sexual preferences come together to show support for human rights. There were no stereotypes and we were proud to be part of it. I was proud to be a woman in that situation.

Let me make it clear that I am not saying I have a definition of what it means to be a feminist. In my opinion, every woman has her own interpretation of it and that individual interpretation is sacred. For me, it simply means that I am proud to be a woman. My own identity is far from developed, but I feel certain things because I am a woman. I am connected with every woman on earth because I see the world through a window of femininity. When I feel hope for the future, I feel lucky that someday I will be able to bear children and I will have a part in that future. The strength that all women have to endure societal sexism and expectations is a strength that all women are born with. Being a feminist has no limits for me. It has to do with the grace of survival and the power of self-respect.

The Advantages of Single-Sex Colleges

By ABIGAIL ROSS

Just think, next fall you are relaxing in a new lawn chair, on the porch of your new dorm, at your new college. All around you are big beautiful buildings, trees of green, skies of blue, and people. But wait, all the people are women. Where are all the men? "Nowadays," says college counselor Alice Purington, "compared to 5 or 6 years ago, women are saying- I'm going to look at what is out there, and what is best for me." Today more and more women are realizing that perhaps women's college would be the best option for them. This year 70 women from P.A. applied to single-sex schools including Barnard, Bryn Mawr, Smith, Wellesley, Scripps and Mt. Holyoke.

The benefits of a single sex school are many. Statistics continue to report that a single-sex education is more effective, in heightening competition and focusing students. Rebecca Malakoff '92, who will attend Smith College in the fall, also considered Wellesley and Amherst, but realized that the gap between coeducational and single-sex schools is smaller than everyone seems to think. In addition, Purington and Malakoff agree that Women's colleges possess a sense of nurturing, consideration, and positive encouragement from peers and faculty; these are qualities which are perhaps unique to these special institutions.

Purington emphasized the benefits of a school where many female professors reside in tenure positions. Such a school subliminally sends an "implicit message about opportunity" and promotes the limitless boundaries of education. Also according to Purington, women from single-sex schools such as Mt.



Alice Purington Photo/Sahadevan
 Holyoke, Smith, and Wellesley go on to prestigious graduate schools, and continue to persist and practice in their field successfully more than their co-educated competitors.

The road to acceptance at a women's college may be easier than the Ivy's, however this is not for lack of opportunity or an outstanding education. When all-male colleges realized that it was prudent to become co-educational institutions in order to survive, enthusiasm and the amount of applications increased. Such an attitude dwindled at the all women's colleges that kept their single-sex student body. However, the level of education remained competitive and high quality.

Purington concluded, "look at all of your options. What is right for your roommate may not be right for you." Malakoff added, "I thought that I would go crazy, that the lack of guys would be detrimental." Clearly she will be able to cope. Could you?

All the Presidents' Women

By KIM FIGUEROA

Bush or Clinton, Brown or Tsongas? Those seem to be the words on everybody's lips these days, since Bush all but has the Republican nomination and the democratic nomination is about as stable as plutonium. The candidates ideas and personalities are at opposite ends of the spectrum, as are their wives. While all candidates fight to show the public who is the best man, who looks to see who is the best woman beside the man?

Barbara Bush is somewhat of the matronly type. She does not have a job, she spends time with her children and grandchildren, she works with her charities, and she supports her husband. And most importantly she has an inexplicable fetish over her dog Millie. She does not overshadow her husband and rarely does the public hear her opinions on controversial issues such as the death penalty and abortion. She is an epitomized example of the stereotypical American housewife, right from her conservative dress to her understated pearls.

Hilary Clinton, on the other hand, is a graduate of Wellesley and Yale and holds a very prestigious partnership at a law firm, from which she earns approximately \$105,000 a year. She has one daughter who escorts her and Bill on the campaign trail. Hilary Clinton ardently emphasizes her presence as an individual person, rather than ".... some little woman standing by my man like Tammy Wynette."



Courtesy Harvard Crimson

Some women applauded, saying "Uh-huh, that's right." Some other women, Tammy Wynette particularly, resented this statement. Mrs. Wynette was so distraught, she wrote a letter to Hilary Clinton saying, "How dare you! With all that is in me I resent your caustic remark." Despite Hilary Clinton's apology her statement was not easily forgotten. She, as well as the public, was quite aware of the sustaining magnitude of her statement. This incident was not the first time the public encountered her Hilary Clinton's display of independence. In the 1980 Arkansas gubernatorial election, Hilary Clinton refused to be called "Mrs. Clinton" and went strictly by her maiden name, "Hilary Rodham."

Hilary Clinton is far from "the little woman behind the man." She is a modern woman raising a family, maintaining a job, exercising and finding time to keep up with current fashion trends. (She has been even setting some trends of her own; Washington women are currently following Hilary's example of the power headband.) However, she does not neglect her personal duty to her family or her community. According to Time magazine, "she serves on 17 civic and corporate boards, hardly ever missing a softball game or school play."

So whose the better women? If women follow the ideals of Barbara Bush they will maintain the traditional housewife's persona: keeping down the fort, controlling the house and home. Or women may follow the steep path of Hilary Clinton and become a vocal advocate for the feminist movement. Some feel ignoring the latter is denying women individuality and social mobility; in this age of women challenging men, how feasible is staying at home? Conversely, it is quite a feat to simply stay married and raise a family. Is it possible to maintain family stability and hold a successful career?

Both women confront problems relating to their lifestyle. Questions about Clinton's fidelity haunt their campaign. Mrs. Bush confronts statements which criticize her lack of individuality. But the question still remains... Does Barbara lead the way with the return to the basics of life or does Hilary show what is ahead for women? It is clearly an individual decision.

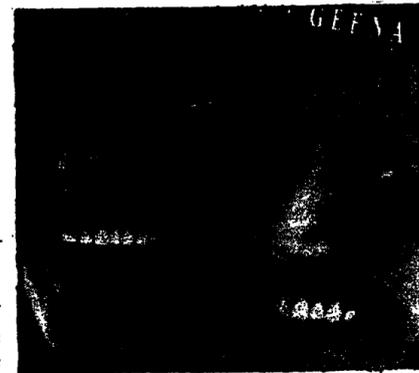
The Silver Screen: Directing Women Towards a New Dimension

By VICTORIA KATAOKA

Well, the Academy Awards are over. Neither Susan Sarandon, nor Geena Davis got the Oscar for their performances in "Thelma and Louise;" Kathy Bates didn't get a second crack at the Academy for her role in "Fried Green Tomatoes;" Linda Hamilton is not Athlete of the Year after "Terminator 2"; and Sharon Stone gets little accreditation for her scenes in "Basic Instinct," which doesn't involve sex. So who cares? They're nothing special right? Wrong. These women are all part of a group that is redefining the role of women in the media. Whether they are female version of "Butch Cassidy and the Sundance Kid," or a provocative, sex-craved murder suspect, the roles these women are undertaking are far from the past norm of film; they are reshaping every last inch of that silver screen.

The first of these revolutionary films was Linda Hamilton's portrayal of a lady Rambo in "Terminator 2". For the first time a woman was seen as a strong and capable action figure, with an incredible body to boot. This first film was easier for the public to digest because of its forthright plot, rather than the highly disputed "Thelma and Louise." Sarandon and Davis's film carried a more complex approach as they attempted to defy the typical female stereotype as helpless and dependant and increase the idea of limitless female capability. The most intriguing element in this movie lies with the man Sarandon shoots for attempting to rape Davis. The rest of the plot including car chases, a great sex scene, and the ethereal dive off the cliff, is derived from this initial scene. Symbolically, the scene renounces male harassment and female intolerance of rape, but it also embodies the theme concerning a female ability to fight back.

"Fried Green Tomatoes," is a vehicle for women to come to terms with who they are, and what it is that they want. The theme about the aging, reflective woman is beautified and held as a heroic figure. Is this



southern, middle class, middle aged woman as capable and perhaps as intriguing mobster and power king Marlon Brando in "The Godfather?" Finally, we see the beauty of menopause. (well, maybe not!) Also films like "Steel Magnolia's" with a cast of stars exemplifies the acceptance of women as they are and not as they are expected to be.

Finally Sharon Stone makes a provocative step in redefinition. In "Basic Instinct" she grants the power of manipulation and intelligence to the women. The psycho-babble, rhetoric and mental bashing in the film ultimately leaves the women on top. Also "Basic" envelops a whole new realm of feminism, beauty, female perspective and contribution to the media: the lesbian. This is not a final step in the feminist progression, but a milestone. Beyond acceptance of the mind, body, and beauty of the woman being is her sexual orientation.

More and more women in the media are assuming these vulnerable positions and confronting the threshold of the screen. Forwarding and stimulating society towards more respect, acceptance and information about women, these stars are making substantial headway and extending the realms of the feminist movement.

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Female Apathy vs. Male Oppression

By JOHN UDELL and COLM GALLAGHER

Many questions have been asked about the role of women in our society, as well as our community. Of course all women are evil in nature and should be taken out and shot. These days, a statement like the aforementioned may result in decapitation. Modern times are a far cry from the grape-feeding goddesses that once adorned the palaces of ancient Greece. On the campus of Phillips Academy, it is definitely clear that a subsequently larger number of males hold board and club positions than females. Two possible reasons for the trend in male domination are apathetic women who don't want to expend the time or energy to run for positions, and men's exercise of oppression over the female gender.

Many feel that female apathy is the cause of the disproportionate leadership roles. Sam Appleton '93, the Managing Editor for The Phillipian, feels undaunted by the current trend in Andover leadership, stating "I had a desire to run for a board position and wasn't influenced by any gender issue". Features editor, Tori Kataoka '93, agreed with Appleton saying "I wanted the position because of my love for writing." She did not feel threatened by her male counterparts running against her. Neither Sam nor Tori ran for board positions to make a statement regarding women's rights. The fact is that these are the only two females possessing powerful positions in our school paper, and have motives other than delivering a political statement, may be a positive step in creating a more gender balanced board.

Perhaps the "dominant male" idea has been ingrained in our society for so long that it seems only sensible that males be in power and females exist in lesser subservient roles.

The idea of male oppression over females has been part of our society for ages. Everywhere one turns, a sign of male oppression exists, such as many beer commercials and the Sports Illustrated "Swimsuit Issue." This damaging idea in society has penetrated Phillips Academy and may be a reason why females find themselves in either secretarial jobs or responsibilities with very limited power. For a female to obtain a high ranking position, it seems she has to overcome boundaries. Females have few role models in leadership. After gaining the original confidence to run for a position, a female then must deal with her male adversaries. Remarks such as "a woman should be in the house cooking, cleaning, barefoot, and pregnant," make a negative impact on self-esteem. As a result, women are less ambitious in seeking leadership roles. If this is the problem then breaking out of the stereotypes created by society is the answer. The likelihood of the problems surrounding female leadership in this community lies strictly on one of these is slight. Chances are, combinations of the two fabricate the sexual inequality of board positions throughout the campus. [Ha ha, we know what it is: the two female editors.]



Appleton and Kataoka Photo/Kim

Bias in the SAT?

By JOSHUA ROSENFELD

Imagine - a female and male take the same math and English courses; they receive the same grades in each subject. However their equality goes beyond this point, these two students are exactly equal in aptitude, I.Q., and motivation. They both wake up one day feeling exactly the same, they eat the same breakfast and they both take the SAT. But when the results for the test come back, the female's combined score is 100 points lower than the male's.

Impossible? Not as improbable as you might think. All across America, females who take the SAT consistently score lower than males. In 1989, the average combined score for all women was 875; the averaged combined score for men was 934, a difference of 59 points. On the SAT-Verbal, men averaged 434, while women averaged 421. And on the SAT-Math, women averaged 454 and men averaged 500.

However, if grade point average is any indicator of performance on the SAT, then these substantial differences should not exist. The profile of 1989 SAT takers showed that females take more years of English and receive superior grades over men. Yet on the SAT, men averaged 13 points higher. Although men and women were generally matched in terms of their math and science experiences, both in number of years and grades, males scored 46 points higher.

The SAT class of 1989 also showed women to be more "well-rounded" students. Eight percent more females than males were in the top ten percent of their class, and females also had a grade point average sixteen percent more often than males. A separate 1989 study compared grade-point average and the SAT gender gap. It showed that among men and women with A+ GPA's, women averaged 23 points lower than men on the SAT-Verbal, and 60 points lower than men on the SAT-Math. This gap decreased with GPA.

The SAT-Verbal is unique in its results concerning females' performance compared to males. Women tend to score higher than men on other standardized verbal and English tests, like the ACT-English, the Test of Standard Written English (TSWE), and the English Composition Test.

If women earn higher GPA's and hold superior scores on all other standard English tests than men, why do they perform worse on the SAT? The fault lies with the content and format of SAT questions. Research in 1989 showed that on the SAT-Math, score differences by gender can be extended by selecting questions with contexts that favor males or females. Women were found to do better on problems involving aesthetics and interpersonal relationships, such as vocabulary. Males, however, did better on questions involving

Feminism
is an issue.

Think about it.

measurement, sports, and science. On the SAT-Verbal, the study showed males performed better on questions dealing with practical affairs, concrete terms, and discrete items. Females performed better on questions dealing with human relations, abstract or general questions, and contextual items such as reading comprehension. Each SAT-Verbal contains 120 discrete items and 50 contextual items. This is a male biased test.

The multiple-choice format of the SAT also serves as a disadvantage to women. Males perform better on multiple-choice tests than females, and females are better with tests involving written language skills. Men are more likely to guess on the SAT than women, and these risks often are rewarded by the multiple choice format. The content of the SAT favored men as well. On the 1989 SAT, there were 24 reading comprehension passages. 42 men were mentioned 38 of them famous. Only one famous woman, Margaret Mead, was mentioned. Ironically, in this passage, her work was criticized. Two other women were mentioned on the entire test.

Unfortunately, women receive the down side of all these effects, and the repercussions are many. For example the PSAT, a test similar to the SAT, is used for determining competitors for National Merit Scholarships, women are crippled in their contention by their lower scores. Though college acceptances weigh more importance on school records, "which often show women to be superior," many women are affected adversely by their lower SAT scores. As most college-bound students tend to place much emphasis on their SAT results, low scores can be demoralizing. A female is thus sometimes reluctant to apply to her first-choice school.

The SAT is an integral part of all seniors' and uppers' lives. It is difficult for females to accept that their performance on a nationally standardized test may be marred by its gender bias. It is also a wonder that although these statistics are readily available to schools and the public, no effort has been made to change the format of the SAT or alter our nation's approach to standardized tests.

Features Poll: Feminism at PA

Compiled by KATE KENNEDY and JESSICA GLASSER

Out of 400 distributed polls to student boxes, forty males and fifty-five females responded:

Do you feel that men and women are treated equally on this campus?
Males: Yes- 70% No- 30%
Females: Yes- 46% No- 49% No response- 5%

Have you ever been discriminated against on campus because of your sex?
Males: Yes- 18% No- 82%
Females: Yes- 27% No- 69% No response- 4%

Would you feel comfortable attending meetings of a gender related group (ex. Women's Forum)?
Males: Yes- 40% No- 60%
Females: Yes- 76% No- 18% No response- 5%

Do you recognize Feminism as a legitimate movement?
Males: Yes- 50% No- 48% No response- 2%
Females: Yes- 87% No- 7% No response- 5%

Would you go to see a movie with a strong Feminist plot (ex. Thelma and Louise)?
Males: Yes- 73% No- 27%
Females: Yes- 95% No- 4% No response- 1%

Do you think of abortion as "just a women's issue"?
Males: Yes- 10% No- 90%
Females: Yes- 15% No- 85%

Thoughts from Blue Key Head Heidi Newell

By MADELINE STARK

Heidi Newell, co-head of the Blue Key Society, feels that not enough females have leadership positions on campus. In addition to the lack of female leaders, Newell pointed out that she has had only three female teachers in her three-year career at PA. Newell said that females on campus are "at a loss for... someone to look up to." She felt that this absence influences principles formed during adolescence.

Newell believes that the opportunity for females on campus to obtain leadership roles is "definitely there. It's just a matter of taking the initiative to attain [the positions.]" The students will lend equal ears to a female if she "says the right things and represents the things that the school advocates." If the candidate does these things, Newell believes that the candidate stands in a better position for election. Once a female is elected, "It is essential for her to assume the role model's position," and keep it.

Newell believes that the majority of student leaders are male because Andover became coed so recently. The conversion less than two decades ago has fully integrated females, but there still remains "an intrinsic factor" which allows more males to succeed on campus. Newell feels that the greatest factor in the election of a female student is not their gender but "how they play the game."

Newell has felt gender bias while on the athletic fields, however, she feels that the com-



Heidi Newell Photo/Tanta Nanta

mon stereotype of women "being physically less muscular and not as fast" as boys is not overly prevalent in students' minds.

Newell feels that there need to be more organizations such as Women's Forum on campus. Ideally, she would like to see the strengthening of present organizations as well as the creation of others. Organizations which address social issues need to "have a larger voice on campus," to instill principles of social equity more firmly in the students' minds. Newell pointed out that although the Abbot past has its drawbacks, it also gives women a unique experience. If the female heritage of the school can be preserved, it can be more fully integrated with the old Andover tradition. Women here have a "place to learn

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The members of the committee in charge of diversity, Bill Lewis, Trish Russell, and Bobby Edwards, plan to focus on continuing and expanding the school's diversity through the admissions and hiring policies. The members also want to find ways for P.A. to further appreciate its diversity.

Steve Burbank and Trish Russell, in charge of Andover's future curriculum, hope to define the definition of "primary" curriculum, the core of academic learning, and "secondary" curriculum. Also, they will investigate alternate pedagogues and methods to integrate "life issues" into the entire academic program as opposed to the current system of treating life issues as "add-ons."

The committee members in charge of residential life, Rick Beineke and Vic Henningson, plan to concentrate on faculty-student ratios, faculty-student relationships and the relationship of the day students to what is essentially a "boarding" school.

Reviewing the use of time at P.A., Gerrit Keator and Becky Sykes will brainstorm ways to reduce stress for students as well as faculty. The profusion of choices for student activities is also under question as a potential concern. Lastly, Keator and Sykes focus their attention on the current class-day and full-day schedule for faculty and students.

Clint Kendrick and Tom Lyons are the members responsible for developing the future of the faculty, and will research the prospect of "professional development" for the faculty in dealing with adult-adolescent relationships. They also seek to clarify the expectations of adults who work in a residential community such as Andover.

The Long Range Planning Committee as a whole will also debate on whether or not the size of P.A. is an important issue and perhaps explore the effects of a smaller school.

Steve Carter and Bill Lewis will examine P.A.'s finances, and plan to concentrate on revenue sources such as the endowment and tuition, and ways with which to become more efficient in school expenses. In addition, Carter and Lewis will focus on financial aid and the possibility of reinstating the complete needs-blind policy.

The last topic covered by the committee is Andover's physical plant. Vic Henningson and Sandy Urie will examine the efficiency of the plant, and also investigate preventive maintenance versus deferred maintenance and long overdue work on school property.

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The powers of the Student Council as they stand are vague and limited. The Student Government Constitution, which is the document that defines the positions of all student government officials, includes mostly the powers of the cluster and class officials. There are no defined powers of the Student Council. However, there are duties of the Student Council and its specific members. There is a distinct difference between powers and duties. For example, the duties of a senior

representative include attending cluster council meetings and the expectation of an underclassman rep is that he/she meet with a council of his/her constituents. In fact, the student council has no powers and this is an issue that must be addressed by the community as a whole. Since there are currently no veritable powers of the student council any assesment of the council shoould be based on its fulfillment of its duties not its utilization powers, because none of the latter exist.

LIZ ROBERTS

LIZ ROBERTS
The student council has the power of representation. Student Council's purpose is to serve the students, working as an important link of communication between the students and faculty. The student body

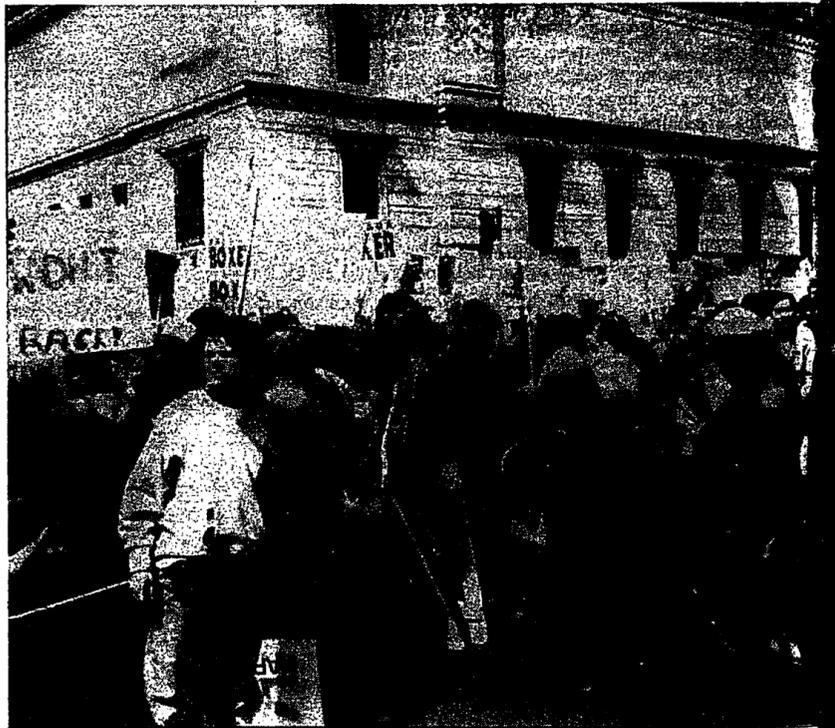
should trust the opinions and ideas of the student council members they elect to represent them, because the student council will be able to work on problems such as the sanctuary policy, parietals, e.t.c that arise in the community.

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