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# The PHILLIPPIAN

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Phillips Academy, Andover, Massachusetts

January 22, 1999

A Phillipian Special Report:

## Years of 25 Coeducation 1973-1998

By THAYER CHRISTODOULO

In "The Transition Years," Phillips Academy cross-enrolled with Abbot Academy, and women were finally integrated into the PA community. The full integration occurred with Theodore R. Sizer as Head of School, and he quickly led to a merger in which PA consumed Abbot Academy.

### 25 Years of Coeducation: The Transition Years

An Education Policy Committee and an Alumni Council to do studies on coeducation at Andover. At the conclusion of these studies in the summer of 1970, the faculty met in September to approve meetings between departments to enlarge courses and the calendar to ease cross-enrollment with Abbot Academy.

As Dean Simeon Hyde Jr. said to the faculty in the early fall, "As the

roles of men and women become less differentiated, differentiated education loses its validity...The separation of the sexes in secondary boarding schools is a land of hiatus in the normal process of growth, a period of artificial separation, discontinuous and out of harmony with the stages immediately preceding and following it."

PA's Trustees supported Hyde's statement and later that fall they declared that "Phillips Academy should be involved in the education of women" and it should pursue that goal not "independent but in close association with Abbot Academy."

Though the Trustees agreed with Dean Hyde, not all faculty members did. Richard Pieters, Chair of the Mathematics Department and a respected teacher, viewed coeducation with alarm. Many members of the faculty wanted coeducation, but they did not desire Abbot girls, they wanted Phillips to admit its own female students.

A faculty poll in March 1971

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D. Kurs/The Phillipian

The Board of Trustees met last weekend. Pictured here are, from left to right, back row: Melvin Chapin '36, Oscar Tang '56, John Ratté '53, Stephen Sherrill '71, Sam Butler '72, Richard Goodyear '59, Broughton Bishop '45, Richard Platt '65. Front row: Charles Beard '62, Tamara Rogers AA '70, David Underwood '54, Todd Fletcher '87, Thomas Israel '62, Elizabeth Powell AA '56, Stanley Shuman '52. Not shown: Cynthia Bing AA '61, Edward Elson '52, Clinton Kendrick '61, Mollie Lasater AA '56, Barbara Timken AA '66.

## Trustees Set Budget, Honor Sizer

By ROSS PERLIN

Over the past weekend, the Board of Trustees convened for both its regular session and for the annual presentation of the Claude Moore Fuess Award. In session from Thursday until Saturday, the board's major decision was to approve the preliminary school budget for Fiscal Year 2000, though a number of other issues, including fac-

ulty compensation, were discussed by committees and the full board. The board also joined the school community in honoring Dr. Theodore R. Sizer, PA's twelfth Headmaster, with the Fuess Award at Friday's All-School Meeting.

Most of the trustees arrived on Thursday night for an executive session of the board. Due to the prevailing weather conditions that day, members of the board were not able to meet with the Working Group on Committed Partners established in October; this committee had been set up to study the issue of same sex house counselors at PA. Most of the board was present for the evening session, during which Head of School Barbara Landis Chase gave the trustees an overview of the school's status, including a briefing on the recent lawsuit.

On Friday morning, the trustees met in two separate committees, which, according to Assistant Head of School Rebecca Sykes, were able "to look more in depth" at specific matters of interest. Both the Education Committee and the Academy Resources Committee, which discussed the capital campaign, had a chance to meet. Board President David M. Underwood '54 said the committee is "very enthusiastic" about the campaign. Pursuing a goal of \$200 million, the campaign has received \$80 million so far, nearly in keeping with expectations, or "just a hairline below," as Mr. Underwood said, "to keep us incentivized."

Adjourning for the All-School Meeting at 9:45, the trustees presented Dr. Sizer with the Claude Moore Fuess Award for Distinguished Contributions

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## THEATER MAY BE REQUIRED FOR LOWERS

ACADEMIC PROGRAM DEBATED

### Faculty Considers Two Models for Lower Year Class Requirements

By WENDY HUANG & NICOLE ROBERTS

At last week's faculty meeting the Department of Theater and Dance petitioned the assembled teachers for a new diploma requirement in the 10th grade, which would become the department's first.

The faculty met last Tuesday for the second of four meetings to discuss two new models for the diploma requirements that the Academic Council had brought to its attention. These discussions stem from a recommendation made by the Grade Task Force in October, 1997 to address the "10th grade gap" and freeing up the senior year for electives.

After meeting over the course of 18 months, the Steering Committee proposed several ideas in October of 1997 to better the school for the new millennium. To deal with the current academic requirements, the Steering Committee appointed the Grade Task Force in the fall of 1997. It reviewed the requirements for all four years and reported a year ago on what is known as the "10th grade gap," a lack of courses that teach reading and writing during lower year. One of the task force's recommendations was to move

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## PA COMMUNITY TO CELEBRATE J.S.U. WEEKEND

Watch Out! Lox, Bagels, Klezmir, Dancing, and 'Yentl'

By ERIC NEWMAN

This weekend, from January 22 through January 24, the Phillips Academy community will celebrate Jewish culture and tradition. This weekend will host an array of guest speakers, music festivals, and movies that will help to educate the Phillips Academy student body about the rich tradition of Jewish culture.

The Jewish Cultural Arts Weekend commences with renowned speaker Rabbi Lawrence Kushner at Friday's All-School Meeting. Rabbi Kushner is a teacher, a visionary, and the author of *Invisible Lines of Connection and God Was in This Place and I Did Not Know*.

This Friday night, at 5:15 p.m., following an invitational Shabbat service and dinner in the Ropes Salon, Beth Levin will lead the PA community in singing traditional Jewish songs.

Directly following Ms. Levin's performance, the music department will perform chamber music of distinguished Jewish composers such as, Gershwin, Bernstein, Copland, Korngold, and Krasa. The concert is free to the entire community.

Saturday evening at 7 p.m. the dis-

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## Panagopoulos Judge Stuck in Florida; Hearing Rescheduled

Fierce Nor'easter Closes Logan, Stranding Vacationing Judge Ed Harrington

By DAN SCHWERIN

Last Friday's inclement weather prevented resolution of the first phase of *Panagopoulos v. Phillips Academy, Andover*, CIVIL ACTION NO. 99-10054-EFH. Judge Edward F. Harrington, stranded in Florida by the weather, denied the request of the plaintiffs, former PA student Nicholas Axelrod Panagopoulos and his mother Nancy Axelrod, for an emergency hearing on their motion filed January 11 that sought to stop PA from dismissing Mr. Panagopoulos. The injunction hearing will be rescheduled at 2 p.m. on February 3 in Boston's Federal District Courthouse.

That hearing, according to Clerk of the Court Peter Gallagher, will most likely decide the outcome of the overall case. The plaintiffs are suing the Academy under the Americans with Disabilities Act, citing the way they call the "school's arbitrary and improper decision" to dismiss Mr. Panagopoulos despite his having "suffered throughout his academic career from learning disabilities." The Academy required Mr. Panagopoulos to withdraw in December after having "struggled to meet the Academy's minimum requirements from the beginning of his academic career."

### The Learning Disability

According to a letter from Dr. Larry J. Seidman, Associate Professor of Psychology in the Department of

Psychiatry at the Harvard Medical School, dated August 4, 1997, which was included in court documents, Mr. Panagopoulos suffered from Attention Deficit/Hyperactivity Disorder (ADHD) from the age of 3.

Dr. Phillip W. Long, a Canadian psychiatrist, defined ADHD using the following criteria: "some hyperactive-impulsive or inattentive symptoms that caused impairment were present before age seven years, some impairment from the symptoms is present in two or more settings (e.g., at school [or work] and at home), there must be clear evidence of clinically significant impairment in social, academic, or occupational functioning."

In addition, he added, to be diagnosed with ADHD patients must suffer from at least six of the following symptoms for at least six months and to a degree that is "maladaptive and inconsistent with developmental level." These symptoms include failure to finish schoolwork and duties, making careless mistakes, a lack of organization, difficulty in paying attention, avoidance of sustained mental effort, regularly losing things such as school assignments, susceptibility to distraction and forgetfulness.

The National Institute of Mental Health addressed educational concerns, reporting that "children with ADHD often need some special accommodations to help them learn.

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## Laurie Moss, Assistant Director of LLC, Dies Last Thursday at Age 52

By PAIGE AUSTIN

After a courageous 13-year battle with cancer, Laurie Moss, the Assistant Director in the Language Learning Center (LLC) and wife of Instructor in French Robert A. Moss, Jr. passed away on January 14. She was 52. Leaving behind a legacy of laughter, bravery, and life lessons, her memory will be cherished by the community she graced with her humor and unyielding desire to live life to its fullest.

Mrs. Moss's life served as a testimony to the great heights that a spirit can reach when invigorated by an unyielding dedication to family and an inspiring determination to value each day, even in the face of tremendous obstacles. Her boisterous laughter, the tremendous emphasis she placed on putting her family first, her willingness to travel any distance necessary to reach one of her two daughters' sports games, and even her love of the color yellow, remain treasured memories in the minds of her friends and family.

Following a private gathering of Mrs. Moss's family and closest friends, a public memorial service was held in the Cochran Chapel at 3 p.m. on Saturday, Jan. 16. Members of the

community that supported Mrs. Moss during her long and tumultuous illness joined together to honor and remember its friend and colleague who, in the words of her family, "exemplified the well-known phrase, 'living with cancer.'"

At the memorial service, her youngest daughter, Sarah, a 21-year old history major at Union College, lovingly shared recollections of time spent with her mother. She recounted for the chapel full of listeners how her mother "was simply too busy living to be bothered with cancer." Mrs. Moss's older daughter, Laurie, a 24-year old teacher of children with autism at the May Institute in Braintree, was also present. In a letter read aloud by Reverend Alexander S. Daley, the Moss family wrote, "Laurie was herself a gift to us all. Even in her final months and weeks, she never stopped giving of her time and energy to others who graced her life."

They added, "With Laurie and through Laurie, we discovered that time is our noblest and most fragile commodity: time for oneself, for family and friends, for building a sense of community, for caring and sharing, for laughing and loving and living life to its fullest." Janice Lisiak, one of Mrs. Moss's best friends, addressed the crowd, "Laurie taught a lot of people a lot of lessons, when she was sick and when she was well." In addition, Ms. Lisiak then emphasized the significance of the quote by Willa Cather printed on the front of the service's program: "There are some things you learn best in calm, and some in storm."

The Moss family wrote, "Laurie was touched and sustained by all those who surrounded her and she, in turn, gave to each of us a renewed strength by which to live each day."

Victor Svec, Russian instructor and another of Mrs. Moss's close friends, attested the Monday following the funeral, "She's one of the bravest people I've ever known in my entire life, and one of the most upbeat. She would come into work everyday, even when



Courtesy Robert A. Moss, Jr.

Laurie Moss, wife of French Instructor Robert A. Moss Jr., died last week at age 52.

she was suffering from the backlashes of chemotherapy, and be cheerful, make jokes and have fun. She was a people person; someone who I will always cherish having had in my life."

In her memorial speech, Sarah Moss, began with a tale of her mother playing "the miracle doctor" to her wounded teddy bear, Kevin, over 17 years ago, and lovingly reminded everyone of the Mrs. Moss who was so treasured by all who knew her. "My mom was not only a mother, but a best friend as well." Sarah then told of the frequency with which her mother managed to knock over racks of clothing whenever their family went shopping, of how her mother refused a doctor's proposal of scheduling treatments during the month of April "because she had lacrosse games to go to," and of how "whenever you played a card game and she was losing she would always accuse you of cheating."

At the conclusion of Mrs. Moss's memorial service, the crowd rose to sing the hymn "Come All Ye Faithful" because, as the Reverend explained, "Laurie always began Christmas on Labor Day." At the conclusion of the service, the crowd slowly filed out.

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## New Director Opens de Kooning Show at Addison

By SILLA BRUSH

"Willem de Kooning was always drawing, never making a drawing — 'finish' and 'closure' were not part of his vocabulary... He drew and he drew, clustering pencil lines as incisive and finely honed as the sharpest razor, or urging an ink-loaded brush into freely splashing pirouettes and arabesques, or encouraging soft, ashen drifts of charcoal to luxuriate in the nap of the paper. Drawing gave breath to the body of de Kooning's art," wrote Klaus Kertess '58, curator of Willem de Kooning: *Drawing Seeing/Seeing Drawing*, in the accompanying catalogue.

This exhibition, the first under Director Adam Weinberg, which opened at the Addison Gallery of American Art on January 16, exposes a unique and often unseen body of work. Comprised of seventy works, the exhibition allows the public an in-depth view at four rarely seen series of Mr. de Kooning's drawings from 1958 to the late 1970s. Mr. de Kooning created these drawings intermittently over decades, though when viewed in series they reveal



Courtesy Addison Gallery

An untitled charcoal and oil drawing from the 1970s in the new Willem de Kooning exhibit in the Addison Gallery of American Art. This is the first exhibit under new Director Adam Weinberg.

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## A Conversation with Ted & Nancy Sizer

Last Friday, three Phillipian board members interviewed Theodore R. Sizer and his wife, Nancy. Mr. Sizer, PA's twelfth Headmaster, had returned to campus to accept the Claude Moore Fuess Award, the Academy's highest honor. His unique experience as the leader who shaped the coeducational Andover provides an interesting view on topics from Congress to Clusters.....p. 6



D. Kurs/The Phillipian



# Holocaust Survivor Gerda Klein Comes to Campus, Speaks

By ETHAN LIEBERMANN

Renowned speaker, author, and Holocaust survivor, Gerda Weissman Klein described her harrowing accounts in the World War II Nazi concentration camps to the Phillips Academy community.

Speaking in the Underwood Room last Friday, Ms. Klein recounted her beatings in the concentration camps and in a winter death march. Her emotionally charged presentation brought many in the audience to tears.

After the Nazis captured her in Poland at the age of 15, Ms. Klein spent six years in the concentration camps. During that time, Nazi officers beat and nearly worked her to death. To culminate her experience, Ms. Klein embarked upon a 350 mile winter death march with 2000 other women.

She clung to the little strength she had left as her comrades withered away and died every day during the three month long death march. Miraculously, an American intelligence officer came to her rescue as the Nazis were overtaken. At the age of 21, she already had white hair and weighed a mere 68 pounds. Ms. Klein was one of only 150 women to survive the march.

Ms. Klein told her horrifying, yet

awe-inspiring Holocaust experience not to intimidate or disgust, but rather to motivate people of all ages. Writing in her book *All But My Life*, she refused to "find a permanent solution to a temporary problem." While death certainly seemed inevitable at times during the war, Ms. Klein refused to succumb to an obstacle that would eventually pass.

One highlight of the evening occurred during the question and answer portion of the event, when her bodyguard, a burly man from Boston, broke down in tears in response to Ms. Klein's emotionally charged presentation. Many others in the audience were also visibly moved.

Gerda Weissman Klein is the author of several books and the producer of a few movies. Ms. Klein contributed to the file *Testimony* which is on permanent display at the United States Holocaust Museum in Washington, D.C.

An HBO documentary titled "One Survivor Remembers" recently received an Emmy Award, two Cable Ace Awards, and an Oscar. Her most famous book, *All But My Life*, has been a national bestseller for multiple years.

# Edwards, CAMD Again Lead MLK Day



Above, members of the Phillips Academy Gospel Choir perform at Monday's second All-School meeting celebrating Reverend Dr. Martin Luther King, Jr. Day. Below, Robert A. Edwards, Dean of Community and Multicultural Development, speaks at the meeting.

"I believe that the day overall could be seen as a success. It remains to be an example that change is often met with resistance. I'd give the standing ovation away to know that you would have a conversation with someone of another race this week."

- Robert A. Edwards  
Dean of Community  
and Multicultural  
Development



D. Kurs/The Phillippian

# PA CELEBRATES J.S.U. WEEKEND

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tinct sounds of traditional and contemporary Klezmer music will echo throughout Tang Theatre. Klezmer combines the roots of Middle Eastern music, the vivacious pulse of Eastern European dance, the soul of rock, and the jazzy melodies of Yiddish Theatre.

Mr. Klezmer hails from Amherst and has been performing in New England since 1987. He has released two albums: *Klezmer Cooks for Tante Barbara* and *Back in the Shtetl Again*. His group includes an accomplished supporting cast including vocalist and dramatist Rhoda Bernard, multi-instrumentalist Jim Armenti, R & B pianist and flutist Amy Rose, bass player Joe Blumenthal, drummer Neil Zagorin.

The Metro Boston Tab says, "The musicianship on display...is first rate, especially Jim Armenti's fevered clarinet playing and Rhoda Bernard's full bodied vocals...jazzed up, splendid music." Bravo says that Klezmer's music conveys "a hypnotic, wonderful... high energy experience."

After stomping to the beat of Klezmer music at 9 p.m. on Saturday Jan. 23, in Kemper Auditorium, Student Activities will present the movie *Yentl*, starring Barbara Streisand.

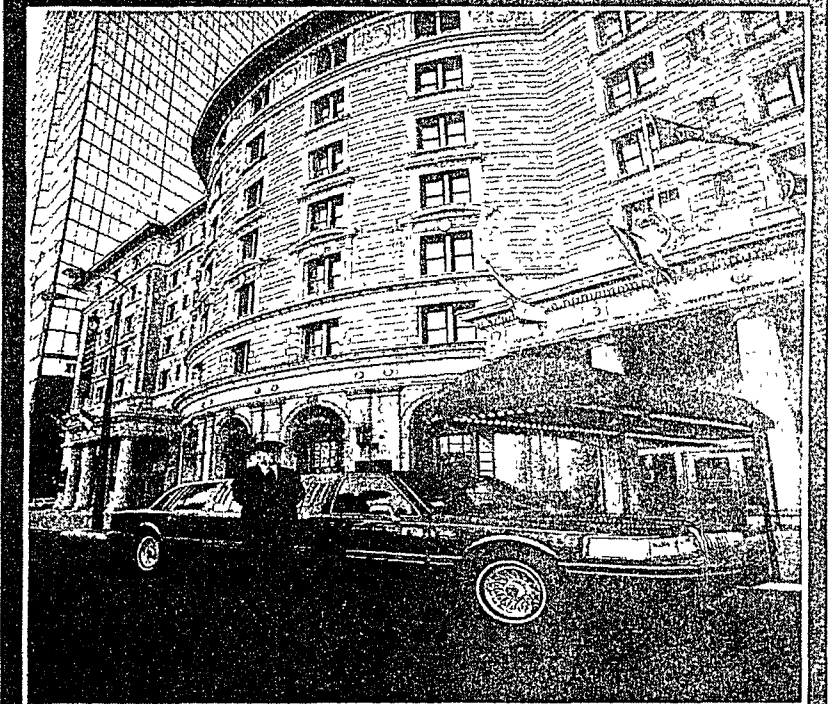
Jewish Cultural Weekend will end with a Sunday brunch of a Jewish delicacy, bagels, and lox.

Jewish cultural weekend is a key event in Phillips Academy's schedule of events celebrating the community's diversity. In the tradition of weekends like those of Af-Lat-Am and the Asian Society, these few days promise to be entertaining and educational. "I know that will especially enjoy the music and the food, which are two of my favorite parts of any Jewish holiday. I'm proud that my heritage is represented and recognized by the PA community," says Charles Landow '99. Alex Finerman '01 remarks, "I'm glad that everyone can get a taste of the cultural background of my family. This weekend is not about the religion itself, but about our traditions and customs that have been passed down through the generations. Jewish culture is found in everything from the bagel to many of the jokes in Mel Brooks movies."

Jewish Cultural Weekend provides the non-Jewish student body with the opportunity to experience and learn about Jewish tradition and heritage.

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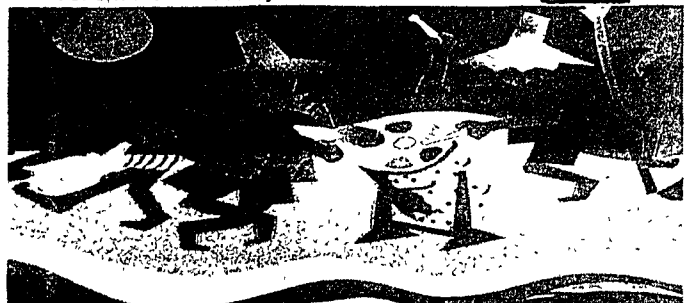
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his art of mark-making.

Organized chronologically, the show begins with his 1958 *Folded Shirt on Laundry Paper*, followed by a group of twenty-four small drawings created in 1966, several drawings of the Crucifixion from the mid and late 1960s, and a number of tracings done on vellum during the late 1960s and 1970s. The early works reveal a calligraphic and open quality.

Mr. Kertess described these works as, "[an] utterly mundane subject is transformed into a series of dazzling gyrations of an ink-loaded brush shifting from folded shirt to giddy glyphic abstraction to comedic torsos writhing and struggling to unfold themselves to shirt collars inflating into bulbous breasts bursting from their décolletage."

The twenty-four small works, which Mr. de Kooning created while his eyes were closed, are of particular interest to students who are traditionally taught to discipline their eyes and hands to work in concert.

These works eschew such concepts and instead rely on the interaction of memory and hand. The small drawings represent a departure for Mr. de Kooning at the time, and a desire to free himself from traditional restrictions. Mr. de Kooning experimented with other ways to free himself such as drawings with a charcoal stick in both hands, some using only his left hand, and some drawings while he was watching television.

The third and fourth series examine Mr. de Kooning's charcoal and vellum drawings. During the twentieth century, many artists such as Henri Matisse and Francis Bacon, began to depict the Crucifixion and religious scenes in their work.

"Six charcoal crucifixions (ca. 1996), the same size as and indistinguishable in manner from the documented eyes-close crucifixions, as well as six further, related crucifixions (ca. 1966) all depict Christ in a pose that makes the topheaviness imposed by crucifixion ridiculously apparent," wrote Mr. Kertess.

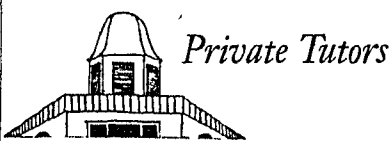
The double-sided vellum tracings, the fourth series of drawings, are tracings of images that Mr. de Kooning often used in subsequent paintings in the 1980s. "In his vellums and preparatory drawings on canvas, he was quite literally retrieving his past to become the foundation of his new work in the present; in his use of the tracings, that past also became an active participant in the shifting stages of a painting's development," described Mr. Kertess. Willem de Kooning's drawing's represent a small, but important part of his vast oeuvre.

Willem de Kooning (1904-1997), considered one of the most preeminent and influential artists of the twentieth century, is best known as a pioneer of the Abstract Expressionist movement. Abstract Expressionists looked to express their individual personalities while expressing a timelessness in their art. Mr. de Kooning's work is emotionally charged, calligraphic, and often non-representational.

Mr. de Kooning studied at the Rotterdam Academy of Fine Arts and Techniques in the Netherlands. At the Academy, Mr. de Kooning was taught to master lettering and to copy inscriptions.

There is unique correlation between these early lettering studies and the calligraphic gestures in the *Folded Shirt on Laundry Paper* series.

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BOYS' SWIMMING

The boys' swimming team, led by the record setting performance of T.J. Durkin '99, picked up two more victories this week. With the early season success of the team, it appears poised for a run at the New England Championship.

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The PHILLIPIAN

SPORTS

ATHLETE OF THE WEEK

Post-graduate Heather Graul '99, who, if not for back problems would have played a major role on the field hockey team in the fall, is the second leading scorer on the girls' hockey team, despite still being hampered by injury.

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Scores

Table with scores for Boys' Hockey, Girls' Hockey, Boys' Basketball, Boys' Wrestling, Girls' Squash, and Boys' Swimming.

Wrestling Remains Unbeaten, Improves to 7-0

by Gilman Bamdollar PHILLIPIAN SPORTS WRITER

Wrestling scores table showing Andover vs PCD, Andover vs Tilton, Andover vs Deerfield, and Andover vs Worcester.



Following last week's inspiring 37-25 handling of league powerhouse Wilbraham & Monson Academy, the Andover wrestling team had shown it was a prime contender for the Class A Championship.

The last week of matches only reinforced the point, as the Blue stormed through a quad meet at Deerfield on Saturday (the competitive Hyde School missed the match due to a bus breakdown) and easily dispatched Worcester Academy at home on Wednesday.

PCD

Taking on Providence Country Day in a Class A match, Andover dominated every inch of the way against a decent team that was hin-

dered by injuries. With PCD forced to forfeit eight of fourteen weight classes, the contest was already won for the Blue, but those Andover wrestlers who did wrestle put in strong performances.

After PCD conceded the next two weight classes, Kwesi Christopher '99, wrestling at 125, took another six points for the Blue with a second period pin. Captain Jeremy Hersch '99 battled through an ankle injury for a solid 4-0 win over one of PCD's ranked wrestlers.

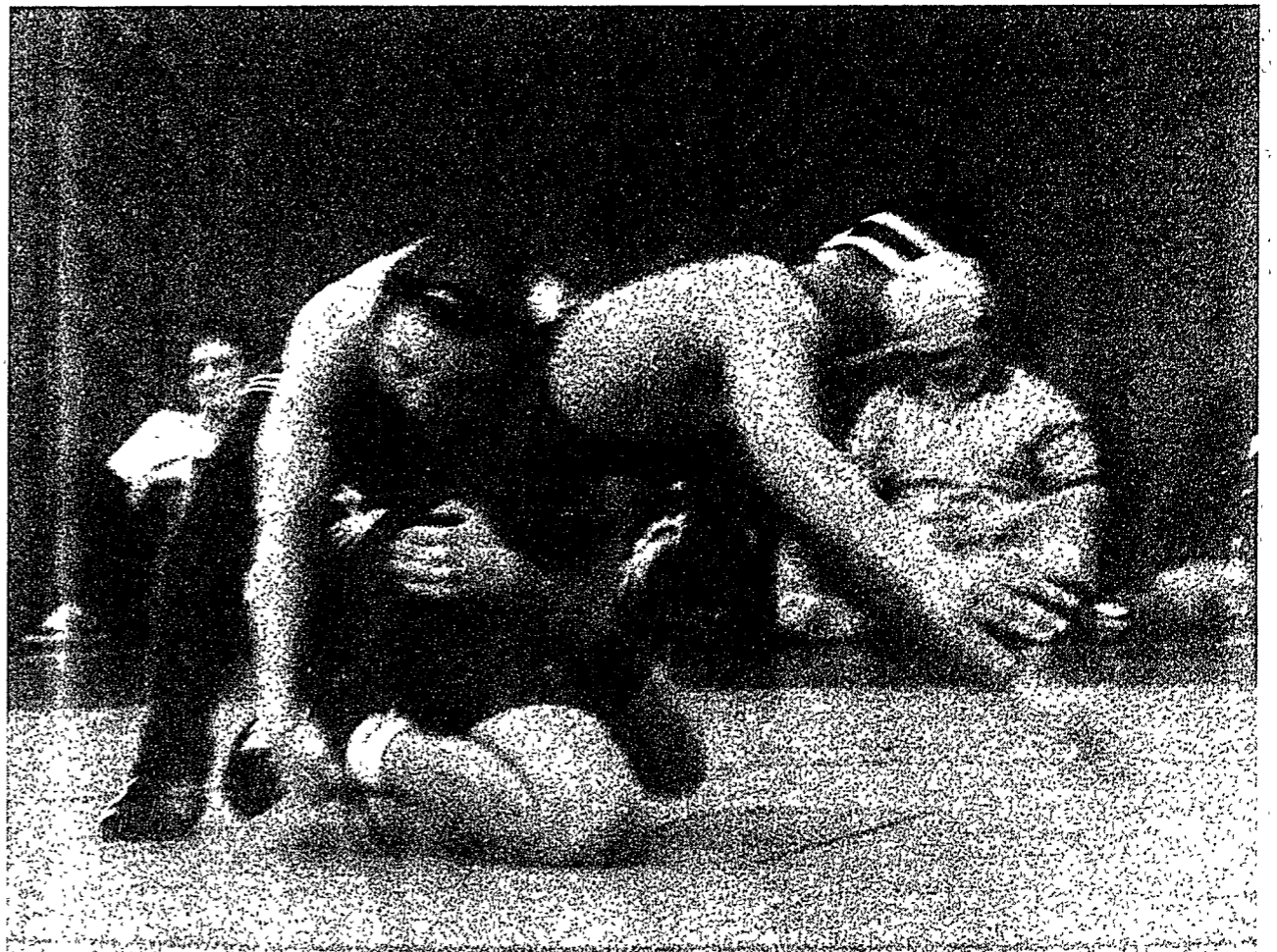
Captain Noah Kaye '99 followed Myers' effort with a pin, and four straight forfeits ended the match.

Tilton

The Blue continued its day with a match against Tilton, and the results weren't too different. Andover received forfeits at the first three weight classes, and Matt Kish '99 dispatched his opponent in the second period to give the Blue a 24-0 lead.

Adam Jonas '00 kept the Blue hot, attacking off his feet and pinning his opponent in under a minute.

Justin Pytka '00, wrestling at 135, was up next, and though he fought



The wrestling team went 4-0 this week and will host Belmont Hill, Loomis, and New Hampton in a quad meet tomorrow at 3:45.

Photo / D. Kurs

hard, particularly off bottom, he fell to his opponent by a score of 14-3. Andover then put the match away, as Hersch took a forfeit and the Blue recorded four straight pins.

Tilton rallied for a pin at 189 pounds, but Eli Kagan '99 took a 16-8 decision and Billy Brancaccio won by technical fall, 18-2, to end the match on an appropriately high note.

Deerfield

After completely dominating two relatively easy opponents, Andover faced its toughest test of the day with a match against Deerfield, traditionally one of the best ISL teams.

Both wrestlers rode each other out in the next period, and the match went into overtime. Christopher waited for his opponent's shot, then sprawled and spun behind for the takedown.

Andy Gossard '00 showed the

last second of the first period.

Max Sung had the day's most exciting match, as he flew through the third period to take a 14-8 win. Down 4-2 after the second period, Sung attacked his opponent in the third and reversed him, got near-fall points, then was reversed himself.

Worcester Academy

Wrestling before a substantial and enthusiastic home crowd on Wednesday, the Blue overwhelmed Worcester Academy quickly. Harry Boileau set the tone when, despite being injured in the second period, he tech falled his opponent.

Andy Gossard '00 showed the

most heart on the team, as he pushed himself relentlessly against a larger opponent and was only barely subdued in the closing minute.

With these four strong wins, Andover took a 7-0 record and second place in the Class A standings, behind only vaunted repeat champion Northfield-Mount Hermon.

The Blue also has nearly the whole team ranked in the top five in their respective weight classes in the league, with Shvartsman, Hersch, and Kaye all ranked an impressive number one in Class A's.

Now is hardly the time to be overconfident, however, as tougher foes loom on the road ahead. Exeter is nipping at Andover's heels with the number three ranking in Class A's, and Andover plays host to three tough teams this weekend, as ISL leader Belmont Hill, Loomis Chaffee, and New Hampton all pay a visit.

Next week may well define the team's season, as Andover hosts powerful public school North Andover on Wednesday, then takes on last year's champion, NMH, Friday night in Borden. The week was nonetheless a good one for the Blue, for as Coach Gorham simply put it, "We were aggressive, and that's what I'm looking for."

St. Paul's Puzzles Girls' Squash

by Wendy Huang PHILLIPIAN SPORTS WRITER

Score for Andover vs St. Paul's in girls' squash.



This past week, the girls' squash team has had its ups and downs, winning one match and losing the other.

between these two scores reflect the two very different teams played. On Friday, Andover shut out the weaker Brooks team 7-0, not giving up even 1 game out of the seven matches played, but on Wednesday it was the Blue's turn for defeat at the hands of a more experienced St. Paul's team losing the match 7-0.

Brooks

Friday afternoon, the girls drove over icy without three of their regular players Alexis Beckford '00, Jess Olans '01 and Brooke Peyton '01. Despite this misfortune, PA went into the match with high spirits and easily overcame the traditionally weaker Brooks team.

Playing number one for Andover, Ashley Harmeling '00 battled her Brooks counterpart eventually coming out of three games on top 9-5, 9-6, 9-2. At two, Caroline Grace '99 was able to eliminate her opponent in a matter of minutes 9-0, 9-1, 9-3. Sasha Hrdy '00 at number three, played an incredible game of positioning and shocked her adversary 9-1, 9-0, 9-0.

St. Paul's

The Blue came up short, playing the team Coach Hodgson called "the toughest we'll meet in the regular season." Last year St. Paul's was the only team Andover lost to in its 12-2 record, surrendering the match both times the teams met.

Harmeling faced St. Paul's newest weapon Linda McNair, a world ranked

player from Zimbabwe, at the number one seed. But despite her valiant efforts, Harmeling yielded the match in three games 1-9, 2-9, 2-9. At two, Grace also put up a struggle with her opponent but succumbed in three games 1-9, 1-9, 0-9.

The next four matches were all very close in spite of what the final scores were. Hrdy battled back and forth with her opponent for four very close games ultimately losing 9-7, 7-9, 8-10, 4-9. Beckford, returning to the number four position after having been out for the past three matches due to illness, was disappointed in three games 3-9, 0-9, 0-9.

year's Interscholastic winner at the number six position. And finally, Olans at number seven was completely overwhelmed and outplayed by a very capable competitor 1-9, 0-9, 2-9.

Agarwal spoke for the team after the match saying, "We look forward to playing them again later in the season as a stronger and more experienced team."

Added Christodoulo, "St. Paul's is probably the best team that we have played so far this year, and maybe we came in unprepared because we had a very easy match on Friday and only had a modified practice this weekend. We get to play St. Paul's again later in the season and I am confident we will do better as our fitness increases as a result of Mr. Hodgson's training program.

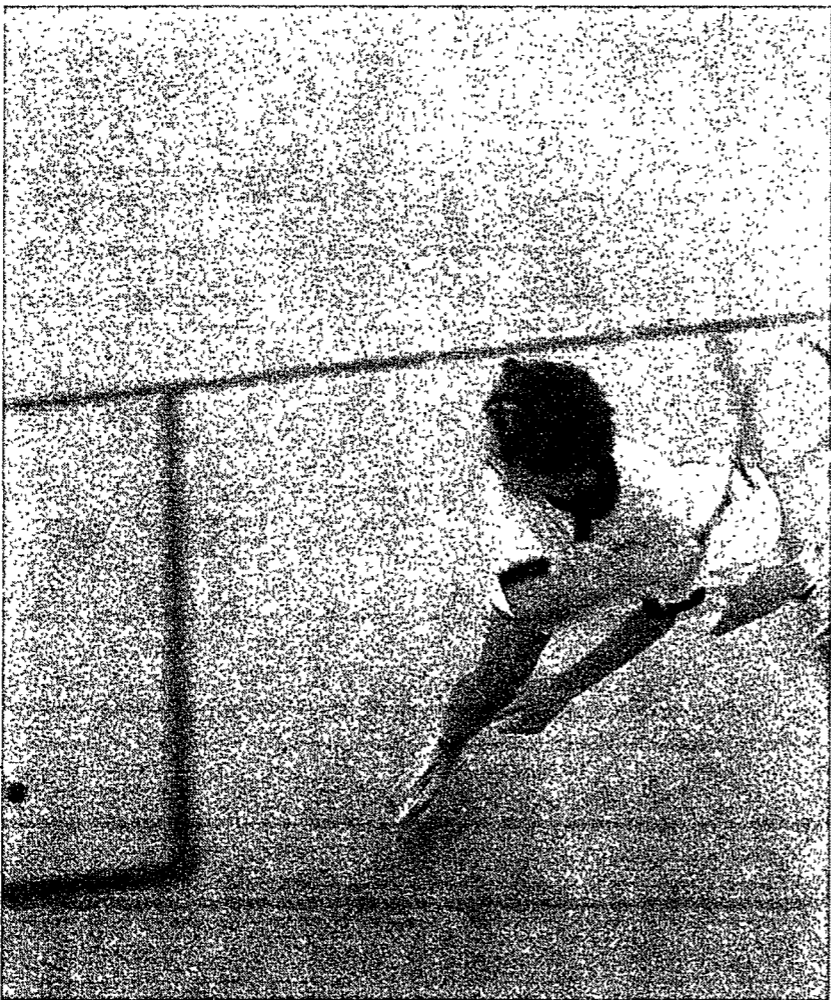


Photo / D. Kurs

The girls' squash team hit both ends of the spectrum this week, shutting out Brooks and getting shut out by St. Paul's. The girls should not be too discouraged by the loss; St. Paul's handed Andover its only two losses last year, and the teams will meet again later this year as Andover looks for revenge.

Table showing Andover vs. Tilton wrestling results by class and wrestler.

Table showing Andover vs. Deerfield wrestling results by class and wrestler.

Table showing Andover vs. Worcester wrestling results by class and wrestler.

Class A Team Rankings

- 1. Northfield-Mount Hermon
2. Phillips Academy
3. Phillips Exeter
4. Wilbraham & Munson
5. Deerfield

PA Individual Class A Rankings

- 103: Shvartsman-1st
112: Boileau-3rd
119: Murphy-2nd
125: Christopher-5th
130: Jonas-2nd
140: Hersch-1st
145: Sung-2nd
152: Myers-6th
160: Kaye-1st
171: Gossard-5th
215: Kagan-4th
275: Brancaccio-4th

Girls' Swimming

Captain Jess Schoen '99 and Sydney Freas '01 led the girls' swimming team to an easy 114-72 victory over Loomis-Chaffee. The team, frustrated by the previous week's 93-93 tie with Choate, turned in a very inspiring performance against a solid Loomis squad.

Boys' Basketball

The basketball team had an up and down week. On Saturday the team traveled to Tabor only to get hammered at the hands of the Sea Wolves. However, the boys bounced back on Wednesday to defeat a pesky Brewster squad.



Photo / D. Kurs

Boys' Hockey

The boys' hockey team suffered a devastating blow to its post-season hopes on Saturday when it lost to Exeter at home. Despite a valiant second period comeback to tie the game 2-2, the boys surrendered a third period goal to fall 3-2.



# Boys' Basketball Squeaks by Brewster

by Dave Rice  
PHILLIPIAN SPORTS WRITER

Tabor	102
Andover	78
Andover	67
Brewster	64



The Andover boys' basketball team was at a crossroads this past week. Going into last weekend, the team's record was a dismal 3-4 and a tough schedule was ahead. If the team was going to advance to the New England Prep School Athletic Conference Tournament, it needed to buckle down and start winning games. The team's first game this week was against a very tough Tabor team that boasted superior outside shooting and offensive rebounding.

Despite 34 points by post-graduate Aaron Ward, the boys' team lost in a blowout 102-78. On Wednesday afternoon, Andover faced Brewster Academy at home. Led by 19 points from both Ward and E.L. Adams '99, Andover held off a late Brewster run to win 67-64. Andover's record is now 4-5 and next Wednesday the team plays host to Exeter in what is a must win game if the team wishes to keep its playoff hopes alive.

## Tabor Academy

The Andover team entered its game with Tabor with a 3-4 record in dire need of a victory. Andover played well, but did not have the talent to keep up with the powerful Tabor team. Aaron Ward '99 did his part by providing 34 points. In this game Ward sunk eight three-point shots on 14 attempts. In the last two games, Ward's performance has been outstanding. Against Governor Dummer

# Write for Sports

Ward scored thirty points, mostly from behind the arc. His tremendous outside shot has proven to be one of the few weapons on his year's squad.

Point guard E.L. Adams helped the team as well, with his second double-double of the season. Adams had 10 points, 10 assists, four steals and only two turnovers. Andover's lack of solid rebounding is one of the reasons that the score was so lopsided. Andover's leading rebounder was upper forward Beau Saccoccia, who finished with five boards.

Team captain Justin Voccola '99 ended up with 11 points and six assists in another strong performance. And post-graduate J.R. Allen finished the game with 11 points and on the bench because he fouled out.

The strong performances by these players proved not to be enough against Tabor's overwhelming offense. Missed Andover shots were converted on fast breaks by aggressive Tabor players while missed Tabor shots were tapped back in by leaping Tabor rebounders. The game was close until the last five minutes of the first half when Andover was worn down by Tabor. Tabor ran away with the game in the second half, finishing with a 102-78 victory.

## Brewster Academy

Andover rebounded against Brewster Academy behind the leadership of the starting five. Since the front court of Ward, Allen and Rob Ramsey '99 was removed from the starting line-up two weeks ago, the trio has been brilliant. Against Brewster, Andover was led by Ward and Adams, who each scored 19 points. J.R. Allen finished with ten points as well as two blocks.

E.L. Adams posted the most impressive line. Along with his 19 points, E.L. had five assists, eight steals, three rebounds and only one turnover. His defensive skills and offensive vision have continued to impress all in attendance. Often Adams will attract two defenders as he penetrates and calmly distributes the ball to the open player. Despite the fact that E.L. is recognized as an incredible passer, a few of his best passes are missed by teammates who are caught off-guard by Adams' fantastic vision. On defense, E.L. is a presence. Every dribble is a possible steal and every pass is a possible deflection.

The game was close throughout

with Andover trailing by one at half-time. Gutsy play by Brewster kept the score close, but it was no surprise that Andover won. Even with its 1-2-1-1 press, Brewster could not shut down Andover's potent offense. Adams and Voccola had no trouble adjusting to the constant full court pressure of Brewster. The two often found open men down court for easy baskets. After taking control of the game in the second half, solid work at the free throw line clinched Andover's fourth victory.

Next Wednesday, Andover will face arch-rival Exeter in the first of two meetings this year. This game Wednesday will be the more important of the two because only it will be counted towards league play. A loss to Exeter on Wednesday, would drop the Blue to last place. After losing to conference teams Choate, Tabor, and Cushing, Andover needs to beat Exeter to stand any chance for post-season play.



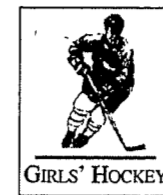
J.R. Allen '99 floats a shot over a Brewster defender.

Photo / D. Kurs

# Lawrence Academy Slows Progress of Girls' Hockey

by Luke LeSaffre  
PHILLIPIAN SPORTS WRITER

Andover	5
St. Paul's	3
Lawrence	7
Andover	1



After a short losing skid and a bit of a disappointing start, the girls' hockey team has rebounded from early season adversity and gotten the ball rolling. Playing two games last week, the girls split the contests, though they very easily could have won them both. From the beginning, we have jeered and ridiculed the girls for their slow start with our sarcasm and ill humor, but despite the negativity surrounding the press coverage of the team, the girls shrugged it off and showed us what they're really made of.

Last Wednesday, more than a week ago, North Hampton traveled to Andover to square off with our mighty hockey team. Facing a one of the weaker teams on the schedule, the girls entered the game with expectations of a win and were determined to prevail. From the get go, the girls appeared to be doing just so, dominating the offense and peppering the opposing goalie with shot after shot, eventually doubling NHS in attempts at 34 to 17. After nine minutes of scoreless action, NHS broke the ice, figuratively speaking, with a quick strike just outside of the crease.

Down, but not nearly out, the first line, a skilled group of players that includes Godsill and Allison Mattison on defense, MerHud and Katie Breen on the wings and Molly Turco holding the fort at center, retaliated. Receiving a pass from Merri Hudson from her position on the right wing, Molly Turco sent the puck past the despairing keeper, giving Ms. Turco her third goal of the season. The game remained tied until midway through the second period, when Heather Graul scored on a pass from defenseman Mattison, giving her team the upper hand and proving to her team that third line players can score, too.

This lead was short lived, and not two minutes into the third period, NHS scored the equalizer, and not two min-

utes after that goal, NHS put another one past Katherine Otway. With the score 3-2 and time ticking off the clock, the girls faced an uphill battle. Midway through the final period the girls had a short power play, but failed to convert. With no other options, the coaches pulled the goalie in favor of an extra attacker, yet the team was unable to score and finished the game on the losing end.

Seeking revenge from the heart-breaker against North Hampton, the girls played St. Paul's last Saturday with sights set on victory. St. Paul's jumped off to an early edge, scoring in the first minute and diminishing the high moral of the Andover team. Eight minutes later, Heather Graul connected on a shot that flew past the piece of Swiss cheese that stood in the crease for St. Paul's. St. Paul's came back with a goal of their own, and in a pale rage, center Molly Turco brought the game back to square one with an unassisted goal of her own.

The second period was all Blue. Canadian import Lui and Captain Becca Godsill both netted goals for the team in this fifteen minutes of dominance. Heading into the third and final period, the girls had the taste of victory tickling their tongues, and were sure of victory when Heather Graul scored her second goal of the game, this time on a pass from team points leader Jess Judge. Although the team could have brought out the lawn chairs and kicked back, strong defense, led by Katherine Otway's 20 saves, thwarted any chance of a comeback. With forty seconds remaining, St. Paul's pulled its goalie, and out of sympathy for the opposing team, the girls let an easy goal slide in off the face-off. But, yes, believe it, the girls won convincingly 5-3, in a game that exhibits the improvement of the team.

With homework and other means of distraction, the girls will travel to hogger country and the home of NMH, a school known for a strong hockey program as well as a fine agricultural and swine keeping department. Saturday, Groton comes our way and will surely receive a thrashing from the heavily favored Andover team. Here's my prediction:

NMH 3 Andover 7 (OT)

Andover 4 Groton 0

Tune in next week to see if my prophecies holds true.

# Girls' Basketball Knocks Off Lady Hoggers of NMH

by Rowan Riley & Dominique Hendelman  
PHILLIPIAN SPORTS WRITERS

Andover	59
NMH	43



Rowan and I were in a fog earlier today, we didn't know how to capture the spirit of Wednesday's mesmerizing game against NMH, where our little Michael Jordans won by 16 points. So, we thought we could give the play-by-play of the game, but it was away and so that wasn't an option (of course we were there in spirit, cheering on our sweethearts).

Then, we thought we could use a lot of action words to keep our audience interested, but we forgot our Webster's so that plan fell through also. Finally, we decided to give you a candid interview with the team's fearless leader, Claire "two sugars" Coffey. We talked to Claire about life,

love and of course basketball. She has been playing consistently well this season, and was the high scorer for the team's last two games. Although there have been many hills to overcome this season, Claire has been the driving force behind the team's unwavering spirit. She is a woman of strong actions and little words, frequently using grunts and head banging as a form of communication on the court.

These primal urges not only serve as a distraction to the other team, but keep our little slices of angel food cake from divulging important information to the opposing team. This new-age approach to team communication on the court, definitely payed-off this Wednesday. NMH was not only confused by all the grunting and ritual dancing, but also by Claire's astonishing 21 points. When asked about her performance in the game, Coffey had only this to say, "Whoomp there it is." Whoomp they sure did, coming from behind at half-time by 7 points. Mo' Wheaties mo' Defeaties Akade '00 was quoted as saying, "Everyone on

the team came through and played strong, partly due to what we learned from Saturdays defeat."

Saturday's game against Milton certainly was a learning experience for the whole family. The game was close and our little princesses fought hard until the end. Despite our frequent vocal encouragement and Slam's rhythmic accompaniment, the team seemed a little out of step. It's been a tough season so far with injuries and the girls have had to play despite the many set-backs. Captain Coffey however, remained a ray of light, scoring a total of 24 points, a career best. She had this to say about the disappointing loss, "It was a lack of confidence and we have to learn to take control of the game more often."

She promptly offered us a ride in her coop, but we politely declined due to our lack of car permission and a sudden need to shoop. With Deerfield coming up on Saturday, the girls may want to do some shoooping of their own.

# Girls' Swimming Routs Loomis

by Liz Anderson & Ashleigh Hegedus  
PHILLIPIAN SPORTS WRITERS

Andover	114
Loomis	72



On Saturday, the girls' swim team braved another lengthy trip to Connecticut to swim against the Loomis-Chaffee Pelicans. They made it well worth their while, though, defeating Loomis by a score of 114-72.

Andover came out strong in the first event with a win by the all-Lower 200 Medley Relay team of Sarah Ferranti '01, Devin Murphy '01, Kerryn O'Connor '01, and Sydney Freas '01. These talented underclassmen beat the Loomis first team by over three seconds, which proves, once again, that Andover will have a powerful program in the upcoming years. O'Connor, swimming in back-to-back events, also took first in the 200 Freestyle. Murphy, also in her second event of the day, finished next, only a half second behind.

Andover also finished one-two in the third event of the day, the 200 meter Individual Medley. Freas finished first with an amazing time in an event not usually in her repertoire, and Meg Blitzer '01, pulled off a strong finish with a time of 2:39.46. In the final event before the diving competition, Captain Jess Schoen, '99, and new varsity swimmer, Emily Thornton '01, added to Andover's already commanding lead, placing second and third in the quick 50 Freestyle race.

Andover entered the diving ahead by 16 points. The swimmers watched in awe as Liz Lasater '01 took the competition by storm. She won the overall diving competition for the first time ever with a compiled score of 168.75 points. This score included one dive on which Liz was awarded an incredible score of 7 out of 10. Casey Hill '00, Andover's second diver, continued to bring in points with a fourth place finish.

As they began the second half of the swimming competition, Andover remained ahead by 16 points. However, Loomis slipped even farther behind as Andover captured the next 4 first place finishes. The team even had several swims in which they were close to achieving Loomis pool records. Schoen swam amazingly in the 100 Butterfly, winning by almost two seconds. Next, Freas blew away the competition in the 100 Freestyle with a time of 1:00.48.

In the next event, the most grueling event of the day, the 500 Freestyle,

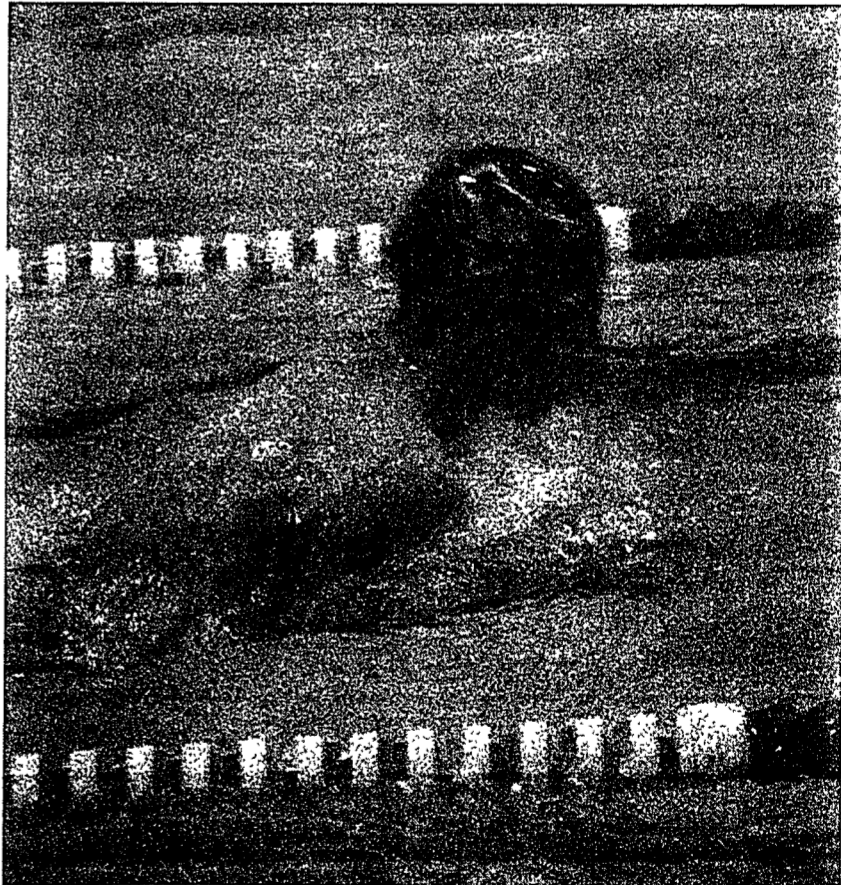
(that's twenty laps for those not taking math this term) O'Connor and Blitzer took first and second, with Emily Keifer '99 coming in a close fourth. The 200 Freestyle Relay team of Sophie Cowan '01, Murphy, Schoen, and Freas completely annihilated the Loomis girls, winning with a near record-breaking time of 1:55.39.

In the 100 Backstroke, Ferranti and freshman Lauren Nickerson '02 proved they had what it took, finishing second and third. In the 100 Breaststroke, Murphy and Jess Heilweil '01 also finished two-three.

The meet ended on a high note

with Andover coming in first, second, and fourth in the 400 meter Freestyle Relay. It was especially exciting for the team to win this meet by such a great margin, as many of the girls found themselves in events they don't usually swim.

Coach Paul Murphy justified these changes in his team meeting; not only did he want to let each swimmer get times in different events, but also, he had another motive—strategy. "Exeter will have no idea what we are going to swim at New England," he said, grinning mischievously. Oh yeah baby. Look out.



Captain Jess Schoen '99, pictured here, paced Andover's swim team this week.

Photo / D. Kurs

# Nordic Skiing Starts Off Strong



Despite an unusual lack of snow in the opening weeks of the season, the Andover Nordic Ski Team performed exceptionally well at last week's meet at KUA in the first meet of the year. Placing fourth out of eleven competitors, the boys' nordic team exceeded the expectations of skiers and coaches alike. Competing against such nordic heavyweights as Holderness and Putney, both notorious for their olympic-caliber contenders, a fourth place finish was an immense feat for the team. Furthermore, for the first time in recent memory, the boys' team beat long time Lakes Region Ski League rival St. Paul's. Individually, the boys fared quite well, placing two skiers in the top twenty finishers and finishing multiple skiers with personal best times. In the field of nearly 70 skiers, Captain Ethan Brodie '99 led the way with an impressive 16th place, with Phil Delude '00 close on his heels at 17th. Skiers Adam Schoene and Colin Penley '01 placed 24th and 33rd, respectively. Due to a game-time decision by Coach Debbie Carlisle, the girls' nordic squad opted to forego the race, and instead use the snow to work on technique and training. This past Wednesday, the nordic team traveled to Proctor Academy in Andover, NH for their second meet of the year. Strong finishes for the boys' and girls' squads ensure good finishes for the team as a whole.

- Nordic Ski Team  
(Typed by Nick Risteen)

## The Eagle-Tribune

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## Laurie Moss Dies at 52

Continued from Page 1, Column 4

row by row, many people still shedding tears and clutching the single yellow flowers handed out at the entrance. Most then continued on to the Underwood Room, where there was a reception and an opportunity to offer personal condolences to the family.

"It's the little things you miss your best friend for; the silly time," Ms. Lisiak sighed the following evening. "She was the kind of person you could call and brag about your kids to. With most people it's tough to do that, but with her you could." Sarah Warren, the Director of the Language Learning Center where Mrs. Moss worked until early October, spoke for many when she said, "We will all miss her terribly."

Though born in Lynchburg, VA,

Laurie Moss grew up in Buffalo, NY. She graduated from Miss Porter's School in Farmington, CT, and then Pine Manor College. A trip to study abroad in France in 1966 led Mrs. Moss to her husband, Bob, whom she married in 1971. They have lived in Andover since 1984, when Bob began his work at PA, where he now teaches French and coaches crew. Prior to Mrs. Moss's position in the LLC, which she held for the past eight years, she worked in PA's mail room and for the summer study session program.

Mrs. Moss is survived by her parents, Walter and Mary Watson of Boston; two sisters, Burrill Haskell of Bedford, NY, and Eleanor Kinsella of Dover, MA; and a brother Walter Watson III of Baton Rouge, LA.

### A MESSAGE OF THANKS TO THE STUDENTS OF PHILLIPS ACADEMY

On behalf of Mrs. Moss's entire family, we would like to thank the many students who have sent us cards of sympathy and support and who have kept us in your thoughts at this time. Your caring has given us enormous strength during these difficult weeks and months. We realize that a number of you had athletic contests or other commitments on Saturday, January 16; we only wish there had been some way we could have included more of you in the memorial service for her that afternoon. We are so very grateful for your kindness and understanding, and we are looking forward to being back with you again before long.

Robert A. Moss, Jr.  
Sarah and Laurie Moss

## Faculty Considers New Course Requirements

Continued from Page 1, Column 6

the one term history requirement usually favored by seniors to lower year. They also suggested a requirement in theater and dance.

The Academic Council, a group composed of the heads of all departments with diploma requirements and Dean of Studies Vincent B.J. Avery, has responded to these ideas by drawing up two possible models of a core curriculum for the junior and lower classes. These two models both propose that most requirements be completed during the first two years of a four-year career at PA and introduce a half-course theater requirement.

Working with the Academic Council, Mark Efinger, Chair of the Department of Theater and Dance, created a course proposal for an introductory class in his department tentatively titled "Performance and Perception." If implemented, this class would become a term-contained five-hour course, meeting three times a week (with one double period under the new schedule) and requiring one hour of outside preparation. Mr. Efinger describes this course as an "experiential revelation. That's the way we want to design the course, that it would be a series of experiences which would reveal the form of theater and dance that we have today."

On Tuesday, January 12, the faculty met and reviewed the Theater and Dance Department's request. Mr. Efinger says, "I had hoped to get a good answer from the meeting, but I really didn't. At that meeting I got a lot of people who in general like the idea, but couldn't say whether they liked it enough to want to do it until they see how it fits and what the ramifications are on all the other departments."

In comparison to the diploma requirements of other prep schools, the PA standards regarding the arts are slightly less flexible than their counterparts. PA's current requirements state that four year students must complete requirements in the Music and Art Departments.

Other boarding schools, including Phillips Exeter Academy, Choate Rosemary Hall, Deerfield Academy and the Taft School, require study in two of the three divisions of fine arts. This decision is left up to the student.

Aside from discussing the Theater proposal, another issue on the table for review, are the models brought up by the Academic Council. After receiving feedback from the faculty on these new ideas, the council may or may not create a final proposal to be voted on by the faculty in late winter or early spring. The changes would not affect any currently enrolled PA students. Should the vote pass the first class to be affected would be the graduating class of 2004.

Ideas common to both structures include the reduction of introductory courses such as English 100, Social Science 10, 10-20 level math courses and 10 level languages to accommodate for the additions in diploma requirements. The creation of a Social Science 20 to fill the "10th grade gap" is also one of the major additions. The introductory theater course being proposed has also been incorporated into this model.

There are two curriculum models for four-year students; each model provides guidelines for the junior and lower years, the second providing three alternative lower year models.

In the first model, the current half-course junior year history social science requirement becomes a full course and the introductory courses in

art and music become full two term courses during the winter and fall. A single term of music or art would be taken during spring term. The 4-hour introductory courses have three homework periods and the 5-hour introductory courses have four homework periods. Qualified students who opt to take two languages may delay the science requirement.

In this model lowers would complete one term of Social Science 20, replacing the fourth term after History 30 that is now taken during senior year. The second term of art or music and the religion and philosophy requirement would also be taken this year. Physical Education may replace a student's academic requirement and the half course in theater would be required.

Students choosing to take Advanced Placement European history may delay two terms of requirements from among art, music, religion and philosophy, and theater.

In the second model, the junior year introductory history course becomes a full course and the introductory courses in art and music remain yearlong half courses. The lower year model is split into three versions. In version A, one term of history would be required to replace the fourth term of history after US history.

The religion and philosophy, music or art requirement, and term contained half course in theater would be required. PE may replace the athletic requirement if a student so chooses or may replace the athletic requirement if taken as part of a six-course program. The half course in theater would be required. In version "C", the one term of required HSS is taken.

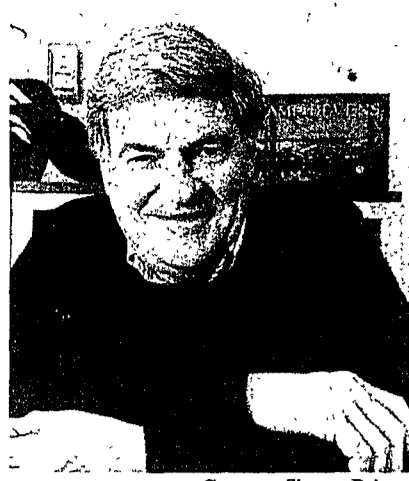
The faculty is having mixed feelings about whether or not involving the students in this matter is a necessary or a wise decision. "I'm going to reserve comment at this time; I think this is a faculty issue and the faculty needs to discuss it first," said Victor Henningsen '69, the Chair of the Department of History and Social Science, when asked to comment on the situation.

In the past, student input has not been factored into requirement changes because the faculty believe that the Academic Council is in charge of those decisions and student concern is not a necessary element. While it is a faculty decision, and even though they would not be affected by any changes, there are still concerns about adding additional requirements among the students.

Nick Johnson '99, one of the student drama lab producers, commented on the Theater Department's situation and believes that "the department has been pushing it [theater requirements] for several years and I think that student involvement is the key to getting it in."

Dean Inpy does not discourage student input, though it is not his primary concern. For Dean Avery, "What's really important to me is that this is still a discussion and not yet a proposal. We've been working very, very hard to make sure that the departments are talking to each other, listening to each other, looking at what the effects on the students are..."

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Courtesy Sharon Britton

**Theodore R. Sizer, 12th headmaster of the Academy and recipient of this year's Fuess Award.**

**The Phillipian:** How do you feel about receiving the Fuess Award?

**Theodore R. Sizer:** I had trouble holding a tear back. It's been that great.

**Nancy F. Sizer:** We were very surprised, we knew it was an alumni award. For nine years we decided who would get the award, and I remember lots of events around the award and dinner parties for the people that were getting the award.

**Mr. S:** I think that I am the first graduate from the 1980s, the youngest.

**Mrs. S:** But you are also in the class of '28.

**Phillipian:** How does the school look to you, coming back after forty years? **Mr. S:** It was just wonderful. It's private, it has a kind of self confidence that very few schools in the 60s and early 70s had, which of course are times that we remember. There are dangers of too much confidence. You get smug. I don't sense that this school is smug, but there is a bounce to it which is just wonderful. Phillips Academy is more like a college. There is so much activity going on around campus.

**Mrs. S:** I really love the way that there are so many things that are out of tradition, with Western music and somebody doing a piece of music that every one else listens to. It seems a bit awe inspiring and yet the kids don't seem a bit oppressed, they look like they could use that little awkwardness in their day and that little lift.

**Phillipian:** What do you think of the renovations to the chapel?

**Mr. S:** I think that it is very elegant and it is very useful. It was hard running school meetings in our day. You not only could not fit - we had to keep the fire Marshall at bay - but the acoustics were terrible in the chapel in the old days.

**Phillipian:** Some of the big issues on campus this year have been the question of same sex partners in dormitories and a concern about faculty salaries in relation to the administration. As a former head of school you must have an interesting perspective. How do you see these issues?

**Mr. S:** Well so much depends on the community dorm, who's in dormitories and under what conditions. Who are the people? It's hard to talk about a policy when the most important thing is the people involved. The other consideration is how much the larger system can handle the noise. That is what are not just the expectations of current students and current faculty but the larger community which has a stake in Andover, largely parents. So the school always has to make a double barrel judgement, to look at general policies but to also look at the people behind the general policies and make wise judgements on the basis of what is best for everyone. Secondly, you have to have a careful regard of all the constituents, not just the immediate

## A Conversation with the Sizers: Coeducation, Politics, and Dickie

ones; that includes current and perspective parents, alumni, all of the people who care about the place.

**Phillipian:** I think that the faculty got together and decided that this was the right thing to do. If the Academy offers same sex partners benefit plans similar to a marriage, then they should be allowed to live in the dorms with their partners - faculty actually did vote on this. The trustees aren't moving, the speculation is because of the Capital Campaign. But I think people are just worried that kids will be uncomfortable or parents will be upset.

**Mr. S:** That is a reasonable concern and that is why I say these would be larger constituencies and just as with the co-education decision you are not going to please everybody all of the time. But basically, you have to really sound out all of the constituencies and then look at our people. The thing about PA is that there are not a lot of people. It is a small institution.

**Mrs. S:** Well don't forget when we were here there were things he had to be tough about, because he had to straddle all of the constituencies and because that's his job. Although people remember us fondly now, we had a lot of good fights with each other at that time, we hurt each other sometimes, but we got over it. Any school has to earn its students. People don't go to the school unless they think it is a good school which is very true of Parker, our school right now, and it is also true of PA. The students are customers. It's hard to say it but that is what they are.

**Phillipian:** There must have been a time in the merger when you thought that parents weren't going to send their boys.

**Mr. S:** Right, they said, "The alumni will turn against it. You will never raise another dime."

**Mrs. S:** Well some of them did. I called this one guy lately to ask him for money and he said "I haven't put a cent in that place since it went all girly."

**Mr. S:** When deciding policy, you should test the water and test the water and then say, "ok." If someone wants to get mad, they will get mad. But then if you are lucky, you have what we had.

**Mrs. S:** Our first Dickie Day was our first celebration of co-education at Andover. In the first year, which was 1973-74, we had a project in January which was that we were going to knit as a community, all 1500 of us because this included faculty. We were going to knit an interwoven sweater for Dickie, who was the one person everyone could agree they did like, and we thought she was very, very loyal to our school, so we did it. We had six clusters...

**Mr. S:** Seven, we had Northwest Cluster.

**Mrs. S:** I thought we had six, but anyway, we divided up the sweater into six or seven parts. There must have been three parts to the front, two to the back, and one for each arm, and then we got them all done - the girls taught the boys how to do it. Some of the boys got quite into it. You know we expected maybe six stitches per person, so there were some tightly woven ones and loosely woven ones, it was a dreadful looking thing. She still has it, ask her to wear it.

So then we were going to have this secret thing where we would all put it together and then in the all school meeting we would present it to her, and Ted would declare that the next day

would be Dickie Day and nobody would have to go to classes. The night before, we got together with the seven clusters, and we had four pieces of sweater that we had to bring together somehow and they didn't match very well. One shoulder I had to take out at about three in the morning and put it back together. We presented it to her the next day and the whole school knew about it...

**Mr. S:** She was surprised. **Mrs. S:** It was the first year of co-education and it was a silly thing to do and the boys had to have a sense of humor about knitting and the girls had to have a sense of humor about being asked... you know only 10 girls in the school knew how to do it either but quite a few faculty women did but there were just all of these wonderful things. Our son was in the dorm that year, and his co-Procter got so into it that he would n't give it up. He is a teacher here in the theatre department, Mark...

**Phillipian:** We were talking before about the decision making process. They talk about this with impeachment too, where they get quotes about how your representatives are supposed to represent you except when it is going to be dangerous for you to do... so there are a lot of issues here where the kids seem to know pretty clearly what they think ought to be done whether its about car permission policy or about keeping commons open all day and oftentimes the administration says, "we acknowledge what the kids want but, you know, we don't think that would be a good idea," so the thing is that for each one of us there are five kids that would much like to have a place in our school, there is a record number of applications. The voters are smart, the kids are smart. Do you ever feel that there is a balance between the administration acknowledging this is what the kids want, and they are smart kids, maybe we should try it out or saying they are smart kids, sometimes they are right, but this time... you know what I mean? It's like the congressmen who claim that they were voting on conscience.

**Mr. S:** One thing that smart kids have probably never experienced is taking the heat, and so it isn't just logic. Taking the heat means being aware of, and from a lot of students have no particular reason to know the sources. So its smartness 75% of the way and the other 25% of the way is really tough. Having said that, good schools operate to the maximum feasible standard reasons for persuasion.

**Phillipian:** I wonder where the line is where the administrator decides, "I need to balance; The students have concerns, I have concerns, the faculty has concerns, and its one thing that maybe in an ideal world would be the best educational thing but I also have to balance alumni and money and legal stuff." When do you say "I'm an educator and I am going to stand up for what I believe in, even if it's impractical or harder?"

**Mrs. S:** Look at those people in congress who are voting on conscience as opposed to how their constituents tell them to vote. What they say they believe in their deepest heart is right and they've got a worthy position that nobody is above the law, but they are doing what their constituents in many cases asked them not to do. And they stood up for what they think is right. When I used to teach American history

here, I used to ask them to look at their representative as their guy who occasionally is supposed to think for himself. How do you want them to be, well I want them to say once and a while "I'm sorry, but you think I should do this but I'm going to do that." I like that idea because it means he or she is good for something other than quoting statistics for her district. On the other hand, when they do what they are doing now, I get very upset.

**Mr. S:** The toughest decisions that I had to deal with had to do with serious disciplinary problems because there was always the "what's right for the kid" versus "what is right for the community" issue. "You have to make a statement," is always behind the "what's right for the community" argument. If you dismiss this student then that sends a message out, and there were the most agonizing moments when what's right for the student was absolutely wrong for the community. I was the dismissal person, and so you would come from a cluster, and they would recommend dismissal and I had the final word. The dean and some of the faculty, would say this kid's family is coming apart. You dismiss this kid and he is going to go home to a disaster. Furthermore, what he did, whatever it was, he stole or something, was clearly a crime against the community but if you look at the state of that students mind, its more complicated.

**Mrs. S:** The statement you have to make is sort of purist like the ones in Washington now, but the things you must think about are pretty complicated. Its pretty hard to get purist when you all of the different values that you are lining up are in conflict with each other. So that is the problem. People want the statement because they want the community to be enforced in this value statement like the New York Times wants Clinton to admit that he lied.

**Mr. S:** but they are journalists. This is a school and you have to always go back to that fact that these hard decisions which ultimately come back down to one person, ultimately one person who looks the miscreant in the eye. You have to say, "what can this situation teach," which is more than saying what's right. Maybe this warns the community, but the line of argument taken by one person on the basis of another can make people say "I hadn't thought of that, I still think it is a bad decision." These discipline cases are tough and they take a lot of time.

**Phillipian:** When you are involved with something, and you are the kid involved in making a decision, it is really hard to see where everything else is going. Its hard to see sometimes because you get so involved, its hard to see throughout the history of the school what has happened and what will happen. You have to figure out, sometimes it's who you would rather make mad.

**Mr. S:** You usually make someone upset, but you just have to have enough people in the student body and faculty who will tell you the truth. When you have to say "What do you think?" you have to have the confidence that they will tell you the truth.

**Mrs. S:** The main thing that schools do is remember the fullest context possible and everything you do, set it against the fullest context possible. And today that's what we are trying to do. And you don't always get it right because you are not the smartest person in the world. And sometimes there are things that you don't completely understand about a detail. When you start getting hassled in jostling this, surrounded all of the time by people that have things to do, you can lose context.

## Lawsuit Hearing Delayed by Weather

Continued From Page 1, Column 2

For example, the teacher may seat the child in an area with few distractions, provide an area where the child can move around and release excess energy, or establish a clearly posted system of rules and reward appropriate behavior. Sometimes just keeping a card or a picture on the desk can serve as a visual reminder to use the right school behavior, like raising a hand instead of shouting out, or staying in a seat instead of wandering around the room. Giving a child extra time on tests can make the difference between passing and failing, and gives her a fairer chance to show what she's learned. Reviewing instructions or writing assignments on the board, and even listing the books and materials they will need for the task, may make it possible for disorganized, inattentive children to complete the work.

Because schools demand that children sit still, wait for a turn, pay atten-

tion, and stick with a task, it's no surprise that many children with ADHD have problems in class. Their minds are fully capable of learning, but their hyperactivity and inattention make learning difficult. As a result, many students with ADHD repeat a grade or drop out of school early. Fortunately, with the right combination of appropriate educational practices, medication, and counseling, these outcomes can be avoided."

### The Law

Mr. Panagopoulos is basing his legal claim on the belief that Phillips Academy did not fulfill its obligations to accommodate his ADHD, as set out by the Americans with Disabilities Act of 1990. The act is, according to Wendy Parmet, a professor of law at Northeastern University Law School, a "very complicated and nuanced statute."

In the words of the United States Department of Justice, "The ADA prohibits discrimination on the basis of

disability in employment, programs and services provided by state and local governments, goods and services provided by private companies, and in commercial facilities."

Professor Parmet said that private educational institutions like Phillips Academy are subject to Title III of the act, which "prohibits discrimination on the basis of disability by public accommodations, requires places of public accommodation and commercial facilities to be designed, constructed, and altered in compliance with the accessibility standards... this part applies to any... private entity that offers examinations or courses related to applications, licensing, certification, or credentialing for secondary or postsecondary education, professional, or trade purposes."

At the crux of the Panagopoulos case, and most ADA cases, are the accommodations made by the institution. It is difficult to generalize on standards. "The accommodations requirement under the ADA are very fact specific," explained Prof. Parmet. Expert witnesses will most likely play an important role in the case, if it ever goes to trial. "An ADA trial can be very complicated," added Prof. Parmet.

In any ADA case there is the potential for a huge complication, participation by the Department of Justice. Under the law, the department can bring its own action against the defendant in an ADA case, although it usually reserves this for cases of national importance.

On February 3, the plaintiffs' lawyer, Marc Redlich, will argue for a temporary injunction that would allow Mr. Panagopoulos to return to school in time for graduation. Presumably, the case would then proceed to a full trial, with the plaintiffs seeking damages. An appeal would send the case to the United States First Circuit Court of Appeals, and from there to the United States Supreme Court.

# EXPLORE

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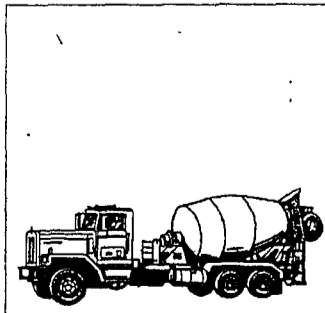
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# Letting Their Light Shine:

## PA's Gospel Choir Inspires audiences

by Alida Payson  
PRIME-TIME SEVENTH PLAYER

My experience with Gospel Choir was a chance encounter. Two friends of mine, dressed identically in black and white, escorted me to what I thought was a choir performance. I arrived fifteen minutes early to interview the director with pencil in hand, only to find him detained in intense conversation with another faculty member. I found a seat in the choir room and waited for the show to begin. When the vast assemblage of singers in black and white arrived, however, and the audience consisted of only myself, I began to feel pangs of suspicion that I was in the midst of a rehearsal, not a performance.

After a great deal of laughter and reorganization, a relaxed and warm Mr. Thomas issued the command to sing. Having learned the words to "This Little Light of Mine" by heart somewhere around the age of four, I obediently sang. Even though the sound seemed to pour from my mouth, I could barely hear my own voice in the rolling wave of music that filled the room. After sweeping through the melody once, he and the pianist, Hobert Yates, created and taught the altos a harmony, line by line. After forming harmonies for the tenors and basses as well, we burst into song. No sheet music, no tricky rhythms to trip over, no sight reading, no key signatures were to be found. This, I thought, is fun music. As for the fact that several altos occasionally meandered off the established tune, Mr. Thomas suggested only that we all try and stay in the same key.

There was spirit in that music, as if the sound glowed and might suddenly take shape. The fact that my sporadic clapping couldn't quite manage to match the beat didn't seem to perturb my rhythmically inclined neighbors, and didn't hinder my enjoyment in the least. I sang smiling, thrilled by the

sheer strength of sixty ringing voices. A veteran member of the group, (and dedicated seventh writer), Dominique Hendelman, said to me, "I like the songs in gospel choir because I can get really into them. Sometimes the audience will sing with us, too." As a witness of the enthusiasm generated by "This Little Light of Mine," at Monday's All School Meeting celebrating Dr. Martin Luther King, I can attest to that.

Mr. Thomas has organized a gospel music performance Martin Luther King Day since the academy

responsible for organizing a weekly rehearsal time, hiring a pianist, and now completes most of the organizational duties.

Mrs. Sykes created the choir, she said, "to give kids and adults here another spiritual outlet. Some students here used to go to church at home, but gave it up at school because the services were different, or the sacrifice of sleepy Sunday mornings was too dear." Marion Read, new to the choir this year, can attest. She said, "I go to gospel choir because I love to sing, even though I'm not a religious person.

and people around campus generally subscribed to the opinion that participation was therefore restricted to the black community. However, as all those who voiced their love of the music were encouraged to join, the group gained great diversity of race and religion, with parents, faculty and staff also joining the ranks of students. The number of boys who sing in gospel choir has swelled from one to six. Ronald Sedeno, a two year member, commented that she enjoys the group because it is the first choir she has ever been in that is definitively diverse.

The group, headed by students Charlene Sadberry '99 and Gregory Rodriguez '00 performs at local churches, the school's Kwanzaa festival, Black and Latino Arts Weekend, and various all-school meetings and trustee/alumni events. As for accompaniment, the group's first pianist, Anthony Vincon, left for Indiana to become a minister, and was replaced by Hobert Yates, an outstanding player. Mr. Yates has been an exceptional accompanist since the prodigious age of ten, when he started playing for his church. Since then, he has continued to work as an accompanist and a musical director.

Among other accomplishments, he played a solo piano recital at the Kentucky Center for the Arts and played the keyboard for a band called "The Impressions." As for intentions of this gospel choir, he said, "The purpose of this music is to spread the good news through song, and encourage people."

My experience with gospel choir was accidental, but wonderful; I even got to perform with the group later that afternoon. The setting was informal and happy, containing and celebrating ability from the most self-conscious of tone-deaf whisperers to talented musicians. Music became spiritual, and was full of a sense of community. Go see some Sunday evening. As Dominique added, "people usually stay."



Assistant Head of School Rebecca Sykes...  
Founder of Andover's Gospel Choir

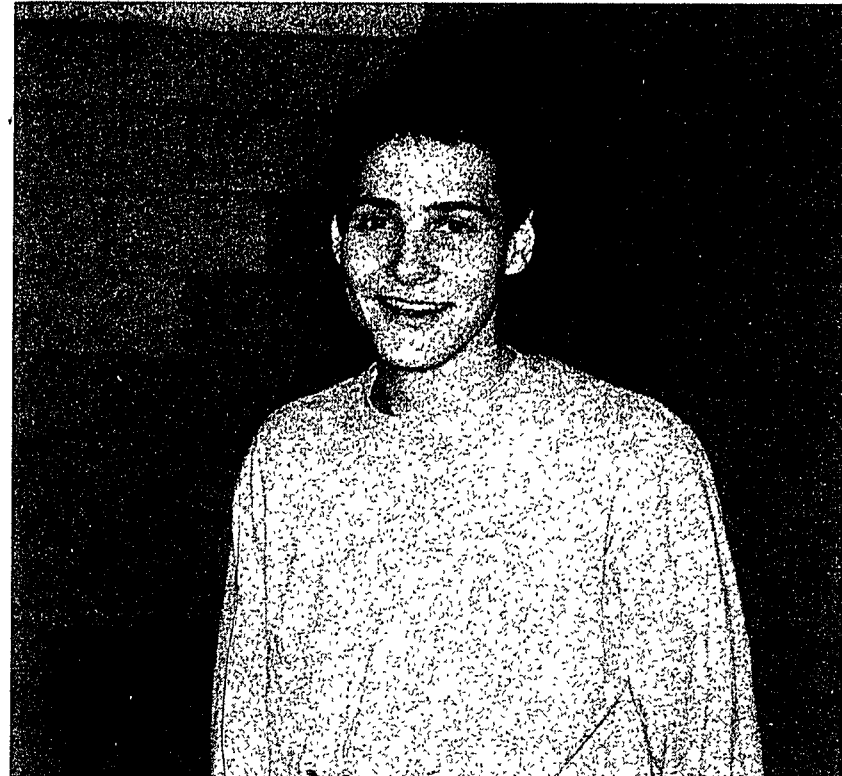
E. Whiteman/The Phillipian

first began recognizing the day of his commemoration. However, only three years ago did the Assistant Head of School, Rebecca Sykes, form a committed, year-long group.

Although students had expressed an enthusiasm and interest in the idea, Mrs. Sykes confessed that she also created the choir out of her own love for gospel music. As co-faculty advisor to the choir, with Mr. Thomas, she was

The melodies have a deeper spirituality that I really enjoy." The choir would also serve as an opportunity for a group of people to get to know one another within the community.

In its fledging state, three years ago, the group was described by Mrs. Sykes as predominantly black, and predominantly female. "Gospel music has traditionally been a part of the black church experience," she said,



Michael Ercolini '99 knows how to maintain a good rash.

E. Whiteman/The Phillipian

## The MIKE ERCOLINI show!!

PA's best dressed student runs off at the mouth about large cars, rashes, and the pressures of being a sex symbol with a phat car...

by Scott Sherman

INTERVIEWS ARE HIS SPECIALTY

Mike Ercolini. Normally I will write a sentimental introductory paragraph paying tribute to the ways in which whomever I'm interviewing has contributed to Phillips Academy. I can't do that with Mike Ercolini. It has nothing to do with the fact that it is questionable whether or not he has indeed contributed to Phillips Academy. It is for the simple fact that interviewing Mike Ercolini is like riding a behemoth bull in which the rider wants to get off, but alas, the only way to get off inevitably ends with a painful slam into the ground. This is what happened to me. When the preceding interview finally came to a close, I was so exhausted from trying to keep up with the powerful beast that is Mike Ercolini, I dropped to the floor - intellectually ravished. The interview took place in the Borden Gym on a dismal Tuesday night. May God be with you as you read this interview.

Scott Sherman: What are your goals?

Mike Ercolini: What are my goals?...I need to take a piss, hold on. [runs to the east corner of the gym and returns] Um, my goals are to love someone unconditionally, to appreciate something, to appreciate all that I have, and appreciate all that I don't know.

SS: Is there a reason behind your constant tardiness in everything you do?

ME: Yes, actually there is. I've explained this to a lot of people. I don't feel like I should be held up to the same standards as everyone else just because I'm superior to everyone else. Therefore, I feel it is though I should give everyone a little bit of time to warm up the class before I come in - then I'll shoot my mouth off for a while and make everyone feel bad about themselves. The point is that I don't have the same rules. The same rules don't apply to me.

SS: Do you feel odd giving an interview with your arch nemesis, The Phillipian?

ME: No, not at all. As a matter of fact I don't think our magazine is coming out anymore. SMACK! that is. I don't feel any ill will towards The Phillipian anyway just because it tries.

SS: Tell us about the upcoming plans for The Mike Ercolini Show.

ME: What it's gonna be is it's gonna be called Mike Ercolini and friends and the whole point is that it's not really Mike Ercolini and other people, it's gonna be Mike Ercolini playing the "friends," you know what I mean?

So it's gonna be Mike Ercolini and friends, but Mike Ercolini is gonna be the friends as well. I have a lot of characters that I'd like to do for people and I have a lot of friends that I'd like to show them.

SS: Any plans for network TV?

ME: Well, I mean if Drew Baldwin's dad can hook it up for me...maybe.

SS: What do you think of the NBC hit sitcom, Friends?

ME: OK, I'd like to go on record as saying that I had no intention of looking like any of the characters of Friends, especially not Ross, even though he's my favorite. I have to say that I think Matt LeBlanc is a big, hot stud and I'd like to grease him down with steamy, hot liquids.

SS: Can you give an outline from

Dirty Hippie to chic East Village socialite?

ME: The thing was I got this rash that everyone probably knows about by now. It was from not washing my clothes, which I still don't really do, but I felt the need to shower a little bit more now. I don't know. I'm all about being a sex symbol now.

SS: What are your plans for schooling next year?

ME: I'm gonna go to Juliard next year. I haven't actually gotten in yet and apparently they only accept 20 out of 2,000 kids, but I'm gonna get in. And when I do...

SS: Say it, Mike.

ME: When I do I'm gonna make a copy of my acceptance letter and put it in the mailboxes of anyone who has tried to &\*@% me while I was here. For the people that really tried to &\*@% me while I was here I'm going to write a note on the bottom saying, "Ha, Ha. I'm going to make it and you're not."

SS: What do you plan to do after Juliard?

ME: Lots of mind-altering drugs. No, actually I'm going to make a lot of money after I drop out of my second year of Juliard. I want to be the next Leonardo DiCaprio.

SS: I keep hearing things about this independent film you're planning to make simply titled, "Bourne." Can you enlighten us?

ME: Basically, the star of this independent film is Mr. John Bourne. He actually brought up a suggestion. See, I didn't know he talked, but he said maybe we could call the film, "Bourne To Be Wild." I said, "No, Bourne, that's very stupid." Then he said, "Oh, OK." But the point was that he talked, and I was very surprised that he put together a coherent sentence. The movie is simply going to be called, "Bourne": It's going to be about the life and times of John Bourne. Basically, it will cover his status as a sex symbol, what kind of role model he is for children around him, and what kind of role model he is for me.

SS: Who is your pick, Denver or Atlanta?

ME: I'm gonna have to go with the Patriots on this one. I don't know, I know everyone says they're out of it, but something is going to happen and they're going to come back. The other teams are going to die and by default the Patriots are going to be the only team left. Actually, I'm putting 50 bucks on the Patriot's defense. Just the defense. [pauses with a blank stare] Oh, I want to say something about Al Moore. I think he is a social climber but I love the kid. I feel really bad that he has been dicked over in so many relationships, and to all the girls that have hurt him...give me a call.

SS: Describe your relationship with the SMACK! Magazine.

ME: Even though I haven't done any actual physical work on SMACK! Magazine all year, I do feel that I do accurately exemplify the ideals of SMACK!, those ideals including no recognition of authority, irresponsible commentary, and serious bad mouthing of the system.

SS: Almighty, how are we gonna end this?

ME: I want to end it by telling everyone my ultimate fantasy. That fantasy is to have a burgeoning family life in which the parents are as follows: Me at the helm, Leeza Gibbons as the loving mother, and Bryan Saunders.

## Peter, Paul, and Sally

Julia Shannon Pays Tribute to the  
Unsung Heroes of Graves Hall

Yes, it's senior winter, I avoid all forms of work and do very little that is productive. For the most part I've been dividing my time between trips to Denny's, obsessively calling JAMN 94.5 in attempts to win the Tatyana Ali (new Harvard friend of alumna Heather Gotha) shopping spree, harassing junior boys, and getting roped into other nefarious activities. However in the midst of this abyss of inertia and slothfulness, I still manage to haul myself through the treacherous fields of ice to Graves and the Chapel to spend the few worthwhile hours of my day during my various musical commitments.

Though it is a challenge to muster up enough self discipline to make it to class, rehearsals and lessons, many perks come along with involvement in the music department. A major plus is the chance to interact with a real living legend: Graves hall night custodian Paul Tripp (Paul the Janitor to those of us who know and love him). During late night hours in Graves, the sight of Mr. Tripp's collage of race car photos on his closet door is always a welcome sight. Clearly the coolest staff member on campus, Paul is a favorite among both faculty and students who frequent the Graves hallways. Though sadly I'm not yet on a first name basis with Paul, for the past three years his jovial greetings as I struggle through the

building carrying my double bass have bolstered my morale and enabled me to make it the final few yards to rehearsal without collapsing. I am inspired not only by Paul's festively adorned janitor's closet, but his progressive taste in music, evidenced by the WAFF bumper sticker featured on his cooler.

A further incentive is my eligibility for Music Basics, which involves quality time learning advanced stretching and massage techniques from our resident guru, Peter Lorenzo. And a full half an hour of cardiovascular exercise...of course. In another music related benefit, we recently got a complementary humidifier for our new bass room. The word on the street, according to humidifier champion Al Moore (editor's note: prior to reading that line, Al Moore was unaware of his status as "champion" of the humidifier world) is that humidifier installation is a surefire method to turn your average room into a high-class den of sin. I'm reserving judgment until I see some results.

If you can't find Paul, you might want to make a stop at the Clift Record Library, another Graves asset which many students don't take advantage of. Under the command of Ms. Sally Slade Warner, who runs a very tight ship, the record library offers hundreds of titles on CD and also an extensive record collection. Contrary to popular belief, the library is not limited to classical selections but features an eclectic mix of titles including their most recent acquisition, a comprehensive set of jazz recordings.

If none of that interests you, taunting the poor AP music kids struggling over 2 and 4 part RCM dictations (editor's note: REAL musicians don't struggle over RCM dictations) at the bank of tape decks is always an

option. If you do decide to make a stop, I would definitely encourage you to bring your ID or be willing to face untold horrors.

Aside from all of these exciting but sort of secondary music department offerings, I'd like to highlight the fact that there is a major celebration of Mozart's birthday weekend coming up on Jan. 29, 30, 31. Along with the Faculty Chamber Music concert on the 29th, the Academy Chamber Music Society performs on the 30th with both student and faculty participants, and finally the Faculty Concerto concert is on the 31st.

The weekend is unique in that it is a relatively rare opportunity to see some of the exceptionally talented music faculty strut their stuff, an unless you're unwilling to tear yourself away from the latest campus social function, I definitely recommend attendance. I can also guarantee some Mozart birthday cake, a yearly tradition, and possibly a punch creation from impresario and gourmand William Thomas. Yes, many musical functions do involve large spreads of food.

So finally, my children, take some steps here. Toss the latest 'N Sync album into the trash. At least Mozart doesn't have an unwarranted apostrophe. Run away from the latest showing of "Antz" or Karaoke night in Ryley and go to one of the concerts next weekend (among them, Avalon and the FAM).

You might be lucky enough to find me lurking in the organ loft, leering in front of the mist clouds from the humidifier. To all you underclassmen with untapped musical potential and a burning desire to meet Paul, grab the nearest mandolin or tuba and head on over to Graves. And give a brother a hand, if you see a figure face down in the snowdrifts, limbs flailing wildly beneath a giant black instrument case it's probably me and I'm probably on the verge of an unpleasant death. I'd appreciate any assistance. In any case whether it's dodging twinkies hurled by Mr. Thomas during rehearsal or taking naps on the giant bass bags enveloped in a humidified fog, despite the long hours and non-existent recognition from the rest of the school, the fun just never stops...

Hey gang! Here's what's happening on:

Jewish  
Cultural  
Weekend:

Friday:

Music: Chamber  
music concert  
Chapel 7:00

Saturday:

Music:

-AVALON and the  
FAM  
Ryley 9:00

-Klezamir concert  
Tang 7:00

Movies:

Yentl  
Kemper 9:00

Sunday:

Bagels and Lox  
Commons



Graves Hall icon Paul Tripp inspires Julia Shannon '99 to practice every day.

File

## Avalon and the Fam

Andover's only live hip-hop act returns  
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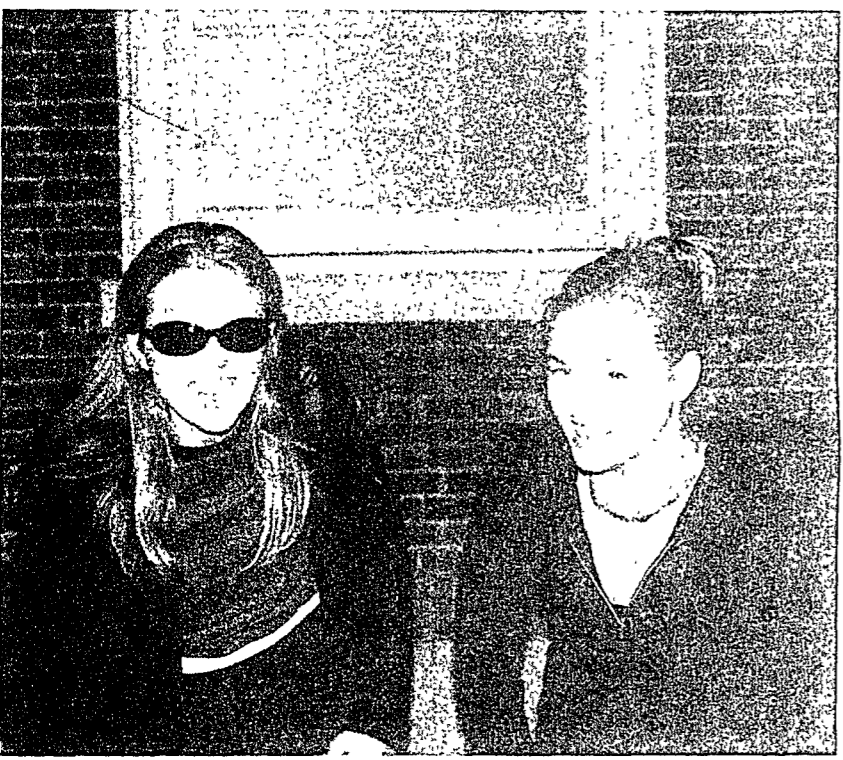


# Winter Ain't the Only Thing That's Bitter Cold

by Margot Chandler  
FEATURES STAFF WRITER

I was told to pound out some of my immediate thoughts about winter term here at good old Phillips Academy. Given such a broad theme, I could not help taking advantage of the leniency of the given assignment. But today, I'm not going to be cynical or bitter, oh no. I am a happy girl and I love winter term; really, let me just spell it out for you...I L-O-V-E WINTER TERM. It's frickin' fabulous. I came to this conclusion while walking from downtown one frigid Wednesday evening, accompanied by Al Moore. In reality, I was debating whether to leave school or to buy a monstrous "light box" to cure my self-diagnosed Seasonal Affective Disorder (SAD). Scrounging up some cash and jumping on the next flight to France has always appealed to me. I could wait tables and add to my meager French vocabulary. But that does not sound like a good long term plan. Neither does a light box, though. I don't have enough time in the morning to brush my hair, much less sit for the designated twenty minutes in front of a blinding light. I'm a rational girl. After a few more soggy steps, I decided that the best solution would be to completely and totally submit to the excellence of winter in Massachusetts. Just look around, kids-aren't you having barrels of fun? Just like me?

First, let me share with you my full appreciation of the...little things that make each and every day so utterly superb: chapped, burning lips and hands that turn a morbid grayish blue when walking from class to class, the pleasant thought that soon my tan will be overpowered with a color that my mother describes as "dead fish white,"



Margot Chandler '00, left, and Anne Hawkins '99, two very bitter girls

## Priscilla and Rowan, Know How To Put An End to Your... Mid-Winter Blues

by Rowan Riley & Priscilla Fraser  
FEATURES STAFF WRITERS

To us, winter term is like your first sip of mountain dew; cool, quick and gives you a good kick in the pants. It has been called to our attention that some of the students have fallen into a slump as a result of winter term. It's understandable (no Exeter geek day) and we probably won't get to see Farnson's lovely butt in a skirt ever again, but life can go on. We've been thinking about doing something about this funk, but what put us over the edge was when we saw the lines for hot dishes in commons begin to shorten. I'm always the first to complain at the disgustingly long wait for baked scrod, but something touched me deep inside when I saw people poo-pooing the chicken patties, and turning their noses to the cottage fries. I turned to the person next to me in line and yelled, "Something has to be done." Without further ado I give you the end to your mid-winter blues.

Since I was prompted to write this article in the beloved commons let's start there. No matter what endangered species they're frying up I can always enjoy a good glass of orange guava passion fruit. Not only is it the best juice available, but your also guaranteed some passion in your day.

If all that passion isn't up-lifting enough, have a conversation with Caesar. Whenever I'm feeling down about something petty, I simply think of what Caesar might jokingly call me, "A Baby Cry."

If your still not motivated to get up in the morning and have some breakfast try making some faces on your plate. You can start by slapping down

the smell of wood fires in the crisp air, followed by the realization that I will never see or come close to one of those until I go back to California, that wonderful sprinkle sound when I walk, because my sneaks are caked with salt and dirt, the therapeutic feeling of wet jeans swinging around my ankles, the looks I get from passerbys who think I'm crying (when sometimes it's just the wind whipping by my eyes, I swear). Little things like these just brighten up my already sunny days.

Of course there are the more general pleasures of winter: looking like a blonde penguin, the gut-wrenching experience of walking over treacherous sheets of hidden ice, the perpetual throbbing of my head - that's great, the feeling that not only my digits, lips and nose are numb-but my brain, lungs, heart, muscles, and emotions are, too. The comforting feeling I get when I look at my clock and it says 6:30 A.M...I think, well Margot, at least you didn't waste another night sleeping or doing anything productive! At least this time, I tossed and turned all night, worrying about insignificant assignments, classes, and people that will all seem like a strange dream to me fifteen years from now. Who needs sleep anyway? It's just gosh darn peachy to have insomnia!

I feel better about myself already. I'm thinking to myself, gee, I am so glad that I left the slums of LA to come here. If I believed in God, I would be thanking Him(?) right now. I would thank Him(?) for giving me a myriad of opportunities in which to be embarrassed, angered, and frostbitten every single day. Can't you tell I'm smiling right now? Well I am. The pity is, I wish this term were longer. Oh wait, no, after spring break I get to begin Upper Spring. Yee hah! Now I really feel like smiling.

# 11 Ways to Steer Clear of WINTER TROUBLES

by Tyler Grace & Collis Klarberg  
FEATURES STAFF WRITERS

Winter Term really brings out the worst in people. Today I felt hopeful, but the winter morning scene crushed almost every inkling of hope forever. Blue, crusted bodies lined the paths; a frozen branch broke and instantly killed three small children; a dog tried in vain to drag itself from a murky puddle of slime and muck. As I slumped back to my dorm, I noticed a colleague of mine, Collis Klarberg, lying in a pool of tears and spittle; obviously, he too was crushed by the utter bedlam that ravaged the Andover campus. We therefore set out on a mission to provide Andover students with the most practical ways to survive the coming months. We have compiled a list that is sure to steer you clear of the crap of winter.

**Option 1: Hibernation**  
The logic behind this is that bears do it and they seem not to die in the process. The only drawback is that bears usually wake up pretty cranky, so you might, too. However, since you aren't a bear, I don't think this should be much of a problem. Chances are that if you don't experience winter at all, you won't experience a bad winter. Oh, and if the men in the white coats come - and eventually they will - tell them you are allergic to snow and all should go well.

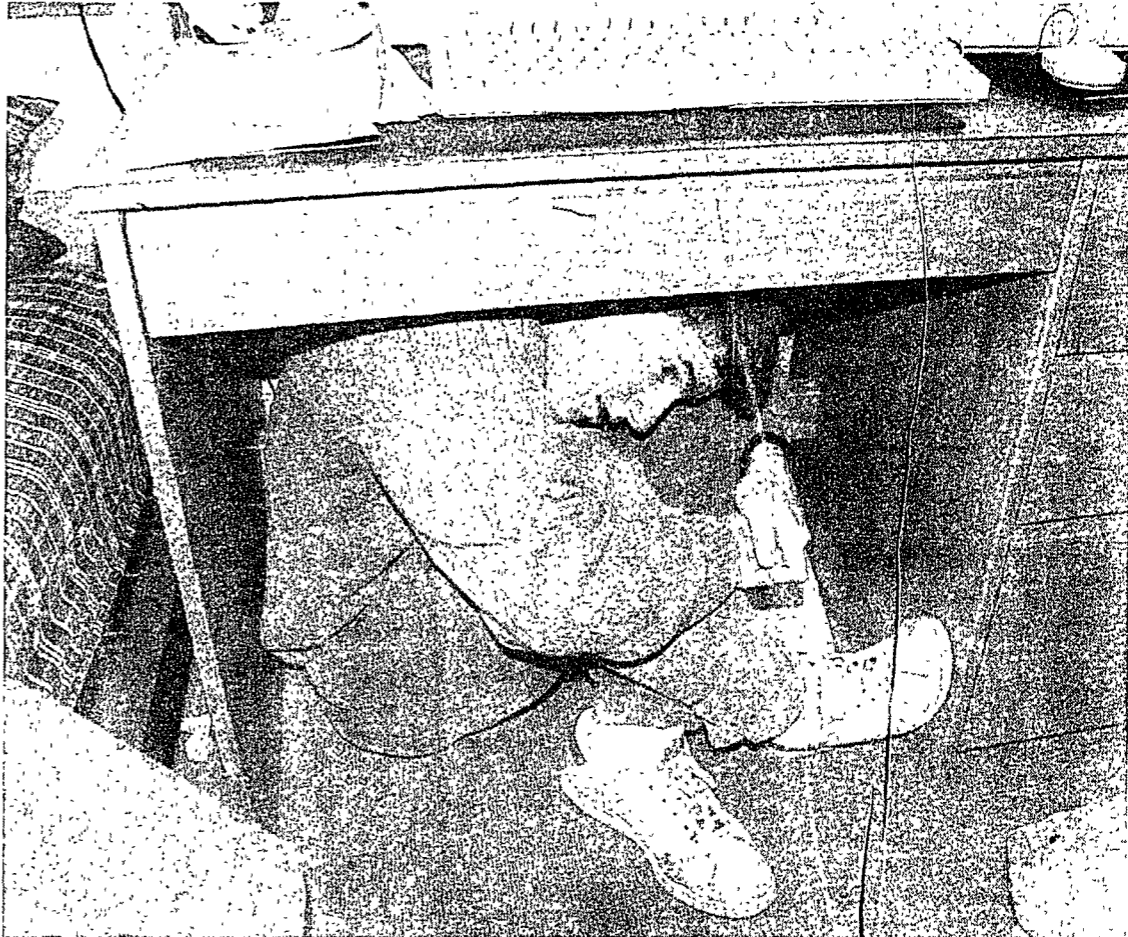
**Option 2: Circus**  
Joining a travelling Circus would be a good start for the hundreds of you preparing for your carnival degree. If I am correct, it's mating season for both the bearded lady and lobster-man, so I'm sure that something can be arranged.

**Option 3: Jacket**  
Wear the new Boys Varsity Hockey Jacket every day. Wear it wherever you go. This will make you so cool that you won't need to worry about anything else.

**Option 4: Diplomat**  
Become a famous diplomat and return to Andover. When anybody annoys you, bring them to your secret dungeon where you can feed them lint, give them puzzles that are missing one piece, and claim diplomatic immunity.

**Option 5: Bistro**  
Instead of doing work all night, go down to the bistro and eat all day with friends. Be sure to pack the Bond.

**Option 6: Hide.**  
Instead of going to classes and signing in at night, hide. A good place during the day is under a



Ty Grace '00 hides under his desk to attract attention to himself. Unfortunately, he is hidden under a desk, so no one sees him. What an idea, Ty!

**Option 7: Stupid but Funny Movies**  
Rent all of the movies with the young funny guys like Happy Gilmore and Tommy Boy. Then go to dinner and recite all of the lines, trying to act out the entire movie. For practice, watch Paul Penta, (a.k.a. - Uncle Pauly). He sucks. Hey Paul, you suck. You suck.

**Option 8: Sailing**  
Don't forget your protective helmets you filthy beggars - you go from port to port.

**Option 9: Whittle**  
Bring a long stick and a knife to class and whittle away. You can make things like spoons and marshmallow sticks, and if your teacher asks you to stop whittling, don't. Instead, cut off the tip of your finger and say "damn it, look at what you made me do."

**Option 10: Lemonade**

Sit outside of Samuel Phillips Hall with a table and a pitcher of lemonade, and sell refreshing drinks to those passing by for a quarter. But I guess it's too cold for lemonade, so maybe hot chocolate would be better. Or even better, you could sell lemonade with poison in it, but poison is expensive so you will probably have to charge two or three quarters.

**Option 11: Park**  
Build an amusement park in the middle of campus. One of the rides could be a huge roller coaster, except each seat comes equipped with an incinerator. You can dump all of your work into the incinerator so that when a teacher asks for your work, you can say that you had to grab onto the handles, and the only place to put the work you were holding was in the incinerator.

We tried to keep our suggestions realistic and important to the well-being of the community in order to lead you to a higher mental plane. If they aren't and they don't, though, you can't kill us because we are being committed right now.

# The Temperature Is A Little Lower...

by Paige Austin  
FEATURES STAFF WRITER

Within 2 hours of returning to campus after winter vacation, my dormmates and I were all but knocked off our feet with the brutal realization of just how many weeks lay between us and spring break. Instead of counting how many days, hours or minutes we needed to get through (never do that unless you're over halfway there—otherwise it's just depressing), we decided to take action. We all decided that what we needed was an events calendar, a place where we could write in future activities we could forward to. One of my friends quickly produced a Prince William calendar (so tacky that I wouldn't be surprised if the store it came from actually paid her to take it away) and we began by writing "My Bro's Pizza" on every Friday evening between now and freedom. We were on our way.

A young girl who I met through the SIS program recently told me, "Winter is mostly boring, but it can be exciting too 'cause you get to go outside and throw snowballs at cars." Isn't that cute? Do any of you remember having such sane, normal thoughts about Winter long, long ago?

I opted not to share with her some of my own winter experiences, such as the Saturday night when a Friendly's waitress severely rebuked me for addressing her as "Ma'am," and it's only gotten more interesting. The other day, I decided to call my best friend at home. I reached for the phone, and before I knew it, I was hearing the words "You have 2 new messages..." What's happening to me?

Each winter day begins with me hitting the snooze button on my alarm every five minutes. I was forced to start setting my alarm twenty minutes early so that I would still get up on

time (or at least, pretty close). My roommate has already threatened to kill me, and I don't doubt that the two girls below us would offer to help.

The one positive aspect of this year's morning ritual is that it never proves a challenge to find an available shower. I haven't decided whether or not to take joy in my dorm's apparent lack of hygiene, but in any case it invariably leaves me with nothing to do except stumble sleepily down the hall and hop in. On the first morning



Jasmine Mitchell '99, like many other students, does not enjoy harsh winter conditions

for a sudden burst of cold. Isn't that kind of sad?

"Winter is slippery, and there's a lot of snow," yet another girl informed me.

Speaking of snow, I had my second-ever snow-shovelling experience recently. If any other Californians, still innocent and untroubled by these monstrosities popularly known as snowstorms, are going to have to go through this soon, let me offer some advice. First, make sure you know where you're throwing the shovelled snow. A few feet to the left of where you're aiming, and all you're doing is steadily adding to the amount of time you will have to spend shovelling the next portion of the path. Second, always begin with the top step. This may sound obvious, but to those of us who just recently saw sand at the beach and, throughout childhood, were relieved from school

due to earthquakes, not falling snow flakes or ice-covered roads, it may not be.

Yet this grey, sludgy (I don't know if that's a word, but I really think that it should be) world can still provide some measure of fun and amusement. Drawing from Kevin Driscoll's suggestion one Friday to "walk, skate or swim over to the Riley Room..." some of my friends and I decided to try shoe-skating on our way downtown. The unbroken field of ice around that gazebo a block over from Main Street provided the ideal arena for trading those pesky winter annoyances (such as that constant inner debate as you walk the paths; is it ice, or is it a puddle?) for a few minutes of laughter and several days of bruises. That, at least, is one thing you can't do in California.

## Top Ten Best Things About Winter Term

10. You Can Finally Change From Jungle Commando to Siberian Special Forces.
9. Winter Wonderland.
8. Bobsedding Down To The Bistro.
7. Junior Parietals
6. Making The Ultimate Sacrifice For Cluster Ball.
5. Watching Bishop Toy With Rockwell
4. Ms. Chase and That Famous Wooden Stick.
3. Witnessing Drew Gallagher Fall On The Ice And Then Promising Him You Won't Tell Anyone.
2. You Can Finally Wear That North Face You Got For Your Birthday Last Year.
1. One Word: Booties!





D. Kurs/The Phillipian

Zach works hard to accurately calculate head of school day

## HEAD OF SCHOOL DAY: An Educated Guess

(From an Educated Guy)

by Zach Frechette  
FEATURES ASSOCIATE

Winter term at Phillips Academy brings with it loads of excitement: lots of snow, no six day weeks, the blue and silver, winter carnival, and of course Super Bowl Sunday. But with the exception of the Super Bowl, all these events represent a desperate attempt by the administration to beef up a cold and depressing, albeit short winter term. However, while many of these events fail in their effort to raise spirits, the school has found one that has historically succeeded in pleasing students during the harsh winter term: Head of School Day. Not only is Head of School Day a free day off from school and athletics—tests or no test, practice or no practice—but it also provides the added element of surprise, something instrumental in cheering up dejected winter term students. While no one save Babs herself knows when this glorious day cometh, I will do my best to give an educated and hopefully accurate prediction of when to expect this winter gift.

Before we get into the prediction itself, let's take a moment to look back at the Head of School Day's of the past. To start, head of school say has not always been called head of school day. It used to be a day when students and faculty stepped back for a moment to recognize the unsung heroes of the community. Examples of such heroes today might be like Dickie our faithful receptionist, or Tony "the mail guy who is also a D.J." Bernardini in the mail room. While honoring our communities unsung heroes is a lovely idea, the underlying principal of what we now call head of school day has always been to just get a damn day of rest before we all kill ourselves. That being the case, I guess somewhere along the line the school realized that it didn't make a difference what they called the day of rest, so they just decided on head of school day because it didn't connote any kinds of obligations or responsibilities. Regardless of what head of school day is called, it is always a much appreciated break, and has been for many years now, so let's see if we can figure out when it's going to fall this year.

To start, there are certain days that can automatically be eliminated from our list of possibilities. For example, head of school day will not fall on a holiday, a weekend, or any day that has already past, because that would just be stupid and defeat the whole purpose. But in all seriousness, there is no chance that head of school day will fall on any Monday or any Friday, because extending our weekend to three days instead of

two is considered far too generous in the eyes of the administration. That leaves three days of the week, some of which can be strategically crossed off the list. Wednesday is a very unlikely candidate for head of school day for two reasons: one, classes are already so short on Wednesday that it wouldn't really count, and two; many sports don't meet on Wednesday, and those that do would have important games that they couldn't miss. Hence, Wednesday is out of the running. We're down to two possibilities.

Tuesday is moderately feasible, but chances are that Tuesday sports practices are too important to miss because of those big important Wednesday games, making Tuesday a little less probable for head of school day.

All this logic leaves only one fairly reasonable choice: Thursday. Thursday would not extend a weekend, it would not greatly effect the sports schedule other than practices (which are far less important on Thursday than Tuesday), and no important games would be missed.

All that being said, just narrowing it down to Thursday doesn't quite cut it; there are about ten Thursdays in the winter term. The real challenge lies in figuring out which Thursday to choose. We are already about to enter our third week of the term, and we can forget about this past Thursday because we already miss one day this week for MLK day. By the same token, we can say that head of school day won't occur the week of the 15th, because we have that Monday off.

It is also unlikely that head of school day will occur the week of finals, the week before finals (maybe two weeks before, depending on deans schedule), or the week of midterms. Factoring in all our given information, we are left with three possible dates: Thursday, the 28th of January, Thursday the 11th of February, or Thursday the 25th of February.

Up to this point, my prediction process has more or less been scientific. Now, however, I must use some "fuzzy logic" and good old fashioned intuition to get down to my final prediction. First, I would discount the 28th of January, because my money says that students are more likely to want a break in the second half of winter term, not the first. The last date I would eliminate is the 25th of February, only because it fall too close to finals and too late in the term.

So there you have it. I say that head of school day will fall on the 11th of February, 1999. Make sure you're in commons the Wednesday night before that, and with any luck, you'll see Babs charging in wielding her field hockey stick. Of course, this is only one man's prediction, and any number of things can happen.

For example, I remember last year some sort of epidemic swept the entire school, so head of school day was called early in the term (on a Tuesday, no less) in hopes of slowing everyone down and avoiding more sickness. And who knows, maybe Babs will call it on some other day just to spite me and the rag I work for. Still, my prediction(s) stands, and just remember that head of school day is a blessing no matter when it comes. Enjoy the winter!

**Prediction:**  
**Thursday, February 11**  
*Learn the complicated process used to determine this conclusion*

# Eddie, KING OF THE JUNGLE

by Eddie Hale  
FEATURES STAFF WRITER

Having recently been party to the birth, concealment, exposure, and graphic death of an infatuation, I desperately wanted to console its father. It had been an obsession of inconceivable magnitude, surpassed perhaps only by a certain senior day student. Unfortunately it was killed, or rather murdered in cold blood in its most vulnerable state. Its father, who rejoiced at its genesis and mourned at its expiration, is now huddled in a dark room somewhere in the bowels of Bartlett, clutching a blanket and gently rocking.

I wanted to console him by offering insights on his unwitting blunder. Hopefully constructive criticism would deter such anguish from revisiting my fragile comrade, and get him a woman. However, being no Casanova myself, I was not the one to offer advice. Fortunately, I had just purchased the latest edition of The Weekly World News to catch up on the latest prophetic warnings for '99. Therein was an article entitled "Guys... Do You Measure Up... to what women want in men?" I was saved... Or so I thought. The article was for the most part in accord with the actions of my friend: he embodied all ten, "Ways of being attentive to women." On second thought that might be the root of his problem; it is quite possible that like a concerned gardener who over waters a plant, my friend was a little too attentive.

He may have also erred in the department of assurance. According to The Weekly World News, "Women

frequently speak of a quality they want in a man that they describe as, 'self assurance,' 'confidence,' 'a sense of security about oneself,' and 'a sense of peace about oneself.' Now, my friend doesn't completely lack self confidence, but his worries about whether

of some use. Apparently women are attracted to a large phallus, and it is suggested that a strategically placed zucchini or cucumber might help win them over.

But that was it, the article had nothing more to offer. I didn't have



D. Kurs/The Phillipian

Eddie Hale '00 brushes up on his news to see if he can help a friend in need

or not he measured up to a certain hockey player were unfounded. In a sense he lacks the "all-important confident air" that instills a lustful desire in nine out of ten women. There was one more point the article made that might

enough data to ensure future success, so I scoured the pages of The Weekly World News for articles that might prove more useful. I had immediate success. On the next page was a small box containing the best info yet. In

## A Cynical Look at the WINTER TERM

by Marisa Connors  
FEATURES STAFF WRITER

Returning to Andover after winter break doesn't bring much happiness. Seeing friends and starting new classes does make the first few days enjoyable, but trudging through inches of slush, withstanding near zero temperatures, and avoiding the flu hardly sparks excitement. Yes, life at Andover is going to be really fun for the next two or so months. Waking up to a dark sky with only that one glimmer of light reflecting off the patches of snow to guide you to your morning shower is indicative of this depressing season. The icy flow of water that manages to drip from the showerhead is hardly a welcoming wake up call. My dorm loses hot water after about the third shower. Those of us with first period free aren't quite able to relish in our extra sleeping time without sacrificing a warm shower.

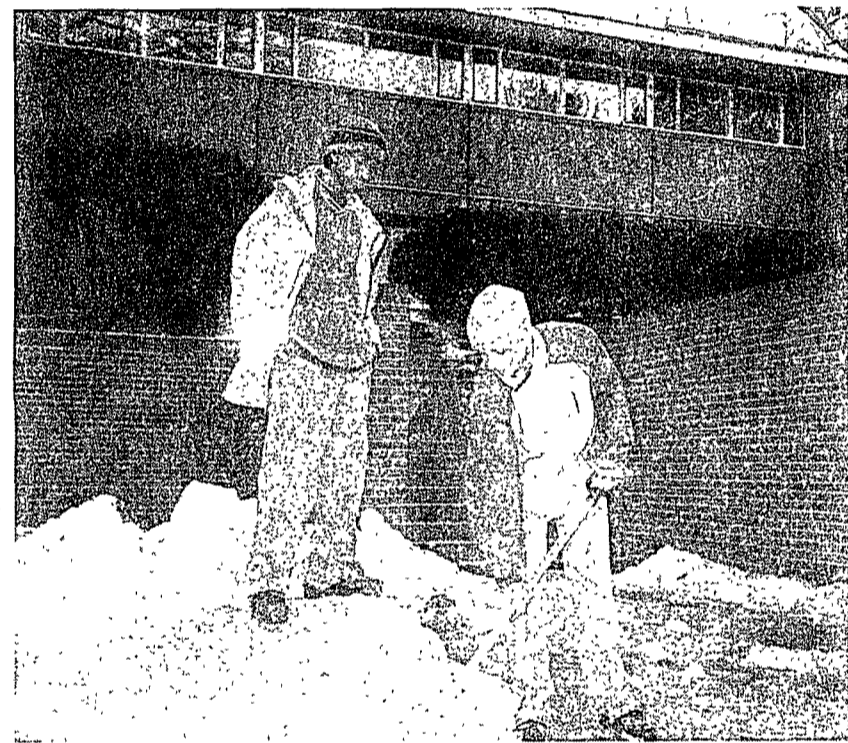
Every night I battle with the age-old question: to open the window, or not to open the window. The heat always decides to turn on full blast whenever I close my window at night: When I open the window to balance out the climate the heat decides to remain off - providing sub zero conditions.

Bundling up to trek from class to class or over to commons is quite possibly the biggest hassle. Scarves, hats, gloves, shoes, socks, coats, etc. are too many items for me to keep track of throughout the day. I prefer to throw on a pair of shorts, a T-shirt, and flip-flops. I can't be bothered with this layering business.

Those of us who like to layer are sometimes faced with the horrible incident of kleptomania. Say a young girl walks into commons with her bag, hat, gloves, scarf, and brand new, blue North Face parka that was a christmas

gift. She decides to spare the other diners the burden of hauling all her layers to the table so she hangs her parka on a hook near the door. Twenty minutes later, after a quick dinner, she returns to the hooks to prepare for her venture out into the snowy night. But alas, she realizes her North Face is missing! Frantically searching the dining room provides no solution. She is forced to leave commons as the workers board up the doorway and lock her out. She returns to her dorm jacketless and frozen. For days she checks her messages, hoping someone will discover they have accidentally kleptoed by mistake and is looking to return the jacket to its rightful owner. But no message light appears. (If you have this parka, it's not too late! She is still waiting by her phone. Call Anna at x6468. There is a reward, no questions asked.) This story is what has depressed me about winter. The need for protective gear against the cold is annoying. Yet when this gear is stolen, life becomes cold and more annoying.

Despite my cynical outlook, winter, I suppose, does have positive aspects. Ski trips and a fresh blanket of snow over the campus are two events I look forward to. However, as we have learned in the past few weeks, this snow soon turns to ice and really doesn't remain a pretty sight for long. Yet, the cold weather and change of seasons gives us time to participate in winter sports, go skiing, and to discover how much we really appreciate the sun and warm weather. Thoughts of the upcoming spring-senior spring that is- bring added happiness to my future plans. Meanwhile, I trudge through the day with all my necessary cold weather gear, pump up the heat, and deal with the cold water. When the temperature hits a record high during the summer, I'm sure I'll think back to winter term and hope for just one cold blast of air.



M. Tsai/The Phillipian

Joe Maliekel '01, left, commands on high as a fellow Fuessie does his bidding

Inside the Fuess Hierarchy:

## A Look at Snow Czar Joe Maliekel

by Alex Waldman  
FEATURES STAFF WRITER

A respected member of the community is chosen to lead the pack. A revered man is separated to employ the labor of several. For what purpose is this man-beast appointed? Snow shoveling. Who is this god of sorts? In most dorms, he is known as the Snow Czar. In Fuess, he is little Joe Maliekel, the Snow Queen.

Personified by Joe, the job of Fuess Snow Queen lets him "show those rat bastards who rules the cold weather." Who is there to boss around in Fuess? Matt "Rumpelstiltskin" Lockshin and the Fuess proctors '99 are always fun to abuse. Leon "Back Street Boy #6" Jaworski deserves a week of snow duty if he ever returns. To try and employ the service of Kweisi "The Last of the Mohicans" Christopher is a difficult challenge. There are only two people who the Snow Fairy of Fuess cannot instruct. The first is myself, to whom Joe would not dare assign snow duty if he knows what is good for him. The other is Colin "Moderation Is Key" Finucane, who, although is now only with us spiritually, is still considered the honorary member of Fuess who has seen the face of God. Everyone else feels the wrath of the little guy with the big heart.

Since I know in my heart that no one really cares to hear anymore about the inhabitants of this dorm often referred to as feces, I will now attempt to explain both the cast system and the intricate workings of this institution's process for discarding snow from certain regions of the ground to other regions of the ground using such modern technological advances as shovels. It all starts out with one man; Dean Carter. Using such sophisticated

methods as looking out the window and watching the Weather Channel, Dean Carter plots out the exact day, hour and minute the first snowflake will touch Andover soil. He immediately passes this information to the House Counselors who become overly excited at the prospect of controlling the student's lives further. Although the House Counselors serve primarily as a communication link, it is most certain that they are still more important than Joe, the Snow Woman. Joe's first job is to select his prey for the next morning. Joe, who likes his job a little too much, says he prefers "little boys and girls who don't know any better" to do his bidding. Late that night, he visits his Snow Minion in their rooms, where he supposedly informs them of their duty. From 5:00 A.M. to the start of classes, Joe, the Snow Babushka, sits on his throne and observes his little workers, jeering, mocking, and humiliating the seven students as they perform laboring tasks for his pleasure.

Now that everyone understands how things work here at Fuess, I bet you are all wondering if Operation Diffuse Snow actually works. On the other hand, you most likely don't care if it does or does not.

Since El Niño's vicious precipitation attack has begun, Joe has managed to keep the snow where it should be. Not left of the walkway, but to its right. Not covering the fire hydrant (which we may need if anyone chooses to burn down the Sanctuary again) and not piled onto the hood of a House Counselor's car. Maybe little Joe does deserve a less degrading title than Snow Queen, Snow Fairy, Snow Woman, etc. From now on, I will call this leader of the Fuess community Snow Dominatrix.... after all, this is only Fuess.

Into S&R,  
S&M, or  
GB?

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Zach x6689

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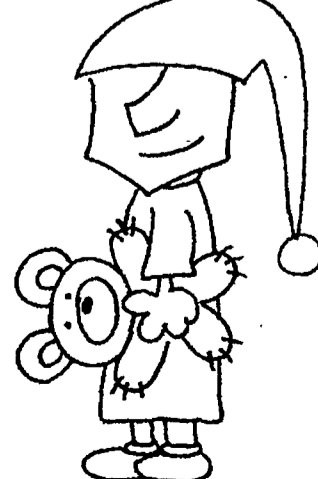
Do nothing



Break your tailbone  
on the ice



48 hours of  
hibernation



The endless possibilities  
of winter trimester weekends.



# The PHILLIPPIAN

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## EDITORIAL

### MLK Day: The Inspiration of Words and Music

Most everyone at Phillips Academy can probably agree that Rev. Dr. Martin Luther King, Jr. is one of the most courageous champions of peace and equality that the world has ever known. And most would probably agree that this inspiring and uplifting leader ought to be celebrated, that his beliefs deserve a prominent place in our society.

After commemorating Dr. King's birthday on Monday with discussion and reflection, we can do nothing but praise our Dean of Community and Multicultural Development, Robert A. Edwards. His tireless mind and warm heart provide the drive year after year behind both the educational and organizational sides of PA's annual MLK Day activities.

We feel it is healthy to make suggestions. But we also feel that the best suggestions emphasize the positive. So let us say what we liked the best about this year's MLK Day: the music.

We propose that the community return to what Dr. King did best: send out the vibe of equality and justice to a bitterly divided nation. This is the man who galvanized a generation!

And nothing sent out the vibe better on Monday than the spectacular and uplifting Gospel Choir presentation which was, in our opinion, the highlight of the day. Perhaps of the term. Nothing but the sweet sounds of their music could bring the Chapel's often cool and cynical audience to its tapping feet.

There is no disputing that "I Have a Dream" and "This Little Light of Mine" make people feel good. For a moment, while Dr. King's powerful call for "this nation [to] rise up and live out the true meaning of its creed" washes over us, even from a videocassette, the problems that he was addressing seem a little easier to solve. The barriers between races seems a bit more porous. The task of uniting the people of the world seems just a little less overwhelming.

Nothing issues a stronger call to arms than the sugary notes of a gospel singer or the booming syllables of a rousing speaker. The goal of MLK Day should clearly be to make everyone feel good and inspired, and we believe this is best accomplished with Dr. King's words and a contribution from PA's fine vocalists. Then, perhaps, when everyone is raring to go, the discussions can begin.

## Perhaps It's Attention Deficit Hype Disorder?

As reported last week in this paper, Andover is facing a suit from a recently dismissed student, Nick Panagopoulos, who claims that his Attention Deficit/Hyperactivity Disorder caused the terrible grades and poor study habits that led to his dismissal. He charges that Phillips Academy is violating the Americans with Disabilities Act.

With our beloved institution facing a case of this magnitude, the most vital question is whether this former senior's suit has any merit. As a resident of his dorm last year, I have seen first hand his utter lack of work ethic, but the testimony of others also illustrates how Phillips Academy is confronted by a disgruntled student who was entirely negligent in his work habits, and after three years of this, was justifiably given the boot.

Using ADHD as a crutch does little to strengthen his claims of wrongful dismissal, and Andover should take all possible steps to prevent its decision from being overturned.

Though there are a great many things about this school that I dislike or scorn, Phillips Academy has always seemed to me to be as accommodating as possible to students with disabilities. Whether it is wheelchair access at Commons or the aid of Graham House for students with mental disabilities, PA has, in my

### Dollar Dollar Bill Yall

GILMAN BARNDOLLAR

memory, tried its best to aid those with disabilities.

Nick was, in fact, allowed to type out all of his exams because of his poor handwriting.

"Using ADHD as a crutch does little to strengthen Nick's claims of wrongful dismissal."

And regardless of his disabilities, Panagopoulos simply put forth no academic or even extracurricular effort, even according to his friends. As a Fuess Hall dormmate and friend of his put it, "It's been shown that he does have ADHD, but in order to take full advantage of it he has to put in the effort...Nick's effort either wasn't there or it wasn't much." From the moment he arrived at Andover, Panagopoulos was failing classes (two in his first year) and cutting classes.

It was over three years ago that concerns were first raised that Nick couldn't or wouldn't

handle Andover's workload. Also, it wasn't just that he couldn't handle his tough coursework; Nick, according to his teachers, rarely did the homework, skipped classes frequently, and was seldom prepared for class. He received exceptional scores on his SAT I and SAT II examinations, and was commended by the National Merit Scholarship Competition, all further evidence that Panagopoulos possessed the mental ability, yet simply failed to put in the time and effort for his schoolwork.

Panagopoulos didn't participate in interscholastic athletics, and he had few extra-curricular commitments. So, what did he do with his time, given that he put no effort into his studies? From my year spent living downstairs from him, I observed that Nick devoted what little energy he had to the pursuit of internet computer games.

Despite warnings from seemingly every faculty member who knew him, Panagopoulos virtually ignored his schoolwork. It is not hard to understand the temptations of procrastination, and I can personally acknowledge that my grades would be more to my liking if I focused a little more.

But Nick didn't have the willpower or the motivation to do his work, and so his expulsion was inevitable.

The administration should do all it can to fight a lazy student who suddenly decided he wanted to graduate and take some money from the school while he was at it. Phillips Academy should avoid a settlement and not let Panagopoulos and his parents undermine its academic standards.

Fuess resident Dan Sullivan '00 probably described the suit best: "I think his case has no merit whatsoever. He's angry because he was kicked out for legitimate reasons; and all he ever did was sit around, play computer games, and eat blocks of government cheese."



From the Kitchen Table

H.G. Masters

## Pontification, and Other Ramblings

Living as students at Phillips Academy means a lot of things to many people.

For some it means getting an education that prepares them for the tough admissions standards of the most competitive colleges in the country. To others, school is all about the friends they make and screw over when their ass is on the line. Still others insist that they're here to have fun (you know, like vomiting your brains out on your friend's car seat while in search of mailboxes to smash with your brother's little league bat). Whatever your reason for being here happens to be (including those who wreck other people's lives, using threats of lawsuits to try and escape feelings of utter worthlessness), there is something here that unites us all: we're here, we're all living together in this microcosm, and we're all different.

Normal  
TRISTAN DEWITT

With students coming from all over the world, Phillips Academy boasts one of the most diverse high school communities in the United States. The school is truly a melting pot, as it blends together people of many different cultures, religions, regions, economic "situations", and styles of writing cheesy and cliqued articles about absolutely nothing (not that I believe in nothing...).

In addition to being one of the most diverse private high schools in the country, we are also one of few that stops for a day to remember the teachings of Dr. Martin Luther King Jr. For the last ten years or so, Phillips Academy has marked the birthday of Dr. Martin Luther King Jr., with a dedication to his life's work, as well as to his message, one of brotherhood and racial harmony. In addition to celebrating King's teachings, the school attempts to gain even greater understanding of itself through the use of small discussion groups.

Now, to the outside-viewer, this may sound all well and good, but if you ask people around campus how they feel about the discussion groups, many will tell you that they are a waste of time. I would go one step further in saying that I think these groups have the potential to do more harm than they accomplish. Here's why:

When we meet in our little groups, we are told that we are going to be discussing difficult racial issues that may make us feel uncomfortable. Then we are asked to state our names and ethnicity for the group. Right off the bat there is already a problem in that the request focuses on our differences rather than our similarities; we are all members of the human race. Next, we talk about the ways in which we have been affected by prejudices or privileges.

As we listen to these stories we are surprised, shocked, and horrified. This is a good idea: Why don't we take a bunch of people of different backgrounds who, living together day in and day out, do not even consider the color of their friend's skins, and force them to talk about the prejudices associated with their differences. Now I may be an idiot, but doesn't this type of conversation actually affect us negatively, in that we are left worrying about offending people in ways that never would have crossed our minds? Should we treat each other as volatile chemicals?

The fact is, nearly all of the students here at Phillips Academy lack the prejudices of their forefathers. When we cross paths with people of other races we're not thinking: "There goes a black person, or there goes an Indian, or there goes a white person, etc." we are thinking "there goes Kwesi, or there goes Praveen, or there goes Rod." It just doesn't occur to most of us to hate, we're too damn smart for that dung. The discussion groups fail because they have the potential to weaken bonds between friends who become so worried about offending each other that they no longer treat each other as equals, but as fragile eggs to be separated from each other by thick walls of corrugated cardboard.

### Submit Letters to the Editor



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# Strange Days

From the Commentary Editor  
NOAH KAYE

I was overjoyed last week when I opened my copy of *The Phillippian* to find that my good friend Max Schorr has a) come clean with his smoldering discontent with the paper, and b) as a long time Phillippian man found reason to be optimistic that Phillippian men--and women--of the future will make proud the people who built such a sophisticated, respected newspaper. There are those who have graduated and left only their names scribbled on walls and desks as a reminder of the hours they devoted to the paper, and there are those like Tom Lyons who are still here, still near enough to be burned by the flames emanating from the Phillippian Office. It wasn't long ago that Max seemed to me late one night, far removed from the basement of Evans, disgusted to be associated with *The Phillippian* at a time when a batch of editors are dismissed, several others turned into personae non gratae, and the paper's credibility level sunk to its lowest point in recent memory (or as one Phillips Academy veteran of more than thirty years said--hitting rock bottom.) As I was shamed by what I perceived as Max's shame, ashamed for not speaking up, or not speaking louder in the midst of last term's internal disputes and wrongdoing, I made up my mind then and there to seriously reconsider what working for *The Phillippian* meant to me and what such a public service commitment should entail.

One could argue that with my tour of duty at *The Phillippian* coming to a close, there is little incentive to argue for reform. Soon I

"I have a responsibility to help provide a refreshed atmosphere..."

won't be here and I haven't always read the very newspaper I work for as thoroughly as I should. I may not read *The Phillippian* but once or twice a term in the years to come, but I feel that I have a responsibility to help provide a refreshed atmosphere in which it becomes the symbol of the best work being done at Phillips Academy and the product of the most devoted, passionate students, young people who sacrifice the prosaic comforts of sleep and food and the indulgences of teenage life to put out the best high school newspaper in the country every week.

When I was a child, my religious school class performed a skit in which a cynical Roman soldier passes an old man planting the seeds for a tree he could not possibly live to see. When the Roman asks the old Jewish man what the sense is in such labor, he points to a shady, fruit-bearing tree which, he explains, was planted by an unselfish ancestor for future generations. The old man inherits both the beautiful tree and the responsibility to provide the amenity for future generations. Likewise, this smeared Phillippian board inherited a room, computers and the materials to print the newspaper, and in addition, this grave responsibility: to allow for the papers continual, healthy existence and to uphold its unquestionable integrity.

As Max Schorr pointed out in his piece, *The Phillippian's* current problems are a result of the deeply rooted, rather ominous attitudes of past board members. Perhaps, passing boards have acted more like crooked used car salesmen dumping a lemon of an organization than the altruistic old man planting his tree.

So, who is there to foster a positive attitude and a working atmosphere in a new, young board? I haven't received much support from Phillippian board members past or present, but I have found inspiration elsewhere. I read an Associated Press story about an M.I.T. student carrying the banner of provocative, responsible student journalism in the face of intense controversy. His name is Avik Roy. Writing for a Wellesley College student publication, he exposed an Africana studies profes-

"There is reason to be optimistic about the future of this scrutinized paper."

sor, notorious for accusing Wellesley of contributing to a "Jewish attack on black progress," who verbally assaulted students. Reading the story in *The Kansas City Star*, I realized that student journalists all over the nation would learn that Roy's main concern in the affair was not that the radical professor might win the libel suit against him (a judge ruled in Roy's favor,) but that the case might "exercise a chilling effect on college journalists." Compare Roy's campaign to promote quality student journalism to the actions taken by our recently dismissed board members who attempted to operate the organization in an isolated world free of responsibility or consequences--or dignity.

Max has the right idea. There is reason to be optimistic about the future of this scrutinized newspaper, documenting the school's history, teeming with the school's history.

Together, the current board members and the pool of prospective applicants for next year's positions have an exciting opportunity to start anew, to break free of past Phillippian traditions which are--if they ever belonged at Phillips Academy to begin with--now outdated.

THE NEW EXCUSE ON CAMPUS  
(AFTER PANAGOPOULOS'S LAWSUIT)...



Luis Felipe Adaime



# The NBA is Out of Air

Michael Jordan, the bald-headed superstar of the Chicago Bulls, has officially left the building. For good. His departure puts salt in the wounds of the re-starting NBA, that desperately wants to cling to its lone star attraction. David Stern claims that he's glad that Jordan could leave on his own terms, at the top of his game instead of being forced out by injury like so many modern players. Stern may claim that this is his honest belief, but I find it hard to believe that it is genuine. Jordan's departure, and the subsequent departure of key figures Phil Jackson and Scottie Pippen, leave the Bulls a totally different, vastly less talented team. The NBA's most popular, most watched team will now be headlined by people who are best characterized as the polar opposites of Jordan: people such as Bill "prime-time" Wennington and Judd "from the land down under" Buschler. The loss of the NBA's premiere attraction is just one of the many changes that will occur with his graceful departure.

McDonalds. Nike. Hanes. Michael Jordan apparel. These are just a few of the brands that Michael Jordan has endorsed over his career. Michael Jordan, always the unabashed capitalist, thrives on these endorsement deals, which constitute the majority of his total income. Marketing experts agree that right now, nobody commands as much clout on the TV screen, magazine pages, or billboard as Michael Jordan. These companies now must search for

## Mr. Congeniality

ASHISH SHETTY

someone remotely close to Jordan's prestige if the superstar chooses not to continue endorsing. These companies are not the only groups who will suffer from Jordan's departure. Perennially pathetic NBA teams feel this pain

"The NBA's most popular, most watched team will now be headlined by people who are best characterized as the polar opposites of Jordan."

as well. These teams face the prospect of playing in front of paltry crowds night after night. However, whenever the Bulls are in town, ticket prices and the number of tickets sold both soar. This gives the team an economic boost, and the players a psychological boost. Thousands more buy tickets to see teams like the Clippers and Mavericks when the Bulls are in town, most of the time just to have a chance to see Air Jordan in person.

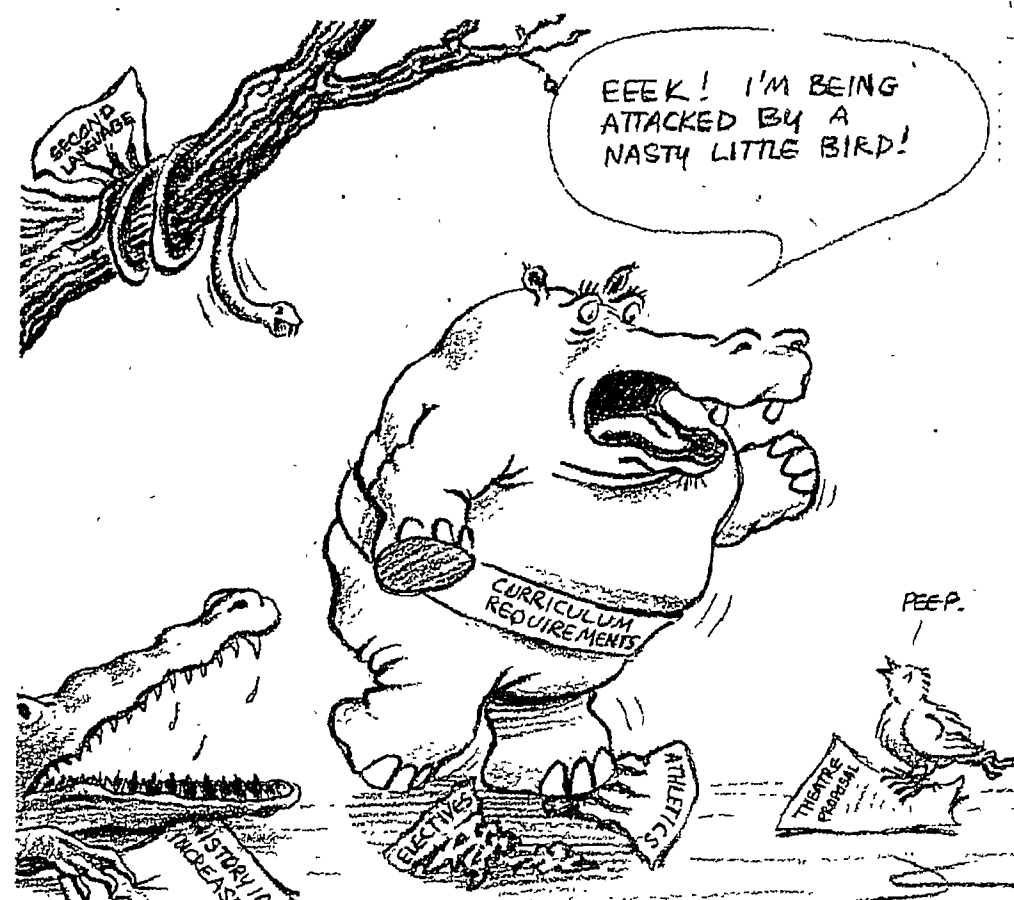
Like any great athlete, Jordan did not simply make his mark on the sport through amaz-

ing performance, but also by revolutionizing the way and style in which the game is played. A testament to his exemplary performance is not necessary, for the scoring titles, defensive player of the year awards, championship titles, and other accolades clearly spell out Jordan's dominance. Although some may describe him as a machine in terms of performance, he was certainly not a machine in terms of style. Jordan was dynamic and unpredictable both on and off the court. Before Jordan, the only place where bald heads were considered fashionable was at the local senior center. Suddenly the shaved head look was the hottest style with young basketball players. Jordan saved the eyes of the public by starting the trend of wearing shorts that went down to your knees. Hallelujah! Unsuspecting basketball fans no longer had to endure the punishment of looking at Moses Malone's not so attractive legs. After Jordan made this fashion statement, the daisy duke shorts which exposed unnecessary amounts of basketball player thigh were long gone.

Michael Jordan's position as a cultural icon, a position earned both by social and athletic achievements, is all the more amazing considering the qualities which comparable super-athletes in the twentieth century have possessed. Hank Aaron was a hero to all, matching his incredible achievements in the athletic arena with his bravery in the face of racism in the social arena. Mohammed Ali was a brash young man with an opinion on everything. He knew he had talent, and he knew equally well the amount of ears his opinion could reach with his societal status. Efforts to describe Jordan in a neat, one line package always fail. That is because there is no one personality "hook" that describes him fittingly. He is certainly not also a hero in the political or societal arena. Aside from his sheer brilliance at playing the game of basketball, what is it that defines Michael Jordan? Is it his electricity, his ability to single-

"Michael Jordan made his mark by revolutionizing the way and style in which the game is played."

handedly control the way a game is played. Is it his slashing, tongue-waving, flying to the basket brashness? Or is it just his smooth like butter suaveness. This tangible, yet almost indescribable smoothness is an integral part of what makes defines the other, non-athletic part of his personality. Whether he's on the court or off the court Jordan defines smooth. That's the simplest way I can describe it. Although it's not easy to put a label on, it is the only way to describe the aura of Michael Jordan. Watching him dribble, glide, pass, shoot, and orchestrate plays on TV makes one think that maybe the gods got a little carried away and wanted to create someone so definitely better than every one else. Just ask Karl Malone, Larry Bird, Craig Ehlo, or Clyde Drexler. They'll definitely pout and tell you that sometimes those gods just aren't fair.



Underheard

John McMurray

## Clustab Diary

### Opinion

CHRISTINA MATHER

On Monday I was toying with the idea of sharing my insecurities about cluster basketball

with my discussion group, and now I find myself expressing my anxieties and discomfort to the rest of the PA community.

Ironically, I'm using one male dominated aspect of the school to exploit another.

To some girls the opportunity to spend an hour watching big sweaty boys is exhilarating. But to me, the confrontation is unnerving. Through residential life at P.A., I've been segregated by members of the opposite sex. Thus, every evening of cluster basketball, I approach the bench where I will spend the remainder of the hour asking myself "Why?" Why didn't I allow my friends to discourage me from the "insane" notion of surrounding myself by players who are taller than me, faster than me, and of the OPPOSITE GENDER(!!) than me? Why didn't I continue yoga where I would constitute the majority of females in the class? Despite the uneasiness that overwhelms me and hinders my ability to dribble a basketball, I want to prove my capabilities as a basketball player to my peers.

I am both appreciative of and frustrated by the way I am treated as an incompetent athlete. While I should take advantage of the rare occasion when the ball is in my hands and there isn't a boy who feels I'm worth defending, the nervousness that I feel when I think "here's my

chance" affects my form so that I find myself throwing another air ball. Then I find myself muttering apologies for my inadequacies, even though the boys don't feel the same guilt after a failed shot.

Why of all teams did I register for Flagstaff whose members take the sport so seriously that they have a coach who resembles Pat Riley and who expend their energy running from hoop to hoop instead of from Abbot to their classes? Well, why shouldn't I play for Flagstaff since I reside in Paul Revere?

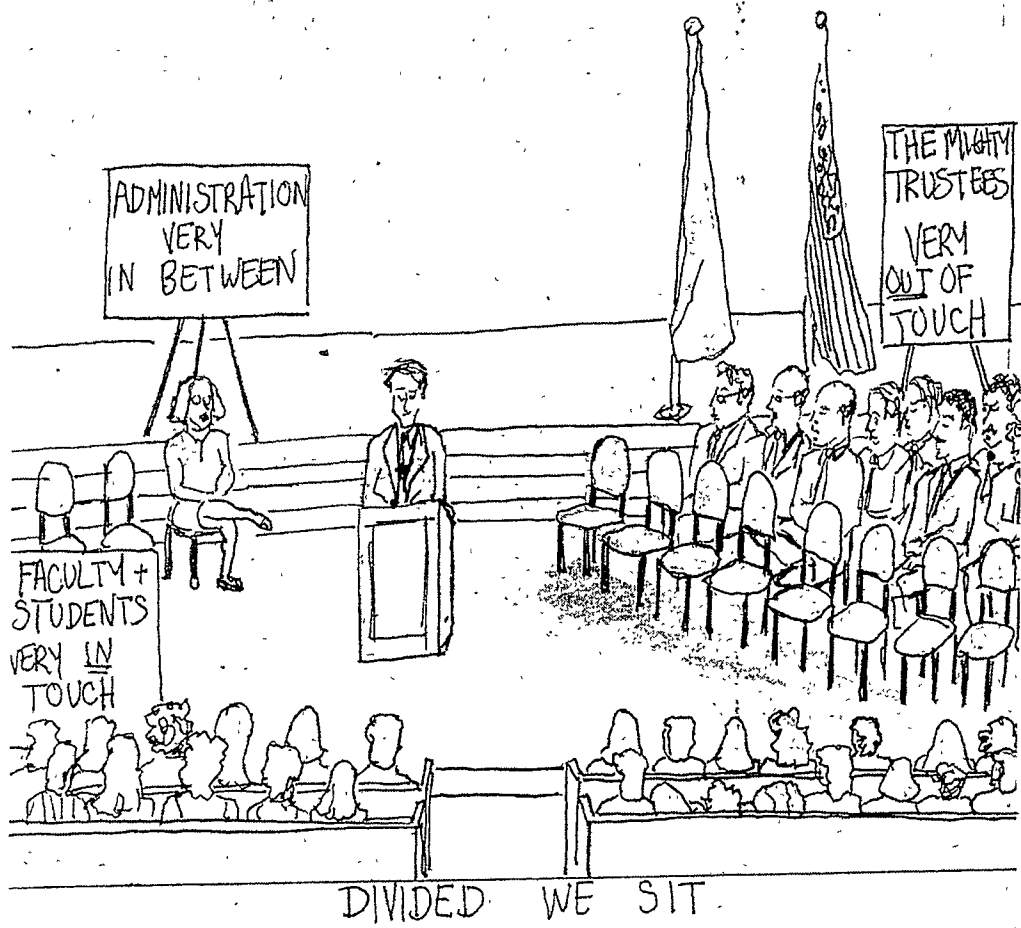
Still, in order to satisfy my craving to play the other day I wandered into Rabbit Pond's game where I could serve as an asset to their team.

Instead of intimidation, my cheekiness after a three pointer prevented me from shining further. But I definitely preferred these feelings of accomplishment to the ones that had been tormenting me earlier.

Many of the limitations I'd been sensitive about came from internal rather than external forces. By writing this article I'd like to consider myself as a threat to Mr. Matt

"I'm not afraid to hit you" Riehl not only on the courts, but also off the courts as a competitive reporter of cluster activities.

Also, I hope to encourage others to cross boundaries by positioning themselves in situations that are uncomfortable but necessary for change.



From the Chapel Balcony

H.G. Masters

# Mixed Feelings on the '99 MLK Day

## Another Missed Opportunity

### Mr. Personality

DREW CHIN

On Monday, Martin Luther King Day, those of us not performing in community service took part in an hour-long discussion where we were supposed to meet with our English class and make "profound" comments on the topic of race. The object of the exercise was to candidly reflect on how the issue of race relates to our school, our lives, and society as a whole. Unfortunately, the discussions, as many would tend to agree, fell far short of their intended effect. The truth is that little of worth was said; all that floated around was sugar-coated garble and ultra-sensitive babble, you know, the "I love everyone and I'm definitely not prejudiced at all...No, I mean it" garbage.

The most obvious reason for this lack of candor is that every person has some type of prejudice, good or bad, ingrained in them; it is just that they are afraid to admit it. I have been witness to this throughout my entire life. I am Asian, and throughout my sixteen years, though I have not been the direct subject of any scathing racism, I have seldom been in a situation where I have not heard comments about math or pork fried rice.

Regardless of whether or not that is true, many people have automatically assumed that I am good at math, and in doing so, prejudice me, a form of prejudice. And despite the many efforts at reform, the situation hasn't changed all that much.

Also, it is sometimes only natural for people to feel more comfortable with or preferential to a person of one's own race as opposed to that of another. This is especially true for minorities since many events in history such as the Holocaust, slavery, and the internment of the Japanese has given them good reason to feel wary of other races. But even if partiality is intended to be a protective mechanism, it still is a form of prejudice. And as long as this apprehension between races persists, the problem of racism will unlikely be resolved.

This is not to say that no progress has been

made. On the exterior, people have learned to look or act more tolerant, as blatant racism is no longer an accepted practice in mainstream society. But it is more than likely that their feelings have remained the same, as evidenced by the continuing racial jokes and epithets. The only difference now is that society has become more desensitized and ignorant to the problem. But it should be remembered that not caring as much is not the same thing as resolving the issue.

Another reason for the lacking conversation may be the new way in which our groups were determined. This year, we were grouped according to our English class, which meant that we were with people we knew and saw everyday. That in itself prevented people from opening up.

There are very few people that are audacious enough to admit that they are bigots or even slightly prejudiced, nevermind admitting it in front of people with whom they are close. Also, in an atmosphere where most people are friends with each other, images (i.e. tough guy, clown, etc...) must remain in tact, which, in turn, constrains certain students from contributing in manner that he would otherwise.

I found that in past discussions, when we were randomly assigned groups, the participants were more apt to speak openly and honestly, though not much more. Since we knew virtually no one, there was no need to say or act how others expected us to. The peer pressure was gone, and we could act like ourselves. But even then, little was accomplished. The tension was still in the air, people still hid behind their vices while making the same generic statements. It was almost pointless—people were still not saying what was really on their minds or coming even close for that matter.

I do not mean to belittle CAMD's efforts in the least, but the fact of the matter is that there is nothing that the school can do that can change the ideologies of its students. Since race relations are not a problem in our school, the best thing may be just to let things be.

## MLK Day: A Job Well Done

### Opinion

LUCY GREENE

In its tenth recognition of Martin Luther King, Jr. Day, Phillips Academy took a "day on," directing its communal attention to consider and reflect on race relations. As we are a multicultural and peaceful community, many question the value and necessity of devoting an entire day to the discussion of race issues. Is there a race problem at P.A.?

Though Andover certainly represents "Youth from every quarter," it certainly doesn't suffer from the blatant race-based hostility, violence, and slurs present in other such diverse settings. Few would agree that Andover is anything but a harmonious model of inter-racial coexistence which, as prescribed in the Blue Book, "encourages sensitivity to issues of gender, race and social class." Indeed, we are an intensely politically correct campus.

However, it is precisely this mask of political correctness that blinds us to what may in fact be the race problem at Andover. It is apparent to all that a failure to recognize the ideals and contributions of Dr. King would represent mere complacency on the part of the school, a betrayal of its commitment to education and multiculturalism. Implicit, though, in general inattention at all-school meeting and murmured but audible reluctance to attend discussion groups is that many students feel that the MLK program is futile and a waste of time—we don't have a race problem at P.A.

The problem with this "If it isn't broke, don't fix it" mentality is that we take too much comfort in our fortunate and peaceful circumstance. We constantly pat ourselves on the back for being Andover students, undeniably bright and intellectual, and therefore morally aware, untouched by the fear and ignorance that erupt in other multicultural communities. We give ourselves credit simply for attending such a blessedly diverse high school. Of course no one is throwing bricks or volleying insults; we live and learn and play nicely together. Unfor-

tunately, the downside to this sensitive, non-turbulent atmosphere is that it breeds complacency. For this reason, Andover's recognition and program of forced consideration of Martin Luther King, Jr. Day is absolutely necessary.

Understandably, responding to the demands and stresses of our daily schedules, we tend to bumble along from class to class forgetting to remember the larger race problem outside our idyllic bubble.

While P.A. proudly supports and garners talented youth from all racial and socioeconomic backgrounds, the student body predominantly consists of extremely privileged persons representing homogeneous, that is to say white, communities. Perhaps we are not racist; perhaps many of us have not encountered racism; but many of us, outside of campus, are rarely exposed to other races.

Though race relations, its advances and regressions, may be "out of sight, out of mind" for many, the fact remains that every student here lives separated by just one generation from Dr. King's work and his era of civil rights reform. While our society has accepted legal equality for all, economic circumstance continues to divide the races. Clearly evidenced in the varying quality of public schools, one's education frequently depends on the comparative wealth or poverty of his neighborhood, which serves, obviously, to aid and abet the disproportionate economic growth of the rich and poor as well as the white and black, hurting blacks trapped in certain neighborhoods by discriminatory real estate practices. Even more distressing, year after year, while near to 100% of black farmers are denied bank loans, the infant mortality rate of black babies remains many times higher than that of white babies.

Discrimination, direct and indirect race-

based inopportunities, is shamefully and inarguably present in this country. Phillips Academy would be negligent if were to ignore the outer problem, even more so if it refused to scratch the surface and examine its own community. On Monday morning, Dr. Beverly Daniel Tatum spoke at the all-school meeting. Her book title, *Why Are All the Black Children Sitting Together in the Cafeteria?* and *Other Race-Related Topics*, is particularly pertinent to this campus. While no one demands further or forcible integration of the dining hall-choosing lunch companions is an issue of personal preference and comfort—Dean Bobby Edwards's sagely warns us all to consider "building bridges," to reevaluate our own individual effort in not just accepting, but understanding our peers.

While Martin Luther King Day primarily sparks discussion of race relations, several other forms of prejudice tarnish America and certainly afflict this campus—differences in religion, sexual preference, and ethnicity are a few of the most commonly encountered sources. Even gender, recently evidenced by incidences of sexual harassment here at Andover, continues as a means to target individuals. Also, though probably more subtle than other forms of discrimination, class bigotry and intellectual snobbism have a particular foothold among this student body.

The Phillips Academy community is intelligent enough to suppress its prejudices and misconceptions, conscious or subconscious. Recognition of Martin Luther King, Jr. Day, choosing once a year to address sensitive, uncomfortable, or seemingly futile issues, proves a great service to everyone. Though we are essentially good and naturally inquisitive people, MLK Day stimulates us to think, to discuss, to consider again long after the special day has passed, and always to learn. After all, "goodness without knowledge is weak and feeble..."



# Sizer Leads Phillips into Merger Despite Mixed Sentiments at PA

Continued from Page 1, Column 1

showed that 15 percent wanted to retain an all-male school, 41 percent wanted the coordination of some courses, 5 percent wanted complete academic coordination, and 39 percent wanted a coeducational school. A second poll taken to see how the faculty wanted to integrate women showed 56 percent wanted only some courses to be coeducational, while 44 percent wanted a coeducational academy. A third poll asking the preference of where girls should come from showed that 63 percent of the faculty wished Phillips Academy would admit its own female students, while 37 percent of the faculty wanted to merge with the

## 25 Years of Coeducation: Second in a Series

neighboring Abbot Academy.

In the 1971-1972 school year, Abbot and Andover shared a common schedule and thus in this year more cross-enrollment occurred. 193 Abbot girls took 302 courses at Phillips Academy, while 327 PA students took 376 courses at Abbot. Five-hundred twenty students cross-enrolled in 1971, as compared to a mere 50 in the 1969-1970 school year.

Although the schools were more connected with a high number of cross-enrollment, Dean Hyde saw difficulties in the cross-enrollment. Mr. Hyde believed there was a lack of a unified administration, and therefore issues were hard to settle. In addition, the fifteen minutes in-between classes offered to get from campus to campus caused a lost class period in the mornings. In addition, the schools held different standards, so many Abbot girls withdrew from their courses at Phillips; some worried that PA students were not sufficiently challenged at Abbot Academy.

In the fall of 1971, Mr. Pieters moved in a faculty meeting that Phillips should admit its own female students and hire its own female members of faculty. Headmaster Kemper spoke against Mr. Pieters and spoke of a merger between Abbot and Phillips because of the close connection and dependence of the two neighboring

academies. However, Mr. Kemper also noted that the new headmaster of Phillips would have to further deal with the situation himself.

This left the school in a turmoil as the faculty was confused and the students were bothered. The Admissions Office reported parental uneasiness at the inability to find out the school's intentions. This overall indecisiveness was now seen as a hindrance to the Academy's fund-raising as well.

In early 1972, Phillips Academy appointed a new Headmaster, Theodore Ryland Sizer, Andover's twelfth headmaster. Mr. Sizer graduated from Pomfret and Yale before serving two years in the army. He spent one year teaching at the Roxbury Latin School and then earned his Master of Arts in Teaching at the Harvard Graduate School of Education. Mr. Sizer taught in Australia before returning to the United States where he earned a doctorate in History and Education under renown historian Bernard Bailyn. Before coming to Phillips, Dr. Sizer served as the Dean of the Harvard Graduate School of Education, and he published several books including *The Age of Academics and Secondary Schools at the Turn of the Century*. These two books documented the history of many early academies, including Phillips Academy.

After telling the Trustees that he did not want to head a single-sex school, Mr. Sizer came to Phillips. He began his position in July, 1972, and within six months, Headmaster Donald Gordon of Abbot, the two Boards of Trustees, and Mr. Sizer resolved many issues of coeducation. In July of 1972, Mr. Gordon and Mr. Sizer wrote a document entitled "Specifications for a Possible Andover-Abbot merger." They wrote that Phillips Academy must absorb Abbot Academy, all aspects of Abbot should cease to exist, and all funds be transferred to PA. Mr. Sizer and Mr. Gordon again wrote in September of 1973 that PA should absorb Abbot students, but Abbot students who enrolled prior to the merger should have the option of receiving an Abbot or Phillips Academy diploma, and two new clusters should be made to cover the Abbot campus.

Before the Trustees met on September 16th, Mr. Sizer wrote and distributed a plan to include Abbot. He

laid out the four different possibilities; coordination between Andover and Abbot, PA could admit its own girls, a merger could occur through the creation of a new school, or PA could incorporate Abbot girls. Mr. Sizer discussed each possibility and persuasively showed that he believed the only real possibility was incorporation.

To soften the blow to Abbot, Mr. Sizer wanted to name Abbot's Director of Studies, Carolyn Goodwin, as the Dean of Phillips Academy. Mr. Sizer also proposed a new dining hall/student center to be named Abbot Hall. The final proposition was to invite three members of the Abbot Board of Trustees, two of whom were women, to sit with the PA Board, and to hold the authority of alumni trustees, until they could be elected to the Board.

The Phillips Academy Trustees met on September 16, 1972, and Philip Allen presented Abbot's proposal. Abbot wanted Phillips to draw up a memorandum of future educational policies for the combined schools, to hold a firm commitment to add Abbot representatives to the Andover Board, to consider all Abbot staff on the basis of merit if staff cuts were necessary, and to perpetuate the name of Abbot in Phillips Academy.

On September 23, 1972, the Trustees passed a resolution. "Voted, that this Board welcomes and accepts the proposal of the Board of Trustees of Abbot Academy... to transfer to Phillips Academy the educational undertakings and assets of Abbot, and instructs the President and Headmaster to accomplish this incorporation effective 1 September, 1973."

Although the Trustees settled the logistics of the situation, the transfer was yet to be legalized. On February 24, 1973, Donald H. McLean, the President of the Board of Trustees of Phillips Academy; Philip K. Allen, the President of the Board of Abbot; Headmasters Sizer and Gordon signed legal documents to legalize the incorporation of Abbot into Phillips. Later in the spring, Melville Chapin, acting for the Abbot Trustees turned the Abbot property to Mr. McLean. Said Mr. Chapin, "In consideration of the payment of one dollar, all assets of Abbot now become property of Phillips-entrusting to them our greatest assets, young ladies of inestimable value."

# Trustees Brave Snow to Meet at PA

Continued from Page 1, Column 1

to Society. At the ceremony, Mr. Underwood, in presenting the award, praised Dr. Sizer on the board's behalf, lauding him as the chief architect of coeducation at Andover: "You have renewed the dream of education, the wonder of questions, the play of imagination."

After the all-school meeting, the board resumed its committee sessions and saw a presentation from the College Counseling Office. The Director of College Counseling, Carl Bewig, commented upon the excellent results of Andover students who had applied early to college. Mr. Bewig tried "to put present-day realities of college admissions in perspective" for the trustees by discussing how college admissions had changed since the 1940s and after, when many of the trustees had themselves applied to universities.

Most of the board's questions related to Mr. Bewig's remarks, which had been supplemented by what Mr. Bewig called "a wonderful presentation on computer applications" by his colleague, Peter Drench, an Associate Director of College Counseling and Instructor in History and Social Science. In general, the session was straightforward and informational, eliciting, Mr. Bewig said, "no surprises, no major concerns."

What followed was a series of committee reports and a meeting from 4 to 5 PM of any and all faculty to speak with and about the Ad Hoc Committee on Salaries and Compensation. This meeting, moderated by John Strudwick, Instructor in History and Social Science, gave trustees an opportunity, according to Mrs. Sykes, "to talk with faculty about concerns that they [the faculty] have."

Not only, commented Mr. Underwood, did the trustees get a "rundown on the work of the Ad Hoc Committee" but they also heard the specific grievances of faculty members. Moreover, Mr. Underwood remarked, "The board is very supportive of the faculty... and have demonstrated... at least two times since my inception that we are very keenly interested in keeping them well-compensated."

The Ad Hoc Committee, according to its chair, Dr. Strudwick, "will be meeting regularly between now and the next trustee meeting." Though this month's meeting represented only a

"very early stage," the committee, over the next few months, will be "collecting data to compare PA salaries and compensation against other institutions in order to provide an advisory report for the trustees."

This report, to be delivered when the Trustees meet again in April, should help the board "to place faculty salaries and compensation within the overall capital campaign." Additionally, committee member Susan Stott, who is Acting Chief Financial Officer and Director of Business Services, stated that the board felt it was not "their purview to decide how to allocate the money;" that will more likely be the task of the Dean of Faculty and the administration. For now, Mrs. Stott feels that the committee, and meetings such as Friday's, "really open the process up to more input and more dialogue in the course of setting salaries."

On Friday night, many trustees attended a cocktail reception to honor Dr. Sizer at the Addison Gallery of American Art. The reception also gave members of the board the opportunity to meet the Addison's new director, Adam Weinberg. In regard to the new director, Mr. Underwood was "very thrilled to have him on board," saying that the Trustees felt Mr. Weinberg to be "very positive." After the reception, most Trustees went to faculty homes around campus for dinner, as per the annual custom.

The following morning, many trustees attended another annual event: a 7:30 breakfast with students in the Ropes Salon. This event gave the board members a chance to meet students and to hear their concerns in an informal setting.

A final full board meeting rounded the morning out, and most of the issues facing the board were settled during this time.

The board approved a preliminary budget for Fiscal Year 2000, with three main points: first, that the faculty and staff compensation pool, including salary and benefits, increase by 4%; second, that the funds allocated for the financial aid "buffer" for the fiscal year increase from \$150,000 to \$250,000; third, that boarding tuition increase to \$24,500 and day tuition to \$18,900 (a rise of approximately 3.7% in both cases).

The board's other two main decisions were to commit another \$243,000 to the International Academic Partnership (IAP) program over the

next year and a half and to authorize the administration to attempt an exchange of property with the town of Andover, in which two small parcels of town land on campus will be traded for an area between Salem Street and Route 125 which the Academy owns. The first decision will further Andover's role in its IAP with the Aga Khan system of schools in the Middle East, Africa, and Asia. The program features exchanges of teachers and teaching philosophy so that both systems can benefit from each other's methods.

After a luncheon in the Andover Inn, most trustees returned home. The session proved productive and efficient, even if the board knew from the outset, as Mr. Underwood said on Saturday morning, that "no big decisions... need to be made."

The presentation of the Fues Award was of course an important ceremonial matter. Of the issues that many students are concerned about, further dialogue on same sex house counselors was prevented by Thursday's weather.

The recent law suit was discussed by the trustees but they seemed generally satisfied with the school's defense and position in the matter. Proponents of a reformed faculty compensation system can applaud the first steps taken by the committee and the encouraging response of the board.

Remarking on the board's productivity, Mrs. Sykes said: "One thing that really stood out for me was their work, given the weather and how difficult travel was.... It says something to me about their commitment as a board."

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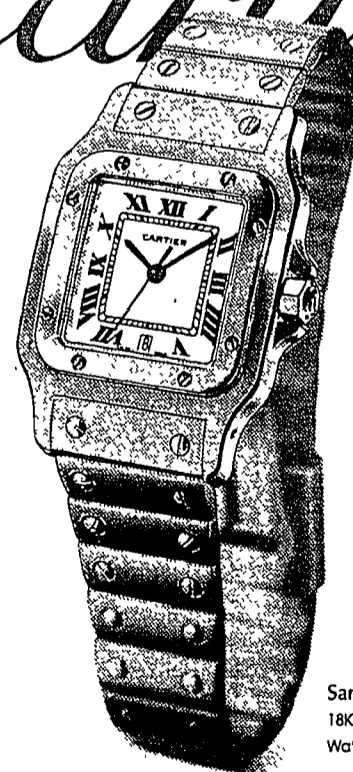
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