

Six-Day Weeks Rooted in PA, Peer School Tradition

By JOHN GILBERT

After the first six-day week of the 2001-2002 school year, campus buzzes once again with debate over the traditional system. The six-day academic week, widely considered an intrinsic part of the boarding school experience, has existed in various iterations amidst certain student and faculty dissent here at Andover, Phillips Exeter Academy, Choate Rosemary Hall, and many other similar institutions.

At one time, Saturday classes were implemented every other week of the school year, but despite recent changes to help alleviate the daily burden upon students and faculty, many of both groups are, as ever, displeased with the current system of implementation of six-day weeks or, in some cases, the entire notion of Saturday classes.

At Andover and Beyond

Andover eventually switched to the current system of three six-day weeks during the fall term and three during the spring term. Following a recommendation made in a report conducted by the Steering Committee in the fall of 1996, multiple changes were made to the schedule that originally had five-hour classes meeting every day for a single period and four classes on designated Saturdays of the school year.

During the 1997-1998 academic year, a new schedule, which allowed for each class to meet on at most four occasions each week, was adopted; all five-hour classes were allotted a double period. Head of School Barbara Chase stipulated, however, that the number of six-day weeks would remain the same.

Peer schools have also toyed with different, less demanding schedules in the past. A few years ago, Choate Rosemary Hall tried to eliminate Saturday classes altogether, but the change was retracted after a "significant impact on the school's atmosphere," according to Don Firke, the school's Assistant Head.

Mr. Firke, who was Dean of Academic Affairs at the time of the change, also authored the current scheduling system. "Six-day weeks are a very small part of the inevitable issue of stress in daily boarding school life," he added.

Other schools, such as Phillips Exeter Academy, have stuck with relative fidelity to a schedule with six-day weeks as the norm rather than the exception to the rule. Divided into seven fifty-minute periods and two half-days, Exeter's grueling schedule has surprisingly found "no opposition less than what would be expected," according to Barton Chartoff, Scheduling Officer. "Because we have Saturday classes every week, it becomes habit and there's less trouble over the issue," he explained.

Phillips Academy's 132 days of class in a given academic year remains the lowest of any school of its kind, even with the inclusion of Saturday classes. "The main reason why the committee that studied this went to a two-period Saturday was to minimize the amount of Saturday class work a teacher would have to do," explained Dean of Studies and Instructor in Philosophy Dr. Vincent Avery.

Student and Faculty Opinion

Despite Andover's relatively lax Saturday program, students are historically quick to offer criticism of the system.

"I think six-day weeks are really pointless because you're just taking two classes off of Wednesday and unnecessarily extending the week, which doesn't really add to the amount of in-class time," said Alicia Widge '02, whose stance on the issue seems to be relatively common among members of the student body.

Other students, though, disagree. Josh Williams '03 quickly pointed out that "six-day weeks can be helpful because they relieve a lot of pressure in the middle of an otherwise fast-paced week."

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ADMISSIONS OFFICE DISTRIBUTES NEW SURVEY TO PARENTS

By MICHAEL RUDERMAN

On September 12th, the Phillips Academy Admissions Office, with the aid of market research and consulting firm MaGuire Associates, mailed extensive surveys to the parents of students in the classes of 2001, 2002, 2003, and 2004. Using the surveys, the Admissions office will compile demographic and socioeconomic information about the families of Andover students and gauge parents' opinions of the academy.

"To enable us to plan and be responsive to the changing needs of families, it is helpful from time to time to survey parents [of] both day and boarding [students] about their reasons for seeking a boarding school education for their children and about their satisfaction with the program," Head of School Barbara Landis Chase wrote in a letter mailed to survey recipients several days prior to the mass-mailing.

Parents of current freshmen were not included in the mailing because the Admissions Office holds that parents who have been in the Andover community for at least one year are best able to answer questions regarding their experiences and impressions of the school.

According to Acting Dean of Admissions Debbie Murphy, PA has chosen this route of information gathering "to be able to examine both the relationship between admissions and financial aid and have valuable demographic information."

The survey, a follow-up to the conventional Admitted Student Questionnaire (ASQ), is intended to answer the question "How do families value the Andover educational experience?" according to Director of Financial Aid Jim Ventre.

The ASQ, the school's primary source of parental criticism thus far, asks only questions about impressions of Andover before students matriculate.

Though those in the Admissions office will no doubt employ the results of the survey to help them better do their jobs, the information collected will not have any role in the admission of students itself. "Like any information we have, we use it to help guide us in the decision-making process with the Trustees. To say that the survey results will change the way we do business [in the Admissions Office] is unlikely," Mr. Ventre explained.

Mr. Ventre did admit, though, that there is a possibility that survey results might show administrators that the need for financial aid is greater than earlier projections. The effect on financial aid could be a positive one, he continued, especially since the school is nearing the end of a capital campaign and the nationwide economy will most likely officially be in recession at the end of this quarter.

Though she assumes the survey will have the same results it would have had without an economic downturn, Dean Murphy commented, "Maybe at this time, while [parents of prospective students] are looking at their assets, they might think this education is less affordable."

She predicts that the results analyzed by the MaGuire and Associates company and presented to the school in December will "confirm for us that this education is a stretch for [parents] and lots of people are on the verge of financial aid."

Forty percent of the current Andover student body receives some form of financial aid, and tuition at Andover is one of the lowest of all of its peers involved in the so-called "Ten

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J. LeSaffre/The Phillipian

In the first official week of fall, trees on campus are beginning to change their leaves into the classic colors of a New England autumn.

Forums, Fund-Raisers Continue Three Weeks After NY Tragedy

By JOHN GILBERT

With the gradual passing of the shock of the nationwide tragedy of September 11th, Phillips Academy students and faculty have begun to turn their thoughts and fears even more toward the unknown. Still grappling with the frighteningly real prospect of armed conflict or war, students voiced their concerns at a series of informal "dialogue dinners" over the past week and participated in various relief efforts for those involved in the devastating attacks on New York City's World Trade Center towers and the Pentagon.

Held in Ropes Hall and open to all members of the community, the evening forums were hosted by faculty and administrative volunteers designated by Dean of Community and Multicultural Life Bobby Edwards who coordinated the series of events.

"We're returning to a secure state and addressing the emotional residue of the tragedy," Mr. Edwards explained. A member of the Crisis Management Team (CMT), Mr. Edwards has been actively involved in providing the community with as much information as possible through the turbulence of the past few weeks. He added, "The range of emotion that is currently being registered across campus is stunning—we struggle as how to best meet the needs of all."

Students' feelings about issues, such as U.S. engagement in military conflict, also varied considerably. "The attack was terrible, but it forced us to remember the seemingly forgotten morals and ideals that the United States prides itself upon," said Ashley McCloskey '03, a student present at

one of the evening forums, continuing, "When things are impacted on such a dramatic scale, it's hard not to feel helpless sometimes. I'm just one girl—retaliation on a national level stretches to include all of us, and retaliation is necessary."

Others were not quite so optimistic about the impending U.S. military response. "I disagree with the idea of attacking a country before we're even sure they're totally responsible. Wouldn't killing many innocent citizens of Afghanistan give them an excuse to be hostile?" said

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BLUE BOOK CHANGE ON SAME-SEX ROOM VISITATION RESCINDED

CITED AS 'MISTAKE'

Implementation of Similar Measure Possible in Future

By PAUL SONNE

Last week, the Dean of Students Office retracted the concluding sentence on page twelve of the newly ratified *Blue Book* regarding room visitation for same-sex couples.

The sentence, which stated that students "involved in same-sex romantic relationships" were to abide by the same protocols that govern room visiting between students of opposite sexes, including face-to-face sign in with house counselors, was inadvertently included in the student rule book.

"It is not the case that expectations for opposite sex relationships are the same as gay relationships in terms of a parietal policy," said Advisor for Gay, Lesbian and Bisexual Issues Dr. Paul Cernota. "There are fundamental inequities in having the [same] policy for one [type of] relationship and another."

Associate Dean of Students Cilla Bonney-Smith concurred, "[Having] the same rules could be intrusive when there are people questioning their own sexuality." Ms. Bonney-Smith went on to cite the other possible incorrect assumptions that may have stemmed from the sentence: "We certainly don't expect kids to have to come out, because culturally that is a really big step."

The policy seems to have arisen from an oversight. "The way that [the statement] went into the *Blue Book* was not what we intended," said Dean of Students Marlys Edwards. Ms. Edwards, a member of the committee which reviews and implements changes to the *Blue Book*, offered another possible explanation as to why there was confusion over the issue. "We [the committee] just didn't follow through on the implications completely."

Last week, the Dean of Students Office sent an e-mail to all house counselors in an attempt to clarify the proper procedures before parietal meetings were held. At press time, the e-mail was unavailable to the *Phillipian*.

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2002 National Merit Scholarship Semi-Finalists

Allenby, Richard K.
Bach, Kathryn
Brown, Georgina J.
Chu, Katherine Y.
Coughlan, Ryan W.
Crowley, Daniel F.
Crowley, Paul S.
Dosik, Diana
Elliott, Katherine
Espiritu, Felice A.
Gardner, Joseph M.
Garner, Elizabeth S.
Glober, Nancy K.
Jaffe, Michael
Kelleher, Christina M.
Kim, Eugenie
Kish, Christopher J.

Martin, Gregory J.
Maule, Charles E.
Mazen, Nadeem A.
Pan, Lillian
Park, Jason S.
Presley, Douglas E.
Rao, Krishna
Selove, Emily J.
Spears, Lukas L.
Spears, Samuel A.
Spradling, Jessica R.
Stohlman, Olive R.
VanZile, Caroline S.
Vijayakumar, Srigowri
Wegrzyn, Christopher
Williams, Lindsey K.
Willig, Spencer

STUDENTS QUESTION ORIENTATION'S SET-UP

Absence of Theater and Arts Orientation Troubles Some

By CAROLINE VANZILE

When questioned about the presence of the arts in orientation, an administrator and principle organizer for orientation laughed and quickly replied, "There are no arts in orientation."

Although both theatre and dance used to be a part of the required orientation curriculum, their showcase was removed from the official "grid," and the presence of the arts during this formative period has disappeared. Many students involved in theatre and dance, who believe that orientation is

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Though Hazing at Andover Rare, Concern Emerges Among Students, Faculty Members

By CATHY RAMPPELL

On page seven of *The Blue Book*, hazing and harassment is defined as "verbal or physical conduct that has the effect of creating an intimidating, hostile or offensive environment for any member of the community." With the recent legal accusations made against Groton School and rumors circulating about hazing on campus, the administration has been attempting to erase student and faculty ignorance and illustrate that hazing "cannot be tolerated."

Preventative Measures and Reforms

"We had experts come in about appropriate relationships between faculty and students [at a faculty meeting]," stated Director of Communications Sharon Britton, who says an immediate goal is to make sure "all faculty member are aware of their reporting duties."

Several times a year, according to Director of Personnel

Debbie Martin, the Office of Personnel runs a 90-minute training session about anti-harassment and anti-discrimination. "It is for both responding to and preventing [sexual harassment]," explained Ms. Martin. She continued, "The policy is written for faculty, staff, and students because we recognize that there could be a faculty-staff situation and a faculty-student situation." The next such session is scheduled for November.

"Hazing has always been a very serious focus," said Dean of Students Marlys Edwards, "and sometimes we hear about it, sometimes we don't. We have certainly spent a lot of time in proctor/prefect meetings, in which students were divided by gender, at the beginning of the year, 'We talked about what type of behavior is hazing or harassment, and just innocent traditions,'" he said. The boys discussed behaviors they had seen before, cataloging them as one of the three categories, and defining each by certain criteria.

Pine Knoll Cluster Dean Linda Carter-Griffith said that the girls' meeting, on the other hand, "did not have a hazing focus at all. We were...dealing with gender issues." However,

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Courtesy of Doug Schlemmer '93

Doug Schlemmer '93 pursues work in rural Cambodia, where he is currently leading a program to establish educational facilities and promote economic growth via the internet. See story, P. 4.

Yom Kippur

PA students celebrate the Jewish Day of Atonement with a day off from regular classes, extracurriculars, and athletics P. 6

Recycling at Andover

Hoping to top last year's record 127.2 tons of recycled materials, Recycling at Phillips (RAP) mounts a new initiative. P. 5

Girls Field Hockey Beats Loomis

In a 5-0 shutout, the Girls Varsity Field Hockey team, led by captain Anna Barendsfield '02, trampled Loomis Chaffee in their Saturday game. P. 12

Athlete of the Week: Matt Dugan

Post graduate and starting football player Matt Dugan '02 returns 70-yards for a touchdown in last Saturday's victory against Loomis. P.11

Crowley Ruminates on Pace of

Senior Editor Paul Crowley '02 gives readers a piece of his mind in his Features article on Andover's Pace of Life P. 7

Editorial: A Precarious Distinction

The administration demonstrated reason and humility in its retraction of a sentence in the *Blue Book* calling for students in same-sex relationships to abide by parietal rules, but we must still be wary of the implications of the policy. P. 2

Addison Features "do it"

Tonight at 5:30 p.m. the Addison Gallery will host an opening reception for its new interactive exhibit "do it." P. 9

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EDITORIAL

A Precarious Distinction

For most of its history, Phillips Academy has tacitly accepted same-sex romantic relationships as it would any societal taboo, overlooking their existence in its legislation. Because of such denial, the parietal procedures that arose from Andover's decision to become coeducational have only applied to room visits by members of the opposite sex.

But in what was to be a significant change, the 2001-2002 *Blue Book* modified the policy, stating under the section *Dormitory Room Visiting*: "The following rules apply to all dormitory room visits between male and female students and between students involved in same-sex relationships."

Oddly enough, only a few days after the opening of school, the administration, in a rather unprecedented move, rescinded the change. An email was sent to house counselors explaining the revision.

But, though last week's decision manifested the administration's reason and humility, the possibility of a similar revision in later years is apparently still on the table. [See Article, P. 1.] Such a possibility presents a threat to the Academy's ability to provide a healthy and nurturing environment for its students in two respects: not only would it place those students struggling with their sexual orientation under undue stress, but would also challenge the student-house counselor relationship, posing a virtually impossible enforcement scenario for house counselors.

For a student who may be questioning his or her sexuality, it is oftentimes a period of constant second-guessing, dwindling self-confidence, and at times, self-hatred. Studies confirm that teenagers struggling with their sexuality have a much higher suicide rate than their peers, an indication of the gravity of their struggle against what society still has deemed "normal" or "acceptable."

For Andover to insist students exploring alternative lifestyles inform their house counselors of their most intimate self-doubts and to furthermore participate in the parietal system in the same way a heterosexual student would participate borders on the ridiculous. Imagine the conversation between a questioning student and his or her house counselor when discussing even the remotest possibility of a future partner. All rights to privacy would be tossed aside. Though such a policy boasts admirable intentions—it would, after all, legitimize student homosexuality in as far as school rules are concerned—its effects would prove to be adverse in the long run.

In addition to its overarching shortcomings in the abstract, the policy is ill suited to PA life for the numerous technical ambiguities it presents. What, for example, would house counselors do about publicly displayed parietal sheets as they are in some dormitories? What would happen when two students inside the dormitory are romantically involved—a parietal every time the door's threshold is crossed? Would a student be required to tell his or her house counselor if engaged in any homosexual relationship? If so, then would heterosexual students be required to do the same? Amidst such genuine concerns, it is difficult to decipher what is fair or unfair to whom.

Fortunately, the sentence has been relegated from the pages of this year's *Blue Book*, but even the idea of its consideration in years to come demands we address its flaws now.

-C.H.

Lines on Maps Justify American Murder

Alex Jamali '03

OPINION

Through pain and sorrow, Americans have come together as a solitary unit to support one another through a crisis of immeasurable depth. Instead of initially calling out for blood, Americans have had a sudden surge of patriotic pride, apparent by the endless streams of red, white, and blue flying from buildings, cars and windows. The need for revenge was temporarily erased and forgotten; replacing it was a desire for support and community. And thus, with a national community as strong as ever, the desire to react as one is fresh in national leaders' minds. The decision, however, is muddled by ideals and actuality.

Last Thursday night found many of us huddled around the nearest television, anticipating the signal to move forward from the shock and terror of the September 11 attacks. Most Americans, by that time, were in support of some sort of retaliation. Wanting to prove to whomever was responsible, we wanted to show that we would not watch on passively as national buildings, buildings of symbolic significance, crumbled to the ground by the hand of an alien force. Americans, with President Bush's declaration of a war against terrorism, got what they wanted: a stand against the attacks and the masterminds behind them. Yet, instead of the expected feelings of reassurance a united nation should bring, I felt that Americans were placed in an awkward and insatiable state of neutrality.

Ideally, the war against terrorism is a politically safe move. We don't quite know who our attackers are, or where they are from. So we begin to fight the entire system of terror. Once again, we find history repeating itself as we are thrust into another crusade against Islamic fundamentalists. However, we are not fighting Islam, not even the majority of it, nor are we fighting a distinguishable group of people; we are fighting a way of life. We are waging war with thousands of secret communities hidden within 39 different countries. These people have faith in their communities as they are all joined together through the common brotherhood of hatred. They are as ready to destroy our way of life, as we are ready to defend our liberty, our freedom, and, consequentially, our country.

The enemy knows no limits. Their thoughts and beliefs are intangible weapons, not able to be contained by prisons or boundaries. Like soldiers, they belong to a larger army, yet not even they can tell with whom they

fight. They strike for their own reasons, their secrets never entirely revealed, while they continue to live within communities, having relatively normal lives. It is their secret, yet undeniably complex, network, with limitless resources, that make them indecipherable.

It was said that even if we should arrest

"The enemy knows no limits. Their thoughts and beliefs are intangible weapons not able to be contained by prisons or boundaries."

Osama bin Laden and his cell group of terrorists, it would be but a mere dent on the system as a whole. There are countless other Osama bin Laden's who remain nameless and without a face. However, we do not know of them because, unlike bin Laden, they do not vocally shout their dislike of the US, and are not public figures. Osama bin Laden is one man, but there are numerous others who reflect and emulate him in his network.

The terrorists live within a multitude of countries that unknowingly harbor these people. The people physically responsible for the violence may live in England, "The US's greatest friend," as stated by Bush, or France and other historical allies of the US. If international battles on allied shores seem

inevitable, however, how will those countries continue to support us in a war with an indefinite ending?

Still the greatest test of how far we will go lies directly within our shores. The enemies, unquestionably, live within our boundaries, in our states, and are residents of our country. If we were to find a community of terrorists in Los Angeles or Chicago, are we willing to wage battle on the mainland of America to show that we are committed to our promise? We are ready to attack Afghanistan, accepting civilian casualties as inevitable, but if the greatest enemy lies right below our nose, are US civilian casualties just as inevitable?

The war against terrorism insinuates many questions. The most important question, which has yet to be answered, is: is it possible to win? We are not fighting a country, nor a group of people localized in one place. We are fighting a belief harbored by thousands living in a secret worldwide community veiled from outside knowledge. A war on terrorism means a war on all terrorism, not just the fundamentalist terrorism witnessed on September 11. To declare such an act, one must be prepared. We are now fighting, alone, a form of world violence. No one else has come to us and said that they will help us with our fight.

Retaliation to the terrorist events witnessed this month is inevitable. The tragedy and suffering cannot be accepted; but to declare a war on terrorism is to set an unattainable goal. We can neither fully act on this promise, nor can we ignore our statement. We are stuck, unfortunately, somewhere in the middle.

"I ask you to uphold the values of America and remember why so many have come here. We're in a fight for our principles and our first responsibility is to live by them."



Even Without Paddles, Orientation Intimidates

Christian Vareika '03

OPINION

A few weeks ago, as I sat in the stuffy air inside my parents' shiny gray Volvo, I heard a curious sound. The sound grew progressively louder as the car rolled farther and farther down Main Street. It was the sound of dozens of screaming teenagers and blaring Guns and Roses music. It was the sound of orientation.

I began to tremble in anticipation of what kind of cruel and unusual acts of torture lay ahead of me. As sweat began to gather on my forehead, I reasoned with myself. "Maybe it won't be so bad," I thought. If I only knew.

After our arrival on campus, my parents and I were directed to Morse Hall, where we found, along with the pungent smell of an aging math building, many other fresh-faced new students, most of them looking just as nervous as I. As we entered the line for registration, I clung to the sleeve of my mother's coat, only to be informed that parents were not allowed into the registration room. I was prepared for that to be the last time my parents ever saw me alive.

From that moment on I would spend my days performing manual labor and being verbally and physically abused by those very same crazed young people I had seen driving in. However bad my fears were, I could never have imagined the pain and humiliation that the next twenty-four hours would bring.

I walked apprehensively into the registra-

tion room, expecting that any moment a group of seniors wearing blue masks might pop out from behind the table and throw me in a burlap sack. Instead, something far worse happened. I had to fill out forms. I was hurried through the line quickly and lead into the I.D. photo room. Knowing quite well that this picture may someday be evidence in a wrongful death case, I tried my hardest to look scared and confused. Anyone who has seen my I.D. card knows that I succeeded admirably.

When the registration process was complete, I rejoined my parents, who informed me that we were now going to my dorm to "move me in." Although the friendly smiles and polite attitudes of the upperclassmen helping me transport my possessions from the car to my dorm room managed to dupe my parents, I wouldn't be fooled. I was onto them. I had heard the stories of bizarre acts freshmen at boarding school withstand, and I wasn't about to be just another story on *Dateline*.

After I had gotten settled in my room, my parents and I headed to Cochran Chapel for a meeting welcoming new students. "Don't fall for it, Mom and Dad!" I thought, "That's exactly what they want you to do!" They fell for it.

At the finish of the meeting, all new students proceeded to the Great Lawn to join up with their Blue Key groups. After doing so, I stood spiritless and watched the Blue Keys from each Quad scream and cheer. After this failed miniature pep rally, we split up into smaller groups for what was to be the most horribly unbearable part of the entire orientation process: name games.

I have a strong dislike for many things, but I doubt I will ever find something I loathe quite as much as name games. And may I also add that using "duck-duck-goose" as a name game simply doesn't work. After being wrongly called several names, including Juan, Alex, and something I can't pronounce, I began to try and devise an escape plan.

Thankfully, I was not able to put my repeated viewings of *The Shawshank Redemption* to use, because my Blue Key told me it was time for the parent-student reception.

I wandered, bruised and battered, back to West Quad North where I saw a group of tired-looking parents congregated around the punch dispenser. I sifted through the crowd and found my parents waiting patiently. Knowing quite well that this may be the last goodbye my parents ever bade me, I held my chin high and told them to be strong. Of course, they had no idea what I was talking about, but that's beside the point. After our farewell my parents walked off in the general direction of our car, leaving me alone, but not helpless.

I walked into the lobby of Rockwell a stronger freshman than the one that had arrived earlier that day. All right, I thought, let the hazing begin. In the end there was no hazing, or manual labor, or abuse. There were only name games. After returning to my room, my day started improving: I met new people, some of whom I have already formed great friendships with, and I discovered that my prefect actually was nice. As frightening and humiliating as orientation day was, it is a necessary evil, because I would have been even more lost without it. But I still hate name games.

Saturday Classes: Complaining of the Nonexistent Thorn

Jessie Birecki '03

OPINION

As Wednesday rolls around, the thrill of a potential "double free" skips lightly across the hearts of many. The long-awaited sleep-in is welcomed, as the homework for first and second class lies in a pile somewhere between an empty pack of Oreos and a soccer uniform that I swear I would wash if I could only find enough energy to do it.

Many think of Saturday classes as a burden, something to confuse the juniors, and piss off the uppers even more, and yet another thing to add to the top of the "what the hell were they thinking?" list. Only things such as those blueberry bagels and bringing tours through Garver beat Saturday classes on that list.

So the sleepy-eyed students set their alarm clocks for 8:30 a.m., just enough time to get to first class on Saturday. (I have been told that some refuse to set the clock and force others to wake them up because it's not "in their religion" to have a Saturday class—whatever works.)

If I really think about it, though, I don't think that this whole "Saturday class" idea is such a bad thing; it may be inconvenient but it's not as big of a deal as many have made it. For instance, I had some chemistry work that was assigned. Having the sleep-in on Wednesday gave me an extra 45 minutes of rest instead of chemistry work. Then I had to keep myself awake for all-school, which could be a form of homework, I guess.

Sure, I had to get up for first period at 8:50 a.m. on Saturday, but I would have had to get up anyway to get ready for sports. I now had given myself two extra days to work on chem. As for second period, my math test that was meant for Friday had now been pushed back to Saturday.

I'm sure that you could argue that having class on Saturday gave us no more class time than going to class on Wednesday. In fact, it may have seemed like more time with the teacher that, by Murphy's Law, happened to be the most mind-numbing of all my teachers. And, by having this teacher second period, it

was an inconvenience for me, as I am stuck in that teacher's class as they "quickly explained the homework." But I am always planning ahead. So I still had to get to the locker room line to beg Blaine to quickly get my uniform so I could sprint out with enough time to make it to the bus waiting in the back of the gym.

Yeah, I guess that would be a pain. The seniors take up the front rows and the back balcony of the chapel (why they choose to sit that way, I guess I have to be a senior to understand). Like a bunch of lemmings, the juniors all come in at once, in a huge pack, girls in the middle four rows and boys in the back four rows consequently taking up the entire middle section. I usually forget that on this second period of Wednesday it is no earlier than second period on any other Wednesday. Only, this class is one that cannot be failed (well almost can't, but we won't get into that).

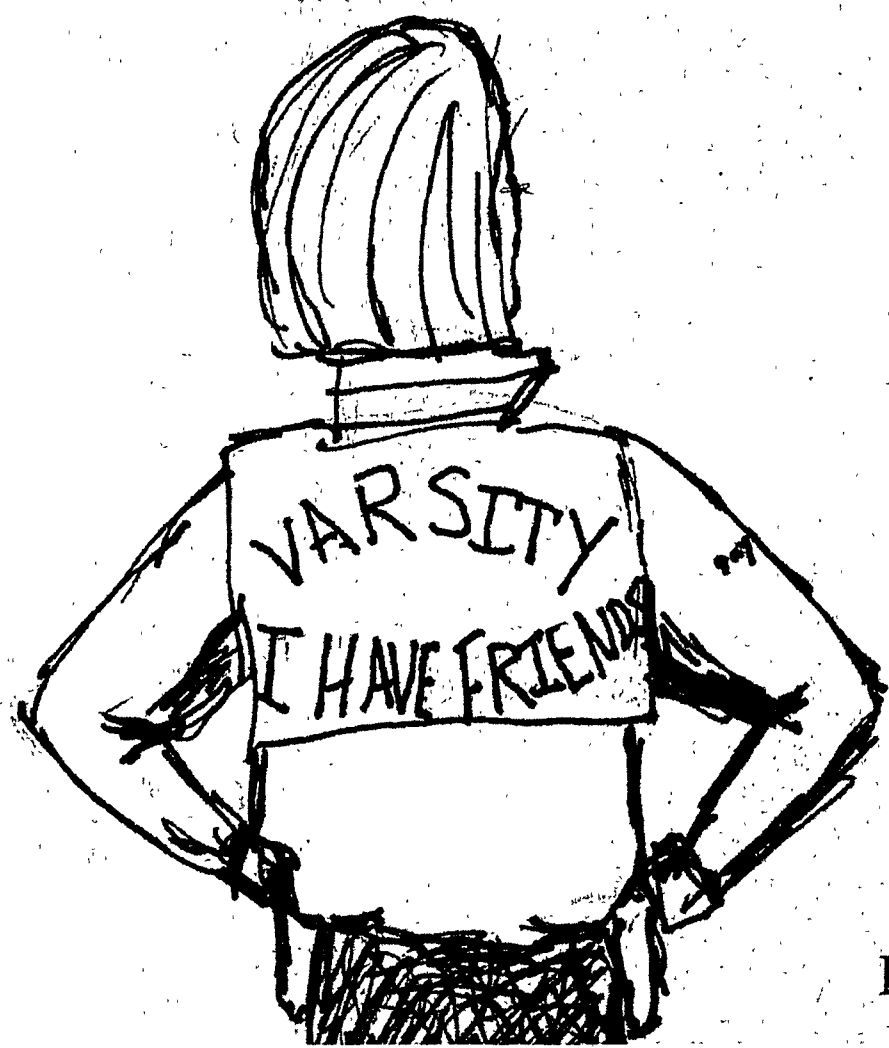
I would imagine that people wouldn't mind Saturday classes. I never said I would like to have Saturday classes every week. I just said I don't mind Saturday classes (referring to the four times that we would have them). They are chances to rest, to space work, and take a breather, or whatever one chooses to do with that time—I guess saying that we would space work would be a lie. Now what PA student wouldn't want to lessen his or her workload?

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All-School Meetings' Importance? Deans Censoring Movies? Hitler References?

ALL ON COMMENTARY THIS WEEK. DOES ANYTHING GET YOU ANGRY? WRITE FOR COMMENTARY

BEN x6319



K. SIEPSE

Pacifists Wither in the Military's Necessary Use of Force

Stephen Draheim '04

OPINION

national investigative agency in the world, will use its fine detective skills to determine exactly which entities perpetrated these terrorist attacks. The United States Department of Defense and its Central Intelligence Agency, in consort with other nations' intelligence agencies, will use their ever-increasing intelligence capabilities to track down the terrorist organizations behind the hijacking of four commercial airliners and the attacks on the World Trade Center and the Pentagon.

I urge my fellow classmates who are currently against a military campaign to support these measures. I understand that many of you do not like President Bush or the resolve of the Republican administration, or even the resolve of the entire Federal government. What I do not understand is how, in the name of blind non-violence, you can advocate a course of non-action that will only allow continuing violence against innocent people to continue. These terrorists will not bow down to any political pressure. The Taliban regime, refusing to cooperate with anti-terrorism, has already warped the Qu'ran and teachings of the peaceful Islamic faith to convince Afghans to fight to their deaths in the defense of a government that sponsors terrorism.

Finally, I would like to say that every day I pray with all my heart for the end of hate among the world's people. I pray that different groups can unite, not overnight by dropping all reasonable defensive measures in chaotically rapid disarmament, but by agreements and concessions to secure a peaceful world. I concede that I have felt hatred against Osama bin Laden and Saddam Hussein and other similar militant leaders. Over time, however, I have come to understand that hatred is counter-productive

insulting than anything he could have said. On the other hand, I have had lively and pretty damn funny conversations with a lot of other faculty members on this campus who respect me, and I look up to them as superiors, but also as friends.

Similarly, when the faculty or administrators show us how much faith they have in us, we reciprocate. They trust upperclassmen to put themselves to bed. They trust students to manage their study habits. They trust us to eat healthily and stay fit. In all of these respects, we've been handed a load of responsibility that a few bad seeds can sometimes ruin.

And did we ever screw it up with the food fight. The instigators, however, have graduated; the mood of the school is completely different now than it was this past spring, and I think we've regained at least a little of our reliability, or at least enough so that we can watch a simple movie without tossing cold cuts across Ryley.

Frankly, I don't even like the movie *Animal House*, but much worse has been shown in Kemper (*Titanic*), yet those films have never caused raucous outbreaks or vandalism or mob violence. I think that, especially at the beginning of a school year, we all start with a fresh perspective on faculty and rules and governance of the campus and I believe, for the most part, that kids respect that.

So now, after a hip Yom Kippur, we enter the weekend. We'll all get some much-needed sleep, maybe go out to dinner, have chocolate-chip waffles, and definitely drop by Ryley. We'll don our *Star Wars* sheets (or maybe that's just me), and have a good time in Ryley. In the back of my head, though, I'll be thinking about how much respect I have for the faculty and administration, and how their lack of faith in me is somewhat offensive. Dependability and trustworthiness definitely require two people, and hopefully, in the backs of administrators' minds, they'll be discovering just how much they can really depend on us. Of course, we'll be in Ryley, snacking on nachos, and remembering the scene where they have the crazy party in the basement of the frat house, but then we'll check ourselves.

As a member of the high school-aged generation and as an American, I am deeply troubled by the sentiments of much of America's youth. Over the past two weeks, the media has conveyed the opinions of different groups in the United States. Many Americans have joined together in a united effort to aid the victims of the attacks of September 11 and to prepare for the future, underscoring the tremendous resolve to defend our nation, our way of life, and our lives themselves. But I have seen with my own eyes the defeatist, egalitarian attitudes of many (although not all) of my fellow classmates.

I commend the pacifists and the people who desire a peaceful end to this struggle. They have a wonderful vision of the future without the horrific violence that plagues our world today. But this is not the future—this is now. Unfortunately, there is no solution that does not include military action on the part of the United States, an action in which many will die. Governments of some foreign countries do support, financially and politically, terrorist organizations such as Al-Qaeda, which has attacked the people and property of this country and of others. These terror-oriented governments and their facilities, which allow them to wage wars in which they deliberately target innocent civilians, must be stopped. The Taliban regime is one of these, and they have refused to stop themselves.

Therefore, the United States must use its weapons so that they cannot use theirs, because we do not engage in terrorism or target civilians, and the Taliban does. American servicemen and servicewomen may die in the line of duty, defending each and every one of us, and innocent peoples of other nations, already ravaged by domestic strife, will also probably die.

These deaths will occur in a campaign to end terrorism. The FBI, arguably the best

and, although an initial reaction, wrong. Desire for vengeance, fueled by this hatred, is not only immoral, but a very dangerous behavior when exhibited by such a powerful force as the United States. That is why this country's government, under the leadership of President Bush, has not pursued a hasty military action against unconfirmed targets for the crude, violent reason of appeasing an angry public. American military will be used in the defense of the United States and the free world, not as a tool for murderous, bloodthirsty, extremists who seek revenge.

We must, in these testing times, not let our guard down. We must not, as a nation or as a world, allow terrorism to continue. As an American who hopes to enter the Air Force to defend the United States and then continue into space as an astronaut to explore, I hope everyone can unite today with peace and the defense of the promoters of peace on their minds. We all realize that no government is perfect, not even that of the United States. The government has made numerous mistakes, as has every person. But now is not the time to criticize our president or our other leaders for doing their best. Just for once, I hope we can all support our government and the unfortunate military actions necessary to secure a greater, more peaceful, enlightened future for humankind.

Letters to The Editor

To the Editor:

Your recent page one article on my son Zeke Hawkins' suit against the Groton School has a few inaccuracies that need to be corrected. The complaint against the school states that our son was "sexually molested, indecently assaulted and battered, and/or sexually harassed on his third day at the Groton School, and repeatedly thereafter" not "forcibly groped" as you reported. Groping is a word that Groton has adopted. Other words that they have used in press releases and letters to alumni to describe the rapes and sexual assaults on their campus are "crossing personal boundaries" and "horseplay." Your article says that Groton's spokesperson states that over 12,000 letters have been sent out to their support base. What use are 12,000 or even 12 million letters if they so distort the truth as to make it unrecognizable?

A very disturbing part of all of this is Headmaster Polk's claim that he "personally," reported the molestations "promptly, accurately, and in detail to the Massachusetts Department of Social Services." Yet the Commissioner of DSS, Jeffrey Locke, stated on *ABC News 20/20 (August 31st)* that Groton's "reports were very vague...we were never specifically told about Zeke's allegations... The school never mentioned his name or the name of any other student that came forward." The most basic of Massachusetts child safety laws requires school officials to write a written report to DSS within 48 hours of a crime being reported. The attorney for the Keeper of the Records of Massachusetts has informed me that no such written reports exist. Hitler said that repeated lies become the truth. I wonder if that is what Groton is hoping.

Experts have told me that victims of sexual violation have great difficulty revealing their experience because of the deep humiliation they feel. It often takes years to speak of rape and sexual molestation, if ever at all. One of our concerns from the start was that all of the victims at Groton should receive help. My wife and I along with other parents, one of whom was the headmaster of another school and very aware of student safety issues, urged Groton to bring in professionals to question all male students to see if they, too, had been victim of the molestations taking place in boys' dormitories, athletic practices, and showers. We also told the school that parents of every male student must be notified that their sons may have been victim to sexual attack. Groton claims in your article that the school interviewed its students. This happened at least a month after our son and the other victims first spoke to the headmaster. Also, we know that not all boys were interviewed. We also discovered that our advice was disregarded because untrained personnel, some with a clear bias, were used

A.S.M. Appreciate the Sadistically Mundane

Cathy Rampell '03

OPINION

Geez, Andover sure is different from (my old school/ Japan/ Barbados/ its alias on "Party of Five"). If we all do a little, we can do a lot OR Even you can make a difference. Take care of yourself. I learned that I don't need to be ashamed of the fact that I'm (Asian/Arab/Jewish/Scandinavian/Leprous).

Call this an exercise of historiography or futurology. These few sentences recount nearly all the all-school meetings I've attended in the past two years at Phillips Academy and most likely chronicle all the all-school meetings I can cheerily look forward to attending in my next two years.

Sustained by the false legitimacy of tradition, all-school meetings persist in sucking up an hour of our lives each week. They have been around for, likely, 200 years, so there must be some merit to continuing them, right?

Admittedly, the content of a select few ASMs has been worthwhile, but all others have been aging vats. But perhaps the administration is not quite as cruel and bloodsucking as I have lately been accused of portraying them. Maybe they genuinely think that students enjoy ASMs, that students find them entertaining and engaging, and that they foster a unique sense of community by forcing us all to snuggle together, butt to butt, in unanimous laughter and tears. But let us first examine this strange creature known as the ASM.

Typically, ASMs will have variation of a handful of formats, including the Community Service format, the Cultural Club Format, the We Care format, and Please-Don't-Let-Us-Wither-Away-And-Die Club format.

Community Service ASMs usually consist of a soft-spoken, inarticulate speaker repeating the only recognizable phrases "make a difference" and "... is unbelievable." Not to generalize. As pure and big-hearted as the speaker's intentions might be, his speech is so boring that he can't even entertain a doubt.

The following week the school will be indulged with the Cultural Club format, which can be hit or miss. Maybe I'm a cynic, but usually miss. This format often circles the drain as well, piling on artistic performances that approximately one two-billionths of the school can actually see. I personally find some of these performances insulting, as they often rely on playing up recognizable stereotypes in order to entertain. Often these meetings will throw in a scrub team speaker, but I'll get to that later.

The following week will include a tear-jerking lecture on inter-backpatting and brotherly love and vigilance, a series of runny announcements, an organ tickling, and a final prayer that is almost always initially forgotten by the emcee. The following week's Please-Don't-Let-Us-Wither-Away-And-Die Club format aims to nurse a club with shivering attendance back to health. Unfortunately, by the time this sickling steps up to bat the student body cannot process the word "club" without the parasitic phrase "free food."

And yet this community-gathering time

persists in sucking up an hour of our lives each week. Perhaps the idea of a community gather-

ing is warm and fuzzy to administrators and prospective students: even at the largest boarding school on the East Coast, we still make time to powwow and kaffeeklatsch. However idyllic these meetings may sound, I get no sense of devotion to the community from seeing my ASM neighbor stealthily tuck his study list of Latin vocab words behind the shield of his jacket. The fact that deans need to patrol the aisles, slamming books and removing hats, further illustrates how ineffective ASMs are at moving and uniting the community.

All-school meetings also have a tendency to fill dead space with dead speakers. Rarely are the more engaging speakers scheduled for ASMs. Cultural and ethnic clubs, for example, seem to feel a compulsion to bring in a speaker *no matter what*. All too often their criteria is only being a successful adult of their ethnicity/race who is willing to proclaim that his success is in spite of his ethnicity/race. Incidentally, sometimes the best Eskimo accountant doesn't make the best Eskimo speaker.

The frequent scheduling of backbench speakers at ASMs is suspicious. I suppose that it makes sense to make the mediocre speakers' lectures mandatory. Otherwise no one would come. More interesting speakers attract their own audiences, even without the threat of double-cuts.

But why waste time with makeshift speakers? If we cannot eliminate unwanted ASMs altogether, perhaps instead of torturing the school with blathering bores, we should move the more interesting speakers—the Amartya Sens, the Paul Kennedys, the Jonathan Alters—to fill ASM slots.

Denying the more coveted speakers an ASM appearance only makes it more difficult for students to be present at lectures they are eager to attend. Last spring when I tried to get prestigious *New York Times* Op-Ed columnist, former theater critic, and author of the recent memoir *Ghostlight* Frank Rich into a 2002 all-school meeting, I was told that every meeting was tentatively booked and that it'd be most convenient for him to lecture on a Friday night. In winter. What an audience this gem would rack up.

Why pad shorter meetings with boring presentations and zoned-out guest speakers when the meeting can be shortened, anyway? Meetings shouldn't have filler-content. No tears will be shed if students have an extra fifteen minutes to grab a bite to eat, cram for a math quiz, or engage in "reflection."

Maybe I'm whining. But I'm entitled to, with all the hot air the school pumps into their lectures—ASM or otherwise—about using time efficiently. Perhaps if ye readers complain too, we can improve community mandatory fun time. ASMs' only appeal shouldn't just be having one less class-worth of work due on Wednesdays. Remember, if we all whine a little, we can do a lot.

A Renewal of Trust?

Stephen Fee '03

OPINION

Ask any student (or faculty member, for that matter) if he or she has

seen the film *Animal House*, and you'll probably get a response that includes grunting and maybe even intoxication. Yes, *Animal House* is a cult-classic-turned-mainstream hit, with its subversive and offensive messages about sexuality and drug use, its blatant and gratuitous use of nudity and obscenities, and its morally offensive and degrading depiction of women and minorities. Despite these things, the movie is wildly popular with girls and boys.

However, it's definitely not a film I'd recommend over at CAMD or the Brace Center, but it's rather a cheap flick that was made to disgust and ridicule. It was supposed to be shown this Friday in the Ryley room (motto: the darker lighting makes the smell go away), but the film showing was cancelled. I reassure you, though, that the toga party is still on with the hot AND cold buffet, but no movie.

To the discontent of the newly-formed Activities Planning Board, a few administrators decided that scenes of food fights and general unruliness would just provoke toga-wearing Ryley patrons to start tossing guacamole from the Nacho Bar. Obviously, the showing of such a film was a little too reminiscent of last spring's food fight in Lower Right that landed a lot of folks in some serious trouble.

I agree that the food fight in Lower Right showed egregious disrespect towards the people who work in Commons and also towards the student body as a whole. It only takes a few to start a battle, and a few folks precipitated a vicious food fight that ended in damage and anger. However, I find the decision not to show a movie a little unsettling.

It does seem to be a minor issue that could easily be ignored, but recent events on campus have encouraged people to question the relationship and trust among faculty and students. I don't mean to say that faculty don't trust us, but I do think we deserve a little bit of credit as relatively responsible young people.

I once heard my mom say that if someone wants respect, he or she has to give it first. I know, that's a little trite, but it's pretty true. I got in an argument with a faculty member recently, and his patronizing attitude was more

the balance. Many students decided that remaining silent was their only safe option. Since last year, Groton and its headmaster have been under a grand jury investigation. The true story will eventually come out, as truth always does.

As you go on in the world you'll discover the unfortunate fact that doublespeak, hypocrisy, and even lies do exist. If the education you are receiving at Andover has any meaning, it is for you to learn to stand up for truth and to fight against what you know to be evil and unjust. All of the important lessons students study from history and great works of literature to other subjects, including sports, have only truly been learned if those lessons are applied when the need arises. They are not just someone else's story or a way to get a good grade, but rather, a guide on how to live your own life. That understanding is the greatest gift Andover gave to me.

Sincerely,
Peter Hawkins '69

To the Editor:

John Gilbert's otherwise estimable article on the school's response to the recent national tragedy contains a regrettable error of fact.

Mr. Gilbert states that the department of history and social science organized Tuesday night's panel discussion of these events. That is not correct. The panel was organized and run entirely by the students of the Model UN club, led by Christina Kelleher and Travis Pantin.

I am sorry that such an exemplary, and timely, example of student initiative and student leadership did not receive the recognition it so richly deserved.

The leaders of the Model UN did the school community a genuine public service and our department would like to make sure that they get the credit for running a lively and informative panel discussion.

Victor W. Henningsen
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Andover, MA 01810
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For more information on the Groton School and Groton Headmaster Polk's Statement on the events discussed in the above article see:

http://www.groton.org/news/news_04.htm



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Alumnus Works in Rural Cambodia, Setting Up Schools and Providing Connections to Internet

SCHOOL PROJECT MANAGER

Credits PA Community
for International
Curiosity

By PAUL SONNE

For some people, leaving home to come to Andover is only the beginning.

ALUMNI PROFILE

Take Doug Schlemmer '93, an Andover alum who has traveled to the world's most remote locations before finally settling at his current home in rural Cambodia. Schlemmer is currently in the process of integrating unprecedented amenities into Cambodian life: modern technology and substantial education.

Schlemmer is the Project Manager of the Cambodia Rural School Project (CRSP), which is an affiliate of American Assistance for Cambodia, a non-governmental organization.

A war-ravaged nation, Cambodia has been in a state of major development, politically, economically and socially. But more recently, the country has attempted to emerge from its past misfortune in order to bring itself back to prosperity, with Schlemmer and others like him helping to lead the way.

A graduate of Phillips Academy and the Georgetown University School of Foreign Service, Schlemmer focused on Asian Developmental Economics and human rights in college, eventually developing a love for the countries and culture of Asia. He traveled extensively throughout the Asian continent during his college years, believing that he would someday return permanently in a more professional position.



Courtesy of Doug Schlemmer

Doug Schlemmer '93, Head of the Cambodia Rural Schools Project, helps provide education to underprivileged students.

Before making his trip across the Pacific, Schlemmer worked in the United States with the Environmental Protection Agency (EPA) and with the Hogan & Hartson Law Firm in Washington, DC. From there, he taught English in Tokyo for a few years, and then eventually ran across American Assistance for Cambodia, the opportunity he had been waiting for, which brought him where he is today. "Cambodians very much respect Americans and our current international efforts, despite American bombing raids on their country during the Vietnam War," said Schlemmer.

"The best part of my job is being able to tell children that they will get to have a new school and study computers. The light in their eyes is truly unbelievable," he continued. Schlemmer, who is in charge of the Cambodia Rural School Project's main project of building schools in a number of rural towns, is also spearheaded two sub-projects: Villageleap, an e-commerce economic prosperity plan, and the Telemedicine Project, which brings modern medicine and technology together to bring the necessities to numerous Cambodians.

"My daily responsibilities vary greatly. On any given day I find myself approving new school sites for our project, figuring out how to get a broken computer fixed many miles away, fusing off for days at a time to the Cambodian hinterland to research a site or investigate a flooded school or troubled teacher, or receiving and sending orders [for the e-commerce project]," Schlemmer explained.

Schlemmer's main endeavor, the Cambodia Rural School Project, chooses sites and, primarily using donation proceeds, builds much-needed schools in very remote areas. All of the schools built will be equipped with solar panels and computers, with professionally-trained Cambodian computer and English teachers as employees. Recently, in addition to building the schools,

other hi-tech features have been implemented throughout areas of rural Cambodia.

"Our pilot school in Robib village, which is hours away from any town or city via treacherous roads and is one of the most remote locations in the world, is special for it is linked to the Internet with a satellite dish," explained Schlemmer. Consequently, this Internet link has allowed the group to implement two new and groundbreaking programs in the village.

The first such program is Villageleap.com, an e-commerce project aiding in the improvement of the economy of the village of Robib. The project markets the handmade silk scarves made by the local villagers, and all of the profits go back to the community to assist in the town's growth and development.

Members of the community were trained in weaving, and now have a prospering sales business, even though they are located in one of the most remote areas of Cambodia.

Schlemmer's other charge, the Telemedicine Project, is an innovative program that has brought extremely poor health care to the forefront of the medical world through the graces of technology. Cambodian nurses travel to Robib

every month in order to meet with and care for sick villagers. To do so, they take pictures of the various ailments and file medical reports, which are then sent to Massachusetts General Hospital in Boston. Soon after, the doctors respond with the diagnoses and the patients are treated accordingly.

Schlemmer explains that his own experience as a student at Andover has affected his current life abroad. "Andover is blessed with a vibrant international community of students and professors. It is this element that probably makes Andover so valued and esteemed," he said. He also feels that the daily exposure to Andover's vast international culture has been most beneficial to his career.

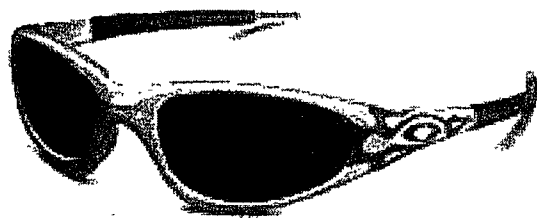
From his extensive pool of international and community knowledge abroad, Schlemmer was able to offer advice to current Andover students: "First and foremost, relax and enjoy all the various opportunities. In planning your future academic and career paths, try not to lose sight of your ultimate goal, to make yourself happy and not others. Make your education work in a way you want it to." He continued, "Take a chance and have fun, and by all means study abroad while in college."

PA CONVENTIONAL WISDOM WATCH

- Animal House - Funny, but it's no "Don't Tell Mom The Babysitter's Dead."
- Thursday Free - As students discover that atonement = time off, sinning on campus goes up 234%.
- Same-Sex Parietal Revamp - We're queer; we're here. And we don't have to sign in.
- All-School Meetings - [Singing] Going to the chapel, and we're gonna get spoken at.
- Sports Injuries - Soccer team mourns goalie's ACL tear. Math team laments word problem specialist's "brain cramp."
- Hazing - Yes sir! May I have a caring and nurturing environment?

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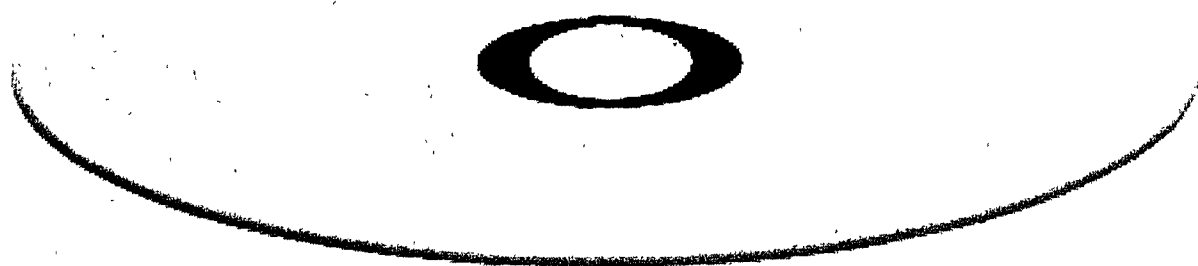
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RAP Group Aims to Increase Awareness, Support for Recycling and Environmental Action Among Students

By SUSANNAH GUND

With a new year and increased awareness about the environment and recycling on campus, Andover has created more opportunities for its students to take the initiative to recycle and care for the environment.

Returning to their dormitories this September, students and faculty alike noticed a change in environmental awareness on campus.

In addition to a new responsibility for proctors and prefects to take charge of recycling within the dorms, there has been a greater emphasis on recycling put forth by Dean of Students Marlys Edwards, most notably in a trial collaboration with the town of Andover.

Students surfing the Andover website may have noticed the additional information provided by the Recycling at Phillips (RAP) group about recycling on campus; such a focus on recycling is by no means a novel concept for Phillips Academy. For the twenty years that Director of Business Services Susan Stott has worked at PA, she has played a large role in keeping Andover environmentally conscious.

Mrs. Stott, who is also active within the school community as the Recycling Coordinator, Advisor to EcoAction, the school's on-campus environmental group, and as representative of PA on the Fair Labor Association University Advisory Committee Executive Committee, also worked with RAP, which is classified as a community service project, last year.

After, Mrs. Stott has distributed information about the Academy's

recycling programs to RAP, as well as a number of other on- and off-campus groups, the students involved set out last year to achieve a few main goals. According to RAP's website, www.andover.edu/parp, the group aims "...to increase awareness about recycling...to increase the amount of paper, cans and bottles recycled campuswide... [and] to decrease food waste."

The RAP students added to campus awareness of environmental issues by putting up posters, developing their recycling website and creating a student survey to gauge existing campus sentiments about recycling.

RAP member Jennifer Wong '03 played a major part in drafting the survey. Its objective, she said, was "to see how much people care about recycling...to motivate people to change." Wong, who joined RAP last spring, was particularly interested in how much is being consumed on campus in terms of food and of paper.

Although the school has wasted large amounts of food in the past according to measurements from Mrs. Stott and research from Instructor in Philosophy and Religion Diane Moore's "Nonviolence in Theory and Practice" class last year, a new composting effort is now in full swing. The initiative, which began in January of 2000, transports all of the waste from plates, including napkins, and all of the food waste from the kitchen with the exception of meat products, to a location in New Hampshire.

So far, the effort has brought 75.1 tons of the Commons products from 2000-2001 to the compost, as quoted on the RAP website.

Many other areas of on-campus recycling have turned out favorable statistics as well. PA began its recycling program with the recycling of paper, and each year the amount of paper recycled by the school has gone up. Between 1993 and 1994 for example, 60.0 tons of paper and cardboard were recycled, and in 2000-2001 the amount grew to 127.2 tons.

Mrs. Stott admits that she would like to see the school increase the paper recycling by 50% this year, and believes that the school can accomplish it.

The town of Andover itself has made a conscious effort to focus on recycling as well. Currently 33-35% of the town's Municipal Solid Waste (MSW) is recycled, but the recycling program in Andover has set a new town goal of recycling 46% of its waste, perhaps spurred on by Massachusetts' own environmental awareness.

Though Massachusetts was reported to export 1.5 million tons of garbage to other states each year, a meeting in December of 2000 of the state legislature determined new goals to reduce waste by 20% over the next nine years and to absorb all of its own trash. In Massachusetts towns like Andover, weekly or bi-monthly curbside recycling programs are available for citizens who wish to recycle such materials as glass, metal containers, plastics, aluminum and corrugated cardboard.

Massachusetts law also states that any town without such service may establish a recycling program for itself to dispose of solid waste.

Working with the town, the recy-

clable materials set aside by each dormitory will be picked up every other week, with the dorms east of Main Street serviced on Mondays and those west of Main Street on Tuesdays.

In September of 1995, boarding students were provided with blue recycling baskets and sheets of information explaining what can and cannot be recycled, and by August of that year, Pepsi agreed to pick up cans from recycling barrels next to the machines. During the spring of the preceding school year, recycling bins were placed next to every desk in every office and classroom on campus for recyclable materials.

According to Mrs. Stott, the bins in the offices have proven to be extremely effective since their initial installation on campus. On the other hand, dormitory and classroom recycling, based more upon dorm and personal initiative, have proven somewhat less effective. Mrs. Stott plans requesting that one faculty member in each classroom takes responsibility for setting up a weekly recycling collection system.

In terms of dormitories, Mrs. Stott has found that recycling works when the boarders take it upon themselves and feel responsible for the environment.

The benefits reaped from the environmental awareness of the PA community are moral, environmental, and economic alike. The school, for example, saves \$125.50 per ton of material recycled, which comes out to about \$20,000 per year. Within the dorms, Pepsi pays PA \$.05 per beverage container recycled through their system of collection, money which is then donated to the clusters for cluster munches.

For especially environmentally aware and concerned students, there are many options for recycling and demonstrating such support on campus. EcoAction, which actively promotes environmental days and activities, such as No Car Day, Earth Day Celebrations and letters of protest to President Bush, will have its first meeting on Thursday, October 4. RAP can be inquired about in the Community Service office and its webpage can be accessed through the Academy website at www.andover.edu/parp.

PICTURE OF THE WEEK



Jack McCallum '03 hangs an American flag outside his window in Rockwell Hall earlier in the week. Much like other jingoists across the country, Andover students have taken up flags, whether they be cloth or paper, displaying them across campus in locales from dormitory rooms to the lobbies of administrative buildings.

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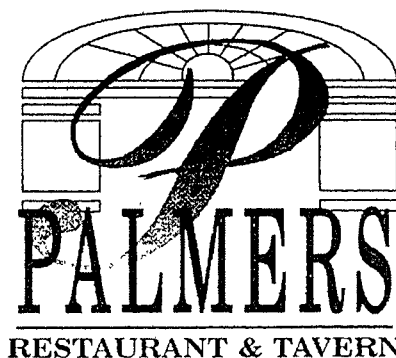
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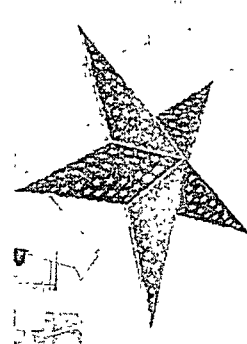
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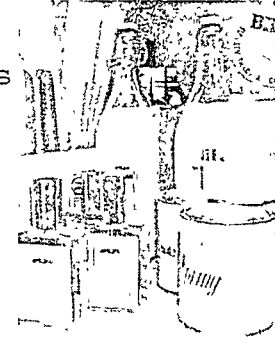
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EVEN WITH SATURDAY CLASSES, ANDOVER HAS FEWEST SCHOOL DAYS

132 LOWEST OF PEER SCHOOLS

Continued from Page 1, Column 2

Still others, like Upper Representative Stephen Fee '03, feel that six-day weeks are little more than a tolerable annoyance. "I don't think they're necessary, but they're not nearly as big of a burden as people make them out to be," he said.

Faculty opinions on the issue are as varied and emphatic as those of the student body. Associate Dean of Studies and Scheduling Officer Corbin Lang, feels that Saturday classes do not pose a significant problem to the school community. "I don't think Saturday classes really create additional stress for students. I think that their purpose is actually to relieve tension by providing a break in the middle of the week, and there's no problem with that," he said.

Some feel that the problem lies not within the schedule itself, but rather its execution. "I think if we have six-day weeks, we should really have them," commented Instructor in History Christopher Shaw. Others saw a frenetic pace as a product of an overachieving student body and not a fault of the current scheduling system. "The fundamental issue at this school is that everyone wants to be able to do everything, at least in theory," said Lydia Goetze, Biology department chair.

With Phillips Academy's current evaluation of pace of life at the school, changes to the current scheduling system are always a possibility. Until then, no changes are expected to be made until the Scheduling/Calendar committee receives direction from the administration or another committee report.



CAMD Dean Bobby Edwards (left) and History and Social Sciences Instructor Pamela Boehm (right) attend a forum in Ropes Hall on how current national problems relate to campus news.

Funds Collected, Campus Blood Drive Rescheduled In Response to Crisis

Continued from Page 1, Column 5

Alessandra Colaianni '03, who was also present at one of the discussion forums.

Community-wide efforts have already been initiated to provide aid for the situation in New York, including a blood drive rescheduled for

October 23rd in coordination with the local chapter of American Red Cross Blood Services. "There's always comfort in giving, and it doesn't get any bigger than this," said Mike Kuta, athletics trainer and organizer of the drive along with Instructor in Math Andrew Cline.

According to Mr. Kuta, the rescheduling of the date helped to better meet the needs of the Red Cross and prepare for an "overwhelming" number of blood donors. In a gesture indicative of the tragedy's impact on the greater community, this year's blood drive will also be open to all residents of the town of Andover.

"I think the school has responded very well, especially in terms of the community being willing to help in any way they can," said Mr. Edwards. "And I certainly believe the community, given its international component, has set a fine example of not falling into sweeping generalizations of different people," he continued.

Other forms of relief sponsored by school groups include an ongoing collection for the September 11 fund, established by the United Way of New York to provide assistance to the families of victims of the tragedy. Residents of Carriage House, in conjunction with the Community Service Office, have collected money for the cause during lunch and dinner in Commons.

Although the last scheduled "dialogue dinner" forum was held yesterday evening, the History and Social Sciences Department will sponsor a briefing by two officers from the North Atlantic Treaty Organization

(NATO) next Tuesday, October 2nd, at 7:15 P.M. in Kemper Auditorium.

Addressing NATO's current role in world affairs next Tuesday, similar officers in past years have been enthusiastic in answering a range of questions from the audience. The briefing is open to all members of the Phillips Academy community along with citizens of the Andover community at large.

Across campus, faculty members have encouraged students to read national newspapers and visit suggested websites for information on the unfolding national situation.

The Office of the Dean of Students arranged earlier this week for copies of the *New York Times* to be placed in "strategic locations" around campus throughout the remainder of the school year to provide interested students and faculty with accurate and up-to-date information on the pulse of national affairs.

Hazing's Ambiguous Definition Presents Disciplinary Problems

Continued from Page 1, Column 4

er, Annie Lowrey '02 points out that "hazing was touched upon in prefect training as an issue that can affect all members of the community."

West Quad South Cluster Dean Peter Washburn pointed out that what began as a workshop discussing "female-oriented" matters, such as eating disorders, in his meeting, morphed into a discussion about hazing in girls' dorms.

"One of the things that came out by talking to female proctors and prefects is that there is an equivalent kind of [hazing] that happens in girls dorms that is more of an emotional thing," Mr. Washburn said. He added, "when you think of hazing, you think of the big guys' picking on the little guys kind of thing...we discovered that some of the things going on in girls' dorms [while not physical] certainly could also be construed as a form of hazing."

Rumors, Alleged Misunderstandings, and Discipline

Despite the recent rumors circulating among students, Ms. Edwards believes that there are "not necessarily" any new trends denoting a rise in hazing incidents.

"I hear from students about specific things that have happened," Ms. Edwards said, "and when something comes to our attention it goes through the disciplinary system."

Whether an incident is officially hazing is also left up to the discretion of the cluster's Disciplinary Council. "Somebody can define something as a prank, [and] think it's a prank, but it's not," Ms. Edwards said.

She also said that students accused of hazing sometimes realized that they broke the rules and sometimes they did not. "Frequently, hazing starts out as something fairly small and insignificant and it grows and expands and with that comes a sense of comfort with what students are doing. By the time it becomes hazing they've lost their perspective."

Often to perceived victims of hazing, the treatment of such students is also frequently viewed as completely innocent. Said an anonymous graduate of the class of 2001, "I can see why [people may have] heard that stuff about me being treated badly at [my

dorm]...but the truth is that [that dorm] was the absolute best place for me, and I had three memorable years there. When I came in as a new lower, I was the only kid who made friends with [the upperclassmen]. They took me out...we drank and smoked together. But since I was their lower friend, they picked on me a little...a little roughhousing, which I even enjoyed, was worth making friends with some of the coolest seniors at PA." He added, "I can see why people saw it differently, but I was by no means hazed."

The administration recently pursued a similar incident in Bartlet Hall for further investigation. Two students recently faced a Disciplinary Committee (D.C.) for what one of the students describes as "hazing." The student explained, "We're all friends and we were laughing and just playing around. [Student A] and I put [Student B] in the trashcan...we took some pictures...and he never asked us to stop."

Flagstaff D.C. Representative Dan Sullivan '02, without going into the details of the D.C., said that he thought the discipline received was just. He said that the Groton suit was "a completely different matter. We talked about it afterwards and said that [the incident] would have been handled this way in the past, despite the precedent."

Concerning the D.C. process in general—the administration does not comment on specific disciplinary matters—Ms. Edwards said that when students go into a D.C., "they have already admitted that what they've done is what they've done. At the D.C., the committee hears from students D.C.-ed and the cluster dean to see everyone's perspective."

The D.C., she continued, does not ask the victim of a disciplinary action what he or she feels the appropriate response is. "Being in a very vulnerable position, they cannot make that decision. You need someone removed and objective to make that decision, and that's why we have the Disciplinary Committee."

Ms. Edwards also said that discipline received for hazing, like discipline received for any other PA rule violation, is not sent to colleges. "No disciplinary records are sent to colleges," she said. Colleges may ask, and students, working with their college counselors, respond accordingly."

Admissions Survey Solicits Parental Opinion on PA Life

Continued from Page 1, Column 3

Schools" league. The tuition at the school grows at an average rate of 1.5% real—discounting inflation.

"The whole idea is to look at future tuition increases and financial aid so we can budget our tuition increases every year," Admissions Officer Brendan McGrail '89 pointed out.

The survey asks a number of multiple choice questions concerning parents' views on the school's academic reputation, the quality and availability of faculty members, the class sizes, the variety of courses, personal attention paid to students, the quality of residential life, the athletic program, and the arts offerings. Other questions concern campus religious activities, community service programs, the aesthetic quality of the campus, the quality of facilities, and the college placement record. Additional topics of interest include proximity to students' homes, the male/female ratio, the size of the school, student diversity, cost of attendance, and the value for the money. The survey also asks whether the student is receiving financial aid.

The survey deadline is October 1,

2001. The admissions office is predicting a high percentage of responses, making any source of error negligible.

The Academy originally decided to use the services of McGuire because of issues over confidentiality and lack of resources inside the Admissions Office. The cost of employing McGuire Associates was not released to *The Phillipian*.

The school itself will not review individual questionnaires and only general results will be tabulated.

"I hope people will say, after we get the results back, that what we're doing here is the right thing because people value good teachers and a good student body," Mr. Ventre said.

McGuire Associates, which is based in the nearby town of Bedford, Massachusetts, is conducting the survey. In development for over a year, the survey has undergone countless drafts, faxed back and forth between McGuire and PA Admissions. The final version was approved on July 27 by the Admissions Office and the Dean's Council.

McGuire Associates was unavailable for comment.

Blue Book Addition of Same-Sex Parietal Rules Retracted; Cernota Cites 'Fundamental Inequities'

Continued from Page 1, Column 6

Although house counselors have been informed of the ratification, the administration has no plans to formally address students about the issue. "It is such a private matter, and it addresses students who don't necessarily want a public address," said Ms. Edwards.

Some students, who have heard of the change through word of mouth, feel that the student body should be addressed as a whole regarding the issue. "I think that all students should be publicly informed when any ratifications or retractions in the *Blue Book* are made, whether they pertain to a particular sector of students or not," said Upper Representative Tom Dimopoulos '03.

The retraction has also sparked debate as to whether a special same-sex parietal policy should be created and implemented. "I don't think we are currently in a place where a same-sex parietal policy will work because we haven't thought about it enough. [This is] not to say that a policy won't exist in the future, but in my opinion, it would require a lot more work to clarify and develop guidelines," commented Dr. Cernota.

He continued, "Before we focus on a same-sex parietal policy, many questions need to be addressed first." If a policy were to be created and implemented,

"we hope to develop one that is reflective of our expectations to be consistent caretakers of young adults," said Dean of Community and Multicultural Development Bobby Edwards. "When it comes time to make this type of change, students will certainly be consulted," Mr. Edwards explained.

"We seek to encourage healthy and responsible relationships whether hetero- or homo-sexual," he continued concerning the ultimate goal of the administration with regards to residential expectations.

Dean Patricia Russell.

Currently, house counselors are properly informed as to how opposite-sex and same-sex parietal should be conducted. As it now stands, the rule, or lack thereof, is virtually unchanged from years past.

"The whole idea that there is even a discussion about this is more progressive than many other secondary schools at this time," said Mr. Edwards. He went on to mention that many schools do not even recognize that gay or lesbian students even exist in their community.

As part of an annual effort to update the *Blue Book*, a committee consisting of members of the student and cluster councils, house counselors, cluster deans, and other administrators reviewed and ratified the student rule book last spring.

One major change, suggested and compiled primarily by Ms. Bonney-Smith

and Dr. Cernota, was the addition of the section addressing sexual intimacy. Although this segment regarding both same-sex and opposite-sex intimate relationships is located in the same section as the recently retracted sentence, it is not believed to have contributed to the misunderstanding.

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Dormitory Room Visiting

Although we strongly counsel students to postpone sexual intimacy until they are older, we also realize that there are a number of other reasons why students might want to visit with each other, including private conversations and studying together. Healthy relationships require a certain amount of privacy and a place where students can feel at home. In order to balance students' needs for privacy with appropriate supervision of dormitories, we have clear guidelines for dormitory room visitation. The following rules apply to all dormitory room visits between male and female students and between students involved in same-sex romantic relationships.

The controversial same-sex parietal policy, as stated mistakenly on page 12 of this year's *Blue Book*.

At this week's Gay-Straight Alliance meeting, students and faculty discussed the change. During the meeting, the group touched on the policy at other boarding schools. At one school, any person who comes into the dorm who is not a resident must sign in. "We didn't want to go that far," said Ms. Bonney-Smith.

Members of the administration and student body realize that the issue is complicated and two-sided in a number of ways.

"It becomes a very delicate issue," said Mr. Edwards. "[We're] trying to balance being fair and respecting privacy issues," elaborated Abbot Cluster

Thursday's Classes Canceled in Observance of Yom Kippur; Jewish Students Fast and Reflect

By CLEM WOOD

For the third consecutive year, the administration canceled classes and extracurricular and athletic obligations in honor of the Jewish holy day, Yom Kippur.

According to the Jewish calendar, the ten-day period spanning from the Jewish New Year, Rosh Hashanah, to Yom Kippur is known as the High Holy Days. Phillips Academy made the decision to grant the holy day off a few years ago because, according to

Jewish Chaplain Rabbi Neil Kominsky, "Yom Kippur makes the most demands on the kids who are observing it—they are fasting straight through. For the students who try to do some classes, it is next to impossible [to correctly observe the solemnity of the day]." Beginning Wednesday at sundown, the night before Yom Kippur, Jews observing the holiday fasted for twenty-four hours and, in the words of Rabbi Kominsky, "detached [themselves] entirely from the concerns of the world to evaluate [their] lives."

"[Yom Kippur] is just a good day to take off," said Jewish Student Union (JSU) Co-Head Sophie Marshall '02. "You have time to step away from life and really think about what you have done in the past year, and it also turns out that a lot of the prayers we say are very conducive to reflection on how the year has gone. It is almost a way to think about your New Year's resolutions."

The idea of such reflection is an important one. JSU other co-head, David Frisch '02, added, "Rosh Hashanah is when we look ahead to the New Year, but on Yom Kippur, we remember our fellow Jews that have suffered in the past so that we may be strong today."

Evan Panich '03 commented, "It is by far the most important holiday—if you go to synagogue one day of the year, it's Yom Kippur."

Many Phillips Academy Jews, however, would prefer that the school cancel classes on Rosh Hashanah, as well. Said Frisch, "Rosh Hashanah is an equally important holiday. The fact is that you need time away for that day to be with loved ones." Although the academy does not give the student body a day off for Rosh Hashanah, Frisch said that many local Jewish students skip classes in order to spend

time with their families. Marshall emphasized this point, saying, "[The administrators] try really hard to be respectful, but there are frequent scheduling conflicts." She conceded, "They are doing their best."

What the administration and JSU have been indisputably successful in, however, is obtaining rides for Jewish boarders who wish to attend temple services. "We offer PA kids hospitality at any of the neighboring synagogues, and we get them rides to temples in Lowell or Andover," explained Rabbi Kominsky. Marshall added, "The families are wonderful—the day would be hard without a family to bring you into the Jewish community."

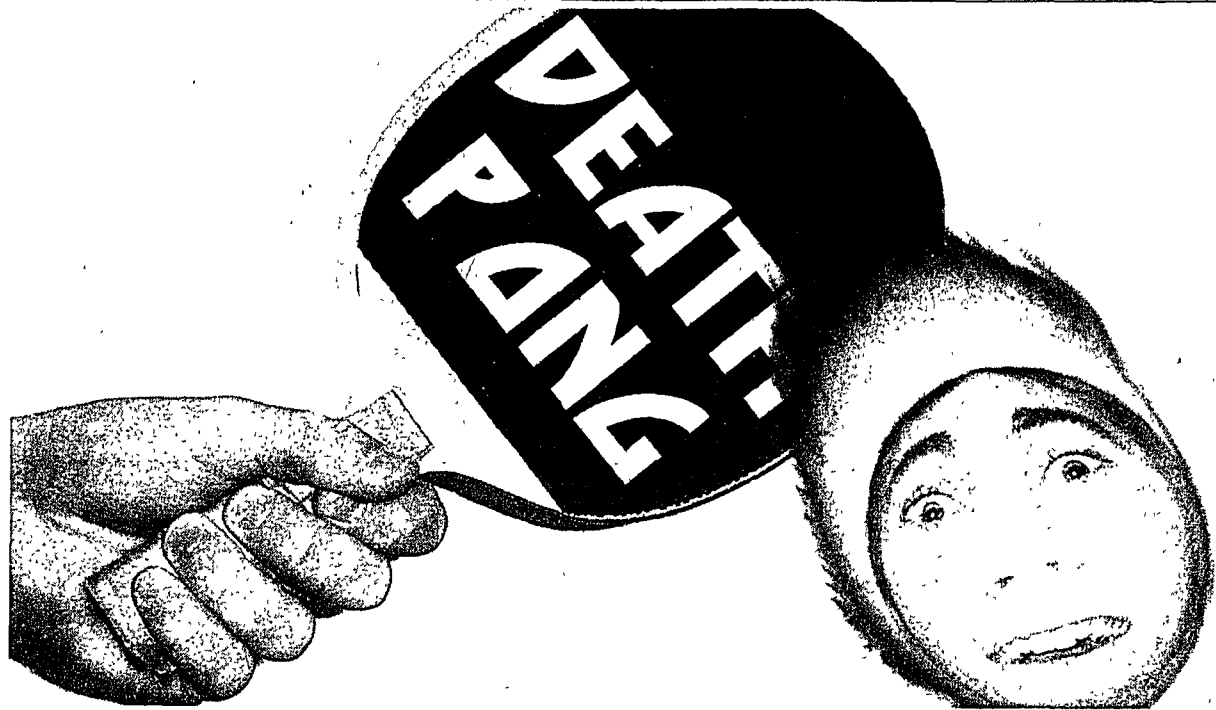
Often the students who spend the day with a Jewish "host family" are invited to eat a meal with their adopted relatives before the fast. For those who remained on campus, JSU had already made arrangements with the Ryley Room to stay open later so that hungry observers would have the option to break the fast after sundown.

According to Frisch, perhaps the most important characteristic of the Day of Atonement is that it is, above all, "a time of togetherness." Despite complaints about insufficient accommodations, Frisch admitted that "JSU and the PA community have done a good job" of accomplishing this goal of unity. The off-campus temple and synagogue host family program has proven itself invaluable to many Jewish students. Rabbi Kominsky attributes the success of this to "being in the midst of a vibrant Jewish community in Andover, one that allows us more flexibility in the respect of host families than one would have at Exeter or at Deerfield."

Marshall stressed, "People have been very respectful of our need to take the day off completely."

In order to save the world, one must be well-informed. In order to be well-informed, one must read *The Phillipian*. In order to read *The Phillipian*, one must make somebody else write for News.

Chris x6511
Sarah x6292



Rob MacInnis is Amazing/The Phillipian

If you like Battlebots, you'll love Deathpong. If you like Battlebots, you'll probably also like hitting yourself in the face with the Pot Fourri until it hurts.

DEATHPONG

by Double D
PHILLIPIAN SPORTS WRITER

Its origins are simple: soccer PG Mitch Bacon played it at his old high school. He brings it here to Andover. At first, he describes the PA style of play as being like a "synonym for a cat," but soon it is brought to another level. It begins as simple DeathPong, and soon becomes *Ultimate DeathPong*.

The birthplace of DeathPong is unknown. Once believed to be invented by Abraham, ancestor of Dave Frisch, anthropologists now think that drunken frat boys invented DeathPong during the '80s. It evolved from a more punishing game of ping-pong into all-out war. Eventually, the whole "talent" aspect dropped out entirely, forcing the men around the dorm to prove their pain threshold to the rest.

One player puts the paddle over his face, takes his shirt off, and lies in waiting. The other winds up, smacks the ball over, and attempts to hit the other person as hard as he possibly can.

Depending on where the sizable welt shows up, different points are awarded. The stomach receives ten points, the pecs twenty, the

arm/armpits thirty, and the nipples a whopping fifty points. The first person to seventy points wins, although this is a dubious distinction. If you win, you play the next challenger, inflicting much more pain upon yourself.

After one especially brutal night, a specialist known only as Dr. Giggles was brought in and the only words he could muster were, "I have never seen such swollen nipples or oozing Oozamas." While this might seem funny to the average reader, it was not funny to those unlucky souls who looked down and noticed that the good doctor spoke the truth, especially regarding the Oozamas.

I have never been lucky enough to play, and in retrospect I am very happy. After looking at the enormous bruises all over the stomach of Josh Haney '02, I couldn't imagine anything worse. Let me recount for you the athletic prowess displayed by two senior students.

Josh McLaughlin '02 reigned as champion, and Haney stepped up to challenge him. To lead off the game, Haney accidentally bounced the ball off the wall, off the piano, hitting off the other Josh's paddle and into his eye. It's all fun and games until someone loses an eye. McLaughlin donned an eye patch and did his best Slick

Rick impersonation, persevering valiantly. In the end, both passed out from sore muscles and incredible loss of blood, resulting in a draw. Ultimate DeathPong is a spectator sport more than a good sport to play, and in that regard it is similar to bingo or goat racing. Unlike either of these, the contestants are able to control their bladders.

Ultimate DeathPong breaks no rules, only bones and spirits and the ability to be a father. One of the great aspects of the newly started extreme sports tradition in Taylor is that they all have the fun of other recreational activities but are not likely to get you arrested.

Nevertheless, DeathPong is not a proponent of violence. Indeed, after you've played, violence is the last thing on your mind. More prominent thoughts include walking over to your bed and lying down. After a game of Ultimate, you will probably want to hurt someone, but lifting your arm above your waist will prove impossible. It is the next level in being desensitized to violence. DeathPong thus promotes passive resistance, and it could be said that the players themselves are quite similar to Ghandi.

Can't argue with a sport that Ghandi supports.

SLOW DOWN

Or the Pace of Life Will Get You

by P. Crowles
FEATURES SLOW AS MOLASSES

I am trying to write this article very quickly because the pace of life at this school is so fast. I spent second period today in a class next to a lower who reads Latin for fun and takes notes with his little lower hands moving at relativistic speeds, with the word relativistic defined as very fast, similar to Speedy Gonzales, by *Crowley's Non-Existent and Thus Unabridged Dictionary of the English Language* [expected date of publication: are you stupid? its clearly not a real book].

The pace of life has been the major complaint about Andover's atmosphere in recent years, ever since the public canings were replaced by a yearly visit from Thomas Brezadola, who put the hyp in hypnotist, but is more famous for taking the hyp out of prehensile tongue. [A brief aside for those of you who were hypnotized last weekend: My features articles are also capable of hypnosis. You are feeling very easily amused. You will laugh at all the funny jokes in the good newspaper. *The Phillipian* is good. Renew your subscriptions now. Now dance for me. Dance. DANCE. Okay, cut it out. And...you...are...awake...now.] While you were in that trance, things probably happened. That is because you are at Andover, where the pace of life is fast.

If you were on Neptune, the pace of life would be slower, because one Neptunian year equals 164.8 Earth years. Thus, if you were an 18-year-Neptunian, you would have been alive during the Roman Empire, and you would likely be cultivating some serious old-people smell. But here at Andover, the pace of life is faster than blazes. Kids eat fast, study fast, and move fast. All this is despite the fact that literally dozens of lives [to be specific, zero dozens] are claimed each week by sleep deprivation, encephalitis, and drinking water that has only been running for 87 seconds.

The pace of life is so fast because students here one day hope to become college students. College is just like PA, but with a slower pace of life. Some seem to believe the slower pace of life at many colleges [and the part of my brain that remembers to be linguistically precise now screams out Colleges and Universities! Don't Forget Universities! Wheeee!! and universities is due to something called Beer. I've already scheduled a meeting with my

college counselor to ask about this mysterious substance.

But scheduling a time to meet with college counselors can be difficult, especially if you pretend not to speak English.

There are two people at this very school who are emblematic of the struggle between slow and fast paces of life; they are the Yin and Yan, the Jekyll and Hyde, the Sammy Davis Jr. and Louis Gosset Jr. of the pace of life here at Andover. I do not know their names, but they shall serve as anonymous examples to us of the privileges and pitfalls of fast and slow living.

The first knits. Perhaps you have seen her. She sits in class and knits, which to me is pretty amazing. Everyday, I make the choice: School, or Knitting. Five days out of seven, I choose school, and put off my yarning for another day. But on the weekends, I knit like a man possessed. This girl knits and goes to class. Perhaps she knits her notes, in an intricate code: Mauve for History, Blue for Life Issues, et cetera. Then she uses the variables of the sweater she is knitting [variables like: number of sleeves, number of head-holes, size, and argyle patterns] to indicate her notes. She

never looks inattentive, and it is clear that knitting is less important to her than learning, but not by much.

This young woman is an example to us all. We should find time to do the things we love in class, and this will make the school a more leisurely and fun place. If you do not knit, I recommend abstract painting, kickboxing, and pretending not to speak English.

The second child lives life at a faster pace. You can tell because he runs everywhere. Everyone on the Cross-Country team wonders at the identity of the kid who flies around campus, from random point A [The Library, Blaine's Stockroom, Your Bedroom] to random point B [CVS, Your Bedroom, Turkmenistan]. His constant sprint, besides making him a legend in his own time, has contributed to the speed-worshipping, college-obsessed, Madonna-video-watching culture here at PA. We here at Features wish this kid would simply learn to knit.

So hopefully your pace of life has slowed while you perused this article. Hopefully your blood pressure has dropped, and you have begun to feel relaxed, even sleepy.

[Now dance.]



Jeanne LeSaff/The Phillipian

Sometimes words fail us.

GET YOUR FREAK ON

by Olivia Oram
FEATURES FIRST LADY

Newcomers to Andover may have been either repulsed or delighted by the recent display of student body promiscuity at the Flagstaff Tent (a.k.a. No Shame or Sardine) dance. After all, who doesn't see the flagrant sexuality of the Cotton Eye Joe, MMMBop, ., and country line dances? Or how about those black leather S&M boots seen sported by many lower girls? "The dances make me feel kinda funny...I enjoyed the scandalous dancing that heated up the dance floor. It is not every day I get to dance up against a pole," says Aaron Stroble '04.

The tent must have been about the size of a midget's shoe box and at least four freshmen were quickly trampled over by nine-foot PGs named Stone Cold, The Undertaker, Ginormous Bob, and Richie, who were followed by their entourage of wives and three children. Some Hale girls remarked, "The PGs would come and talk to us. It was really kinda weird." [Editor's note: Yeah, girls, that does sound pretty weird...]

"I thought I was surrounded by faculty so I couldn't get my groove on. I mean, those girls were missing out. I mean, I'm a short person, so the PGs seem ten times taller than a normal person. I mean, they are pretty nice guys though; they haven't shoved me in a dumpster or anything yet," Anthony Reyes '05 states. We just want to stress the word "YET..."

The revolting mixture of sweat and brie cheese hung over the tent like Jennies Wong and Byer '04 all over little Freker '05. "The tent smelled like liquid...My roommate was on restriction, but he said he could see a mushroom cloud of funk vapor rising from the tent," remarked Cotton "Dr. Money" Harrold '04. We'll just have to take your word on that one, Cotton.

The notable dance moves of the night included Justine Wardrop and Alexandra Jamali '03 inflicting their interpretive dance moves upon unknowing victims (a.k.a. freshman boys). They were later seen running back from Rockwell dressed in camo and war paint, with cameras and binoculars in hand. Especially prominent was the pole dance given by

Gardy Gould '03, who seemed to be entranced in an almost hypnotic state by the riding motion. The whole dance floor was illuminated by some freshmen's red and blue glow sticks. They were obviously confused about whether the dance was a rave or not.

Apart from the party in the tent, people could star in their own music videos (a la MTV's "Becoming") or even be in "Aaron's Party."

For once, the Ryley room was so empty that we could play NFL Blitz for hours uninterrupted.

From Will Scharf '04 aka "Shalom" with his Andover visor worn gangsta style performing "Big Pimpin'" with his posse in sombreros and sunglasses, to watching freshmen rap "Bounce Wit Me," we thoroughly enjoyed the evening. The only flaw to this perfect night was the absence of Zach Sandman '05. Zach, we have a message for you: for a good time, call 6892. But to talk to us, call 6779 and 6323.

Supposedly there is a toga party this Saturday night. Although it might be frightening to see forty year-old men (PGs) half-naked chasing their daughters (junior girls) around for hours, the night surely will be one to remember.

Till next time, get your freak on.

Do you have a:
Very bad
temper?
Uncontrollable
big mouth?
Cute girlfriend?

You fit the
Features
profile.

Call the striker
x6750 or
the defender
x6561

Battle of the Titans

SOCCKER VS. FOOTBALL

by David the Editor
FEATURES SWEARS HE'S MARADONA

During the week, I consider myself a clustah phenom dominating girls on the field and being dominated by them off the field. But my weekends are very different.

On Saturdays, I am not an athlete, but just a spectator. And this past Saturday, I spent time walking back and forth between the varsity soccer game and the varsity football game. I made a few observations and then decided to compare the two to see which sport really is the most prestigious in the fall at PA. (Editor's Note: Frisch wanted to write about field hockey too, but we thought that might get out of hand, so he's sticking to sports that don't involve sticks, balls, and skirts.)

The Playing Fields

What is there to say about a soccer field? PA's field is just like any other, green grass and two big nets (used to catch all clustah players who believe they are on varsity and try to run on the field during the game) on either side. Bleachers, sidelines... very basic.

The football field or shall I say fields, are a different story. The new field can be compared to Foxboro Stadium. Stadium seating, a scoreboard bigger than the Kemper theater, the greenest grass in the world, and finally little freshmen running up and down the bleachers handing out blue sharks and begging me not to step on them. I can, I know I can. What an environment for playing ball! Too bad that field won't be finished till I meet that girl of my dreams, which might not be till I run into some inebriated girls in college.

So in the meanwhile, the football team is right out there with me and my clustah team. That's right, way out in Siberia, where people only go to do crazy stuff that they can't do in the dorm, (go for walks and play Ultimate Frisbee). The football kids spend their days dodging sprinkler heads and little people playing coed

soccer. The grass is brown, probably because it is the most appealing place for the faculty dogs to drop one, and our football players dodge that too, I hope. No one really goes to their games because this field is so bad.

Best Playing Field: The Soccer Team.

The People on the Sidelines

Who are the most important people in the game?

In football, it is the chainsmen. That's right, the innocent JV kids who stand on the sideline holding up big orange things when most people don't even know what they mean! What guts they have! Just to fill you

in, the two orange thingamajigs with the >'s do not mark the ball and where the first down is. They actually just point out where the field hockey game is being played because we all know how %&^\$%&^ (#@%)(%***&%% I just want to #@*& () and ^%&^&^\$ %&^% hot 987%\$ skirts *&(\$#! [Editor's Note: Frisch thinks the field hockey team is a bunch of nice girls who compete at a high level of play in what is really a tough sport.] And the guy with the orange thing with a number on the top is just revealing to the crowd how many girls in the stands he planned to play skee-ball with that night.

The boys on the sideline of the



J. LeSaffre and Special Thanks to Pat O'B/The Phillipian

Heidi Herrick will mess you up. Also, Pat O'Brien will pour milk and sugar on you and eat you. So stay out of Lower Right, wussyboy.



Sumair Mahmood '03 enjoys a moment with Atley Loughbridge '03 in *The Bald Soprano*, one of last year's theatre classrooms.

Photo / File

Doin' It Black Box Style

Boo Littlefield
ARTS ASSOCIATE

It's that space in the corner of the mailroom, hidden behind the vending machines and intimidating steel doors. This is a place where the stars gain their ground, a place where dreams are made and hearts are broken. This is the theatre classroom of Phillips Academy.

The theatre classroom is a room into which faculty directors rarely enter. The vast majority of students who wish to try their hand at directing, acting, or stage managing take full advantage of this theatre space before moving on to Theatre 520 courses or Drama Labs.

In fact, any student who desires a directing slot must first find a short script and apply to direct in this black box before moving on to Steinbach, the larger of the student theatres.

According to the producers, ideal theatre classroom shows usually run from about ten to twenty-five minutes and involve a moderate number of characters. However, in the past staged readings have exceeded the one-hour mark and involved voluminous casts.

Brooks Teevan '02, a PA thespian now known for her directorial work, made her debut in the classroom with *Naom in the Living Room*, and went on to stage *The Bald Soprano* and last spring term's Drama Lab, *Alice in Wonderland*. In retrospect, Teevan saw her two theatre classrooms as "a great experience getting into the theatre department."

Teevan admitted she came to PA last year with high hopes of being involved in a big production. While she did appear last fall's Shakespeare Theatre 520, Teevan said that the theatre classroom helped her to "hone skills" in the directorial arena.

The theatre classroom does possess some drawbacks, of course. Teevan admitted that the limiting factors of audience space, scenery, costume, and running times of plays can create frustration. Teevan at times wishes for a venue "in between" the classroom and Steinbach, which may be provided next term by the three newly organized Drama Labs.

However, these limits do teach students to focus on the bare essentials of the play: barebones composition and acting.

"The theatre classroom is a fantastic way for younger students to ply their hand at directing or acting. Some of the greatest formative works I've seen at PA were in the classroom, such as Ian Goldberg's reading of Mamet's *Glengarry Glen Ross*," said theatre aficionado and former producer Care Van Zile '02.

"Also, theatre classrooms don't necessarily have to take place in the classroom. Both Kate Planitzer ('02) and I have directed workshop productions elsewhere. *Copenhagen*, one of my best experiences with PA theatre, took place backstage in Tang. Kate once directed a classroom in a fairly unlikely locale—in front of the gym," Care added.

Students interested in putting on a theatre classroom, whether they are perfectly prepared or have an idea but require mentor advice, should contact any of the three senior producers: Olivia Cockburn, Kate Planitzer, and Benaldo Hernandez.

Faculty members are also more than willing to offer advice to students interested in theatre. Department Chair Bruce Bacon, and Instructors in Theatre Mark Efinger, Jean St. Pierre, and Kevin Heelan all possess expertise in various

areas of theatre, including directing.

Theatre classrooms are an excellent way to distinguish oneself in PA's theatre department. Any student could find himself in an emerging director's premiere theatre classroom production one term, and playing *Macbeth* in Theatre 520 the next. After that, who knows what awaits? Perhaps a debut on the Fringe in Edinburgh—or even on Broadway!

Muscle Building and Modern Dance

Siobhan Lam

ARTS STAFF WRITER

And here you thought that dancers and body builders had nothing in common.

Both groups of students, however, are privy to a bit of campus gossip: there is a new presence in PA's dance department.

Those who diligently work out at the Weight Room have had the opportunity to witness the toe-tapping music that leaks out of the converted wrestling room and catch sight of the energetic figures that leap their way across this incongruous setting.

And those who walk past the windows of this room often enough will have had time to gawk at the graceful movements of the students and, most notably, that of their teacher, Instructor in Dance Mark Broomfield, who began his first year at PA this September.

"Because [dance is] what I love, it's the best way for me to communicate, to express what I feel," Broomfield said.

This newcomer comes to PA has trained in all kinds of dance. He earned his Masters at the University of Michigan, attended the American Dance Festival and the Alvin Ailey American Dance, New York. He was also an Undergraduate student at the State University of New York, Geneseo.

Broomfield chose to come to PA to share his love of dance, as he saw here a place where great opportunity for development exists. He wants to encourage an appreciation of modern dance to the PA community as well as establish a base for it here. This continues on a tradition established by former Dance Instructor Midge Brecher, who retired last spring.

Broomfield believes that Modern dance is a traditional American dance form, since it developed in the States. He hopes to bring interest to Modern Dance and all the people and events that have contributed to it.

"I'm very glad to be here. It's a wonderful place with great opportunities," Broomfield said.

Broomfield has received a warm welcome from students under his care.

"He is awesome; he brings life into dance," Mariah Russell '04 said.



Mark Broomfield, the newest addition to PA's dance department, strikes a pose.

J Ng / The Phillipian

New Oxbow Program Offers An Artsy Alternative

Lizzie Fraser

ARTS STAFF WRITER

recommended by their art teachers who have a relationship with Oxbow.

Although tuition, including boarding and art supplies, can reach up to \$20,000, financial aid is available and local students may also enroll with scholarships. This allows all students who are passionate about the visual arts to attend Oxbow for a term, to allow them to truly engage in creating art intensively.

"[Oxbow] is a term-contained, off-campus program for students with a strong interest in the visual arts," said Elaine Crivelli, head of Phillips Academy's Art Department. Therefore, not everyone who attends Oxbow is necessarily an ambitious artist. The school's goal is to seek those who look at the world in an integrated way and possess the ability project those perceptions through art.

Although Oxbow's focus is on craft, the school seeks a balance in the curriculum and lives of their students. The daily schedule is not simply concentrated on art. "It's an interdisciplinary program, it's very exciting, but the core of the program is the visual arts and other subjects are taught in relation to it; history, English, language, math, and some science is

taught," commented Ms. Crivelli.

Often, the lesson plan from one course is integrated or related with another so students can juxtapose their studies and receive information in a variety of areas.

"We did a project on light. The art element was to create a project that is a possible interpretation of light. Simultaneously, in history we studied the industrial revolution and electricity being brought to homes, while in science we discussed Einstein's theory of relativity and the speed of light," said Kingery. "It all connected. It was nice to have analytical thinking and holistic thinking put together to make projects."

The academy has quite an impressive educational staff. There are consummate art instructors whose individual specialty areas range from digital art, painting, printmaking, sculpture, photography and drawing. There are also minimally two professional artists who come during each semester. The exceptional instructors in math, English, history and science, insure the importance of academic pursuits. Another Andover graduate, Sarah Cunningham '85, serves as dean and English

teacher at Oxbow.

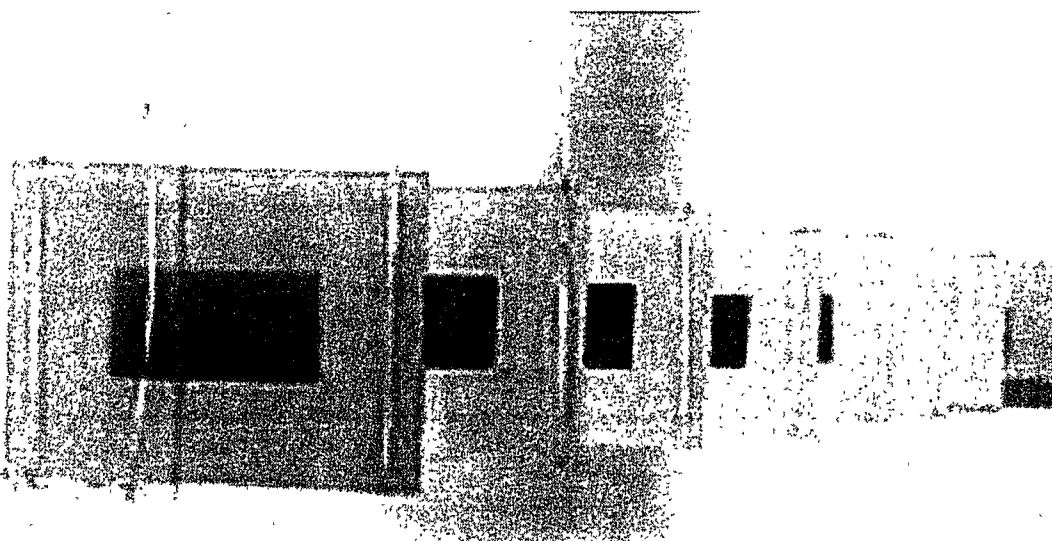
The well-being of the student in non-art related areas is always stressed. Tutoring is furnished for students who need aid in conventional subjects and their physical fitness is maintained through the requirement of a physical education class that includes bicycling or boating. To support the academy's desire to be as unified with nature in as many areas as possible, students grow their own vegetables and herbs that are eaten and served at meals.

The school organizes other activities to animate the daily routine. "They really try to expose the students to artists who come in and work with them. They do a lot of field trips with the students and have athletic events. It's not just about the visual arts," says Ms. Crivelli of life at Oxbow. "They work with different aspects of the school. They go to school, go to classes, do their studio work. It's a real total environment," she added.

The developing campus in Napa California, an hour north of San Francisco, already possesses and continues to add beautiful facilities. Ms. Crivelli, during her first year at Phillips Academy in April 1998, traveled to Napa when the school in its formative stages and the board had just chosen Stephen Thomas as the Director of the program.

"When I saw [the school site] in April of '98, all I saw was the ground; there was just the idea, nothing built. All [the school] was was an architectural plan and a long conversation with Stephen about curriculum. But in May of 2001, three years later, I saw it and the school was built. It's not completely built, there's still more that they want to do, and it will still expand, but in that very short period of time they did an enormous amount with the school," recalls Ms. Crivelli.

As the school continues to grow, Kingery, the only PA student to speak from experience, best summarizes the goals and philosophy of the academy, "Having the world of art and academics be totally equal made a lot of sense to me. Having my history and science taught in the context of art really helped me supplement my art and helped me to understand history and science better and in a new way."



Courtesy of Lillian Kingery and the Oxbow School Online

The Oxbow School features senior Lillian Kingery's final project, produced during her one-term enrollment in the program.

AND OVER FOOTLIGHTS

The Addison's At It Again

Today, the Addison museum will introduce its fall term exhibitions with a reception from 5:30 p.m. to 7:30 p.m. tonight. The exhibitions of this term include *Secret Games: Wendy Ewald Collaborative Works with Children, 1969-1999; do it; Explorations: Paintings, Drawings, and Prints in the Addison Collection; Identity and Intention: Two Centuries of American Portraiture*. As the museum accompanies its opening receptions with food and

drink, PA students are encouraged to drop by in more ways than one.

Ewald Elaborates

Photographer Wendy Ewald will hold a slide lecture on Saturday, September 30th, in Kemper Auditorium. The artist will elaborate on her projects, touching on the basic elements of perception and dimension so important to this art form. Currently, the Addison is featuring Ewald's *Secret Games* and will hold a reception tonight as

announcement to the community of its fall term exhibitions.

Presenting a Kayden Guest Artist

The Phillips Academy Department of Theatre and Dance will present the 2001-2002 Kayden Guest Artist next week on Friday and Saturday. World-famous dancer Bill T. Jones, the artist for this year, will perform both *The Big Picture: Dancing in the World and Thinking Body*. The first piece will take place on October 5th in

Kemper and the second will take place the following day in Tang. Jones will perform both at 7:00 p.m.

A Note on the Cochran Organ

Hailing all the way from the Eastman School of Music, David Higgs will perform on the organ of Cochran Chapel next Sunday, October 7. His performance promises PA organ-lovers a wide range of repertoire for the organ.

An Epic Film Series

On Wednesday, October 10, at 7 p.m. in Kemper, the Art Department will play *Reflections: Selections from The Mirror Project of Somerville, Massachusetts*. The first of three evenings of youth-produced video presented jointly by the Addison Gallery and Greater Lawrence Habitat for Humanity, the screening will be presented by the youth video producers and followed by a discussion and reception.

PA Does Edinburgh

Sarah McVicar

ARTS STAFF WRITER

This summer students in Theater 400 made Phillips Academy the only American secondary school to have performed four times at the Edinburgh Fringe Festival in Scotland.

At this year's festival, PA performed a piece of "physical theater" called *Paradox*. Unlike anything PA has performed in previous years, the production was a completely original work, created by PA students.

During winter term, students enrolled in Theater 400 worked on their own improvisational pieces, which they rehearsed outside of school during the spring. They also spent time working with a theater troupe from England called Hoipolloi.

"Paradox" was a semi-autobiographical work, dealing with the conflicts between freedom and restriction, the individual and the community, and technology that man has developed and nature. Students brought their own personal experiences to the stage.

Instructor in Dance Judy Wombwell, director of *Paradox*, found working with the students a continuously interesting process.

"Each person has the ability to be creative," said Wombwell.

Paradox was first performed at Andover in the spring. The show then toured in Vermont, where it underwent intensive reworking before moving on to the festival in Scotland.

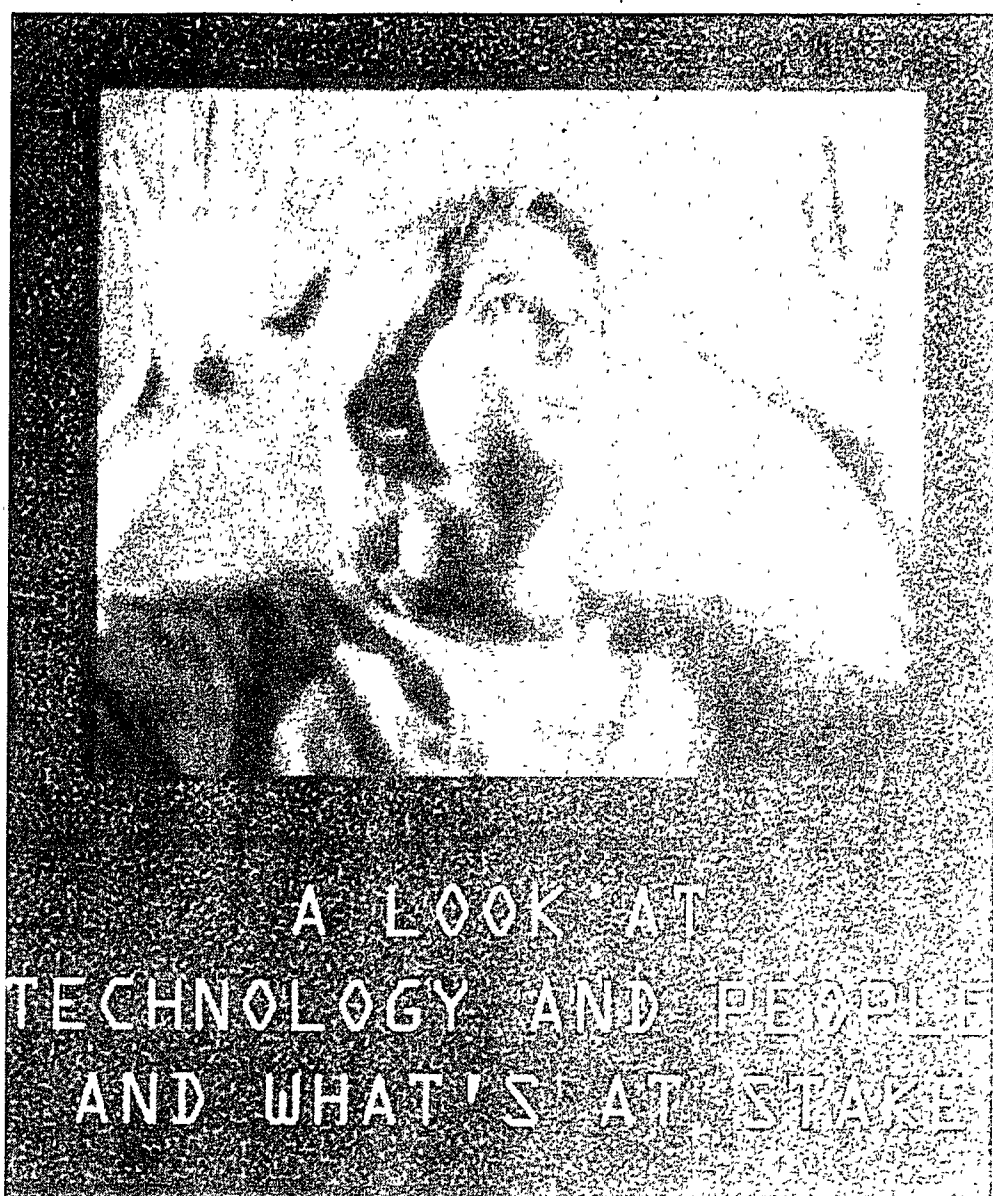
August's final product was very different from the show first performed in Andover. Several minutes were cut in order to meet the time requirements in Edinburgh, where only two hours are allotted each group for preparation and performance.

Although schools go to the festival to perform, the real thrust was not the performing, but the festival experience as a whole. For cast member Boo Littlefield '03, the trip opened up a completely different perspective. Over the course of the trip, people who had been virtually strangers became almost like family, she said.

The Fringe Festival takes place at the same time as the more established Edinburgh Festival, which ranges from theater and dance to film and books. Although the Edinburgh Festival boasts bigger names and more professional companies, over the years the Fringe Festival has experienced tremendous growth. The atmosphere of true "theater immersion" at the Fringe Festival is incredible. During the festival there are 16,000 performances of the 1,350 shows in nearly 200 venues across Edinburgh.

The festival creates an environment where people revel in culture.

"Almost everyone you meet is there for the theater and art, people in the street are actors, everyone is passionate about the shows, said



Tanner Efinger ('02) attempts to break out of his own personal *Paradox*.

light designer Care Van Zile '02.

Many opportunities besides performing awaited the participants in the festival. Most kids saw about 20 shows and took advantage of the sight seeing possibilities, the museums and the art galleries.

Despite what was described as a spirit of camaraderie and support among artists in the festival, some felt taking *Paradox* to Scotland was a risk.

"It isn't the sort of thing you hear about, and say this is what I'm looking for," said Theatre Chair Bruce Bacon, who acted as technical director of the show.

Though it was a situation in which "you really felt you could fail," Wombwell was impressed with the way the students rose to the challenge and gained self confidence from the experience.

As hoped, the show met with tremendous

response both in Andover and Edinburgh.

"We wanted people to walk away talking about it," said Littlefield.

The unique opportunity was sponsored by a group called the American High School Theater Festival (AHSTF). Each year, applying schools submit a portfolio, which is carefully evaluated by an AHSTF committee. Twenty schools are selected from across the United States to take part in the festival. No more than one school per state is selected, and schools are only eligible every other year. Andover was one of the original ten participants chosen at the start of the AHSTF program in 1995.

Ultimately, performing *Paradox* in Edinburgh proved to be a lesson in the rewards of risk taking and the connection and investment that comes from a project of one's own creation.

Addison Invites PA to Just "do it"

Clem Wood

ARTS STEAL

What do you get when you combine Yoko Ono, Phillips Academy students, and a roomful of red objects? The answer is "do it," a completely interactive exhibition opening at the Addison Gallery of American Art tonight at 5:30.

Designed to create "an opportunity for faculty and students to become more involved in the Addison community," according to the Gallery Director Adam Weinberg, "do it" hopes to score a major hit on the PA campus and to bolster the museum's standing among the student body.

The concept behind "do it" first materialized a few years ago, when art galleries across the nation began to feature the show. A joint effort between a group of about 30 artists from across the globe, the plan was to have one of their pieces interpreted by the audience at its various venues.

Now funded by the National Endowment for the Arts, the exhibition will make one of its last stops on its American tour at the Addison. Contrary to the ideas behind many other art showcases, "do it" is a finite resource that lasts only for a certain amount of time. There is an actual ending both to the duration of the project and to the works it presents to the audience.

PA is one of the last major schools in the United States to show this exhibition, which has already been featured at Phillips Exeter Academy and at various universities and colleges. Despite the limited amount of time, however, there seem to exist infinite possibilities in the way the works of the contributing artists are presented.

Explaining the significance of the presence of "do it" on the PA campus, Mr. Weinberg stated the exhibition's two main goals.

"The first is to show that one of the most important parts about making art is the idea behind it and that the execution is only part of it, and the other part is to give students and faculty and opportunity to create works of art based on these concepts," Weinberg said.

Even before he began his tenure at the Addison, Mr. Weinberg believed that "[do it]" was a fantastic exhibition, and that this [PA] would be a great community to do it in."

In addition, Mr. Weinberg dubbed the upcoming showcase a "total hands-on exhibition... to show the range of participatory art." Building upon Mr. Weinberg's comments, Chair of the Art Department Elaine Crivelli shares similar praise for the ideas behind the exhibition.

"Artists from around the world were invited to come up with a concept so that the audience could build the piece, in groups or individually...it is what art should be - it is

about individual interpretation," Crivelli said.

Over the course of the past three weeks,

various classes have helped set up their interpretations of some of the works, which include a piece by prominent avant-garde Japanese artist Yoko Ono. Instructor in Art Emily Trespas's Art 200 section of juniors, for example, helped to put together one room in particular, an area devoted to Alison Knowles's "Homage to Each Red Thing." The premise of this piece is to fill a room with as many red objects as possible.

Members of the Art 200 class "talked about how to divide the space, with the color and the scale," said Ms. Trespas.

Other groups participating in the layout of the exhibition include Ms. Trespas's print-making class and Instructor in Art Fran McCormick's Visual Studies sections, who lent a helping hand with Emilio Prini's piece, "1968 e 1971 Scrutte Che Restano Scritte," translated as "Writings That Remain Written."

This work, in the words of Ms. McCormick, features "a text in Italian which we [my Visual Studies classes] were to translate into different languages and then print onto lemon-yellow paper with green text. We talked about the paragraph and then they [the students] prepared the paper, printed it, tissue-collaged it, and played with its lemon-yellow color."

The quotation, which is displayed in the exhibition in such languages as Chinese, Hebrew, Braille, binary code, French, and Arabic, also bears a special significance with the events occurring across the globe in the aftermath of the September 11 tragedies.

"I found it very moving to be doing this project [with languages] when classes started...it was also meaningful to the students," McCormick said.

A sample of other interesting pieces in "do it" include "Wish Piece," originally by Yoko Ono, a place where the students and the audience will be able to make their wishes," said Crivelli.

Rounding off the litany of fascinating works is a project in which a newspaper is repeatedly constructed and then taken apart.

As one of the last major components of this ambitious exhibition, PA's Chris McDonald '02 hopes to present a musical performance in the spirit of "do it" at the end of the fall term that would be a collaborative effort between performers and the audience. He has also composed two choral pieces that "might be" performed and is currently working on an electronic piece based "on the opening of the show," he said.

"do it" is an exhibition with high hopes and attainable goals. Drawing together multicultural influences and artists from all over the world, the project will certainly have a cosmopolitan touch. In the end, however, it is not how the artists view their original works, but how the audience views them.

What "do it" boils down to is, according to Ms. Crivelli, "your participation, your interpretation."

Students and Faculty React to Cancellation of Arts from Orientation

Continued from Page 1, Column 1

the only opportunity to reach the entire new student body, have openly voiced their agitation with the school's controversial decision.

"By canceling theatre and dance orientation," said Liv Cockburn '02, one of this year's Drama Lab Producers, those who organize of all of P.A.'s extracurricular theatre, "the administration created a huge barrier for us. Technically, new students don't have to see anything involving the arts after they arrive."

Currently, the only arts activities scheduled during orientation are two optional informational meetings for theatre, dance, and music, both of which take place on the same day.

All students involved with theatre and dance emphasized the importance of the compulsory orientation slot.

"It's important to spread the word," said Benaldo Hernandez '02, also a producer. Cockburn adds, "our job as producers is to promote awareness. This makes our job that much harder."

Kate Planitzer '02, the third producer, also acknowledged that losing the mandatory meeting "drops the number of kids that could be involved. We can't even know how many kids might have gained interest."

Bruce Bacon, Chair of the Theatre and Dance Department, disagreed. He asserted that he "hasn't been disappointed with the turn out," and that "there are several new avenues kids can use to get information."

While interested performers may be turning up for the optional information session, some believe that the apparent drop in awareness is affecting audience attendance and general awareness of the arts.

"For the Drama Labs I've been involved with, we have almost no one in the audience on Thursday and Saturday nights," said Instructor in Theatre Kevin Heelan. A sharp drop occurred last year when the first year orientation was canceled, he said.

When asked about the correlation, Heelan replied, "They could very well have something to do with each other."

The debate over whether or not to include theatre and dance as a mandatory part of the grid stretches back past this year. In fact, orientation did not appear on the grid last fall, although the omission was apparently a result of misinformation.

"Without our knowledge they kind of shut us out at the last minute," said Judy Wombwell, head of P.A.'s dance department.

"They more or less notified us when we got there. I mean, we had planned this thing, gotten all of these kids to school early, then we arrive and they tell us we can't do it. I was very, very

upset," said Peter Myers '01, who produced during the 2000-2001 season.

Bruce Bacon explained that the person in charge of scheduling the grid "was confused. He looked at the grid and saw theatre, and then saw that we were slated for an additional meeting, and thought that they were one and the same." As a result of this organizational mishap, theatre and dance were removed from the grid.

However, Director of Student Activities Kevin Driscoll, who heads new student orientation, offered no such explanation. According to Driscoll, two years ago he met with the Opening of School committee to discuss shortening the program of orientation.

The group, "felt at that point [orientation] was very overwhelming and that there was too much info being thrown at the new students in a short period of time," Driscoll said.

Bacon's account of this year's cancellation as due to a lack of time concurs with Driscoll's. "Last year," Bacon said, "We were upset when it wasn't in. This year, to tell you the truth, I never expected it to be included."

Explaining the elimination process, Driscoll said that he and the Opening of School group examined "what the new students absolutely needed in order to get started at Andover, and what the new students could 'pick-up' along the way."

He went to label community service, also excluded from orientation this year, and theatre as "extras."

It is precisely this classification as unnecessary that upset students involved in the arts most.

Cockburn believes the cancellation sends the message that, "the school doesn't support theatre as an important activity," while Hernandez asked, "Does the administration even see theatre? We seem to be at the bottom of the heap."

Matt London '03, an avid participant and audience member of theatre and dance, stated that "the arts and theatre used to be a part of the official schedule, but now it's as if [the committee] is saying, 'Oh, here's something else we don't approve of.'"

Furthermore, the recent cancellation appears to have had a damaging effect on the already negative view of the administration some arts officials cling to.

"It fosters a lot of hostility," Cockburn said. "For example, even though we weren't on the grid we had to get people back early. To do that, we had to work with Dean Edwards, who didn't seem to understand why we had to come back at all."

Cockburn went on to reveal her view of the administration as "on the other side."

Bacon, however, admitted that Dean

Edwards' reluctance "may have been caused by Mark Efinger's and [his] absence at a key meeting." None of the producers had heard this explanation.

Several instances of disorganization and miscommunication add to this mounting tension. Last year, for example, when the orientation was canceled last-minute, Wombwell observed "a tremendous blow out" with the kids.

"Lots of senior leaders who were proud to take on the positions of leadership sacrificed other things, such as being Blue Key heads, to do this production. Then a month before they were told they were no longer performing the dance they worked so hard on. I don't think that the administration had any idea how inconsiderate they were being or what they were damaging. You work up to a position for two or three years and then you have someone just snatch it away from you. It was devastating," Wombwell said.

This year, even though Driscoll and Edwards offered reasons for the cancellation, many producers and dance committee mem-

bers remained skeptical.

"I just don't understand why," said Hernandez. "We were brushed aside. I was given no viable reason that theatre and dance couldn't have a place on the grid."

Wombwell pointed to a lack of contact as a cause of much distress. "I'm usually very open-minded, but more communication is crucial. [The Opening of School committee] was very bad about communication."

While there are no official plans to consider putting theatre and dance back in the grid, both Driscoll and Edwards offered a viable alternative.

"I think what we will try to do for next year is break the Orientation Program up into parts, and use a couple of weekends," Driscoll said.

Edwards explained that the second weekend would be used for arts and clubs, since it is traditionally a closed weekend.

And although Edwards and Driscoll have spoken about these revisions, none of the students or department officials indicated to have been questioned or informed.



A scene from theatre orientation two years ago, when the orientation program included the arts.

Courtesy of the WWV

A Word About Words

In 1997, Mary Barker set out on a creative journey through the powerful world of art. There, she found a place accepting of radical ideas but guided by upheld laws. She was determined to make it a world of her own.

The next year, Barker created her first piece, titled "The Man and What He Thought." This piece, currently featured at the Addison Gallery of American Art, tells of a time when man could openly express his ideas, conventional or not, without fear of public backlash.

The piece uses inverted dimensions coupled with expressive lines of thought and depth that effectively express the innermost feelings of their creator.

Barker also uses color and shape to emphasize her point. She draws the observer's attention to the center of the piece with an infallible sense of artistic design.

Note: If the reader has it in his ability to expand on such a subject as the author of the article presented above has, the arts page heartily encourages the reader to write for us, immediately.

Berggren x6270



In one of the many contentions throughout the game, Brittany McKenna '05 breaks past a Crimson defender.

Girls Soccer Bounces Back Against Harvard

Continued from Page 12, Column 3
always count on her. Especially coming off her knee injury. She's really the center of our defense." Checovich continued by crediting her whole team. "We're very proud of our team. We played our hearts out. We did very well."

In the following game on Wednesday, the Blue had better luck on offense. Only a few minutes into the game, Heidi Herrick '02 scored on a breakaway. Herrick sprinted by the Harvard defenders, dribbled the ball to the outer right corner of the penalty box and scored on a shot that flew beautifully into the upper left corner of the goal. Brittany McKenna '05 was credited with the assist.

Soon after, McKenna pulled the ball out of a scramble of PA and Harvard players in front of the net and subsequently scored. The final PA goal was scored with nine minutes left in the first half, when the Harvard defense improperly cleared the ball, and Meg Coffin jumped right on it and scored. PA scored no goals in the second

half, but let in one. This goal was scored when there was a foul called right outside of the box and Harvard was awarded a direct free kick. Goalie Ashley McCloskey '03 got her hands on it but it still got over McCloskey's head.

The level of play of the Harvard JV surprised Checovich, but felt that she and her team could have done better. "Usually we beat Harvard handily. One year we beat them 6-0." She credits the momentary weakness of the team with the fact that they are very tired right now, especially playing such a tough game against Loomis.

As for the offense, Ms. Joel has a different answer. "I think we just need to have some time playing together. There are players out there, who didn't play together last season. We need to be patient, and more practice time together. We need to work on having our midfielders connecting with strikers. I guess we need to have our overall team playing improved." As practicing goes on, the Big Blue Girls' Soccer team will look to do so as they head to Tabor tomorrow.

ACL Injuries Sideline Knight For 2nd Year

Continued from Page 12, Column 6
junior varsity games for PA.

Despite this heartbreaking turn of events, Knight's attitude is incredibly admirable. He goes to all of the games, attends team functions, and most importantly, is still glad he came for a post-graduate year at Andover.

Knight is a native of Washington, DC. After four years at the Sidwell Friends School, he decided to try for a post-graduate year. "I knew I was looking to do a PG year," says Knight, "because the summer before my senior year in high school, I tore the ACL in my right leg, and I was looking to have that 'senior season' that I missed."

Zach's age also played a role in his decision, as he is not yet eighteen. Knight visited Choate and Deerfield. He didn't intend to visit Andover, but he stopped by because his grandmother lives near campus. Knight had been satisfied with Choate and Deerfield, but he was wowed by PA's campus and realized immediately where he wanted to be a post-grad. He applied to PA and matriculated.

Knight's change of heart was good news for the Andover soccer program. Head Soccer Coach Bill Scott had heard nothing but good things about him. "I had never seen him play," said Scott, "but when I met him, I liked him a lot." Scott had also received rave reviews from Nick Franchot '03, a returning letterman and a fellow former Sidwell Friends student.

Looking forward to the senior season he had missed in high school, Knight caught another snag on the road to soccer stardom: he tore his other ACL. "There is a five month period after surgery when I can't play soccer," Knight explained, "and an additional four to six month period before my knee is fully rehabilitated." Therefore, while Zach's right ACL remained sensitive to injury, his left ACL assured him a bench seat for the 2001 season.

When asked how bad an injury to the ACL is, Knight responded, "It's basically the worst thing you can do to yourself as a soccer player." Impressively, however, Knight maintains his positive outlook. Some post-graduate students have left the school when their sport hasn't gone as well as predicted, or when it appeared that coming to Andover wouldn't help them get into college after all. Knight has the opposite attitude. "There is so much to offer here academically, and there are lots of clubs and extra-curricular things offered," he asserts. "It wouldn't make any sense to leave."

Teammate Jeremy Kellogg '02 admires the way Knight is handling his injury. "Zach is a still a big part of our squad. He's been helping out Allen and Brendon, tutoring them a little bit. It's pretty cool." Coach Scott concurs, "He's a cheerleader for us, he comes to the games, but is also helpful with assisting the new keeper."

Knight keeps smiling, but he is not ignoring the future. His intention was that PA soccer would help him get into college, but he knows that's no longer a possibility. "Being recruited for soccer is too far out there," he admits. "Tearing both ACLs makes it too hard to get recruited. I still really want to play college soccer, and I hope I'm able to. But despite all of the connections that Coach Scott has, it doesn't seem likely that I would get recruited." Now that Knight is sidelined, Alan Katz '02 is starting for the Big Blue in net. A Venezuelan native, Katz played soccer between ages 12 and 15, but then stopped to concentrate on basketball. When he came to PA, however, he was surprised by a call from Coach Scott. Katz notes, "Coach called me, and he said there was no pressure to play, but that he would help out [with the transition]. The team is being very supportive, and hopefully I'm getting better."

The team seems to have full faith that he is. "He's shown a lot of improvement since first starting; I

Andover Harriers Take 2nd At Canterbury Invitationals

by A. H. Albino
PHILLIPIAN SPORTS WRITER



Boys X-C

Even Rocky Balboa had stairs to climb.

Andover boys cross-country saw its fair share of stairs this weekend, and found that it was a little steeper than the boys were expecting.

Heading to the Canterbury Invitational this past Saturday, the Big Blue had high hopes of defending its title. However, the small Hopkins School from New Haven took the glory from under the harriers' spikes. In spite of the loss, the boys are optimistic, looking beyond this bump in the road to a triumphant season.

Some might say the bus ride affected the boys' performance. Taking a little longer than expected, boys had only an hour and a half to run the course, change, go to the bathroom and stretch before the gun. Having plenty of time, especially in jogging the course beforehand, was important because none of the boys except for Pablo Durana '02 had run the course before.

The Canterbury course is like nothing the PA boys usually run. It's short (2.7 miles instead of 3.1), flat, mostly paved, and in general not favorable to PA's racing strategy of "making a move with a mile to go."

The boys did not have enough room to move up in the standings in the last half of the race. There is a long, treacherous downhill at the one-and-a-half mile mark followed up by a grueling uphill, which ends at the two-mile mark. The hill conveniently prevents a long kick and can be killer for anyone who goes out too fast.

The race was generally successful for PA. Blue's major problem was getting caught up behind less fit runners for the first half-mile. This created a separation between Durana, Geoff O'Donoghue '02, Imran Hendley '02, and Taylor Washburn '03 and the back three, Tony Bitz '02, Dan Sullivan '02, and John Freker '04.

Durana led the whole way with amazing speed, despite strong competition from a Choate post-graduate. Durana held his competitor at bay and finished with a blazing time of 13:50. Also deserving serious kudos was O'Donoghue's race (14:22).

have full confidence that he'll improve more by the end of the season," says Bush-Brown. Katz feels that he is playing just as well if not better right now as he did when he gave up soccer originally. He is stronger physically, taller and older.

When Bush-Brown and Kellogg were asked whether they thought that losing Knight would ruin the team's chances of making the New England Tournament, both responded, "Definitely not." Kellogg cited that the team has historically had a good defense, with only five goals allowed last year. "We let in so few shots," Kellogg emphasized.

Mr. Scott also made the point that the goalkeeper is but one of 19 players on the roster. "I've never coached a team that has made the New England Tournament because of a goalkeeper. I've never coached a team that has not made the New England Tournament because of the goalkeeper. It's much more complicated than that in my mind."

The circumstances in the 2001 season for the PA boys soccer team are highly disparate from those of the 2000 season, in which they went undefeated. The Blue were very comfortable in the keeper department, with two very experience goalies, James Kenly '01 and Harris Ackerman '01. However, Katz maintains what Kellogg calls a "competitive attitude."

Scott also praised Katz in his efforts: "He's picked it up quickly, and has improved dramatically since he's been here; he is very coachable." Granted, he is not the person whom the team expected when they heard that a "PG soccer goalie" was coming to Andover. Katz puts it all into perspective though. "You can always do better, but you do whatever you can."

As for Knight, he has no regrets about coming to Andover, and hopes that other Blue soccer fans will join him on the sidelines and help cheer for the team.

O'Donoghue kept with the front pack, fending off former PA harrier, Ben Phillips, along the steep uphill. At this point O'Donoghue was twentieth, but with the speed only a veteran 800m runner possesses, O'Donoghue kicked up into high gear and, ignoring what was obviously excruciating exhaustion and pain, snagged fourth place overall.

Another of PA's fast starters, Washburn ran an incredibly consistent race, despite having been caught up in the crowds, and finished eighteenth overall (14:55). Hendley (twenty-fifth, 15:14) also ran a strong race, flying on the downhill and relentless on the uphill.

Bitz, Sullivan, and Freker, who had been caught behind the pack, ran too slowly at the beginning. Bitz, fighting through the crowds, ended up breaking through around the mile mark. He passed ten people on the uphill and kicked into twenty-second place (15:04).

Sullivan (thirty-fifth, 15:28), still nursing an injured foot, ran a courageous race. Nervous about his injury at the line, his fears faded as he helped keep his teammates focused behind the pack. Freker, in his first ever varsity race, ran composed and finished forty-second, with a time of 15:37.

The team took second (70 pts.) to the Hopkins school (51 pts.). Rivals Choate and N.M.H. finished third (103) and fourth (113) respectively. Despite the close numbers, Coach Jon Stableford '63 is confident in his team's ability to come back later on. "It was our first race of the season. [The Hopkins runners] have run this course before and have been racing already this season. If they come to interschools we'll have the home course advantage." Hendley added, "I got out pretty well, but some of the guys got caught up in the crowds, and that probably added a few [seconds] to their times."

This Saturday is the boys' last invitational meet before interschools, and it is the prestigious Manchester Invitational. Like last year, the varsity will be running in the elite race with the best teams from Vermont, New Hampshire, Massachusetts, and Maine. For the JV runners, the invitational will be a warm up for the dual meets to come, as well as an opportunity to show their stuff. This meet was a shocker for the boys from last year.

The outcome of this past week was a wake-up call, bursting any overconfidence for this year.

Mixed Week For Volleyball; Team Flattens St. Paul's 3-0

by Jessie Daigneault
PHILLIPIAN SPORTS WRITER

| | |
|----------------|---|
| Loomis-Chaffee | 3 |
| Andover | 0 |
| Andover | 3 |
| St. Paul's | 0 |



Volleyball faced off against Loomis at home last Saturday in its first league game, falling to the Connecticut school in

all three games. The girls had spent the past week trying to convert to a new offense that involved constant substitution. But because of an ankle injury to starter Taryn Zucker '03 and a lack of comfort and chemistry between players in this new offense, the team fell back into its old rotation.

Loomis struck out quickly against the Blue squad. The starting rotation contained Co-captain and side hitter Kelsey Siepser '02, outside hitters Co-captain Vivian Huang '02 and Justine Wardrop '03, middle hitters Mimi Hanley '04 and Jessie Daigneault '04 and setter Devon Dickerson '04. The girls fell behind 4-0 and did not regain until much later in the game. Numerous balls fell on the home court because of miscommunication between players, one of the teams biggest weaknesses. "Very few of us out on the court have played in games together. There are certain things you learn, about how to pick someone up or get them focused, and we're not there yet," said Co-captain Siepser.

The starting six remained on the court for the second game. An amazing header by Siepser and careful play calling by Dickerson caught the Loomis squad off-guard. Siepser recalls, "We had great high energy, intense points during the end of the first game and the beginning of the second, where we outsmarted them, but we grew physically tired which in the end pulled us down." Coach Clyde Beckwith began substituting in the middle of the second game to conserve energy and specialize the rotation. Sarah Lau '02 came in to play back row for Daigneault. Despite substitutions, the team began to weaken, giving Loomis a 30-23 victory in the second game.

At the start of the third, Shanshan Jiang '03 started in place of Wardrop, and Daigneault and Lau continued

their substitutions. Though the bench gave the team more physical energy, the mental energy that for which the girls constantly strive began to decline. "At the end, it was just being tired, and its also the matter of getting used to each other," Siepser added. "Volleyball is an extremely mental sport, where if one player goes down, the team can falter. But if one player is up, the whole team feeds off that energy."

The Blue lost the third game 30-21, ending the match. Coach Beckwith, looking back on the game, says its most evident aspect was "Good leadership and exemplary play from seniors Huang and Siepser."

The girls anticipate a rematch against finalist contender Loomis in the post-season. Despite the loss, it was a step in the right direction for the young team.

The following Tuesday, volleyball traveled to St. Paul's School. Saturday's starting players again took the court. Although, as Siepser pointed out, "We were not playing smart," the team physically prevailed and pushed to a 30-28 victory.

In the second game, the girls played outstanding volleyball. "We got in their heads and knew where all their hits and servers were going, and adjusted accordingly. Most of their points were earned from our mistakes," says Dickerson, who played most of the match. Siepser and Coach Beckwith agree that play at the net was outstanding. "We made great tips and found their holes," says Siepser.

Substitutions were made at the beginning of the third game, which added diversity in left handed hitter Erin O'Hern '03, setter Taryn Zucker '03, and Sarah Lau '02. The chemistry began to dissipate, but after falling behind 11-0 to St. Paul's, the Blue began to collect themselves. The 11 point deficit lasted until late in the third game. With girls down 27-20, Dickerson returned to the lineup, reinstating the starting six. The team immediately pulled together and made what Coach Beckwith refers to as a "huge comeback," ending the game and match with a 30-28 win.

Coaches and Captains agree that the chemistry of the team is what decides the outcome of their play. This will be a top priority in their season, in which their ultimate goal is, says Siepser, "To just have fun."

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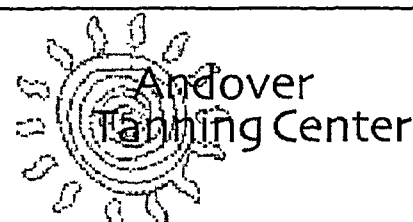
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Athlete Of The Week



Matt Dugan '02

"He is like the Energizer Bunny; he never stops playing. He loves the game, and plays a hundred percent in practice and of course in the games."

—Coach Leon Modeste

by Emily O'Brien
PHILLIPIAN SPORTS ASSOCIATE

Matt Dugan '02 is carrying on a tradition. Brother of David '99 and John '92, the safety on the football team has already proven himself with a stellar game against Loomis-Chaffee this past weekend. The Big Blue defense posted a shutout and Dugan scored on a 70-yard interception return.

Dugan hails from Washington D.C., where he attended Gonzaga College High School. He has played football ever since third grade, after his three older brothers encouraged him to follow behind them. "My brothers have always been there for me. They have helped push me harder and keep me focused and on track. I remember being younger and watching them all play, and now it's great to have them watch me play," commented Matt. Even at a young age, Matt was a defensive force, receiving two consecutive MVP defensive trophies and playing in a number of bowl games. Dugan's former coaches, especially his old linebacker coach, Joseph Trimble, have influenced him also. He "pulled more out of me than what was there. He made me a better person on and off the field."

According to Matt, football at Gonzaga College High School has a similar tradition to that of Andover. Their main rivalry, much like Andover-Exeter, is against St. Johns Prep. Dugan played in the Washington Catholic Area Conference in high

school which he called "An experience, it has a number of formidable opponents." Matt's most memorable moment from his football days at Gonzaga is not his own. He instead points to his memories of seeing his brother David emerge victorious in two consecutive WCAC championships in '96 and '97.

Considering the family history, the decision to come to Phillips wasn't a difficult one for Matt. After hearing what a great place PA was from his brothers and visiting here, he realized

the team." Coach Mo had only good things to say about Matt. "Matt is a great kid, an excellent student, and an excellent student of the game of football. He is like the Energizer Bunny; he never stops playing. He loves the game, and plays a hundred percent in practice and of course in the games. So I was not surprised when he picked off that pass and cliched the game for us against Loomis with a seventy-yard touchdown run. Matt is the third Dugan to play for me, yet he is the first one to score. I am delighted that he's with us for the season. You can never have enough Dugans around the Andover campus."

Matt was satisfied with the performance against Loomis, but views it as a building block. "The game against Loomis was a way for us to know where our strengths and weaknesses lie. The performance could have been better, but we're lucky we walked away with a win." Dugan is looking forward to this weekend's matchup against Hotchkiss.

"This weekend will be the test for our team. Hotchkiss is probably the best team that we'll face, so we're trying to get ready for the game. I may be our most important game," Dugan continued. Looking forward to the rest of the year at Andover, Matt hopes to play baseball in the spring. As for goals for the season, Matt's are straightforward: "I want to obviously win every game. I think we can go undefeated. As for personal goals, I just want to do well and help out the team."

all the great things the school has to offer. He decided he wanted to be a part of that. For Matt, the transition to the Big Blue football team has been a good one. "Playing football at PA has been great. I think our team dynamics are great. Our defense complements the offense very well. As a PG I feel that I fit in very well with the program, and I hope I'll be able to contribute to



P. Linnemann/The Phillipian

Lawrenceville Dunks PA Girls Polo, High Hopes Remain For Fall Season

by Kristina Chang
PHILLIPIAN SPORTS WRITER

Lawrenceville 18
Andover 8



The Andover Girls Water Polo team lost to a strong squad from Lawrenceville Academy in a tough contest that took place at Deerfield Academy last Saturday. The final score of the match was 8-18.

Lawrenceville, one of last year's worst teams, has since improved, beating not only Andover but also Loomis Chaffee and Deerfield. Team Captain Caroline Lind '02 commented, "I feel that [our] team needs a better grasp of fouling, what fouls are, and to develop awareness in the pool. Once we conquer these, we will be the masters of our water polo kingdom."

Arriving late, the Andover team quickly changed and jumped in the pool to warm up. Halfway through the warm up, the refs asked the Big Blue to get out of the pool so the game could begin. Defending the shallow side of the pool first, Andover started with a disadvantage.

The game started slowly with both teams keeping a tight defense. Two minutes into the game, Andover's Lauren Nickerson '02 illegally subbed in for Lindsey Williams '02, giving the other team a four-meter penalty shot. Goalie Angela Lucier '02 blocked the penalty shot, a rare and amazing feat. One minute later, the Big Blue committed another major foul, giving Lawrenceville yet another penalty opportunity. This time, Lucier was unable to stop the hard shot.

An unprepared Andover team fought to keep a tight defense as they watched their opponent score three more times. Lind, ready to rumble, scored Andover's first goal for the day with a strong backhand, despite the fact that two defenders were guarding her closely. Lawrenceville quickly scored again on a fast break as the Blue failed to get back on defense swiftly enough. Nickerson responded immediately, scoring from the side. The first quarter ended with Andover trailing 2-5.

PA began the second quarter with the "California Power Four" of Amy Lippe '04, Kristina Chang '04, Sarah Wendell '04, and Abbe Anderson '03 subbing in. Starting off with a bang, Tracey Zicherman '03 surprised the Lawrenceville goalie with a stellar skip shot. Enraged, Andover's opponent responded, quickly scoring four consecutive goals in a lightning two minutes, all on fast breaks. Faking a pass to Mari Ono '03, Wendell slammed the ball into the back of the goal for her first goal of the season.

After Lawrenceville scored on another fast break, Captain Lind jammed the ball into the goal with an incredible no-look over-the-head shot. Then Lawrenceville scored yet again, continuing to prevent Andover from closing in on the goal by using their strong defense to keep the Big Blue in the middle of the pool. Anderson, swimming on a fast break, faked out the goalie, lofting the ball into the back of the net. Lawrenceville scored one last time before the end of the first half, leaving the score at 12-5.

Entering the second half with a refreshed spirit, thanks to a brief inspirational speech from Lind, the Andover team was ready. The second half began with Lawrenceville beating out Andover's Kate Page '04 in the sprint. They quickly brought the ball to their side of the pool. Lawrenceville then attempted to score on Andover's Boo Littlefield '03, but Littlefield blocked the ball with her head, passing it quickly to Nickerson who made a fast shot into the goal.

Lawrenceville, ready to respond, scored two more goals before Andover answered with a goal of their own. Kim Walker '03 passed the ball to Chang as she was driving to the left. Chang, a

right-handed player, made a left-handed layout shot right into the back of the goal. Her opponents, angered by the Andover goal, made a fast break scoring on Littlefield. Lind, leading the team, drove into the post making a screw shot as the goalie was caught off guard. The third quarter ended with Andover behind 8-15.

Andover entered the last quarter hoping to keep a tight defense so that Lawrenceville would not be able to score. This strategy was short-lived; Lawrenceville scored three times during the fourth quarter. Andover was unable to hit the goal for the entire quarter leaving the final score at 8-18.

The Andover ladies, although discouraged by their loss, are hopeful about the future. Starter Zicherman stated, "There is a lot of unlocked potential in this young Andover team. Through more practice, we will be able to channel our talent more efficiently."

Tomorrow, Andover will be ready to face Loomis Chaffee for the second time this season, a team they lost to by a slim margin in their season opener two weeks ago. Come out to watch the Big Blue conquer Loomis tomorrow at home.

Boys Soccer Still Seeking First Win

Continued from Page 12, Column 5

one of Loomis' Senior-lead defense. After more and more "no-calls" and jockeying possessions, Smellie made another beautiful defensive play.

This time, legal and more than 5 ft. from his man, Smellie deflected a rocket of a shot out of play, but set up the Pelicans for an insurance goal. An oversized midfielder scored a fluke



P. Linnemann/The Phillipian

Despite the offensive efforts of Andrew Tonelli '02, Andover came up short against Loomis-Chaffee 2-0.

ATHLETIC SLATE

Saturday, September 29

GV Field Hockey
GJV Field Hockey
BV Football
BV Soccer
BJV Soccer
GV Soccer
GJV Soccer
GV Volleyball
GJV Volleyball
BV Water Polo
GV Water Polo

Tabor 2:30
Tabor 3:45
Hotchkiss 3:00
Tabor 2:30
Tabor 2:30
Tabor 2:30
Tabor 2:30
Dracot H.S. 1:30
Dracot H.S. 1:30
N.M.H./Suffield 1:00
Loomis-Chaffee 3:30

Tuesday, October 2

BV Soccer
BJV Soccer

St. John's 3:45
St. John's 3:45

Wednesday, October 3

GV Field Hockey
GJV Field Hockey
BJV Football
GV Soccer
GJV Soccer
GV Volleyball
GJV Volleyball

St. Mark's 3:15
St. Mark's 4:30
Hyde School 3:30
Brooks 3:00
Brooks 3:00
North Reading H.S. 3:30
North Reading H.S. 3:30

Climbing Andover's Athletics Ladder

Continued from Page 12, Column 1

Thus, a certain chemistry evolves. There's no aura of superiority in playing in JV, and there's no special status obtained. This purity is what makes JV so unique.

When one starts at the bottom of the ladder, there's a passion you don't see in some of those who started on varsity. They might love the game, but they might not realize the effort it has taken some to make the team, the years of work finally paying off in achieving a freshman year dream. I didn't start cross-country until my lower year, but my first goal (besides finishing a race) was to make the varsity team and become the guys that blazed the path before me. The subsequent summers, I trained harder to achieve those goals and developed accordingly. And now that I'm here, on a varsity team, I realize it is a well-earned privilege and not to be taken lightly. I think I run well and am a better person for having gone through the system.

JV athletes switching sports have also done extremely well. Again, using cross-country as an example, two of our top seven runners on last year's championship team were crossovers from JV soccer, and this year, over half the top seven runners were not harriers when they entered Phillips. Although not possessing the same glory, many have risen to the fame of Clustah athletes, and have had the same success.

The best clustah teams often are the halves of JV crews who weren't given a spot on varsity. Flagstaff and Abbot's team from last year as well as WQN this year are wonderful examples of teams consisting of players still attempting to play for the love of the game and "friendly" competition.

Because of the effort of the journey to the varsity level, as well as the purity of the game at the lower levels, it is not surprising that varsity teams that are composed of former JV athletes have done surprisingly well. Also, the leaders of these teams tend to be former JV players. Soccer captain Dan Cote '02 started out on the JV2 team, and played a major role in the success of last year's season. Now, he leads the team as a co-captain. Ben Chang and I are also fine examples.

Football, although having a fair number of recruits, has a bond amongst its players who've started in JV, and they consequently play

because of it. Baseball's dream team last year, largely composed of uppers who had played JV the previous year, won their league title. This year's cross-country team took second place amongst some of the best competition in New England, when only two of its runners ran varsity last year. The indoor and outdoor track teams have flourished in the past five years with runners who stared racing in the second and third heats. The boys and girls varsity crews largely consist of rowers who started out on the lower boats. JV, indeed it seems, has formed solid athletes for the future.

This in no way has been a critique

on varsity teams composed primarily of new students; it's merely a look back to an often-ignored aspect of athletics at Andover. It is not the tunnel vision of a particular group of people, but of this paper and Andover in general. There's an invaluable chemistry developed between JV athletes and this school's amazing athletic success is indebted to it. More than that, JV stimulates the friendships, camaraderie, and love of sports as a whole that a school can sometimes take for granted.

Go to JV games for the sake of nostalgia or the fact that they will become the varsity teams of tomorrow.



J. LeSaffre/The Phillipian

Zack DeOssie '03 and the Big Blue offense trounced the Loomis-Chaffee defense scoring three touchdowns.

Dugan's 70 Yard Touchdown Interception Seals 27-0 Win

Continued from Page 12, Column 4

before they could finish the drive.

After a touchback on the kickoff, DeOssie quickly hit PG Chris Burnett for 6 yards at the start of the second half. Simms then made another great run after a catch to pick up 23 yards. After a holding call, DeOssie hit Palin on a screen, and Drew did the rest, breaking multiple tackles and cruising into the end zone. Along with the extra point, this gave Andover a 20-0 lead.

The Pelicans finally started to piece together a drive as the game drew to a close, and even got onto Andover's half of the field. But just as they looked threatening, a bobbled pass was picked off by Dugan and returned 70 yards into the end zone, putting Andover at its final margin, 27-0. The two teams exchanged a few more sluggish drives, with highlights coming from Tyler Simms '04's interception and Mitch St. Peter '02's solid quarterbacking coming off the bench, but the score stayed the same.

The glow afterwards rested on DeOssie and the high-flying offense. DeOssie ended up with 279 total yards, but he still wasn't wholly satisfied. "As a team we played very well, except for the penalties, and we just have to make a few minor adjustments. But I still have a lot to learn back there." As for the high volume of passing and the no-huddle offense, he said, "I love it, and that's what we're doing all year, just throw, throw, throw. Things like the no-huddle offense, and a lot of 5-WR sets, really mess up a defense."

Other players on the team echoed DeOssie's views. "I love [the passing], it's why I came here," commented

Simms. "Once Alex [Anderson] comes back [from a fractured finger injury] we'll have more balance, but still at least 20 passes a game, I think."

Captain Jon Judson '02 remarked, "The no-huddle offense really puts the other team on their heels." Coach Modeste didn't reveal too much about his plans for the no-huddle offense, except to say, "It's fun, and it's a change-up for the other team. As long as we're in-good shape we can run it." However, he said the passing was definitely here to stay. "It depends on the game conditions, but I like to pass. Defenses in our league changed because of our passing, and the only time we don't pass is in a strong wind."

A few concerns were raised in this game, however. The team can't wait for Alexander to come back. "[Alex] has a dislocated finger, and we just couldn't test it last week, so hopefully it'll hold up this week. But [Kyle] Murphy will still start, he did a good job and deserves another chance," commented Coach Mo.

Another problem was the defense up the middle. "[Hotchkiss] is going to be a much better team than Loomis, so we're going to have to do a better job up the middle. And we're going to have to stop the option again, which is to our advantage, since Loomis ran it as well," Coach Modeste added.

Hotchkiss, looking to avenge a home defeat last year, will be Andover's first road game of the season and features another option offense with a good quarterback-tailback tandem that the Blue will have to key in on. But with another effort like last Saturday's, PA should be in good shape.

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TONY BITZ FOR THE LOVE OF THE GAME

ANDOVER'S UNDERRATED JV

JV Sports Bring Joy Back Into Athletics

It's the day before interschols, but for the time being, not one varsity runner has his mind on the most important race this season. They're watching the springbok-gazelle race, the final race of the season for JV athletes not going to interschols. You wouldn't know it wasn't an official race; many varsity runners shout ecstatically as their teammates shatter personal bests.

Back then not many thought that Hunter Washburn '00, who won that informal exhibition five years ago, would eventually hold the PA cross-country course record, an inhuman 15:47.

In a society consumed by professional athletes and top college athletics, we, as fans and everyday people, often ignore sports' grassroots. At Andover, too much emphasis is placed on varsity athletics and their championships, often times neglecting the JV teams that feed these amazing teams. Even as a *Phillipian* writer and associate editor, I, myself, am guilty of neglecting JV athletics—my own humble origins.

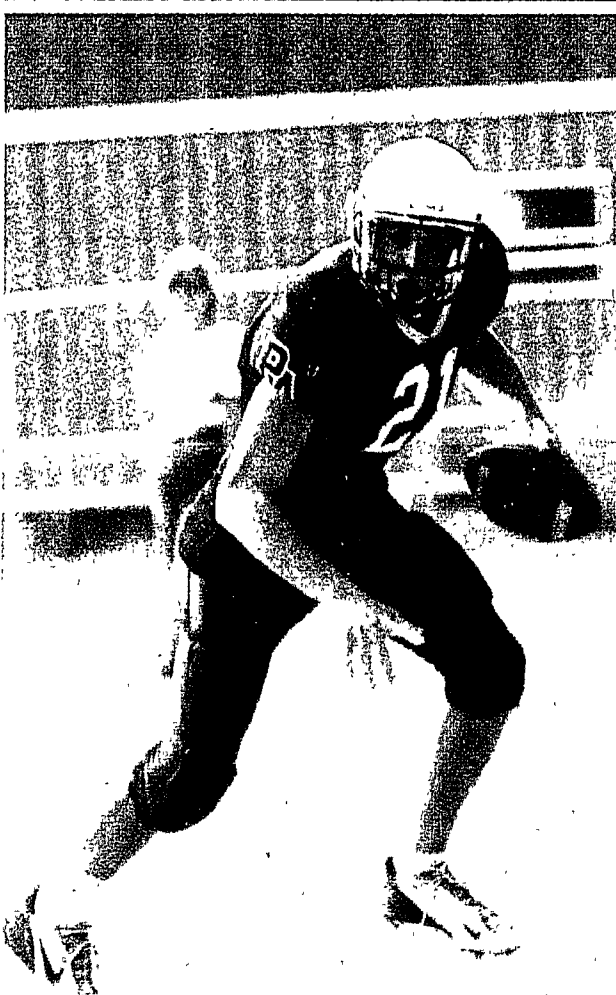
JV athletics are a critical part of both athletic and general life at Andover. Almost every single person on campus has, at one point or another, trotted the field or court in an old varsity uniform, and in most cases, enjoyed it much as any other athletic experience on campus. Some of my fondest memories and good friends have come from the glory days of JV3 soccer and JV cross-country.

JV sports often bring out the better side of competition. At the JV level, a pure love of the game remains. Granted, there is pressure to perform well, but players are sheltered from the scrutiny of the majority of the school community. Winning in JV is all about the bragging rights; it's self-motivated.

Continued on Page 11, Column 4



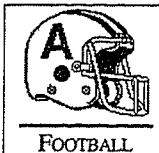
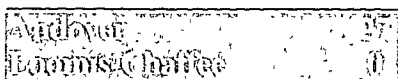
Jordan Harris '02 (left) and Zack DeOssie '03 (right) are key contributors to the Andover offense that tallied 27 unanswered points in Saturday's drubbing of Loomis Chaffee.



R. BoDangle/The Phillipian

DeOssie '03 Throws For 267 Yards; Strong Blue Defense Posts Shutout

by Dan Shvartsman
PHILLIPIAN SPORTS WRITER



If only they were all this easy. Andover started its season with a thorough and resounding romp over Loomis. In a 27-0 win, the offense showed signs of life akin to the '99 run-and-gun team, and the defense never let up the big play.

In his first varsity start at Andover, Zack DeOssie '03 went 21-31 for 267 yards and 3 TDs. His main target was J.T. Simms '02, who grabbed 14 balls

for 147 yards and 2 TDs. Gary Garcia '02, who had 11 tackles and a sack, along with Derrick Bass '02 and Sean Mansfield '02, who had two sacks apiece, led the defense. Senior Matt Dugan's 70-yard interception return for a touchdown and Adjatay Nyadroh's '03 forced fumble on a monstrous hit highlighted the secondary play.

This game got off to a big start for Andover when Jordan Harris '02 made an immense hit on the opening kickoff. Loomis got a quick 13-yard run on offense, but the defense buckled down and didn't give up another yard on the drive. The Loomis punter lived up to his reputation for misfires by booming a 7-yarder, giving the ball to Andover deep in Loomis territory.

Blue offense wasted no time capi-

talizing, and immediately unveiled a 5-WR set, picking up 12 yards. Zack DeOssie was firing on all cylinders, hitting three different wide receivers. After a touchdown was called back for an ineligible receiver downfield, DeOssie found J.T. Simms in the back of the end zone on a fade for a score.

Unable to compete Loomis took the ball and conceded three straight fumbles. They managed to convert on a fourth down, but quickly stalled. This time the punter got off a good kick, and set Loomis back deep in its own zone at the end of the 1st quarter.

The Big Blue moved the ball well, getting it to midfield before PG Drew Palin mishandled a handoff and fumbled it over to the Pelicans. However, Loomis failed to move the ball, PG Matt Dugan blocked the punt, and the PA players got the ball back right where they lost it. This time Andover had no trouble, marching into the end zone in seven plays. DeOssie had a nice scramble for 12 yards and hit Simms three times, including a 18-yarder that featured a TD pass on a rollout. The extra-point snap was low and the kick never got off, so the score stayed at 13-0.

Loomis' next drive was ended by the hit of the day. Nyadroh rocked a wide receiver to force a fumble that Andover recovered. However, confusion with the scoreboard and real clock led the Blue to believe they had more time than they did, and the half ended

Continued on Page 11, Column 5

Field Hockey Trounces Loomis

by Esther Rabess
PHILLIPIAN SPORTS WRITER

| | |
|---------|---|
| Andover | 5 |
| Loomis | 0 |

In the season opener, Big Blue field hockey trounced an ill-prepared Loomis Chaffee squad, destroying their opponents 5-0.

The Blue jumped out to an early lead, when Betsy Burke '02, assisted by explosive right middle Sarah Smith '02, scored two minutes into the game. Burke's goal was quick and well placed and gave the Blue the confidence it needed to work together to completely break down the Loomis defense. The Blue managed to do this with characteristic speed and tenacity, as captain Anna Barendsfield '02 scored less than a minute after Burke. Barendsfield's goal came after a series of picture perfect passes up the right line. Smith sent a beautiful cross ball into the circle where it got caught up in a tangle of feet and sticks. The Blue's first shot was rejected by the Loomis goalie, but fortunately the girls did not give up, pressuring her pads while a frantic Loomis defense tried unsuccessfully to clear the ball out. It was ultimately Barendsfield's determination and quick stick that allowed her to score off of the goalie's second rebound, proving to all that persistence pays.

With two goals under its belt and 57 minutes of play left, the Blue continued to fight fiercely, giving Loomis a run for its money. The defensive line of Cortney Tetrault '03, Nyssa Lieberman '03, and Trudi Cloyd '03 was a wall in the backfield and prevented Loomis from so much as cross-

ing the 25 yard line in the first quarter. Defender Chloe Lewis '02 also played fabulously, supporting the backs and clearing away any balls that managed to slip past her upfield teammates. As in the past, Tetrault was on fire, tackling Loomis attackers left and right, and was largely responsible for Loomis's inability to penetrate their offensive circle. Besides her stellar defense, Tetrault also managed to make some noteworthy offensive plays. Late in the first half, after dodging no less than five Loomis players, Tetrault assisted Burke in scoring her second and the team's third goal of the day.

In spite of Loomis's increased hunger in the second half for a scoring opportunity, the Blue remained poised and kept possession of the ball for most of the half. Forwards BiNa Oh '02, Kristen Miller '02, and Sophie Noero '02 shone, as each displayed her speed and stick skills. Noero in particular was a showstopper as she carried the ball deftly from one side of the field to the other on more than one occasion. Miller, whose injury had kept her sidelined during previous games, burst onto the scene with a bang, running Loomis defenders ragged throughout the game.

The fourth goal came towards the end of the second half, tapped in by Oh, famous for her one touches and deflections. Shortly thereafter Noero scored, bringing the Blue's final tally to 5. No one could have asked for a better season opener. The Blue managed to not only beat a team that it tied in 2000, but managed to shut out their opponents by a whopping five goals.



J. LeSaffre/The Phillipian

Cortney Tetrault '03 drives past exhausted Loomis defenders in PA's victory.

Loomis-Chaffee Edges Out PA Girls Soccer

by Evan Panich
PHILLIPIAN SPORTS ASSOCIATE

| | |
|------------|---|
| Loomis | 1 |
| Andover | 0 |
| Andover | 1 |
| Harvard JV | 1 |



Whoever said that the best defense is a good offense didn't know about Andover's girls' soccer team. On Saturday, girls' soccer suffered an absolutely crushing

defeat to 2000 New England Class "A" champions Loomis-Chaffee with a final score of 2-1. Danielle Vardaro '03 tallied the only goal for the Blue. On Wednesday, however, the Blue turned their game around 180° to beat Harvard's JV squad 3-1.

In the first few minutes of the first half, both teams showed that they were not to be taken lightly. While Andover had control of the ball on defense, the Blue offense was stopped before many shots could be taken. And when the Blue finally put together an offensive charge, they could not capitalize.

"We'd have control on defense," said Co-Captain Christie Checovich

'02, "but when we got it up to our offense, they'd just kick it right back. It was really frustrating." The first half ended in a stalemate with a tie at zero. Yet, it was clear that Loomis was struggling to keep control of the ball.

But it only takes one opportunity. 10 minutes into the second half, there was a minor defensive breakdown which caused a one-on-one between a Loomis striker and Co-Captain goalkeeper Louisa Butler '02. Butler was unable to snatch the ball away, and Loomis got it by for their first goal. Not even 10 minutes later, there was a scuffle for the ball, and a foul was called on the Blue inside the penalty box. It was a goalie's worst nightmare: the penalty kick.

Butler valiantly stopped the shot on the first try, but did not control the ball, and a Loomis forward scored off of the rebound. Subsequently, Butler was moved onto the field and replaced by Ashley McCloskey '03, in hopes that Butler might help generate some offense. With four minutes left in the game, Vardaro scored on a shot from outside the box. The Blue were not able to generate any additional offense in the final four minutes and the game ended with a loss 2-1.

The game also saw some very physical play from the Loomis team. Kate Takvorian '03 did a great job handling as defensive mid, despite being scissor kicked by a Loomis player in the first half. She and her fellow defenders did a great job of keeping the ball away from the Loomis forwards.

Head Coach Lisa Joel relates, "The entire backfield stood out: Meg Coffin '03, Christie Checovich, Kate Takvorian and Carolyn Blaesser '03. They all played the entire game. We knew coming into the season that they'd be our strength." Checovich added, "Kate Takvorian gets a lot of credit. She's so solid, and we can

Continued on Page 10, Column 1



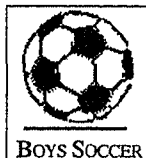
J. LeSaffre/The Phillipian

Co-Captain Louisa Butler '02 moves the ball upfield in Wednesday's win over Harvard JV.

Boys Soccer Steps Up To Challenge of Rebuilding

by Will Heidrich
PHILLIPIAN SPORTS WRITER

| | |
|---------|---|
| Loomis | 2 |
| Andover | 0 |
| Loomis | 3 |
| Andover | 0 |



The last ten days have been a downward spiral for Boy's Soccer. A week ago, they were mulling over their 2-2 tie to

local rival, Brooks. Four days later, the emotions and adrenaline were pumping for the home opener against Loomis, to whom the Blue hadn't lost in nearly two years. From the moment of silence before the contest, to the post-game congratulations, every person present could feel the intensity. The spell was broken when Loomis forward Chris Doney '03 capitalized with a PK, just 9:35 into the contest. Four days later, the squad headed to Plymouth, NH. Andover came out swinging, but the Big Blue couldn't find a way to make it count. 15:20 into the game, the hosts connected on a free

kick, which put a damper on Andover's spirits.

Early in last Saturday's match, a Loomis mid-fielder collided with another teammate and went down hard. Coach Scott took a provocative stance and had Nick Franchot '03 throw the ball to the goalie, but before the ball got there, the dazed Loomis senior waved the officials away. On the ensuing possession, the Pelicans' Chris Doney '03 beat a defender and then tried to blow by Matt Smellie '03. After Doney fell to the ground, the official whistled Smellie for an illegal tackle that set up a penalty kick. Doney did not flinch, and goalie Alan Katz '02 did not have a chance: 1-0 Loomis. "I didn't even touch him, I came across his body and took the ball, but he fell and I got called," a flustered Smellie concluded later.

Johnny Whallon '02 did all anyone who does not have a professional soccer contract could do. One second, he was flying on the left wing, then up the middle, again on the left, and every possession hammered by more than

Continued on Page 11, Column 2

EARLY LOSS FOR TEAM

Goalie Knight '02 Tears ACL In Off-season; PG Katz Steps Up

by Evan Panich
PHILLIPIAN SPORTS WRITER



BOYS SOCCER

The arrival of Zach Knight '02 gave rise to a lot of hype. "He's a really good goalie. I mean, he was supposed to be amazing," emphasized second year varsity member Spencer Bush-Brown '03.

But Knight will never set foot on the PA soccer field as a player, following a devastating tear to his left ACL last summer. Instead, he will watch on the sidelines and help his replacements: Alan Katz '02, a PG whose primary sport is basketball, and Brendon McManus '05, whose relative inexperience has him starting the junior varsity

Continued on Page 10, Column 1

ALSO THIS WEEK

Volleyball

Changing offensive strategies, volleyball suffers inconsistency. Girls struggle against Loomis in conference opener, only to come back and shutout St. Paul's. -pg. 10

Girls Waterpolo

In fast-paced, high scoring game, rebounding Lawrenceville squad catches Captain Caroline Lind '02 and Girls' Polo by surprise with an 18-8 win. -pg. 11

AOTW

In his Andover debut, post-graduate Matt Dugan sparked the Blue's defense with seven tackles and an interception return for a touchdown. -pg. 11

Boys Cross-Country

PA's harriers start off on good foot in season opening Canterbury Invitational. Marked by outstanding performances from Durana '02 and O'Donoghue '02, boys show promise for season -pg. 11