

The PHILLIPPIAN

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PHILLIPS ACADEMY, ANDOVER, MASSACHUSETTS

NOVEMBER 20, 1981

Student Board Re-Opens Ryley Room

By GORDON GOLDSTEIN
and ASHU HANDA

The Ryley Room, the student-run social center, reopened Wednesday night following a two-week shutdown by Dean of Residence David Cobb because of repeated incidents of vandalism and theft.

Last week Cobb said the Ryley Room would remain open "conditionally" if there were signs of greater student participation and responsibility, and an end to acts of theft and vandalism.

Prior to the center's closing, \$265 was stolen from a safe underneath a counter, \$85 worth of soda disappeared, pizza was snatched from an unattended delivery truck, and, Cobb noted, there were half as many student volunteers this year as compared to last year.

In a meeting with the members of the Student Board of Governors Sunday night, Cobb pointed out that often food was unpaid for, the facility was understaffed, poorly supervised, and dirty. Student fanaticism over the large number of electronic games has led to some players stuffing slugs and nickels into the machines for free plays.

The Ryley Room, housed in the basement of Commons, reopened with a structural change intended to make the social center accessible to more students.

A wooden partition has been installed to separate the lounge area and rows of electronic games.

Senior John Frank had reservations about the re-opening: "Closing the Ryley Room for two weeks may not be sufficient punishment," he said. "I'm not sure how much it will teach the students."

School President Hadley Soutter, following the announcement that the Ryley Room would be shut down, warned that "if students keep abusing the facilities in the Ryley Room and keep showing such little interest in running the place, it will shut down for good, and we can expect to lose any credibility with the faculty."

Wednesday's reopening may mark a last chance for students to prove that they are capable of running a social center on their own that is a place for students to socialize, relax, and escape from the vacuum of Commons dining.

Says Cobb: "It is a great privilege to have such a student center on campus, and students should not take it for granted. If they continue to abuse this privilege, it should be taken away."

Upper Rufus Jones sees the solution to be "more adult supervision or student supervisors who are more aware and responsible."

Inside:
Page 4
Girls' Soccer
Triumphs!!!!



Frank Gota carries the ball behind Pat McCormack's blocking at Exeter.

photo/Timken

McNemar Speaks At Kennedy Library

By JAMIE COHAN

Headmaster Donald McNemar discussed the role and direction of P.A. at a reception held for him Wednesday November 18 by the New England Andover-Abbot Alumni Association at the John F. Kennedy Library in Cambridge.

"Our presence here in the Kennedy library," McNemar said, "led me to reflect on leadership and the role of Andover as a leader." An Institution, according to McNemar, must have certain leadership qualities such as vision and commitment, solid support from its community, and a willingness to take risks.

"Andover's vision and commitment is clearly defined" as: 1] Excellence in Education; 2] Youth from every quarter

in order to create an opportunity for students to learn from each other, and 3], the Non Sibi tradition with respect for others and dedication to service.

McNemar also stressed the importance of strength and loyalty: the faculty must continue their dedication to educating the student in all aspects of the school: in the classroom, in the dorm, and on the field.

Alumni, parents, and friends of the Academy, McNemar said, "must also continue their commitment to the school. Such a commitment involves being in touch with the school, donating money, and participating in the Admissions process."

With the continuation of support by these groups, Andover will have the resources and leverage to and should

not shrink from taking risks. Quoting Robert Kennedy, McNemar said, "Some men see things as they are and wonder, Why?; I dream of things that never were and ask, Why not?..." And Andover must have the confidence and courage to try the new or back the old. This principle is embodied, according to McNemar, in the bold successes of the competence program, the demanding History 35 program, the superior quality of the Addison Gallery, and the Outward Bound and First Aid programs in the Physical Education department.

Other achievements he said the school should take pride in are the improvement in aid to minorities, the Bicentennial campaign, and the renovation of Graves Hall.

Finally, he commended Andover's accomplishment in foreign education (the arrival of the Chinese students), and more recently in the Special Olympics.

McNemar put Andover's advances in education in a national perspective, citing John Kennedy's special address to Congress in 1961: "Our progress as a nation can be no swifter than our progress in education. Our requirements for world leadership, our hopes for economic growth, and the demands of citizenship itself in an era such as this all require the maximum development of every young American's capacity."

Finally, McNemar discussed the four most immediate challenges the school must face: 1] with the arrival of proposition 2½, of increased federal spending and declining resources, continued funding will be a goal that must be attained; 2] Andover must continue its recruitment of "youth from every quarter;" 3] Andover must maintain the high calibre of faculty, and 4] Andover must continue its high values.

He concluded his speech, "Kennedy issued the challenge in 1961; Andover must meet in 1981, so that our

CONTINUED ON PAGE SIX

Community Discusses Thanksgiving, Oxfam

By CHRIS THOMPSON

The Andover community gathered Monday evening in Cochran Chapel for the fifth consecutive year in honor of the Thanksgiving holiday and the upcoming OXFAM Fast for a World Harvest.

At this meeting, English Instructor Edward Germain reflected upon world hunger and called students and faculty to join in Thursday night's fast. Germain said, "Fasting is taking [world hunger] seriously enough to care....To fast is to be willing to take inside of you the need of another." Germain stressed the importance of experiencing hunger, not just making a symbolic gesture by not eating at Commons and later eating elsewhere. "It makes a real difference, the difference between a barren gesture and caring," said Germain.

Senior Anne Northrup addressed the school, saying, "For me, Thanksgiving is a time to reflect and remember." She related her own memories of life in a third world nation in which hunger and poverty abound.

The Phillips Academy String Orchestra, conducted by Chairman of the Music Department William Thomas, perform-

ed two pieces during the assembly. The second was a Concerto Grosso by Vivaldi.

Seniors Kay Gayner and David Duquette performed *Another Man's Done Gone*, with Duquette playing the guitar while Gayner sang. Later, Senior Matthew Greenfield read an original poem entitled "Thanksgiving Dinner."

Reverend Philip Zaeder opened the meeting and later led the school in the hymn "We Gather Together." Zaeder closed with a poem by Pablo Neruda.

As an additional means of raising funds for OXFAM, twenty-five faculty and staff members and their families will participate in a Swim for OXFAM this Sunday. Jennifer Cline, organizer of the swim, said, "To swim or sponsor a swimmer is an alternative for those who do not want to fast." Members of the community are sponsoring the swimmers on the basis of the number of lengths they complete.

OXFAM America is a charitable organization which raises money to bring food and to teach agricultural skills to hungry people in third world nations.

Souvaine's Workload Proposal

By STEPHEN CHOI
and CHRIS THOMPSON

Math Instructor Diane Souvaine presented a proposal to the Advisory Committee that would balance the workload evenly between courses.

"The issue for us is that something needs to be done to make the concept of a P.A. unit or credit more uniform," said Souvaine. Souvaine proposed that each course require ten hours of work each week, including class time. Therefore, a 5-hour course would require 5 hours of outside preparation, while a 4-hour course would require 6 hours.

Over the past years, Souvaine has felt that the workload is not uniform between courses. "At the secondary school level, each course should require the same amount of commitment," said Souvaine. This belief applies to courses with light workload as well as those with much work. "For example, Music 19 should be a real commitment requiring the same number of hours of work as other courses," said Souvaine.

Souvaine also questions the reasoning behind the decision to have some courses meet four times per week and others meet five times. "Right now, the number of hours a course can meet is arbitrary," said Souvaine.

She feels that a four-hour course should not be just like a five-hour course with one less class period and homework assignment. "I feel four hour courses should require more independent work and give more responsibility to the student to do more outside-work."

Souvaine feels that her proposal is necessary because of the difference in workload between some students. "I know students with four courses who are overworked and some with five courses who are not sufficiently challenged," said Souvaine.

She feels that any students would benefit from her proposal. "Fifty hours per week is a lot less than some students are doing now, while it is more than is presently is for others," said Souvaine.

Souvaine has presented her proposal to the Advisory Committee but not to the faculty or any other committee. Therefore, the proposal is only under consideration and is not yet being voted on.



Math Instructor Diane Souvaine
photo/Simpson

Faculty Vote to Send Coaches' Reports Home

By PETER CLEVELAND
and KARL JACOBY

During their meeting Tuesday, the faculty decided to continue to send home academic instructor reports and to begin to send home coaches reports as well.

The practice of sending home instructors' written comments was introduced on a two year trial basis in April of 1979. The expiration of the two-year trial required that the faculty vote on whether to continue sending their comments to the parents or end the practice. In the open discussion, the majority of the faculty approved the present system over the previous arrangement in which the House Counselor would paraphrase the teacher's comments in a letter home.

Most faculty approved the idea of sending their comments to parents because, in their opinion, progress reports were more effective when written by the teacher than when paraphrased.

The measure was overwhelmingly approved by the faculty.

During the meeting, Athletic director Joseph Wennik introduced a proposal to send home coaches reports to the parents fall and spring term. The faculty were divided on this issue. Some felt that sports should be a release from tension and therefore students should not be anxious over the mark they would receive. Others felt that sports are an integral part of the students' daily lives and that the coaches comments should be included with the teachers' comments and the House Counselor's letter. The amendment passed by a narrow margin.

A third proposal voted in was that coaches' comments will be sent home in addition to instructors' comments on special circumstances at the conclusion of the winter term. Instructor reports would be sent home only in those classes which ended in the winter term or in which a student received a two or below or was leaving the class.



Students Cheer for Victory At Pep Rally Friday.

photo/Timken

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The PHILLIPPIAN

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A Hint of Hatred, Not Emotions

The Andover Exeter football rivalry has survived for one hundred games through fifty-two Andover triumphs, forty-one Exeter victories, and eight ties. Even since the first contest in 1878, emotion has played an integral role in the outcome of each game. For example, heading into the 1977 contest, the Andover squad had suffered through a dismal season with a sub-500 mark. Exeter, on the other hand, had enjoyed one of its best seasons in recent history. On paper, it looked like a total mismatch, but the Blue, inspired to great heights because this game was the final one in the thirty-eight year reign of head coach Steve Sorota, blew out its New Hampshire rivals 28-6.

Not only do opposing players possess a high level of intensity, but so do the students who attend the competing schools, who travel on buses to watch the games, and who enthusiastically cheer their team on towards victory. The Andover-Exeter game is a time when school spirit unites the school, moving students to make banners and hold pep rallies.

Should school spirit, though, be carried beyond the limit of "good taste?" Once it goes beyond this limit, is it school spirit? At last Saturday's game, there were the usual pranks, the usual taunts. Underneath all of it, though, there was a hint of hatred, rather than hyped emotions. Perhaps it was for this reason that Andover students were, for the most part, barred from the Exeter sidelines.

In the end, it seems that mob psychology has replaced true emotion and school spirit as a sign post of the Andover-Exeter game.



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Letters

Faculty Criticize Stripper

To the Editor:

At the pep rally last Friday night one of the skits involved a girl dressed as a preppie who was introduced as an Andover all-star. She stripped to black underwear and garter belt as she danced. She was hired through an agency called "Strip-O-Gram" and she was paid \$125 through a subscription organized by students.

If silence implies consent, we must voice our objections to this incident.

What is being said to the girls of this school when such an activity takes place? What reaction do we expect them to have? What reactions are available to them? Are we asking that our women students join in with the guys and chant "Take it off"? If a woman does not mentally separate herself from the stripper, if she empathizes with her as a woman, then she quite likely feels embarrassed and humiliated. What kinds of attitudes towards women are hidden behind the jokes of "Take it off" and the like? Why is it that so much of the material for "humor" takes a woman as its object.

What is being said to the boys of this school when such an activity takes place? That there are two different kinds of girls, the one we hire from Boston who strips, and the girls at

Andover who don't? Do we wish to encourage and condone such a publicly voyeuristic and aggressive form of sexuality? Is this sort of thing conducive to reasonable, equal relationships with the female part of the school?

If the school values the loyalty and respect of all of its residents, it should be wary of treating any segment of its

community with disrespect.

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An Invitation to Join

To the P.A. Community:

In last week's Phillippian, the Minority Life Committee stressed the importance of the "racial climates" at Phillips Academy. We in the Afro-Lation-American Society also feel that the relations between minorities and whites are crucial. Therefore, we would like to publicly invite any members of the P.A. community to join the Afro-Lation-American Society. Even though it has never been announced before, we have always accepted non-minorities into the society.

In the Af-Lat-Am Constitution, it states that "the purpose of the Afro-Lation-American Society shall be

to preserve the culture and identification, create a more healthy environment, and to educate the Black and Lation American students at Phillips Academy." In order to achieve this goal, we would like to encourage more meaningful interaction among the races. Therefore, we welcome all of you to join us in future meetings, programs, and social activities. We hope that you will accept our invitation to join us so that together we can make our community even more racially harmonious.

Nancy Perez '82
President, Af-Lat-Am

Veh Responds to Sex Proposal

To the Editors:

Though I am no longer an active member of your community, I feel compelled to communicate with P.A. after reading Ashu Handa's article, "CRL Discusses Sex," in the November 6 Phillippian. My response to Hale Sturges' proposal was first shock, then

disbelief, and finally outrage. My feelings about this proposal are the same I have for the "Teenage Chastity Bill" introduced in the U.S. Congress: the implications of its provisions could only be harmful to the adolescents involved, and contribute nothing to the cultivation of healthy, responsible

attitudes toward sex. Rather, such a measure would be an attempt to impose the "moral and ethical" opinions of the proposal's supporters on individuals who must have the freedom to formulate their own views. Are P.A. students mature enough to do this? The answers to that question are as diverse as the student body, and no committee has the right to choose one maxim for application to all. To do so would be an unpardonable intrusion into all matter of greatest privacy.

Rally Degraded Us All

To the Editors:

Last Friday's Pep Rally had all the considerateness, sensitivity, and class of a stag party. From the belly dancer and the obscene and sexist banners to the overemphasis on one undefeated varsity team at the expense of another, the evening consistently glorified male assertiveness and degraded females—and thereby degraded us all. The rhetoric at the football game the next day was equally embarrassing and in poor taste, with one side of the field shouting its usual institutionalized obscenities at the other, with the other then reciprocating. And these are two

great coeducational prep schools with equal treatment and respect for males and females? Not yet, obviously. I think its time we began a comprehensive program of re-educating ourselves. We didn't actually eat Red Meat last weekend, but we acted like predators.

Too bad to have this kind of insensitivity toward sex and sexuality mar a weekend otherwise characterized by exemplary behavior and school spirit.

David Cobb
Dean of Residence

Sylvia Veh '81

80% Not Satisfied With Parietals System— Questionnaires Tallied

The Cluster Presidents have gathered and tallied the results of the Parietals Questionnaire distributed several weeks ago. Based on the fact that only one out of every five of the students and house counselors who responded to the questionnaire were satisfied with the present parietals system, the Cluster Presidents will be working between the Thanksgiving and Christmas vacations on a proposal containing some modest revisions of the existing system and will then turn that proposal over to the CRL in December or early January.

Few of the questions proved to be particularly divisive issues. The vast majority of those who answered (600) felt that the guest need not be introduced to the house counselor, that the guest ought to sign in and out, specifying the time of entry and exit, that the door need not be open (unanimous consensus), and that parietal permission is not needed.

The responses to three other questions are less clear cut:

1) Should a guest be permitted to go upstairs and knock on his or her friend's door, or should the guest have to wait at the bottom of the stairs? Some said the guest should wait downstairs out of courtesy and respect to the others in the dorm, while others argued that it is less of a disturbance to the dorm for a member of the opposite sex to come upstairs and knock rather than to bellow from the stairs and send someone up to fetch the

according to class. Some see it as an opportunity for more senior privileges while others would view those distinctions as a creation of unnecessary tension between the classes.

3) Should a revised Proctor System accompany a revised Parietal System? The reason for the unclear response to this question is probably due to the poor wording and vague nature of this question.

Other than some disagreement over



President Hadley Soutter

the multitudinous options for parietal hours, the one issue that appears to have divided the students and the house counselors is the question of whether the house counselor must be at home or not. The majority of the house counselors (approximately 70%) who answered the questionnaire said the H.C. must be home while the remaining house counselors and 92% of the

students responded to the contrary. None of the house counselors who favored the H.C.'s being home went any further than checking the appropriate box, choosing not to explain their reasoning. But several House Counselors and many, many students justified their feelings in thoughtful, well-written essays. Most stated their feelings of annoyance and frustration that the word "parietals" is so often used as a synonym or euphemism for "sex." Nearly all stressed the importance of parietals as the only time outside of meals and classes in which to develop relations with members of the opposite sex, "a most essential part of co-education." The present confines and restrictions of the parietals system "create unhealthy and unfair tensions between the sexes" and "serve to perpetuate the unhealthy sex stereotyping on this campus." Not only do these students and house counselors call for an examination of the true sense and implications of co-education, but they also look for a fuller meaning for that over-used, sometimes empty cliché, "student responsibility."

Above all, as one house counselor wrote, "we need a parietals system that fosters mutual respect between the sexes and between the house counselors and students." The Cluster Presidents, working with the CRL, hopes to come up with a proposal that will do just that and we thank those who filled out the questionnaires and particularly those who wrote such helpful essays.

Hadley Soutter
School President

2) Should the Parietals System vary

Faculty Share PA Memories

By RACHEL ABRAMOWITZ
and JANE STEINBERG

Who are these mysterious teachers with pasts unknown? Who is this John who rolls Shakespeare off his tongue? Or Diz who can really tell the difference between high Renaissance and Gothic? Or even Derek, who tells stories about his good buddies T.J. (Thomas Jefferson) and Honest Abe?

They are among the loyal Andover men who have risen up to serve their alma mater in the manner of Oliver Wendell Holmes, Samuel Morse, and George Washington's nephew. What was it that brought these men and their knowledge to this great institution?

For some, the decision was made by their parents—for their "own good," of course. Dr. Ed Quattlebaum's parents,

with girls from the Dana Hall school, for example.

Stableford remembers that ways did exist to get dates, but most proved unsatisfactory. If boys were in a club, they might be able to arrange dates through the club. However, the dates could be assigned by number or according to height, thus, he concludes, "leaving two choices: staying with someone you didn't like and being teased, or being rude and disappearing."

On rare occasions, girls would come to movies on Saturday nights in George Washington Hall. At most, three or four girls would be there, sitting up in the balcony with their dates. According to Kalkstein, "the lights would go down, then up again after a few moments,

Ropes as part of his work duty, he feasted on the inside faculty gossip. Unfortunately, his eavesdropping technique could have used some improvement, as he managed to pour green pea soup over the then Secretary of War, Henry L. Stimson.

His academic career here was "marginal at best," but he continues, "I was a non-returning upper middler. I flunked out royally in mathematics and have thus never received a diploma from this august academy. It is unlikely that I

'(History 35) was harder then.'

Paul Kalkstein, Instructor in English

Kalkstein, always a prankster at heart, lived in Abbot Stevens dorm, whose counselor was the reputable "Faps" Peterson. One night, he instigated the building of a pyramid of trash cans in Peterson's driveway. A worried security guard summoned the latter home from where he was eating dinner; as punishment, the school's administration did not allow him to graduate with his class. He had to march separately in the cum laude procession, and his diploma was mailed to him.

In terms of legitimate activities, however, all the teachers demonstrated great interest and ability. Royce managed to earn major A's in football, track, and baseball during what he terms a "not very illustrious athletic career," while Williams played Varsity Basketball, was a National Merit Finalist, and participated in the

ever shall, as I certainly could not pass the new math. I went on, however, and this will break your collective hearts—despite my inability to gain a Phillips Academy diploma, I was given the choice of attending Harvard, UNC, Brown or Amherst. I chose to go west to Amherst."

In comparing Andover and how it prepared them to the way the school is now, the opinions varied. Stableford developed independence here and also recalls learning much about writing. Bensley, though perhaps "looking back

through rose-colored glasses," loved PA. "It was back in those low-pressure days—now, it's survival. We cram too much down students' necks." Kalkstein believes otherwise, at least in reference to the traditionally abhorred History 35 course. "It was harder then. There was no textbook, only original sources, and obtaining material was thus much harder."

Still, all believe that PA has improved, especially from a non-academic viewpoint. For example, Kalkstein also believes that, although PA's curriculum has not changed, it has been adjusted to better serve the students by placing them in courses according to their abilities and not their class. By mixing classes, he feels, the school has become "much better and more efficient."

PA's tradition of fostering independence was supported strongly, but the social life in general was not spoken of enthusiastically. Stableford can remember "few distractions—less extracurriculars, particularly arts. Life was very centralized. It is better if it is more diverse." Kalkstein also recalls that little or no diversion existed: "Everything was all involved in school. There was no excusing—no one went to Boston much—and so everything happened on campus. Students had to plan it all themselves; they also entertained themselves because back then, no one would think of hiring an outside band to play."

Another problem, according to Kalkstein, was that it was hard to get help and to discuss certain issues. He feels that "in an all-boys school, one tends to communicate less about one's emotions than at a co-ed school. Boys tend not to reveal their problems. This created a wider gap between students and faculty than might have been otherwise."

This gap is, for the teachers mentioned here, truly a thing of the past, for having been here, they can understand in large part the attitudes of the students under their jurisdiction. They have an advantage in this respect which might have easily gone ignored, for none of them thought that he might one day return to teach here. Indeed, Royce emphasizes that if any people had told me I might aspire to or indeed become a teacher at PA, I would have

'I was obedient and mild-mannered.'

Derek Williams, Instructor in History

for example, believed Andover to be a good place for him; he also reasoned, however, that "you could make sports teams here and you couldn't in Rockford, Illinois." Mr. Royce also came as a result of parental jurisdiction. After a "not very illustrious" junior high school career, "Scottie" could have entered a business course, a college course, or a shop course. He was eventually designated to the last of the three, and because his mother was convinced that he would cut his hand off and because he also fulfilled the criteria for admission to P.A. ("I could stand up, I appeared in a button-down shirt, and my father could pay the bill"), he came here to follow in the path of his father and grandfather.

Others came here on their own initiative. Paul Kalkstein was the first person from his area of South Jersey to attend P.A.; he recalls that Josh Miner was the main reason he came. Diz Bensley attended Andover because his education at home was "a waste of time." Jon Stableford likewise could not get what he needed from his school system. Asked why they came, others in Stableford's class of 1963 jokingly responded in a poll, among other things, "I became misdirected while digging a freedom tunnel," "I thought the bell tower was cute," and "I had an Oedipus complex." Yet perhaps the most succinct, and commonly echoed, response comes from History Instructor Derek Williams: "God only knows."

When they arrived here, most of these teachers bore little or no resemblance to the fearsome symbols of power they are now. Williams describes himself as "a wimp, a tiny 110 pounds in tenth grade and 150 at graduation" in 1965. Though little evidence remains to support his claim, Bensley recalls that he was a "little person with a lot of hair." Kalkstein, on the contrary, had relatively little hair as a teenager; he affected the then-fashionable short "flat top" haircut which was "achieved by cutting the hair levelly and applying grease to make it stand up straight." Preferring the natural look, Royce remained a "curly-haired wimp in his Andover days."

Then, however, good looks probably did not make a huge difference in the P.A. student's life, as Abbot Academy was still a separate school. Royce, noting the markedly different social life of the late '30s and early '40s, recalls that "if invited, you could go down to Abbot from 6:30 to 8:00 for a dance in a corner room of Draper that was lit up like a white tower and had at least six chaperones standing guard."

So strictly were the Abbot girls and the P.A. boys supposed to be separated that the girls could go downtown only in the morning and the boys only in the afternoon. Royce continues, however, that despite such measures to ensure that the two did not meet, "we did, I should add, or perhaps not—make arrangements otherwise."

Twenty years later, the situation was

whereupon the whole school would stand, turn around, and sing *The Royal Blue* to the girls."

School policy with regard to Saturday nights was obviously much more lenient in those days of the early 1960's than in the 1940's. Royce describes a typical Saturday night during his Andover



career: "If you weren't in the dorm at 8, you had to be at GW for the evening movie which consisted of news shorts, a humorous short, and a major film. If we were very lucky, we got Lana Turner in one of her renowned sweaters, and that damn near tore GW apart!"

These returned alumni were, on the whole, relatively calm, even on the weekends. Williams recalls having "a deep sense of moral conviction and fear of getting caught. I was obedient and mild mannered. I never walked on the grass or had any major infractions that I can remember. I was, however, involved in some things Mr. Harrison interrupted." Mr. Stableford, a scholarship student, had to participate in the work program delivering messages and waiting on tables, among other things. This contributed to his feeling that Phillips Academy was an elitist school. Stableford also was "very straight and

Phillipian, student congress, and chorus on his way to being elected the most "happy-go-lucky" person in his class."

Andover found two Renaissance-man types in Quattlebaum and Kalkstein. The former, in addition to playing basketball and running cross-country, was a member of the student

'I flunked out royally in mathematics.'

Scottie Royce, Instructor in History

government, made cum laude, won a Morehead scholarship and belonged to the outing and press clubs. He was chosen on the most respected in his class. The latter played football, basketball and lacrosse, and spoke three languages (French, Spanish, and Russian). In addition, he participated in student government, acted, and won several prizes in addition to the title conferred upon him by his classmates—that of "Typical Exeter Man."

Kalkstein was also the vice president of his class. He attained this position in a decidedly unusual manner, running as a protest candidate. The day before the election, someone organized a campaign to oust the four current leaders, who had been in power since the class had entered the school.

Royce, one has to admit, though not as diverse, certainly did well enough.

told them they were out of their gourds!"

Stableford, in fact, taught in public school for nine years before returning. It was "good for six years. Then, as I wanted to be challenged and as I looked at other things, the school seemed better and better." Kalkstein, after he discovered that he wanted to become a teacher, also believed that PA was "the best place to teach."

These teachers are but several of the many who have experienced PA both as students and faculty. Coming from diverse backgrounds and time periods they, with their even more varied "Andover experiences," can provide a different outlook on existence in the community. Their memories and anecdotes provide continually interesting references and, most importantly, no less than a firm base for student-faculty relationships.

'We cram too much down students'

Diz Bensley, Instructor in Art

still very much the same; whereas Abbot and P.A. had had two proms in the winter and spring) in the 1940s, Bensley's description of P.A.'s relationship with Abbot as bizarre could still apply when considering the fall mixer and "rigamarolish" affairs known as tea dances. The only noticeable difference may have been the advent of blind dates

very scared; I was very rigid about obeying rules and did what was expected of me." As a result, he was named "Mr. Straight Arrow" by his classmates. On the contrary, Royce, when asked if he ever broke rules or got caught, replies, "Yes, Yes. Let's leave it at that." Bensley, too, was mischievous. While waiting on teachers' tables in

Girl's Soccer: Tournament Champs Edges Exeter 2-1 for 1981 Title



Right Wing Kate McBride looks to pass inside.

photo/Henderson

Cross Country No. 2 at 'Schols

By STEVE DONAHUE
and JOHN FLOYD

Eleven Class A Prep School teams competed in the New England Cross-Country Championships held last Saturday at Loomis Chaffee School in Windsor, Connecticut. Seemingly not affected by the two-hour bus ride, the Boys' Varsity team placed second behind Northfield-Mount Hermon. The 3.1 mile course, which meandered through cornfields and pasturelands, was crowded with over seventy runners. The race was won by John Dangora, a P.G. from Deerfield. Northfield-Mount Hermon showed exceptional strength as they placed seven runners in the top twelve overall places. Andover did not have its greatest performance as a team, but they lived up to their expectations by finishing second.

Moore Places 4th

Jim Moore led Andover's harriers with a fourth place finish overall. Co-captain Phil Harrison wined up his P.A. cross-country career with a respectable 16th place finish, only one position short of receiving a medal; Phil Knight also ran commendably, finishing 28th. John Floyd followed in 31st place with a time of 17:14. After setting off to a fast start, Steve Donahue fell back in the final 200 yards but still crossed the tape in 38th place. Dan Collins and Bruce Trask rounded out the P.A. squad with 47th and 51st place finishes.

Like any other team, the Blue runners had their peaks and lows, but overall the season turned out to be an excellent one. The team showed tremendous improvement throughout

the fall with almost every runner improving his times. Though shaken by their first two losses of the season against Harvard and the United States Naval Academy Prep School, the Blue suffered only one defeat at the hands of a prep school. While some of their top runners will be graduating in June, P.A. will return next year with a core of this year's harriers and will be under the leadership of Co-Captains-elect John Floyd and Bruce Trask.

...While Ladies Capture Fourth

By RAVI MOHAN

On Saturday, the 24 Girls' Cross Country squad took fourth place at the Interscholastics at Loomis Chaffee behind strong Northfield-Mount Hermon, Milton, and Exeter squads. Andover's leading runner, Londi Fannin took seventh overall on the 3.1 mile course.

Small Hills/Long Flats

The P.A. girls had no real strategy going into the race, as they had never raced on the course, nor did they know much about the other competing teams except that NMH and Milton would dominate and that Exeter would be in the kick with Andover. The course was

long compared to P.A.'s Sanctuary, but the course had only small hills with great stretches of flat course.

The winner of the race was an exceptional runner from Hyde, who immediately sprinted ahead. Pressing close behind was a small pack of six runners including Andover's Fannin. The strong six-woman pack pulled ahead of the rest of the runners, as different members of the pack vied for the second position at different times; as the race continued, though, the pack strung out some with Fannin trailing. The race ended in like manner, Fannin with seventh at a time of 17:47 for the course.

Following the leading pack came Captain Hilary French in eighteenth place overall, and Jennifer Mosse in thirty first. Next year's captain, Mosse, suffered again from acute stomach pain and finished the race only to augment P.A.'s overall score. After a strong start, Mosse faded in the kick as she dropped behind many runners.

Next year, Coach Sykes will bolster a squad led by Jennifer Mosse and including Lower Anne Stout, who placed third in her division at the six-mile road race on Sunday held at Andover.

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Mary Ogden, as the final score rested at a heartening 6-1.

Versus the Red

The stage was set. Exeter had beaten St. Pauls in a close 3-1 contest, and now hundreds of Exie fans and tailgate-partiers had gathered to witness girls' soccer at its finest.

In the first half, the Blue captured an early lead, on Sorenson's twentieth goal of the season. The shot was a hard, low placed shot off an accurate Cecily Coughlan feed. Although both teams strove for perfection in their play, neither team achieved domination. Only the superb play of P.A. fullbacks Chivers and Caroline Higgins and the consistent fielding of shots by goalie Simmons kept the score from going in the Red's favor.

Electa Sevier took control of the third quarter. With her outstanding dribbling and overall ball control outmaneuvered many Exeter defensive players. Finally, after an unbelievable drive around six Red players, she broke away for a clear thirty-foot shot through the posts.

Disaster Strikes

With the score at 2-0, the game seemed decided. The Triple S threat of

Sevier, Sorenson, and Simmons backed up by the experienced first string of Chivers, Ogden, Coughlan, Hilary Huber, Laura Lindner, McBride, Higgins, and Ashley Thompson, was well primed and ready to let loose. However, the game was not yet decided.

In the beginning of the final quarter, Sevier, who had been triple-guarded up to this point, left the game with a sprained ankle. With determination, Exeter pressed toward the Andover goal. In the wild confusion around the goal, a Blue fullback accidentally elbowed the ball. A penalty shot, the first against the P.A. girls this year, occurred. The Exeter kicker drilled a perfect grounder by Simmons in the corner of the goal. With seven minutes left in the game, and the score 2-1, Andover, a P.A. fullback tripped and fell on the ball, creating another penalty shot.

The same Exie forward slowly approached the ball and fired it to Simmons' left—but the Andover goalie met the challenge and knocked the ball out of the area. The 2-1 victory was Andover's final step towards a tournament championship and an undefeated season.



photo/Henderson

With over a dozen saves in the last five minutes of play, girls' soccer goalie Kim Simmons played a crucial role in Andover's 2-1 victory over Exeter. The win, which gave the 1981 squad a Prep School Championship and an undefeated season, would not have been possible without the prowess of Simmons as a goalie in the last minute of play. With Andover on top, 2-0, and Simmons looking for her seventh shutout of the year, Exeter began to pepper the Andover goal with shots. After stopping six Exeter attempts, an untimely Blue penalty which was followed by a successful direct penalty kick by Exeter spoiled Simmons' shutout. Moments later, another Andover foul gave Exeter the chance to tie the game. With a dive to the left, Simmons made the save, thus maintaining the Andover lead. After a brief bombardment of shots from the Red, an Exeter player had a clear twenty-foot shot on the P.A. goal with a minute left in the game. Simmons made the save of the season, a diving stab to her left. The ball rebounded off her fist and cleared the cross bar of the goal. Thus, victory and an undefeated season were preserved for the Andover squad. Kim Simmons is deservedly the Andover Athlete of the Week.



Katrina Sorenson dribbles the ball up midfield.

photo/Henderson



Co-captain Phil Harrison nudges an Exie.

photo/Henderson

Undefeated Season Ends; Red Upsets Blue

By PETER CLEVELAND

The Varsity Football team's hopes of an undefeated season, a feat last accomplished in 1970, were put to an end last Saturday as arch-rival Phillips Exeter Academy defeated Andover, 12-7. P.A.'s final record stands at 6-1-1.

The Blue offense had good field position in the opening series as a result of Mike Sabina's return to the forty-yard line. They squandered the opportunity away, though, as the backfield fumbled on second down and on third down the team incurred a fifteen-yard penalty for pushing.

Pelly's Pickoff

Exeter then took over and on their first possession attempted a long pass down the left sideline. Safety Jon Pelletier, who had excellent coverage on the Exeter tight end, timed his jump perfectly and picked the pass off.

Andover could not make anything of the Exeter turnover, as consecutive running plays failed and an overthrown pass to the right side necessitated the Blue to punt.

Giddy Thirty-five Yard Dash

When P.A. got the ball back, they mounted their first impressive drive of the game. Tailback Charlie Gildehaus broke through the left side for a thirty-five yard tear and on the following play gained another first down on a run up the middle. Exeter halted the drive at the 1:31 mark, as quarterback John Doherty, while scrambling right, had his pass intercepted by Red cornerback Rich Baken.

Exeter's offense again stalled, forcing them to turn it over again. The Exeter punter could manage only a 2-yard punt, giving Andover excellent field position.

P.A. drove all the way to the Exeter four-yard line, but was then set back by a series of penalties. The offense never converted a touchdown, and the field goal attempt disputedly missed to the left.

Later in the second period, Exeter put the first points on the board, as Red Halfback Peter Noonan plunged over from the one-yard line at the 2:56 mark of the second quarter. Setting up this Noonan plunge was a spectacular catch by receiver John Quinn over two P.A. defenders. Exeter failed to convert the extra point and the score stood at 6-0.

Minutes later, P.A. struck back, as Doherty hooked up with Sabina on a long bomb. The extra point was good, and Andover took a 7-6 lead into the locker room.

Exeter moved the ball extremely well in the opening minutes of the third quarter. This could have been due to the injury of Noseguard Joe Gaziano. It wasn't until linebacker Jeff Ruberti sacked the Exeter quarterback that the Blue defense woke up and began playing their characteristic hard-hitting style of play. Exeter punted the ball away from Sabina, who gained a few yards on the return.

The Blue offense then marched down the field, converting three first downs by using a variety of running plays and short dump passes to Alec Hogg. Gildehaus and Fullback Rich Baldacci did the brunt of the work, as they both slashed up the middle of varying times for good yardage. Two fumbles, one by Gildehaus and the other by Baldacci, temporarily stalled the drive, but upon recovering the ball in both cases, the offense continued to effectively move into Red territory. Exeter luckily stopped the Blue in the warning moments of the period, when Doherty attempted a long pass but was intercepted by the Exeter safety at the thirty-six yard line.

The P.A. defense then rose to the occasion as they stopped the Red on all

three downs. The Exeter punter mishandled the center's snap, and Andover was once again presented with a golden opportunity to increase their lead.

On the first two downs, a rollout pass and a run up the middle proved unsuccessful. Doherty's attempted third down pass released at an awkward angle, and ended up in the hands of one of the Exeter linemen.

Exeter took over and proceeded to go in the wrong direction, as left end Kevin Wattles sacked the Exie quarterback for a thirteen-yard loss.

Doherty Throws One Away

Once again, after Exeter punted the ball away, Andover had good field position and made nothing of the opportunity. The Exeter safety man intercepted Doherty's second down pass and ran it back almost fifteen yards before being brought down.

Exeter executed its most effective drive of the day when they took control of the football. The Exeter offense used a variety of running and passing plays that constantly caught the Andover defense off guard. The Red moved all the way to the Andover eight-yard line, accumulating two first downs and breaking through P.A.'s defense with ease. At the 4:28 mark of the fourth quarter, Exeter scored a touchdown on a quick eight-yard slant in pass. They missed a two-point conversion, but more importantly had taken the lead, 12-7.

At this point, Andover still had a very good chance to come back. Roughly 4½ minutes still remained, and the squad needed only a touchdown to re-take the lead.

After receiving the kickoff, Coach Best first called for Baldacci up the middle. This play proved successful as the powerful fullback gained six yards. On second down, Doherty just missed on a long pass to his wide receiver, Pelletier. Doherty, on the crucial third down play, connected on a fifteen-yard pass up the right side. Tight end Alec

Hogg then caught a pass up the middle, bringing the Blue into Red territory at the forty-yard line. Doherty, after briefly looking for an open receiver, next ran for five yards. Coach Best then called for Gildehaus to run on the left side. Gildehaus picked up five yards, and in the process gained a first down; this would be the last Andover run of the day.

The Blue now stood on Exeter's twenty-nine yard line with roughly three minutes remaining and four timeouts, and it was on the ensuing four downs that Andover committed its fatal mistake. All four plays called were medium-to-long range passing plays. All four plays were unsuccessful.

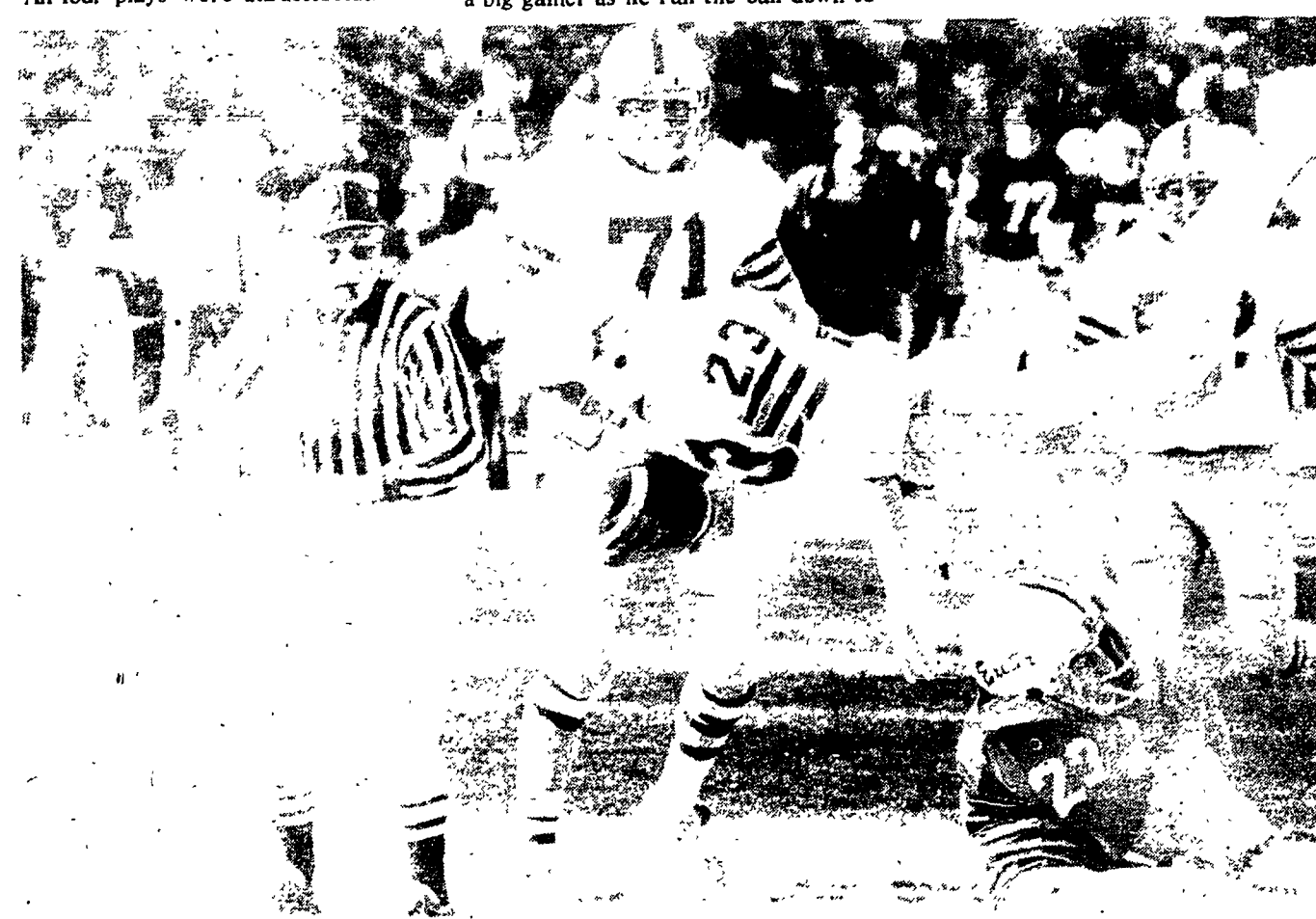
At the 1:56 mark, Exeter took over, and preceded to sit on the ball. They gravely miscalculated the amount of time they would be able to waste, and because of this Andover had one last shot.

The Blue started at their own 45-yard line after a weak kick by the Exeter punter. On the first two downs, Doherty missed on two passes, both to the right side. Tight end Alec Hogg drew a play for interference on the following play. The penalty moved the offense across midfield and P.A. was back in business. Doherty then executed a dump pass to Baldacci on the right side, who turned the play into a big gainer as he ran the ball down to

the Exeter fifteen yard line

Andover committed two very costly errors on the next two downs. Doherty was called for intentional grounding, and a penalty for illegal motion pushed the Blue back to the 41-yard line. On second down, Doherty rolled right, and was intercepted for the fifth time, ending all Andover hopes for victory. The final score read Exeter 12, Andover 7.

Probably the biggest mistake on Andover's part was the play-calling in the last five minutes of the game. If the calls had had more variation to them rather than being all passes, Andover might very well have come out the winners rather than losers.



Tailback Charlie Gildehaus is airborne.

He also is victim to an Exie defender.

photo/Timken

The Day In Retrospect

By BURKE DOAR

Awaking for classes on Exeter weekend is something I have not been accustomed to in my four years here. But this obstacle did not really bother me and for that matter, sitting in Novel and Drama sort of increased my anticipation for the big game. Mr. Krumpe had told his Greek 10-20 class that this was the first Andover-Exeter Weekend which, as far as he could recall, fell on a six-day week.

On the ride up to Exeter, three of the seventeen buses mysteriously lost their way in the wilderness of New Hampshire. Those devoted P.A. students who were on those buses missed nearly the entire first half.

Many Andover Alumni attended the game, travelling from the far reaches of the northeast. Coming from Harvard and Brown, Dartmouth and Yale, Vassar and Wesleyan, those students sped along Interstate 495 towards Exeter. Interestingly enough, seven police cars were situated Bumper to Bumper along the edge of the highway. Two, and possibly more, alumni cars were stopped for speeding: one driver whose car had Texas license plates tried to convince the police officer that he was travelling all the way from the Lone Star State just to view a high school football game. His argument was not altogether persuasive, as he was slapped with a twenty-five dollar ticket.

My Father had yet to witness an Andover-Exeter football game. He had arrived late the night before, and rose early for a morning run around Siberia in anticipation for an exciting afternoon. I must admit that as I was driving up towards Exeter, I sensed that my father might be slightly divided on who he really favored—Exeter or Andover. As I glanced at him, I noticed that he was wearing the brightest red shirt he owned.

Could these peculiar coincidences have effected the outcome of the game? These moments most certainly did not help matters, the football team went down to defeat, its undefeated season marred by the loss to the dreadful Red. WAS it the classes, the cops, the lost buses, Dad's red shirt, or the gods that ordained this fate? (Honor thy father, right?)

**Congratulations on
a super season! You
are the —————!
Love ya,
Gerry**



Jon Pelletier goes up with an Exie receiver.

photo/Timken



Andover's 1981 Football Team.

NEWS BRIEFS

\$400,000 Teaching Grant Awarded to PA

By ELIZABETH COX

The Independence Foundation of Philadelphia, Pennsylvania recently granted a teaching endowment of \$400,000 to Phillips Academy.

The guidelines of the foundation specify that their funds go to independent secondary schools "in support for outstanding teaching and financial aid to make independent education available at every economic level." The grants should be given to schools already active in these areas, to encourage them to continue their efforts.

This grant will establish the third faculty chair that the foundation has endowed at Andover. The first two established 1959-62, have supported fourteen distinguished teacher-scholars. The trustees voted to accept the endowment at their meeting early in November.

Headmaster Donald McNemar will consult with Peter McKee, Associate Headmaster and John Richards, Dean of Faculty, in order to recommend a candidate to the board. There are no specifications for the endowment except that it recognizes excellence in teaching.

The endowment will provide for a discretionary fund, for educational and community purposes and will be held by the faculty member until the time of his or her retirement. Since less than 10% of the teachers at Phillips Academy hold endowments, it is a great honor usually granted at a later stage in the teacher's

career. "An independent Foundation Teaching Endowment in a school insures a focus on academic excellence," said McNemar. "Conferring a faculty chair not only recognizes distinguished teaching, but also stimulates younger faculty, and encourages schools to support and reward outstanding teachers."

Math Team Places First In Atlantic-Pacific Contest

By BILL PARSONS

Last week, the Phillips Academy Math Club announced the results of two interscholastic math contests given earlier this term.

In the Atlantic-Pacific Math Contest, the Andover team scored a perfect 60, tying for first place with the Alabama Crimson High School team. These were the first perfect scores in the history of the contest.

Seven schools participated in this event, each fielding a team of ten top mathematicians.

This contest was the first of six to be held this year, each of which consist of six precalculus problem. The results of a second test of the same kind, given Tuesday night, have not been released. Math Club Faculty Advisor, Donald

By TAMAR GENDLER

Last Sunday, the Phillips Academy Debating Team won the Andover Cup in recognition of its performance at the Andover Invitational Debate.

Competing against thirteen other schools, the Andover "A" team, consisting of four novices and four experienced debaters, emerged from the event with a 12-0 record.

In addition, upper Timothy Cobb received the highest number of speaker points among all novice speakers, and uppers Marc Schwartz and Winthrop Clevenger were tied for second place in speaker points among the advanced negative debaters.

The debaters argued whether or not the United States Government should abandon efforts to deport illegal aliens. They began researching the topic last month.

Debate Team Wins Invitational

Co-President Betsy Connell attributed the great success of the team to the serious nature of this year's debating society. "We are meeting twice a week, and making every effort to teach our novice debaters as much as possible about proper technique."

Co-Vice President Jeff Weiss agreed with the conclusion. "I think our dominating performance at the Invitational reflected an upsurge of debating interest at Andover," he said.

A total of 24 Andover students competed in the tournament. In addition, many students served as volunteers, filling positions as coordinators, judges,

and time-keepers.

Co-President Sarah Anderson emphasized the importance of these student volunteers. "They were tremendous," she explained, "without their help we could never have pulled it off."

Many faculty members helped with the debate as well. Past debaters such as Mr. Dix, Dr. Pottle, and Mr. Krumpke served as judges.

Most participants found the debate a rewarding experience. Upper Marc Schwartz observed, "even though the tournament was intensely competitive, all of the participants seemed to enjoy themselves."

PAGE ONE CONTINUED

McNemar Speaks At Kennedy Library

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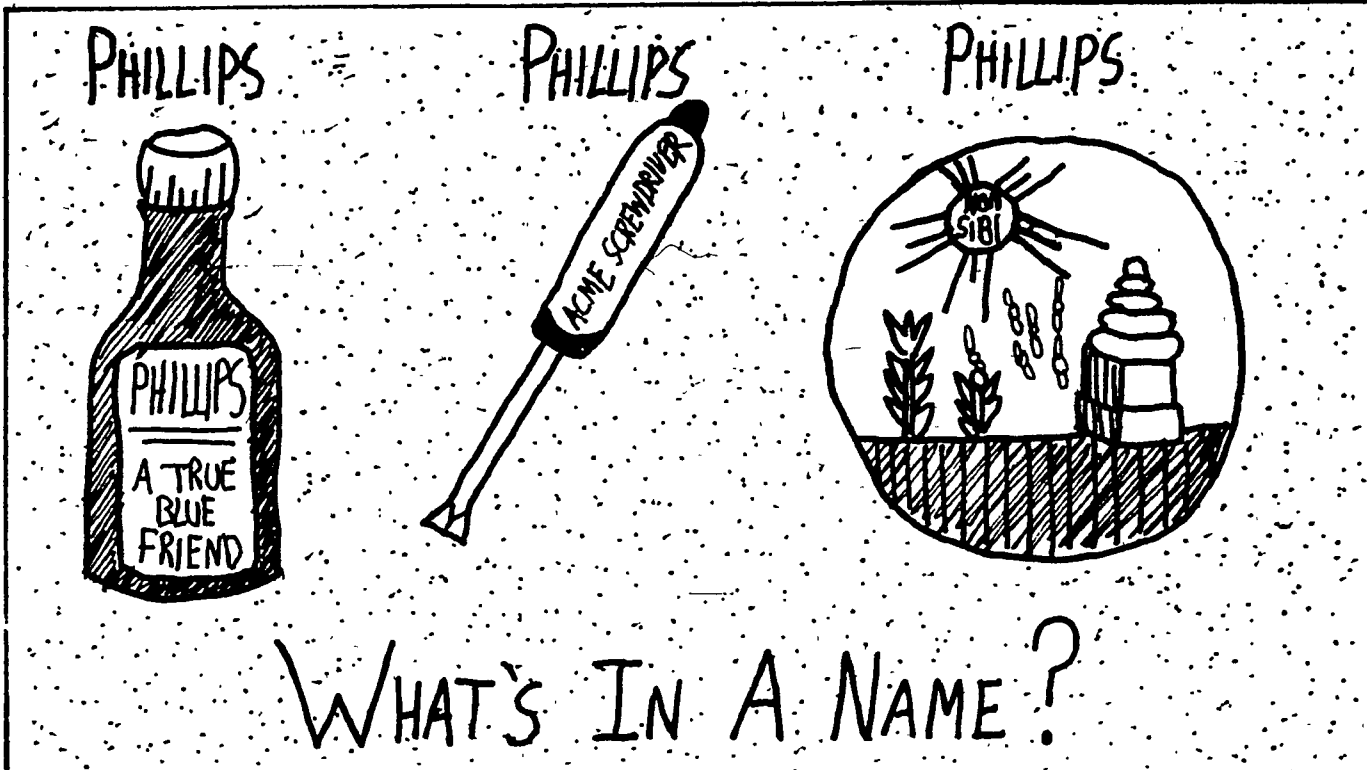
graduates will indeed be the leaders of society in the 21st century...The Phillips and Abbot Academies have been places of excellence in the past and, with our efforts, Andover will be a leader in education in the next century."

In addition to McNemar's address, the reception included a documentary on the life of John Kennedy, and a speech by Director of the Addison Gallery Christopher Cook, discussing the different events which will occur at the gallery in the coming months as well as the progress of the gallery's campaign to raise \$4.7 million.

Then Britta McNemar also gave a

short account of her first impressions of Andover. She called herself "the triple threat," serving as a wife of the headmaster, a mother of two children, and Assistant Director of College Counseling.

"It was a warm reception, and they were really interested in meeting us," Mr. McNemar said after the reception. "The alumni seemed most concerned that the quality of the faculty was still as high as it was when they were at school, and if the quality of the community was as high. In other words, were the students learning out of class as well as in."



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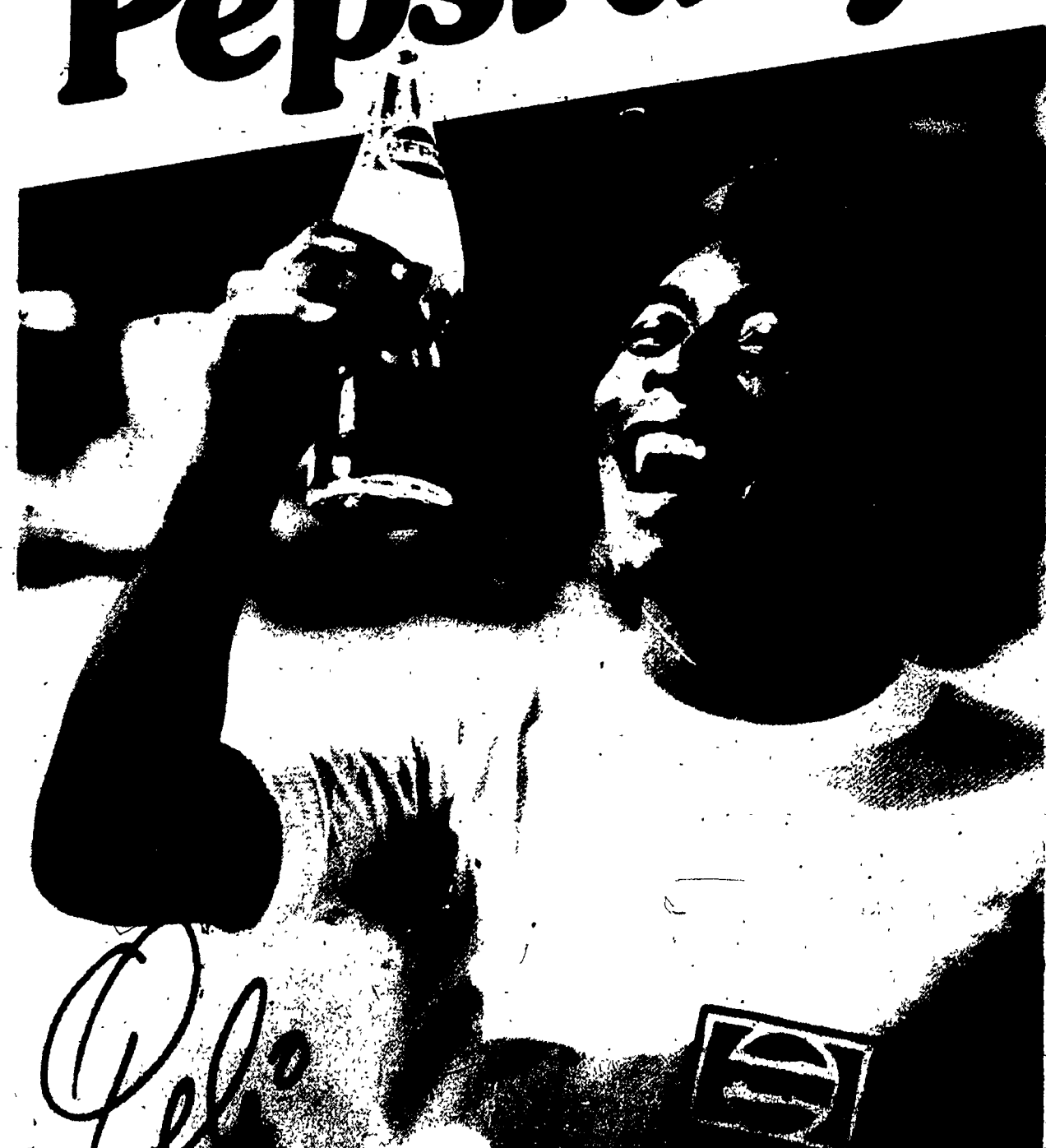
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